



12-1970

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A STUDY OF THE CHANGING EMPHASIS IN FORMAL
EDUCATION FOR ACCOUNTANTS

by
Kenneth L. Hankerson, Jr.

Bachelor of Science, University of North Dakota 1969

An Independent Study

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

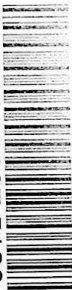
for the degree of

Master of Science

Grand Forks, North Dakota

December
1970

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CHAPTER I

INTRODUCTION

Much has been written in recent years concerning education for the accountant. Nearly every issue of The Journal of Accountancy for the past five years has contained an article on the education of accountants, in particular, young accountants. In addition, books such as Horizons For A Profession by Roy and MacNeill and The Rise Of The Accounting Profession by Carey have researched the history of education for accountants, have made attempts to list what every CPA should, in general, know, and have made recommendations as to how education for accountants could be improved. The AICPA has also made recommendations, through its Committee on Education and Experience Requirements for CPA's, as to what young accountants should have studied and learned. Practitioners and educators--both old and experienced and young and idealistic have written articles in The Journal and in the various state society magazines expressing their views on education for the accountant.

These articles and books have attempted to answer questions, clarify explanations, and make recommendations relating to the first auditing standard of the AICPA: "The examination is to be performed by a person or persons having adequate technical training and proficiency as an auditor."

Statements on Auditing Procedure Number 33, from which the preceding quotation is taken, attempted to explain the standard by stating:

The attainment of the proficiency begins with the auditor's formal education and extends into his subsequent experience. The independent auditor must undergo training adequate to meet the requirements of a professional man. This training must be adequate in technical scope and should include a commensurate measure of general education.¹

Although Bulletin 33 does specify that a general education is a part of an accountant's training, it leaves another question for the various writers to ponder--what is a commensurate measure of general education?

The purpose of this paper is to compare and summarize the articles and books written by the authors mentioned in the previous paragraphs. By comparing and summarizing and improvising, this author hopes to formulate the ideal educational curriculum for the young accountant and, in the process, to answer the question--what is a commensurate measure of general education?

¹Statements on Auditing Procedure No. 33 (AICPA), p. 19.

CHAPTER II

A BRIEF HISTORY OF THE DEVELOPMENT IN FORMAL EDUCATION FOR THE ACCOUNTANT

The history of the training of young accountants and of the early attempts to establish a formal education for accountants began soon after the incorporation of the first national professional accounting society, the American Association of Public Accountants, in September of 1887. The Association, which had included in its certificate of incorporation the objective of "establishing a high standard of professional attainment through general education and knowledge and otherwise", realized that if the Association was to continue in existence, indeed if the accounting profession was to exist and flourish, it was necessary to properly educate the young accountant.

In 1892, the Association presented a petition to the Regents of the University of the State of New York requesting that a professional school, to be known as the New York School of Accounts, be established in that state. The school closed one year after its inception however, largely due to the failure of businessmen in general to provide support for the undertaking. All was not lost though, as several of the already established schools of business, including the Wharton School of Finance at the University of

Pennsylvania, added accounting courses to their curriculum.

In the early 1900's, the idea of formal education for accountants finally got off the ground. In 1908, the Harvard Graduate School of Business Administration added several well-known accountants (who were also members of the Association) to its staff of lecturers. By 1911, 18 schools were providing courses in accounting. Some of these courses were merely bookkeeping classes, others however, were detailed courses which would be a credit to a modern university.

The 1916 report (referring to a report by the Association's committee on education) described 'laboratory' methods adopted in some of the colleges and universities which gave accounting courses.

A notable example was the accountancy laboratory installed at Columbia University, under the direction of the ubiquitous Robert H. Montgomery. The laboratory consisted of accounting records and some complete sets of books of business enterprises which had been discontinued by dissolution of bankruptcy. In addition, there were a few 'model' sets of books and collateral records, such as minute books, stock certificate books, and transfer books.

The laboratory also included a file of annual reports and statistical data from leading companies, together with organization charts, descriptions of systems in use, and similar material. Also the laboratory was expected to maintain an exhibit of office appliances, bookkeeping machines, and so on. All this was designed to give the student contact with the real world of accounting, as well as with the theory of the subject.²

The idea of a formal education for accountants received a minor setback in 1916 when the newly formed American Institute of Public Accountants refused to allow full time instructors of accounting to become full fledged members of the Institute. This refusal created

²John L. Carey, The Rise of The Accounting Profession, p. 99.

some hard feelings and it was not until 1924 that CPA-instructors were allowed to become members of the Institute.

In 1934, the AI(C)PA (through its committee on education) finally offered something concrete concerning its views toward formalized education. The committee came up with five propositions which were to eventually become part of the Institute's policy on education. The committee felt:

1. That a comprehensive college or university training was becoming an indispensable part of the preparation required for the career of a professional accountant;

2. That the educational background should include both a broad foundation and a period of two years of systematic study in accounting and allied fields such as economics, finance, money and banking;

3. That the Institute should not attempt to formulate a detailed curriculum, since this could be better done by educational organizations;

4. That only individuals of marked ability, adequate preliminary training and high promise be encouraged to enter the accounting field;

5. That formal educational preparation be given greater emphasis in legislation specifying the qualifications of accountants to become CPA's.³

³Op. cit., p. 268.

⁴AICPA Planning Committee, "Education of Certified Public Accountants", *The Journal of Accountancy*, April, 1966, pp. 42-45.

CHAPTER III

RECENT IDEAS AND RECOMMENDATIONS ON ACCOUNTING CURRICULUM

Viewpoint of the AICPA

Although this paper is concerned with the education of accountants in general and not specifically with Certified Public Accountants, the viewpoint of the American Institute of Certified Public Accountants should be considered since that body governs most certified public accountants.

In 1959, the educational council of the AICPA adopted the position that a baccalaureate degree be made a requirement for the CPA certificate. Since that time, the Institute itself has adopted the same position as have 27 of the 54 separate accounting jurisdictions in this country. Clearly then, the trend is for a young CPA to receive his preliminary training in the university. (As a point of interest, 88% of the candidates sitting for the November 1968 CPA examination were college graduates.⁴) But what does this preliminary training consist of? Are there any uniform requirements as to curriculum or course material?

The accounting profession has generally stayed away from any

⁴AICPA Planning Committee. "Education of Certified Public Accountants", The Journal of Accountancy, April, 1968, pp. 48-49.

attempt to impose uniform requirements. The planning committee of the Institute made its position clear in 1968 when it stated:

The profession as a whole has not attempted to prescribe a detailed syllabus to the colleges setting forth course titles and hours required for the degree, nor should it do so in the future. Some few jurisdictions have established such specific requirements, but the practice is considered to be ill-advised. Quite simply, no single arrangement of subject matter has been determined to be 'best'. Each school should be free to combine its resources in the way that is optimal in its own situation to achieve the desired goal of a competent graduate.⁵

Although the Institute itself has clearly stated that it will not impose uniform requirements, it has offered some rather detailed suggestions as to what it feels should be taught.

In the December, 1968, Journal of Accountancy, there appears a position paper presented by the Committee on Education and Experience Requirements for CPA's. This paper presents a "model program" for prospective CPA's. According to the Education Committee, the program should consist of three parts--General Education, Business Education, and Accounting.

The general education portion is not clearly defined but would presumably include studies in history, philosophy, the English language, and arts and sciences. Also included in this general education would be elementary courses in economics, accounting, study of computers, and mathematics (including statistics and probability).

The following table summarizes the courses and hours of the Journal of Accountancy, December, 1968, p. 39.

⁵Ibid., p. 61.

general education--this table is based on a five-year period of study.

<u>FIELD</u>	<u>HOURS</u>
Communication (languages)	6-9
Behavioral Sciences	6
Economics	6
Elementary Accounting	3-6
Introduction to the Computer	2-3
Mathematics (algebra, calculus, statistics, and probability)	12
Other General Education	<u>18-25</u>
Total Hours	60 ⁶

The suggestions for a general business section include:

<u>FIELD</u>	<u>HOURS</u>
Economics (intermediate theory and the monetary system)	6
The Social Environment of Business	6
Business Law	6
Production or Operational Systems (Industrial Management)	3
Marketing	3
Finance	6
Organization, group and individual behavior	9
Quantitative Applications in Business	9
Written Communication	3
Business Policy	<u>3</u>
Total Hours	54 ⁷

The accounting section of the curriculum would include nine hours of financial accounting--these courses would consist of basic theory of accounting and related practical problems; six hours of cost account-

_____ Ideas and thought?

⁶AICPA Committee on Education and Experience Requirements for CPA's. "Academic Preparation for Professional Accounting Careers", The Journal of Accountancy, December, 1968, p. 59.

⁷Op. cit., p. 61.

ing, including cost determination and analysis and cost-based decision-making; three hours of tax theory and problems; six hours of auditing theory and problems; and six hours of computer and information system study.

As stated previously, this paper is written with the idea of observing and comparing formal education for all accountants and not specifically for CPA's, however this author feels that the AICPA has done a great service for the academic community in setting forth this model plan. Universities adding accounting courses or altering previously existing courses can use this plan as a guideline, yet do not need to follow it specifically since the AICPA has not attempted to force the plan upon any school.

Liberal or Specialized Education?

The preceding section of this paper dealt with the question of accounting curriculum--what courses should be studied and what fields should be researched. Another question along these same lines which constantly arises is--what type of general education is best for the future accountant? Should he receive a specialized education with emphasis on the technical aspects of accounting or should he follow a program of liberal studies with emphasis upon ideas and thought?

In attempting to answer this question, this author found opinions favoring both sides and, as a point of interest, it seemed that the younger CPA, with memories of college fresh in his mind,

was more inclined to favor the liberal approach to education while the experienced professional accountant seemed to favor the technical program.

The November, 1964, issue of the Florida CPA contained an article, written by Edward V. McIntyre, a young CPA still in graduate school, which presented quite a strong case for the liberalized education.

Mr. McIntyre referred to the Ford Foundation Studies of 1959 which reported that an education should be for a whole career or for a lifetime, not just for a first job. It was the opinion of the researchers who prepared this study that a four year education was simply not long enough to provide a general education for life as well as specific job training. The researchers felt that six years of school (four years of liberal arts followed by two years of graduate study in accounting) would be the ideal program, but if the student did not want to stay in school that long or if he could not afford to, then four years of liberal education followed by on-the-job training would be better than a specialized education.

An opposing position was presented in an article, entitled "Professional School of Accountancy" which was edited by Edward S. Lynn, the director of the education division of the AICPA. According to this article, the strong accounting curriculum offers the following advantages:

1. It is attractive to students. All accounting professors have

had the experience of advising majors who want to take all the accounting courses available to them.

2. It reduces the proportion of an accountant's education and training that has to be completed on the job and hence helps to eliminate the impression that accountants go through apprenticeship training--an impression at variance with the idea that accounting is a profession.

3. Professors prefer to teach subjects in depth rather than to teach what may, at worst, be described as survey courses.

4. Teaching courses in depth stimulates professors to engage in research and contribute to the growth of knowledge in their fields.

5. The technical accounting competence of professors is likely to be greater if they teach courses in depth.

6. It encourages a close relationship between professors and practicing accountants.

7. It develops in students a professional attitude and a consciousness of a close relationship with the practitioners.⁸

Clearly these two positions are at opposite ends of the poles and to this author, it seems that both ideas have glaring weaknesses and that perhaps the answer to the question is somewhere between those poles.

Although the liberal education proposed by Mr. McIntyre would develop a more well-rounded person, one more capable of handling himself and of working with and understanding others, it would leave the graduate with no real job training. The graduate planning on industrial or public accounting would have no real idea of what he was getting into and the firms hiring those graduates would be faced with the awesome task (not to mention the cost) of starting from scratch and teaching these people all they needed to know about accounting.

⁸"Professional School of Accountancy", The Journal of Accountancy, May, 1965, pp. 87-88.

The idea of a combination of liberal studies and technical courses seems to be more logical than either a strictly liberal education or a completely technical one but the problem of how much of each to study still remains.

J. Warren Higgins, who is a CPA and an assistant professor of accounting at the University of Connecticut, proposed a new accounting curriculum which, to his and to the University of Connecticut Accounting Department's way of thinking, properly combines liberal and technical studies. A table summarizing that curriculum follows.

<u>YEAR</u>	<u>COURSE & CREDITS</u>
Sophomore	"Structure, Function and use of Accounting Data" 3 credits
Junior-1st semester	"Financial Accounting." Explore the theory, concepts, and procedures as they apply to assets, liabilities, and owner's equity. 6 credits
	"Cost Accounting." Systems applicable to various types of production, studies with emphasis on the development of information to aid in controlling cost of operations. 3 credits
2nd semester	"Cost Analysis." 3 credits
Senior-1st semester	"Auditing." 3 credits
	"The Federal Income Tax and Business Decisions." Concepts involved in federal taxation. 3 credits

2nd semester

"Advanced Accounting
Topics." 3 credits⁹

Mr. Higgins feels that the student should not be rushed into debit-credit, black-white, courses which require little more than memorization. He feels the student should be given a broad background in the first course, a background which explains the role of accounting in society and the use of accounting data. If the student feels, after taking this course, that he might be interested in a career in accounting, he can then go on to take the junior year courses which explore accounting theory.

At first glance, it would appear that Mr. Higgin's suggested curriculum leans a little toward the "liberal pole" and does not allow enough work in technical courses. However, the internship program, which is considered a part of the senior year's curriculum can, if used properly, more than compensate for the shortage in technical courses. The internship idea is discussed in the next section of this paper.

Internship Programs

The internship program, which allows college students majoring in accounting to work on a temporary basis in some type of accounting position, is often mentioned as an important part of an "ideal" accounting curriculum.

⁹J. Warren Higgins, "A Proposal for an Accounting Course of Study", The Journal of Accountancy, October, 1969, p. 89.

The program is generally designed to enable the promising accounting student to successfully negotiate the gap between classroom theory and actual practice. The idea behind the program is to familiarize the student with the real world of business and (hopefully) to create in the student a desire not only to study harder but also to choose for his career field the particular field in which he interned.

As with other programs and ideas discussed in this paper, there does not seem to be any accepted format to follow in carrying it out. Some authors favor a six-week internship squeezed into the senior year of studies; others favor a full-year program. Some feel that the student should be given carefully planned work in all phases of the audit (assuming the internship is with a public accounting firm); others feel that the student should be assigned the same work as a beginning junior. Again, this author feels that the ideal program lies somewhere between these extremes.

Long Island University's internship program, begun in the fall of 1966, provides a good example of how the internship idea can be applied on an undergraduate basis. The senior-year students involved in this program work for six weeks, from the middle of December to the end of January, with some participating firm. Normally they are allowed to take early final examinations for the fall semester and to report late for the spring semester.

The University stresses to the participating firms that they "would like the interns to receive diversified experience with a minimum of time

spent in the proofreading or checking departments,"¹⁰ and that the interns should be allowed, if possible, to participate in out-of-town assignments. By asking the employers to omit some of the tedious, time-consuming work involved in public accounting, the University hopes to maintain, in the student, a high degree of curiosity and enthusiasm for his work.

Long Island University has also revised its curriculum somewhat to allow its potential interns to take more courses in their first three years of school so that their load will be somewhat reduced in the senior year.

To this author, the Long Island University's internship program is quite sound. The senior year student is allowed to apply some of his recently acquired knowledge, to break up his senior year with work which will probably stimulate his desire to study, to gain valuable practical experience, and most important, to determine, once and for all, whether he desires a career in public accounting (or whatever field he has worked in). However, there is one glaring weakness--the program does not allow for participation by students who have taken their first two or three years off school to determine what they want to major in. If a student has taken a variety of courses in his first two years, he will have missed out on the accelerated accounting curriculum offered at the University and will, more than likely, not have

¹⁰Philip Worlitzer and Arthur Hirshfield, "Effective Staff Recruitment Through Internships", New York CPA, July, 1967, p. 526.

the time to participate in the program during his senior year. Is this type of student to be omitted completely from the internship program?

In this author's opinion, there is no real answer to the question. Perhaps the answer lies in a variation of the five-year program proposed by the AICPA, perhaps an internship after graduation (although this would actually be nothing more than the beginning of an actual career), or perhaps in providing an internship program for advanced degree candidates. This last point is the subject of an article written by Jack Robertson, a CPA who received his M.P.A. degree from the University of Texas, a school which offers an internship program for graduate students. Perhaps his ideas can solve the internship problem for students who are pressed to complete the regular accounting curriculum in a four year period.

While working on his Master of Professional Accounting degree at the University of Texas, Mr. Robertson participated in that school's internship program. Normally the school requires a six to nine month internship during which the intern is expected to gain experience, rotation, and broad training.

According to the University:

Experience is equated with actual work as an accountant on audit, tax and/or management services engagements.

Rotation is the opportunity afforded, and accepted, to gain experience on engagements for a number of different business enterprises.

Broad training is the extension of the experience requirement through which the intern performs an engagement (audit, for example) from the beginning of the field work to the time the audit

report is delivered.¹¹

Obviously the University of Texas is much more comprehensive than Long Island's, however it is reserved for those students who can afford (time-wise and money-wise) to attend a two year graduate school.

As stated in a previous paragraph, one answer, perhaps the ideal answer, would consist of integrating the internship program with the AICPA's five year curriculum. Perhaps the student could work the entire spring semester (January to June) of his fourth year with some type of accounting firm. These six months could allow, if properly organized, the experience, rotation, and broad training required by the University of Texas' program without their required two full years of graduate study. This arrangement would also be flexible enough to allow the student who did not decide upon an accounting career until his second or third year of school to "catch up" on the regular curriculum and, perhaps, intern during his fifth year of school.

"An Outsider Looks at the Accounting Curriculum"

As a conclusion to this portion of the paper devoted to recent ideas and recommendations, perhaps the views of someone outside the field of accounting would add an objective and thought provoking note.

Dr. Donald J. Hart, President of St. Andrews Presbyterian College

¹¹Jack C. Robertson, "Understanding the Public Accounting Internship", Texas CPA, October, 1967, p. 50.

in North Carolina and a former Dean of the College of Business Administration at the University of Florida, provided an "outsider's" viewpoint in the March, 1969 Journal of Accountancy. In his rather hard-hitting article, Dr. Hart chided accounting educators for remaining "hogtied (to) certification requirements imposed and sustained by institutional considerations rather than by logic or rationale."¹² He stated that a substantial segment of CPA's want newcomers to follow the exact route that they followed in obtaining their certificate and that if this same feeling was applied to the medical profession, doctors would still be bleeding patients.

Dr. Hart did more than merely criticize however, he mentioned numerous areas of the typical accounting curriculum which, in his opinion, needed improvement.

Speaking in general terms, Dr. Hart stated that the initial step in the improvement of accounting curriculum should be the "breaching of constraints of traditional course labels and textbooks which lag behind conceptual changes."¹³ Dr. Hart feels that this is a major hurdle because individual instructors who desire to change a particular course are hindered because they often cannot find appropriate textbooks and because individual course changes can disrupt an entire four year curriculum. At the same time, textbook authors who desire

¹²Dr. Donald J. Hart, "An Outsider Looks at the Accounting Curriculum", The Journal of Accountancy, March 1969, p. 88.

¹³Ibid.

to write a new, "unorthodox" textbook are often discouraged by market resistance. Dr. Hart feels that the only answer to this hurdle is a coordinated attack by faculty, administrators and writers on both course and curricular content.

More specifically, Dr. Hart favored the following changes in accounting curriculum:

1. Verbal and written communication courses must be improved. More and more, accountants are being asked to provide management with in depth studies on various matters; the accountant must have the ability to express the results of these studies in both written and verbal form.

2. Behavioral sciences must be studied in depth. Accountants no longer work only with pencils and adding machines, they are involved, in depth, with people and people's problems and they must understand the people for whom and with whom they are working.

3. Considerably more importance must be placed upon mathematics and quantitative analysis. Generalized algebra and statistics courses are no longer sufficient for the accounting student, he must receive in depth courses in these areas.

4. The study of the economics of individual business (micro-economics) must be stressed. In recent years, economists have given more study to macro theory and have somewhat neglected micro theory.

5. A broader background in business is necessary for the

modern accountant, particularly the public accountant. Dr. Hart feels that management services will grow considerably in the near future and the young accountant will need this wider background to cope with that growth.

In the second section of this paper, that portion concerned with recent ideas and recommendations on accounting curriculum different viewpoints as to the ideal accounting curriculum were presented. Of the viewpoints given, the ideas of the AICPA were the most complete and, in this author's opinion, the most ideal. The Institute's version of an accounting curriculum was a five-year plan composed of three parts--general education, business education, and accounting. Although the Institute did not overly stress a "liberal education", it did include several hours of elective courses in which liberal arts subjects could be studied and it was a bit more realistic in stressing the technical aspect since young accountants are being expected to know more and more about all aspects of business.

It is interesting to compare this suggested curriculum with the required curriculum in accounting at the University of North Dakota. Taking into consideration the fact that U.N.D.'s curriculum is based on a four-year plan, rather than five years, it would appear that in the fields of general business and accounting, North Dakota's curriculum is superior to the AICPA's while in the general education area, they lag somewhat.

The following table briefly compares the two programs of study:

<u>Field of Study</u>	<u>Hours of Study</u>	
	<u>U.N.D.</u>	<u>A.I.C.P.A.</u>
Communication	9	6-9
Behavioral Sciences	8	6
Economics	6	6
Elementary Accounting	6	6
Introduction to the Computer	4	2-3
Mathematics (Including Statistics)	3	12
Intermediate Economics	6-9	6
The Social Environment of Business	-	6
Business Law	6-10	6
Industrial Management	3	3
Marketing	3	3
Finance	3	6
Organization, group and individual behavior	-	9
Quantitative Applications in Business	-	9
Written Communication	-	3
Business Policy	-	3
Financial Accounting	9	9
Cost Accounting	5	6
Tax	3-5	3
Auditing	2-4	6
Computer and Information System Study	3	6

Table 1--Comparison of Curricula in Accounting Recommended by the University of North Dakota and by the American Institute of Certified Public Accountants.

From the previous table, three prominent deficiencies in North Dakota's program can be spotted:

1. In the field of mathematics. The Institute calls for 12 hours of straight math in the general education portion as well as nine additional hours of quantitative applications in business while U.N.D. requires only 3 hours. In view of recent math-oriented articles in

The Accounting Review and of recent questions in CPA examinations, it is evident that someone feels that math is extremely important to the accountant.

2. In the field which the Institute calls "the social environment of business". Included in this field would be the traditional topics of administrative law, governmental regulations, and so forth, as well as newly emerging areas of study such as the problems of urban America, problems associated with organized labor, business problems associated with organized labor, business problems associated with the racial situation and others.

3. In the field of group and individual behavior. While accounting students at U.N.D. can take personnel management and human relations courses, these courses are not required.

Again, it must be stressed that the AICPA's program of study is a five-year plan while UND's is only a four-year program. North Dakota obviously cannot devote as many hours to certain areas of study as the AICPA recommends, however in the three areas listed above, changes need to be made.

The ideal curriculum for accounting students was also presented by these authors and bodies and the programs varied to a great degree. Obviously, the concept of an ideal curriculum is a matter of opinion and this author can answer the question of what is the ideal curriculum only

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The introduction to this paper stated that this author would attempt, through summarization and comparison, to answer two questions: 1. What is a commensurate measure of general education? 2. What is the "ideal" accounting curriculum? Although this author feels the questions have been answered in general terms, perhaps more specific comments are called for.

Most authors seem to agree that the young accountant can obtain sufficient knowledge in a well-planned, four-year program stressing accounting as the major subject. Some feel that five-or six-year programs are better because they give the student more time to study non-technical courses but very few say that four years is simply not sufficient.

Certain authors and certain bodies have made definite statements as to what they feel is a commensurate measure of education; no one of the statements is identical to another yet most programs contain the same basic ideas as can be gleaned from earlier sections of this paper.

The ideal curriculum for accounting students was also presented by these authors and bodies and the programs varied to a great degree. Obviously, the concept of an ideal curriculum is a matter of opinion and this author can answer the question of what is the ideal curriculum only

by giving his opinion.

This author would go along with the Ford Foundation Study of 1959 that the best curriculum would consist of four years of study in a liberal arts college, followed by two years of graduate work in accounting.

The curriculum suggested by Professor Higgins of the University of Connecticut (see chapter 3) would be a sound one to follow in choosing the graduate work to be done. It provides for the full range of accounting courses, introductory work to advanced topics, in a two year span, and also allows for an internship. The young student who followed this program would be well equipped to handle most accounting problems he would face as a beginner and he would also be able to handle the "personal" side of his job--working with, for, and above other people.

If the student cannot attend six years of school for some reason, it would seem that the AICPA's five-year plan would be the next best program. While not allowing for a liberal arts degree, this plan calls for up to 25 hours of "other general education" sometime during the five years. If this 25 hours were used properly, the student could study enough liberal arts courses to receive quite a broad education.

Should the student decide he can only attend school for four years, a program such as that required at the University of North Dakota (with a few adjustments) should probably be followed. This program leans considerably toward the technical pole, but, in this

author's opinion, it is more important for the student to understand what he is actually getting into, that is, to understand the basics of his future career than it is for him to receive a broad education with no real job training.

Some of the adjustments necessary to U.N.D.'s program were listed in the previous section of this paper. They included more courses in mathematics (both straight math and math applied to business problems), and a heavier concentration on social and environmental problems related to business. In addition, certain other possible adjustments could be made.

The use of some type of internship program would be of great benefit to our curriculum. Because of the complications involved with this kind of program, as discussed in Part II of this paper, only a select few students could probably receive its benefits and these students would most likely be required to attend one or two summer sessions to make up for classroom time lost while interning.

It goes without saying that an internship program would require a great deal of cooperation between local and regional CPA firms, or other accounting firms, and the faculty and placement service of the University. However if five or ten better-than-average students could graduate from U.N.D. each year after having gone through this program, the accounting profession would certainly not suffer.

Another change which could be beneficial to the curriculum at U.N.D. would be to initiate a new beginner's course in accounting

such as that recommended by Professor Higgins and the University of Connecticut in Part II of this paper. This course would not be a debit-credit, black-white, problems type course but instead would attempt to explain the roles of both the accountant and his work in the field of business. This course would be required of all business students, would serve as an introductory course to accounting, and could be used to attract students who have yet to decide upon a major field.

In order for any new courses to be initiated however, it would be necessary to eliminate, or perhaps combine, some of the courses now required.

The elementary statistics course (an introductory course in statistics applied to economics) could be eliminated since sufficient training in statistics could probably be attained in the expanded mathematics courses.

The Corporation Finance course could be eliminated because, at least in this author's experience, the material taught in that course is also presented somewhere in the second, third and fourth semesters of accounting theory (Accounting 201, 301, and 302).

Assuming the internship program could be implemented for at least some students, such courses as Auditing Problems or Accounting Problems (401) could perhaps be eliminated or shortened since the interning student would presumably receive training in these areas.

Finally, this author recommends that the views of Dr. Donald Hart, as presented in "An Outsider Looks at the Accounting Curric-

ulum" in Part III of this paper, as well as the views of any other outside educators who care to comment, should be thoroughly studied for possible advice on curriculum changes.

The outsider's viewpoint, while running the risk of containing a lack of proper information or simple misinformation, must be studied simply because of that person's objective view of the situation.

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