

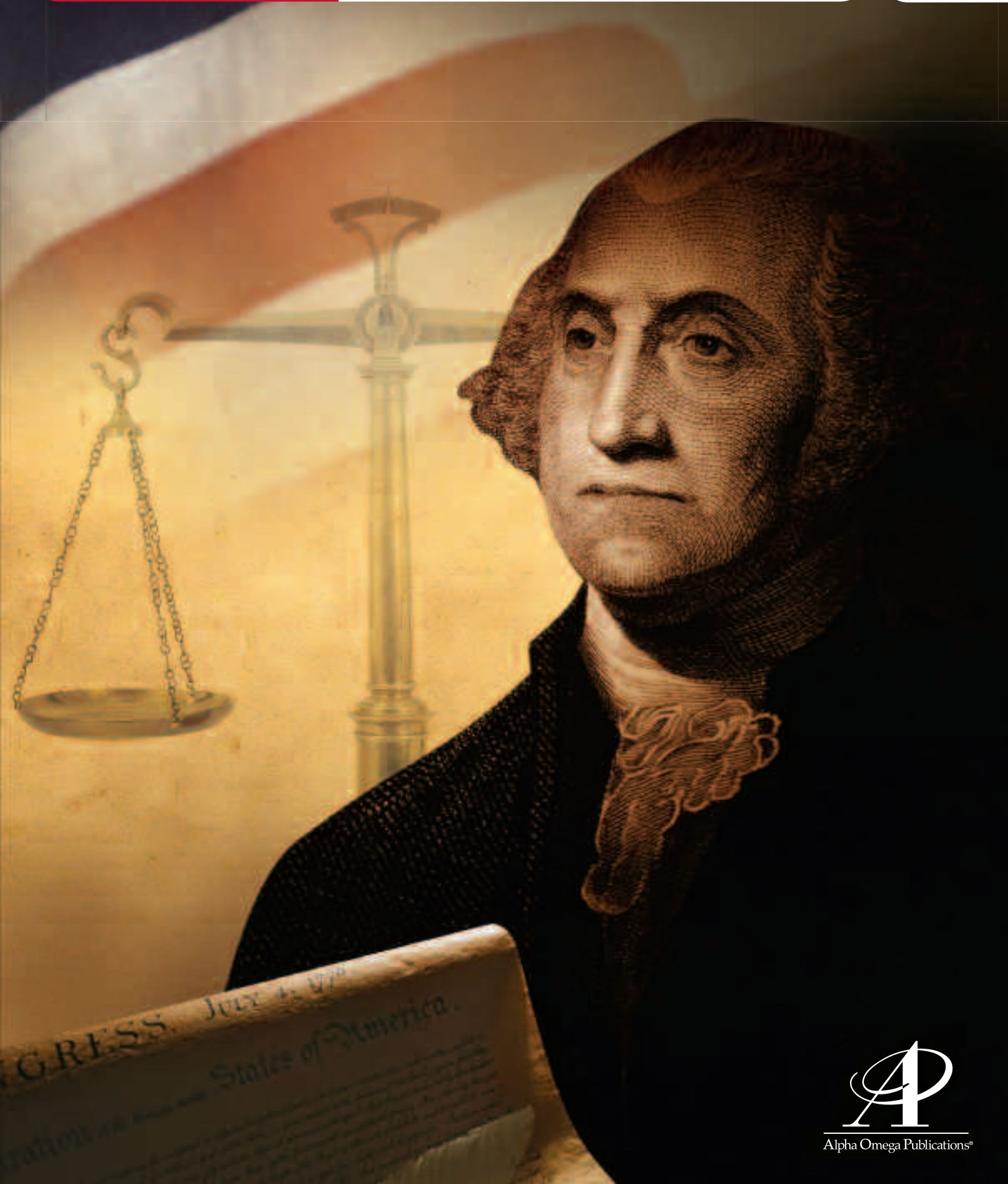


LIFE PAC®

# Civics

Student Book

Unit 3



Alpha Omega Publications®

## LIFEPAC CIVICS UNIT THREE

# BRANCHES OF GOVERNMENT

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# FOREWORD

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LIFEPAC Civics is a five-unit high school elective course that will examine American government. Through the ages, there have been governments wherever there have been significant numbers of people. Governments are formed because groups need an organization to create and enforce rules that control conduct within the population.

What is needed to establish a government? Who sets up the government? What freedoms should be available to the society? What ingredients make up a good government? By examining the forms of government established by tribes and nations, we can gain an idea for some of the building blocks that are required for making a government successful.

Some magnificent documents were written in the 1700s. One of the most treasured documents in American history is the Declaration of Independence. With the Declaration of Independence, America announced its intention to become a free and self-supporting nation. It took until 1783 to finally win that independence and then the country was already dealing with the problems of collecting taxes, enforcing laws, and establishing trade. Through argument, debate, deliberation, and agreement, brilliant minds assembled what is considered one of the best governmental writings in the history of nations, the Constitution of the United States of America. Though their individual views differed in many aspects the religious influence on the actions of the Founding Fathers was significant. As the settlements grew into colonies, the colonies into states and the states into a nation, the structure of government grew to meet these needs.

LIFEPAC Civics contains the following units. This specific unit is highlighted below.

Unit 1 — A New Nation

Unit 2 — The Constitution

Unit 3 — Branches of Government

Unit 4 — Government by the People

Unit 5 — Relationship to the World

**Note:** All vocabulary words appear in **boldface** print the first time they are used in the text. If you are unsure of the meaning when you are reading, study the definitions given in the Glossary.

## UNIT 3 INTRODUCTION

In Unit 2, you studied about the historical and philosophical background that led up to the writing of the Constitution. The knowledge and experiences of the Founding Fathers impacted them as they designed the structure of the new nation. Unit 3 now takes a look at the organization of the government as established in the Constitution. You will see how the writers of the Constitution envisioned this new government and what actually developed as the concepts were put into action.

The framers of the Constitution carefully followed their best judgment as to the pattern of this government. Their plan for the separation of powers and the system of checks and balances dictated that there should be at least three branches to the government. Section I will examine the executive branch of government. This branch was placed under the leadership of one individual, elected by the electors chosen by each state. It was given the responsibility to enforce the laws. The number of electors for each state was to be the total number of their senators and representatives. The practical application of how this works will be seen in this section. The growth and expansion of the executive department will also be examined.

Section II will investigate the law-making branch of the government, the legislative branch. It is patterned after the governments of most of the colonies, and the writers of the Constitution had good examples to follow as they developed this branch. Having achieved compromises in the Constitutional Convention, they planned for two houses. The senate was based on equal state representation with two senators per state. The number of representatives in the house was based on each state's population. The duties and responsibilities of this branch of the government will be studied in this second section.

The third branch of the government, the judicial branch, will be the subject of study in the third section. Though most feared by several of the early writers, its importance in defending the Constitution and interpreting the laws passed by the legislative branch was determined to be absolutely necessary. This section will review the organization of the judicial branch, much of which has developed through the actions of Congress. The Constitution established the Supreme Court, but determining the structure beneath the Supreme Court was left to the discretion of Congress. Some of the political controversy that has developed around the judicial branch will be examined as you study the concepts of judicial activism versus judicial restraint.

## UNIT GOALS

**When you have completed Unit 3, you should be better prepared to:**

- Describe how the president, even though having a role of great influence, also has specific limits on his power. (Section I)
- Understand that one of the principles of American government is this limited power of the president. (Section I)
- Understand that the American public does not directly elect the president. (Section I)
- Explain how legislators have a difficult job that requires them to balance constituency loyalty with looking after the best interest of the nation as a whole. (Section II)
- Describe the structure of the legislature as a two-house organization that represents the American people. (Section II)
- Understand that the Congressional procedure is designed for the purposes of stabilizing the government and protecting from factional interests. (Section II)
- Explain how legislators' priorities vary a great deal, and, therefore, these diverse preferences make compromise difficult. (Section II)
- Learn that the sole legal recourse against the president by the legislative branch is the process of impeachment. (Sections I and II)
- Understand that the goals of a bureaucracy are efficiency and productivity which are gained through specialization and repetition of tasks. (Sections I and II)
- Understand that the branches work together to make a government which can best serve the interests of all people. (Sections I, II, and III)
- Understand that the U.S. Constitution has been termed a living Constitution, in part because it grows and adapts to internal and external pressures, changing from one era and generation to the next. (Sections I, II, and III)
- Discover the structure of the judicial branch as being a three level court system. (Section III)
- Learn the role of the Supreme Court in the judicial branch. (Section III)
- Compare and contrast the judicial positions that different judges have taken and the various philosophies that the Supreme Court has tended to display. (Section III)

# I. THE EXECUTIVE BRANCH

AT THE END OF THE REVOLUTIONARY WAR, THE COLONIAL LEADERS AGAIN MET TO ESTABLISH THE FRAMEWORK FOR THE NEW GOVERNMENT. FEARING A STRONG CENTRAL GOVERNMENT, THEY SET UP A LOOSELY KNIT ASSOCIATION OF COLONIES UNDER THE ARTICLES OF CONFEDERATION. THEY PROVIDED ONLY FOR A LEGISLATIVE BODY THAT WOULD MANAGE THE AFFAIRS OF GOVERNMENT. THIS BODY HAD THE POWER TO TAX THE COLONIES BUT DID NOT HAVE THE POWER TO ENFORCE THE LAWS. AFTER SEVERAL UNSUCCESSFUL YEARS OF GOVERNMENT, LEADERS MET AGAIN TO RESOLVE THE PROBLEMS THAT WERE THREATENING TO BREAK THE UNITED STATES INTO THIRTEEN SEPARATE COUNTRIES SIMILAR TO EUROPE. TAKING THE PATTERN FROM THE COLONIES, THE LEADERS WROTE THE CONSTITUTION, PROVIDING FOR TWO ADDITIONAL BRANCHES OF GOVERNMENT—THE EXECUTIVE BRANCH AND THE JUDICIAL BRANCH. THE FUNCTION OF THE EXECUTIVE AND JUDICIAL BRANCHES WILL BE THE TOPIC FOR DISCUSSION IN THIS SECTION. THE LESSONS FOR THIS SECTION ARE AS FOLLOWS:

## LESSON 1 PRESIDENTIAL POWER

Based upon the historical pattern of the colonies, the framers of the Constitution established the executive branch of government. The responsibility for the enforcement of the laws passed by the legislature was placed in the hands of the president and vice president, along with other departments that were organized by the president and the Congress. This lesson will describe the organization of state governments, which were the model for developing the executive branch of the national government. At the completion of this lesson, you should be better prepared to:

- List the primary offices of the executive department.
- List the duties of the president and vice president.
- Describe the powers of the executive officers.
- Discuss the limitations upon the powers of the executive officers.
- Describe Article II of the Constitution as it relates to enumerated powers of the president of the United States of America.

## LESSON 2 ELECTING A PRESIDENT

As a representative form of government, the task of electing the U.S. government officials is left up to the people. Various processes were put in place to accomplish this task. Different from all others was the process by which the president is chosen. The people still vote for the presidential candidate of their choice, but their votes do not go directly to the candidates.

Instead, each state appoints electors to an Electoral College, which is based on the number of Congressional representatives who officially vote for the candidates, generally in accordance with the popular vote from their state. It is the votes of the Electoral College that ultimately select the president. At the completion of this lesson, you should be better prepared to:

- Understand that, according to the Constitution, the public does not directly elect the president.
- Describe the Electoral College and explain its purpose.
- List the advantages and disadvantages of the Electoral College.
- Describe Article II of the Constitution as it relates to the terms of office for the president of the United States of America.

## LESSON 3 THE ELECTION OF 1824

Not all presidential elections have gone smoothly or exactly as the Founding Fathers envisioned. The election of 1800 served to clarify some of the potential problems with the Electoral College as it was first established. However, the election of 1824 provided a unique situation that again tested the American democratic process. This election will be examined in detail. Other elections provided ongoing opportunities for the executive and legislative branches to work together to resolve potential problems. The fact that the Constitution is a living document made possible the peaceful resolution of all of these difficulties. How it changed to meet these needs of the growing nation will be the topic of discussion for this lesson. At the completion of this lesson, you should be better prepared to:

- Summarize relevant portions of the Constitution on presidential election procedures.
- Explain why the election of 1824 was decided in the House of Representatives.
- Explain the differences between the electoral process in 1824 and today.

## LESSON 4 THE FEDERAL BUREAUCRACY

Although the term “bureaucracy” generally brings up pictures that are rather negative, this lesson will show that the bureaucracy is actually a significant part of the executive branch. Many career employees make up the nearly three million members of the federal bureaucracy. This lesson will help to reveal who these people are and will explain what their jobs are. The potential problems of the bureaucracy will also be studied. At the completion of this lesson, you should be better prepared to:

- Identify the functions of the executive branch.
- Discuss the members and duties of the cabinet.
- Identify the structure and purpose of the cabinet.
- List and briefly describe the responsibilities of the fifteen executive departments.
- Identify some of the independent executive agencies.
- Explain the meaning of bureaucracy, and discuss pro and con the purpose of its existence.
- Define the roles that the federal bureaucracy performs.

# PRESIDENTIAL POWER

The Preamble to the Constitution set forth distinct purposes for the existence of the government of the United States. The executive department has specific responsibilities to insure that those purposes are carried out. These government officials are charged with enforcing the laws, making certain that they are applied fairly to all citizens. This lesson will examine the powers that have been assigned to the president and the vice president as the heads of the executive branch of the federal government.

## OBJECTIVES

- *The student will be able to list the primary offices of the executive department.*
- *The student will be able to list the duties of the president and vice president.*
- *The student will be able to describe the powers of the executive officers.*
- *The student will be able to discuss the limitations upon the powers of the executive officers.*
- *The student will be able to describe Article II of the Constitution as it relates to enumerated powers of the president of the United States of America.*

## VOCABULARY

**executive orders** — written set of instructions issued to an individual or an agency of the executive department; published in the Federal Register; after 30 days it becomes law, having the same weight as a law passed by Congress

**faith-based** — basis for an agency or institution that performs some type of public service, generally a ministry or division of some religious group or organization

**vested** — placed under the control or authority of an agency, organization, or an individual

## EXECUTIVE POWER IN THE FEDERAL GOVERNMENT

### History

By the time of the American Revolution, the colonies had adopted governments made up of three branches, which included executive, legislative, and judicial systems. Many of the early leaders, such as John Adams, Thomas Jefferson, and James Madison, had read the book *Spirit of the Laws*, written by the French philosopher Montesquieu. They adopted his ideas for a government that included a system of checks and balances and the separation of powers. These colonial states became the examples of governmental structure for the men who wrote the Constitution.

### Officers

Executive power in the federal government is **vested** primarily in the office of president. Other offices include that of vice president and the heads of various executive departments. All executive offices answer to the president.

### President

The writers of the Constitution observed the success of colonial governments and determined that the separation of powers and the system of checks and balances provided sufficient protection against the emergence of a strong leader who might become corrupted by power. The result was Article II of the Constitution that outlined the office and duties of president and vice president. When the office of president was established, the president was provided with the authority to enforce the Constitution and the laws of the land, but limitations were also established to deter absolute power.

The early framers of the Constitution envisioned the president as playing a rather weak and insignificant role in the overall management of government. He was often referred to in the early days of this nation as being the “chief clerk,” an indication of his lesser role in the minds of many citizens. However, over the years, the power and influence of the presidency has grown tremendously, particularly under the leadership of certain presidents whose personality and leader-



George Washington



Thomas Jefferson



Andrew Jackson



Abraham Lincoln



Theodore Roosevelt



Franklin D. Roosevelt

## SEVERAL PRESIDENTS HAVE EXPANDED THE SCOPE OF PRESIDENTIAL POWER.



Harry Truman



George W. Bush

ship skills provided direction to the country. Wartime and times of crisis have demanded strong leadership, and these have typically been times of increased influence of the executive department. Perhaps no president strengthened the role of the office more than Franklin Delano Roosevelt, whose presidency encompassed the Great Depression and World War II. His forceful leadership during those troubled times greatly enhanced the powers of the executive department.

### Enforcing American Laws

Although the United States in 1788 had recently distinguished itself by winning its independence from the greatest power in the world at that time, England, it was still a newcomer among the nations of the world. As a result, it did not have a significant role in world affairs. The influence of the first president, George Washington, was primarily exercised in the new and developing nation. The several basic powers that he was assigned as the head of the executive department were listed in Article II of the Constitution.

The United States of the Twenty-first Century is another story. Despite challenges by growing economies in such countries as China, the United States continues, as it has for many years, to lead the nations of the world in most areas of influence and power. As its leader, the president of the United States has perhaps more authority, power, and influence than any other leader in the world. He is often referred to as the "leader of the free world." He is a respected and revered leader by most citizens in his own country as well as in countries throughout the world. Nevertheless, today the same basic powers

listed in Article II of the Constitution are the source of his authority.

Article II of the Constitution describes the role of the executive branch of the government. In the next lessons, you will examine the qualifications for the office of president and vice-president and the process for electing them to office. This lesson will look specifically at the portion of this Article that actually imparts the power of the office to the president.

The president has been given specific responsibilities to perform in the course of fulfilling his duty. As his solemn pledge to perform these duties, he takes the following oath or affirmation under the administration of the chief justice of the Supreme Court:

*"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."*

### Powers

Article II, Sections 2 and 3 then list the responsibilities that are the president's as chief executive officer of the United States. These duties can be summarized as follows:

- Act as commander-in-chief of the Army and Navy of the United States, and of the militia of the states, when called into the actual service of the United States.
- Require reports from the chief officers of each of the departments of the executive branch upon any subject relating to their duties.

- Grant reprieves and pardons for offenses against the United States, except in cases of impeachment.
- Make treaties with foreign nations, provided two-thirds of the Senate agrees.
- Appoint, with the consent of the Senate, ambassadors, other public ministers and consuls, judges of the Supreme Court, and such other officers whose appointment is not established otherwise in the Constitution or that may be provided for by law by the Congress in the future.
- Fill vacancies in the Senate that may occur while the Senate is in recess; these appointments would end with their next session.
- Provide information to the Congress as to the condition of the country in his annual State of the Union address, and recommend measures to the Congress that he deems necessary.
- May, under extraordinary circumstances, convene both houses of the Congress, and, may, in cases of disagreement between them, adjourn them to such a time as he would appoint.
- Receive foreign ambassadors and other public ministers.
- Take care that the laws be faithfully executed or enforced.
- Commission all officers of the United States. ■



**Circle the correct answer.**

- 1.1 The structure of the United States government was patterned after that of \_\_\_\_\_.  
 a. the Greek democracy  
 b. English Parliament  
 c. colonial governments  
 d. French government
- 1.2 The structure and pattern for the executive branch is described in the Constitution in \_\_\_\_\_.  
 a. Article I  
 b. Article II  
 c. Article III  
 d. Article IV



**Fill in the blanks with the correct answers.**

- 1.3 The government of the Founding Fathers included a system of \_\_\_\_\_ and \_\_\_\_\_ and the \_\_\_\_\_ of powers.
- 1.4 The chief executive officer of the United States is the \_\_\_\_\_.
- 1.5 The president is assisted by the \_\_\_\_\_ and the \_\_\_\_\_ of the various executive departments.
- 1.6 Today's president is often referred to as the leader of the \_\_\_\_\_.



**Answer True or False.**

- 1.7 \_\_\_\_\_ George Washington's sphere of influence was felt around the world.
- 1.8 List five of the duties or responsibilities of the president as listed in the Constitution.

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## LIMITATIONS

While the president of the United States is one of the most powerful and influential leaders in the world, the Constitution has placed some specific limitations upon his power. Unlike a king, the president does not have the power to make laws. Rather, he is responsible to enforce the laws that are passed by the legislative branch. This division of powers is the primary distinction between the role of the president and that of a king. The president relies upon the legislature to pass laws and approve appointments that are in the best interests of the people. He depends on the courts to faithfully interpret those laws according to the Constitution.

The president can recommend legislation to the Congress, but he must depend upon members of his political party or other interested legislators to actually propose the legislation. As shown in the listing of duties, several of the president's powers require the approval of the Senate. The appointment of cabinet officers, judges, ambassadors, and other officers require the consent of the Senate. When the president enters into a treaty with a foreign nation, two-thirds of the Senate must support this decision.

The role of the president as commander-in-chief of the armed forces has been limited by the War Powers Resolution of 1973 which was passed by a two-thirds vote of Congress over the veto of President Richard Nixon. This bill requires the approval of the Congress before the president can authorize the use of troops in any hostile action, requests regular reporting of the progress of the actions, and provides for troop removal if further approval is not granted.



issuance of executive orders by the president. The basis for this power is derived from Article II, Section 1 of the Constitution that reads, in part, "*The executive power shall be vested in a president of the United States of America.*" And, Article II, Section 3 states that, "*The President shall take care that the laws be faithfully executed.*" Although the constitutionality of executive orders has been long debated, the fact remains that they have been issued starting as early as the presidency of George Washington. No official record was kept of executive orders until the early 1900s when they began to issue numbers for them. An attempt was made to renumber executive orders back to Abraham Lincoln's day, but problems such as poor record keeping have not guaranteed totally accurate records. However, they now number over thirteen thousand, and most presidents have probably issued one or more executive orders. As an example, over 300 executive orders were issued during the presidency of President Bill Clinton.



An executive order is a set of instructions that the president might issue to any of the executive agencies, organizations, or departments. As a coming lesson will reveal, there are close to three million people who are employed by various departments of the executive branch of government. An executive order is similar to a directive that might be issued by the president of a corporation to all of the employees. An executive order is then published in the Federal Register, and it becomes law thirty days after it has been published. Executive orders carry the same weight as law, but they do not require Congressional approval.

The only course that Congress can take to oppose an executive order is to change or amend a law that was previously passed, or somehow limit the actions of the executive branch in this matter, but this process does not normally take place. Although the Supreme

## ENACTING EXECUTIVE ORDERS

Probably the most unique of the sources of presidential power and one that was no doubt unanticipated by the Founding Fathers, has come through the



Court also does not normally get involved, it did take action after World War II when President Harry Truman took control of the nation's steel mills in an effort to stop a labor dispute. The Supreme Court ruled that the action was unconstitutional, and it exceeded presidential authority. Needless to say, opponents of executive orders argue that this power crosses the boundary between the legislative and executive branches. Nevertheless, it continues to be an important aspect of executive power granted to the president.

Most executive orders prior to 1917 dealt with minor to insignificant matters. However, from that time to the present, many important issues have been resolved by executive order. As examples of this, using an executive order, Harry Truman integrated the armed forces. President Eisenhower used an executive

order to desegregate schools, and Presidents Kennedy and Johnson barred racial discrimination in federal housing, hiring, and contracting by means of executive orders. President Reagan used an executive order to bar the use of federal funds for the purpose of promoting abortion. President Clinton reversed this executive order when he came into office. President George W. Bush has issued many executive orders. Among these is Executive Order 13279 that extended equal protection of the laws for **faith-based** and community organizations.

Presidential executive orders should not be confused with Presidential Proclamations. These are normally purely ceremonial declarations proclaiming something of interest or importance to the citizens of the United States. These proclamations never achieve the level of a law. ■



**Answer True or False.**

1.9 \_\_\_\_\_ The president basically has unlimited power in the executing of his responsibilities.



**Circle the letter of the correct answer.**

- 1.10 The president is responsible for \_\_\_\_\_ .
- a. making the laws
  - b. enforcing the laws
  - c. interpreting the laws
  - d. declaring the law to be either constitutional or unconstitutional



Fill in the blanks with the correct answers.

1.11 In what two ways can the president influence legislation?

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1.12 A source of executive power which was not anticipated by the Founding Fathers is through the president's issuance of \_\_\_\_\_ .

1.13 Define executive orders.

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1.14 What is the process by which an executive order becomes a law? \_\_\_\_\_

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1.15 Give two examples of executive orders. \_\_\_\_\_

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### THE VICE PRESIDENT

The Constitution does not have much to say regarding the office of the vice presidency. Article II, Section 1, declares that the vice president shall be the person who receives the second most electoral votes in the vote for the Presidency. If there is a tie for second place, the House of Representatives will vote to determine the next vice president. The process of selecting the vice president has been changed by later rulings and, ultimately, it has become the responsibility of the newly nominated presidential candidate to name his vice president.

### DUTIES AND POWERS

The vice president assumes the office of presidency if the president dies, resigns, is removed from office, or is otherwise unable to perform the duties of the office. The vice president has one official duty; he is the president of the Senate. However, he does not normally preside over the meetings of the Senate, and he only votes in the case of a tie. His participation is

usually an option, used only when the Senate needs his presence to move the legal process forward. The Constitution provides that, as the president of the Senate, he shall preside over the proceedings involving the opening of the electoral votes during the election of the president.

The role of the vice president is directly related to how much responsibility the president gives him. Under certain presidents, the vice president may not be a very significant figure in the government. However, other presidents have tended to give more responsibility to their vice presidents, relying on his strengths and skills to assist in the performance of executive duties. The vice president may be present at cabinet meetings, sharing his input and expertise. In the October, 1952, election, presidential candidate Adlai Stevenson attempted to put the role of the vice president into perspective, when he said that the vice president is just a heartbeat away from the presidency. ■



**Answer *True or False*.**

- 1.16 \_\_\_\_\_ The executive department was established in Article II of the Constitution.
- 1.17 \_\_\_\_\_ The president of the United States is one of the most powerful and influential leaders in the world.
- 1.18 \_\_\_\_\_ The vice president serves as the speaker of the House.



**Fill in the blanks with the correct answers.**

- 1.19 What is the primary responsibility of the vice president as described in the Constitution?  
\_\_\_\_\_
- 1.20 Adlai Stevenson stated that the vice president is only a \_\_\_\_\_ away from the presidency. Explain what he meant by this. \_\_\_\_\_  
\_\_\_\_\_



**Fill in the blanks with the correct answers.**

- 1.21 List five of the duties of the president not previously listed in question 1.8:
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

IN THIS LESSON, YOU LEARNED THAT THE EXECUTIVE DEPARTMENT OF THE FEDERAL GOVERNMENT WAS PATTERNED AFTER THE GOVERNMENTS OF THE ORIGINAL THIRTEEN STATES. THE DUTIES OF THE PRESIDENT ARE TO ENFORCE THE CONSTITUTION AND THE LAWS THAT HAVE BEEN PASSED. HE IS ASSISTED IN THIS BY THE ADVICE AND COUNSEL OF HIS VICE PRESIDENT. THE PRESIDENT ALSO SERVES AS THE CHIEF EXECUTIVE OFFICER OF THE UNITED STATES, AND HIS INFLUENCE AND POWER IN THE UNITED STATES AND THE WORLD ARE SIGNIFICANT.

# ELECTING A PRESIDENT

The process for electing the president is a standard process that has been developed both as a result of the requirements of the Constitution, and through the establishment of tradition. This lesson will examine the requirements for the office of president and will review the steps that one must take to become a candidate for that office. The purpose and work of the **Electoral College** will be studied, and its usefulness in today's world will be discussed.

## OBJECTIVES

- *The student will understand that, according to the Constitution, the public does not directly elect the president.*
- *The student will be able to describe the Electoral College and explain its purpose.*
- *The student will be able to list the advantages and disadvantages of the Electoral College.*
- *The student will describe Article II of the Constitution as it relates to the terms of office for the president of the United States of America.*

## VOCABULARY

- campaign** — the systematic activities of a political group to promote support for their candidate or cause
- elector** — a representative chosen from a state to cast the electoral votes for the presidential candidate at the electoral college
- Electoral College** — a group consisting of electors who have been elected by their state to cast the electoral vote of the state for the president and vice president
- primary** — elections held in each state prior to the general election at which the citizens vote for the candidate whom they want to represent their political party in the general election

## CONSTITUTIONAL REQUIREMENTS

The Constitution established the process for the selection of the president and vice president. Furthermore, it set their terms of office and set forth the personal requirements of the candidates. The order of succession to the office of presidency, should the president die or be removed from office, was established. It provided the oath of office that was to be administered. The duties of the president were carefully identified. Finally, the potential removal from office by impeachment was described.

## ELECTORAL COLLEGE

Article II, Section 1 provides, first of all, the process for the selection of the president. The Founding Fathers were still not convinced of the wisdom of allowing the citizens to directly elect their leaders. Their fears regarding the failures of direct democracy in early Greece perhaps contributed to this concern. Critics have accused them of attempting to assure that this position of highest authority would be

reserved for only those of wealth and influence. In reality, the writers of the Constitution recognized the strong opinions held by those who supported stronger state governments, and, perhaps at least partly for that reason, placed greater trust in decisions made by the states and their representatives. Furthermore, they felt that, since the people had chosen their state representatives and representatives to the House of Representatives, they were, in effect, already being represented as those legislators chose the president.

At the time of the writing of the Constitution, political parties were not even conceived of, and, as a result, there was no way to assure the choice of qualified candidates. Distances between the centers of population in the states were great, and transportation and communication were slow. A very popular and qualified candidate in one area might be totally unknown in another state. The Founding Fathers wanted to create a presidential electoral process that would make use of an enlightened group of **electors** in the



NUMBER OF ELECTORAL VOTES BY STATE, BASED ON THE 2000 CENSUS

Electoral College who would select a leader based on personal merit and potential leadership ability, rather than just on local popularity.

The Constitution did not specify how the electors were to be chosen, but simply said that the state legislatures should appoint, in such manner as the legislature of the state should direct, electors equaling the total of the number of senators and representatives. These electors were to meet in their states and cast their ballot for two persons. The total list of names and the votes for each was to be submitted to the president of the Senate who announced the vote.

The Constitution established a set procedure to follow in the event that there was no candidate who received a majority of the votes cast, two or more candidates received a majority, or in the event that none of the candidates received a majority. In each case, the House of Representatives was left to make the final vote, each state having one vote. The person who received the second highest number of votes was to be the vice president. Should there be a tie, the Senate would then vote to determine the winner. This system worked fine in the early years, but as time went on, more and more complications developed. On occasion, the results of the elections left the country with a president from one party and a vice

president from another. Although this still happens in some states where governors and lieutenant governors are elected separately and can be from different parties, this result did not work successfully on a national level.

The process was changed slightly in 1804 with the passage of Article XII in the amendments. This provided for a ballot vote by the electors in which they voted separately for the president and vice president. The requirements for choosing the president and vice president remained somewhat the same, but a process for naming a leader, should the Congress not be able to reach a decision, was added.

While the role of the Electoral College remains basically unchanged today, the process for choosing a vice presidential candidate has changed. Today, once a presidential candidate has achieved the nomination of his party and has been assured of the party's selection, he announces his choice for a running mate. Although the choice is his, most candidates seek much input from their closest counselors and advisors. Generally, a vice president is chosen who represents a different part of the country or whose political views agree with, and strengthen the position of the presidential candidate. ■



**Fill in the blanks with the correct answers.**

1.22 List three of the Constitutional requirements for the executive department that are described in Article II.

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1.23 The Founding Fathers designed the \_\_\_\_\_ for the selection of the president.

1.24 The concept and influence of \_\_\_\_\_ was not even conceived of by the early writers of the Constitution.

1.25 If the election of the president in the Electoral College was not accomplished, then the \_\_\_\_\_ was to vote and decide who would be president and vice president.

1.26 Today the vice presidential candidate is chosen by the \_\_\_\_\_ candidate with advice from counselors and advisors.



**Answer True or False.**

1.27 \_\_\_\_\_ The Constitution laid out a pattern for the selection of the president and vice president.

1.28 \_\_\_\_\_ There has never been an election where the president and vice president were from two different political parties.

**PRESIDENTIAL QUALIFICATIONS**

The president of the United States must be a natural born American citizen. Under the present Constitutional requirement, no naturalized citizen can become president. Naturalization is the legal process by which an alien or immigrant can become a United States citizen. Although there have been some recent movements to change this requirement, the “natural born” requirement still exists. The president must be at least 35 years of age and must have lived in the United States for at least 14 years.

**OFFICE TERMS**

The presidential term of office is four years. In addition, Amendment XXII of the Constitution provides that no person may be elected to the office of presi-

dent more than two times. Thus, the maximum number of years a president can serve is eight years, except in the case of a vice president who takes office as the result of the death or resignation of the president. If the vice president serves as president less than two years, he may be eligible to be reelected to the office two times.

**VICE PRESIDENTIAL QUALIFICATIONS**

The vice president is an individual from the same political party as the president. He is chosen by the president and nominated by the political party. He is elected to office on the same ballot as the president. The vice president must meet the same qualifications as the president regarding age, citizenship, and residency. ■



Fill in the blanks with the correct answers.

1.29 What are the three basic requirements that a presidential candidate must meet?

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Answer *True or False*.

1.30 \_\_\_\_\_ A presidential candidate must be at least thirty years of age and have been a citizen for at least fourteen years.

1.31 \_\_\_\_\_ The qualifications for the vice president are the same as those for the president.



### PRESIDENTIAL ELECTION

The selection of a president begins as early as two years or more prior to the presidential election. Individuals announce their intention to become a presidential candidate, and they begin their **campaign**. Early in the year of the presidential election, states begin holding their primaries, which are elections in which the citizens vote for their choice of candidate to represent their political party. In the **primary** elections, some states allow voters to only cast ballots for candidates of the political party in which the voters are registered; other states allow voters to cross over and vote for candidates in the opposite political party.

By early summer of the election year, voters have generally selected the candidate of their preference. Each political party holds its party convention, in

which it officially nominates its candidate for office. The candidate then announces his choice for vice president. The convention approves the presidential candidate, and the campaign begins in earnest.

On the first Tuesday following the first Monday in November, presidential elections are held in every state of the union. While the citizens cast their ballots for a presidential candidate, they are, in fact, voting for the electors of their political party from that state. The presidential candidate who receives the majority of the popular vote receives all of the electoral votes for that state. The number of electors that a state is allowed is equal to the total number of senators and representatives. Although the total popular vote has often been undeniably in the favor of the winning candidate, some elections have been won by very slim margins. Generally, by the end of Election Day, citi-



# THE PRESIDENTIAL SUCCESSION ACT OF 1947

1. Vice President
2. Speaker of the House of Representatives
3. President pro tempore of the Senate
4. Secretary of State
5. Secretary of the Treasury
6. Secretary of Defense
7. Attorney General
8. Secretary of the Interior
9. Secretary of Agriculture
10. Secretary of Commerce
11. Secretary of Labor
12. Secretary of Health and Human Services
13. Secretary of Housing and Urban Development
14. Secretary of Transportation
15. Secretary of Energy
16. Secretary of Education
17. Secretary of Veterans Affairs

zens know which candidate has won the popular vote and, consequently, the electoral vote.

Officially, the Electoral College meets in December to cast its electoral votes for the candidate. Based on a “pledge” agreement, electors generally vote in accordance with the popular election, although they are not required by the Constitution to do so. There have been occasions when electors refused to follow this pledge, but it has never seriously affected the overall outcome. Some states have laws requiring their electors to vote as required. Their ballots represent the votes of the states, as opposed to the popular vote that represents the vote of the individuals. The ballots are sealed and sent to the Senate, where they are officially opened on January 6. The new president assumes office on January 20.

## PRESIDENTIAL SUCCESSION

Article II, Section 1 provides a general statement to the effect that the vice president shall assume the office of president, should he be removed from office, die, or be otherwise unable to perform his duties. The process of filling the positions should both the president and vice president be unable to serve was left to Congress to determine by law. After a number of times when a president had died or been unable to perform his duties, Article XX was added in 1933 to take care of situations in which a president may die

during the period of assuming office. Finally, in 1965, Congress submitted a proposal for an amendment to the Constitution that further clarified the succession process and provided for the nomination of a vice president by the president, should a vacancy occur. A majority of both Houses of Congress must approve this nomination. This amendment also provides for the disability of a president. This was adopted in 1967.

Today, the Presidential Succession Act of 1947, with modifications to accommodate changes since then, establishes the rather long line of successors to the presidency. This provides for an unlikely and undesirable event of the inability of a number of government officials to serve. As citizens, we hope that such an event never occurs that would necessitate the implementation of this act. It is not a part of the Constitution but is a law that remains open to amendment and change.

## PRESIDENTIAL REMOVAL

The final section of this Article provides for the removal of a president by impeachment for “Conviction of Treason, Bribery, or other high Crimes and Misdemeanors.” This impeachment process will be studied further in the section describing the legislative branch. ■

THE CONSTITUTION PROVIDES SPECIFIC GUIDELINES FOR THE METHOD OF CHOOSING A PRESIDENT. DETAILS REGARDING THE ELECTORAL COLLEGE ARE ESTABLISHED, AND THE PROCESS FOR DETERMINING THE WINNERS IS CAREFULLY DESCRIBED. THE REQUIREMENTS FOR PRESIDENT AND VICE PRESIDENT REGARDING AGE, CITIZENSHIP, AND RESIDENCY ARE DETERMINED. THIS ARTICLE OF THE CONSTITUTION PROVIDES THE PROCESS FOR CHOOSING A SUCCESSOR TO THE PRESIDENT SHOULD HE DIE OR BE UNABLE TO PERFORM HIS DUTIES AS PRESIDENT. FINALLY, THE REMOVAL OF A PRESIDENT BY IMPEACHMENT IS DESCRIBED.



**Answer True or False.**

1.32 \_\_\_\_\_ The general election of the president is held on the first Monday following the first Tuesday in November.



**Fill in the blanks with the correct answers.**

1.33 List the steps that an individual must take to become a presidential candidate.

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1.34 The presidential candidate is first chosen by the \_\_\_\_\_ in the state primaries, and then he is officially nominated at the party \_\_\_\_\_ .

1.35 Following the general election, the \_\_\_\_\_ meet in what is called the \_\_\_\_\_ and cast the votes for the states they represent.

1.36 The order in which the officials of government would become president, should the president not be able to serve is called the presidential \_\_\_\_\_ .

1.37 One of the powers of the Congress by which they can limit or check the power of the executive is through their Constitutional authority to \_\_\_\_\_ him.

# CASE STUDY: THE ELECTION OF 1824

As careful as the Founding Fathers were in striving to protect the election process, and as complicated as the Electoral College system is, American presidential elections have not been without their problems. In the early years, the process was relatively quiet. The political party system had not exerted its influence, and an era of good feelings existed among the candidates for public office. However, by the early 1800s, things began to change, and the true face of politics emerged. Nevertheless, despite disagreements and disputes, Americans have always peacefully resolved their differences and moved on to greater accomplishments.

## OBJECTIVES

- *The student will be able to summarize relevant portions of the Constitution on presidential election procedures.*
- *The student will explain why the election of 1824 was decided in the House of Representatives.*
- *The student will be able to explain the differences between the electoral processes of 1824 and today.*

## VOCABULARY

**disdain** — to look upon with scorn or distaste; to consider unimportant or unnecessary

**realigning election** — an election that has such a significant event that it changes or affects the course of future elections

**sectional** — having to do with the various regions of the country

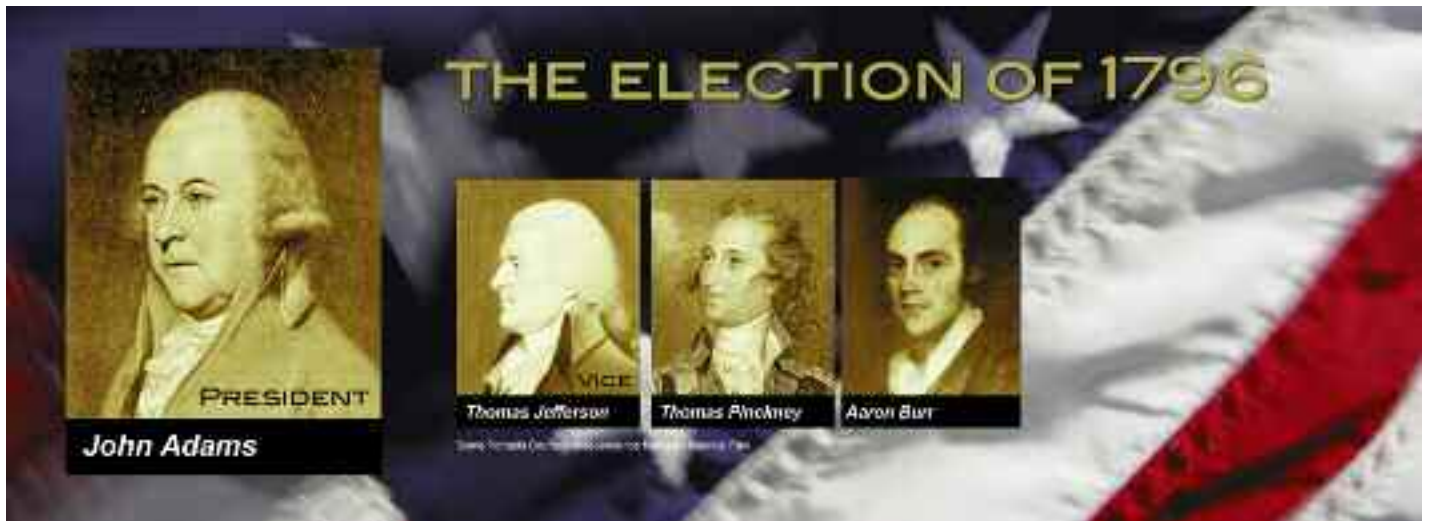
### EARLY ELECTIONS

The hope of the Founding Fathers that George Washington would become the first president seems to be a generally accepted fact. This, of course, occurred with President Washington serving two terms before he announced his retirement from public office. With the absence of political parties and an organized nomination process, the philosophy of the day was expressed in the popular saying, “The office should seek the man, the man should not seek the office.” However, these same leaders who had expressed such **disdain** for the political party system soon found themselves aligning with others of like political interests. The result was the continuation of the Federalist Party. Those opposed to the political philosophy of the Federalists were known as the Democratic-Republican Party under the leadership of Thomas Jefferson and James Madison.

In 1788 and 1792, George Washington’s leading opponent had been John Adams, although he never posed a real threat to Washington’s ultimate victory as President. John Adams, having received the second highest votes, served as Washington’s vice

president. Then, in 1796, with Washington retired, John Adams won the election, although he faced some rather stiff competition from Thomas Jefferson, Thomas Pinckney, and Aaron Burr. However, John Adams was a Federalist and, since Thomas Jefferson received the second highest number of votes, he became vice president. Jefferson was, of course, a Democratic-Republican, so an unusual situation developed in which the two leaders of the executive branch came from different parties.

A more serious situation developed in 1800. The intended presidential candidate was Thomas Jefferson and the vice presidential candidate was Aaron Burr. However, at that time the Constitution did not provide for any means to differentiate for whom the votes were intended. The vote of the electors ended up being tied up at 73 to 73. The decision as to which one would be president and which one would be vice president was sent to the House of Representatives. The House voted 35 times without being able to reach a decision. Then, Alexander Hamilton threw his support to Jefferson in exchange for some promises and favors. On the 36<sup>th</sup> vote, a



Delaware elector, who apparently also wanted the assurances that Hamilton had been promised, abstained from voting, thus, allowing Jefferson to win the election. Aaron Burr became the vice president. This and other factors in his relationship with Hamilton so angered Burr, that he later challenged him to a duel. Hamilton was killed in this duel.

As a result of this problem in the election of 1800, Congress immediately proposed the twelfth amendment to the Constitution to change the Electoral College balloting procedure. The changes were relatively minor, but the major provision was that the

voting for president and vice president would be two separate ballots. No longer would the person receiving the second highest number of votes be the vice president. While this was good in one respect since it would avoid such situations as had occurred in 1800, it was bad in that it perhaps somewhat lowered the quality of the candidate running for vice president. Theoretically, the most qualified men would be running for president, and, if they were not elected, they were then not eligible for the vice presidency, even though they may have been more highly qualified for that office. Ultimately, this provision also was changed. ■



**Fill in the blanks with the correct answers.**

- 1.38 The Founding Fathers hoped that \_\_\_\_\_ would be the first president.
- 1.39 The first two political parties were the \_\_\_\_\_ and the \_\_\_\_\_.
- 1.40 During \_\_\_\_\_ presidency, the president and the vice president were from different political parties.
- 1.41 The election of 1800 ended up in a \_\_\_\_\_ between Thomas Jefferson and Aaron Burr.
- 1.42 In this election it took \_\_\_\_\_ votes before the House of Representatives finally voted to elect a president.
- 1.43 How does the twelfth amendment change the method for the selection of the president and the vice president? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ELECTION OF 1824

The next sixteen years, 1808 to 1824, two presidents, James Madison and James Monroe, each won their elections with clear victories and served two terms each. Both were Democratic-Republicans. By 1824, the Federalist Party had all but dissolved. However, the Democratic-Republican Party was also so divided, that several candidates from that party were on the ballot for president. What has been called the period of the “era of good feelings” in America’s history had come to an end. Personal and **sectional** interests and differences now became the focus of political issues.

## THE CANDIDATES

Four men became the leading candidates for the presidential election of 1824. John Quincy Adams, the son of John Adams, a Federalist president, was the representative from the Northeastern states. He was in favor of high protective tariffs, and he was the favored candidate. The second candidate was Henry Clay who was from Kentucky. He held many of the same views as Adams, but he and Adams had no time for each other. Adams was from a strict New England background, and Henry Clay was a rough Westerner. The third candidate was Andrew Jackson. Jackson was a senator from Tennessee, and he was a war hero, having gained fame in the War of 1812, when he soundly defeated the British at New Orleans. Henry Clay tended to support Jackson, although Jackson was a relative newcomer on the political scene and his political views were not well known.

William H. Crawford, who was from Georgia, was the fourth candidate on the ballot. He had been born in Virginia and hoped to carry on the line of presidents who had called Virginia their home. Although he was strongly opposed to a strong central government, he was still the favorite of many in Congress. John C. Calhoun desired the presidency, but instead backed out in favor of running for the vice presidency. He was an easy winner in this election, receiving 182 of the electoral votes.

When the ballots were delivered to the president of the Senate and were opened and counted, it was apparent that Henry Clay had gotten enough votes to keep John Quincy Adams from getting a clear majority of the electoral votes. As a result, Adams received 84 votes, Jackson received 99 votes, Crawford got 41, and Clay had 37. The Twelfth Amendment, adopted

in 1804, provided that if no candidate received a majority of the electoral votes, then the election was to be determined by the House of Representatives. The top three candidates were to be considered by the House. However, by this time, Crawford had contracted a serious illness and was not able to be considered. Clay was so far behind in the electoral vote that he was not considered to be in the running for the election.

## THE HOUSE OF REPRESENTATIVES

Andrew Jackson certainly had every right to believe that he would easily win in the House of Representatives. He had more of the electoral votes than the other candidates, and he had a clear margin of victory in the popular vote – 41.3% to John Q. Adams 30.9%. However, it is important to remember that not all states conducted a popular vote. Six states did not hold an election for the people; their legislatures selected their electors. Some states did not have all four candidates on the ballot; as a matter of fact, some did not even have three candidates, so it would be difficult to claim a majority of the popular vote.

Of most significance, the candidate receiving the fewest votes, Henry Clay, also happened to be the Speaker of the House. There was much conjecture as to whether he would use his position to influence the vote. Although the rumors flew around the capital, there was never any evidence that Clay had done anything to influence the legislators. However, John Quincy Adams was declared the next president of the United States on the very first ballot. While the supporters of Andrew Jackson were angry at that decision, they were even more outraged a few days later when President John Quincy Adams appointed Henry Clay to the position of Secretary of State, a position that Clay was reported to have been extremely interested in. The cries of “Corrupt Bargain” were heard among the supporters of Jackson, and they were convinced that Jackson should have been the winner.

Four years later that is exactly what happened, when Jackson won the presidency over Adams. In that election in 1828, Jackson received 178 electoral votes and Adams received 83 votes. Jackson went on in 1832 to capture 219 electoral votes for his second term, easily defeating Henry Clay with only 49 electoral votes.



### REALIGNING ELECTION

The election of 1824 has been called one of the **realigning** elections. Historians have coined this term to refer to the fact that significant changes resulted from the activities and outcome of this election. Of perhaps the greatest significance was the fact that the Federalist Party was now, in effect, dead. On the other hand, the Democratic-Republican Party split into the Democratic Party and the National Republican Party that later became the Whig Party. This proved to be the only election in which the newly elected president appeared to have lost both the popular vote and the electoral vote.

### LATER ELECTIONS

While this election revealed one of the potential problems of the electoral system, it was not the last election that saw some testing of the process. In the election of 1836, the new party of the Whigs attempted to gain the electoral majority by a rather devious means. They ran three different candidates in three different regions of the country. Each candidate was very popular in the region in which he ran. The Whigs hoped to be able to capture the total electoral vote and then have their electors switch their vote to one previously-agreed upon candidate in the Electoral College. Their scheme was defeated, however, when the Republican candidate, Martin Van Buren, won a majority of the electoral votes.

In 1872, the Democratic candidate for president, Journalist Horace Greeley, died between the general

election and the meeting of the Electoral College. No provisions had been made for such a situation, so his electors split their votes among the other Democratic candidates. Here again, however, the Republican candidate, Ulysses S. Grant, won a clear majority of the electoral votes, so the complications of the problem were not as great as they may have been.

In the election of 1876, the country found itself in a time of economic depression and serious turmoil as a result of the Reconstruction period following the Civil War. The candidates, Democrat Samuel S. Tilden and Republican Rutherford B. Hayes, along with a number of third party candidates, were in a tight race for the presidency. The potential for chaos in the electoral process existed, when it became apparent that disputed electoral votes were coming in from the states, particularly those in the South: Florida, South Carolina, and Louisiana. A special commission of the Congress had to determine the validity of the electoral ballots from these states. In each case, by one vote, they decided in favor of the ballots for Hayes, even though it appeared that Tilden had won the popular vote. One result from this election was that in 1887, Congress enacted a law that remains in effect today. This law provides that the states are responsible to determine the legality of its electoral vote and that only a majority of the vote of both houses of Congress can reject any electoral votes. ■

THE FOUNDING FATHERS PROBABLY COULD NOT HAVE IMAGINED THE TESTS THAT THE ELECTORAL COLLEGE WOULD UNDERGO AS THE COUNTRY GREW AND DEVELOPED. SOME OF THESE TESTS HAD THE POTENTIAL OF SPLITTING THE LOYALTIES OF THE CITIZENS AND CREATING SERIOUS PROBLEMS FOR THE COUNTRY. HOWEVER, EVERY TIME, THROUGH THE PROCESS OF DEBATE AND DISCUSSION, COMPROMISES WERE REACHED WHICH ONLY HELPED TO FURTHER STRENGTHEN THE BONDS OF THE DEMOCRATIC PROCESSES OF THE UNITED STATES. RATHER THAN SPLINTER APART, THE COUNTRY BECAME STRONGER THROUGH ITS TRIALS. ISSUES WHICH HAVE LED TO REVOLUTION AND DESTRUCTION IN MANY COUNTRIES OF THE WORLD, HAVE ONLY SERVED TO DRAW AMERICANS CLOSER AS A NATION AND AS A PEOPLE.



**Fill in the blanks with the correct answers.**

- 1.44 By 1824, the \_\_\_\_\_ Party had basically dissolved.
- 1.45 In the election of 1824, several candidates from the \_\_\_\_\_ Party were on the ballot for the presidency.
- 1.46 The election of 1824 ended the period of time known as the \_\_\_\_\_ .
- 1.47 What two things became the focus of political issues after the election of 1824?  
\_\_\_\_\_ and \_\_\_\_\_
- 1.48 The four candidates in the election of 1824 were \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .
- 1.49 Which candidate received the most electoral votes in the election of 1824? \_\_\_\_\_ The second most? \_\_\_\_\_
- 1.50 Which candidate had apparently won the popular vote in the election of 1824?  
\_\_\_\_\_
- 1.51 Who finally won the election of 1824 in the House of Representatives?  
\_\_\_\_\_
- 1.52 How did Jackson's followers feel about the election of 1824?  
\_\_\_\_\_
- 1.53 Explain "realigning" election. \_\_\_\_\_  
\_\_\_\_\_
- 1.54 Who determines whether the electoral votes from a state are valid or not?  
a. Congress  
b. states



**Answer True or False.**

- 1.55 \_\_\_\_\_ No further problems developed in the Electoral College after the election of 1824.

# THE FEDERAL BUREAUCRACY

Under the direction of the president, the executive department fulfills its responsibilities by means of a staff that consists of many appointed officials and tens of thousands of career government employees. Most of these government workers are employed by one of the fifteen major executive departments or any of a number of independent agencies. These bureaucratic organizations will be the topic of discussion for this lesson.

## OBJECTIVES

- *The student will identify the functions of the executive branch.*
- *The student will list the members and duties of the cabinet.*
- *The student will identify the structure and purpose of the cabinet.*
- *The student will be able to list and briefly describe the responsibilities of the fifteen executive departments.*
- *The student will be able to identify some of the independent executive agencies.*
- *The student will explain the meaning of bureaucracy, and discuss pro and con the purpose of its existence.*
- *The student will be able to define the roles that the federal bureaucracy performs.*

## VOCABULARY

**antitrust** — opposition to large businesses or groups that try to establish monopolies or attempt to control an industry or product

**cabinet** — the group of officials (including the president, heads of the fifteen departments of the executive branch, and other officials chosen by the president) who regularly meet to advise and counsel the president

**fiscal** — having to do with financial matters in relation to the public treasury; having to do with financial matters in general

### BUREAUCRACY: FRIEND OR FOE

For many, the term “bureaucracy” conjures up mind images of big government, red tape, long lines, unfriendly and uninformed government workers, wasted tax dollars, increasing size of federal budget to support bureaucracies – the list goes on and on. But, is that an accurate picture, and, if not, then just what **is** the bureaucracy?

A bureaucracy is a form of organization in which there are certain specific characteristics. There are individuals who work in many different jobs and perform many different duties. There are budgets that attempt to delegate funds in the most efficient and effective way possible. Responsibilities are assigned at many levels from the top supervisors down to the most basic entry-level jobs. While the dictionary definition of “bureaucracy” can carry negative connotations of inefficiency and red tape, it does not nor should it have to be that way. An informed citizenry should make cer-

tain that their representatives are ever alert to unnecessary and excessive bureaucratic expansion.

In the United States today, there are almost three million citizens employed within the federal bureaucracy. Many of them are employed in organizations and agencies that are under the executive department, but both the legislative and executive departments have various bureaus that are accountable to them as well. Federal employees range from the highly trained scientists of NASA to college-trained forest rangers and game wardens to postal clerks and mail delivery persons. From zoologists who work for the National Zoo in Washington, D.C., to the biologists who oversee the health of the Redwood Forests of California, the federal bureaucracy includes a wide variety of individuals and occupations. Nearly 25% of the Federal workforce is employed by the Postal Department. Another 33% work for the Department of Defense, which includes the men and women of the



United States Armed Forces. Approximately 11% of the federal employees actually work in Washington, D.C., the rest work throughout the country and the world.

Prior to 100 years ago, the majority of the bureaucratic workers were appointed by the newly-elected political leaders. This came about as a result of what was called the “spoils system.” This philosophy, that was based on the old saying that “to the victor belong the spoils,” led every new politician to appoint to government offices those men and women who had been loyal to him and supported his efforts for election. This meant that there was a rather drastic turn-over in government jobs every four years, and it led to a great deal of inefficiency in managing the ongoing affairs of government.



In 1881, an angry attorney, who had been denied an appointment as ambassador to France assassinated President Garfield. Congress immediately took action and passed the Civil Service Act of 1883, also known as the Pendleton Civil Service Act. Since that time, most

appointees to federal jobs are employed under the merit system. This means that they receive their jobs by entrance exam and are promoted based on their qualifications for higher positions. They are protected from being fired for political reasons. The nearly three million employees of the federal government are a close cross section of the population of the United States as a whole. They represent all walks of life, all nationalities, religions, and cultures.

Ten percent of the federal workers are not under the civil service. These include individuals, approximately 600 of them, who are appointed by the president. These top level appointees then appoint staff members who work for them. These employees are not covered by the protection of the civil service, and their jobs are dependent upon the political position of the



president or his political party. The Executive Office of the president employs approximately 2000 workers, some of whom are appointees, and others who are employed under the civil service.

### **BUREAUCRATS AS POLICY MAKERS**

One of the concerns of political analysts is that many of these bureaucrats are life-long employees of federal agencies or organizations. They are the ones who are making policy or decisions on behalf of the country. In other words, they are an unelected group of individuals, whose jobs are protected, who, in effect, run many of the affairs of government. Presidents have control over these agencies only by reason of the fact that they appoint key leaders to each agency. In addition, they can issue executive orders instructing the agency to perform in a certain, specified way. They can withhold funds from the agency, or, in extreme cases, can work to eliminate or change the organization. The Congress can oversee these bureaucratic agencies in several ways. The president's appointees require Congressional approval. Congress may also withhold funds from agencies. Finally, they can hold public hearings regarding agency activities or pass legislation which affects these agencies. ■



**Circle the letter of the correct answer.**

- 1.56 There are currently about \_\_\_\_\_ people employed by the executive department.
- a. 2,000,000
  - b. 3,000,000
  - c. 1,000,000
  - d. 675,000



**Fill in the blanks with the correct answers.**

- 1.57 Define bureaucracy. \_\_\_\_\_  
\_\_\_\_\_
- 1.58 Name at least three occupations of individuals who work for the executive department.  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
- 1.59 How do most federal employees get their jobs? \_\_\_\_\_  
\_\_\_\_\_
- 1.60 What was the system called when federal employees were appointed by each new president with the jobs going to his friends and supporters? \_\_\_\_\_
- 1.61 What percent of federal workers are *not* covered by civil service? \_\_\_\_\_
- 1.62 Approximately how many actual appointments does the president make? \_\_\_\_\_
- 1.63 What is the major concern regarding these federal bureaucrats? \_\_\_\_\_  
\_\_\_\_\_

### EXECUTIVE DEPARTMENTS: LEADERS AND RESPONSIBILITIES

Shortly after he assumes office on January 20, the president appoints, with the advice and consent of the Senate, the heads of the fifteen executive departments known as the **cabinet**. The heads are generally experts in their field, and their duty is to advise the president on all matters relating to their department.

### THE CABINET

The president's cabinet is the group of officials who meet regularly with him to discuss all pertinent information deemed important at that time. The cabinet members vary for each president, but the cabinet always includes the fifteen heads of the executive departments.

### OFFICIAL NAMES OF CABINET LEADERS

The heads of all but one of the fifteen executive departments are known as secretaries of their particular departments. For example, the head of the Department of Defense is called the secretary of defense. The only exception is the Department of Justice, whose head is the attorney general.

### FIFTEEN CABINET DEPARTMENTS IN THE EXECUTIVE BRANCH

The duties of the executive departments are divided up to include every conceivable aspect of government responsibility. The role of each department is extremely vital in order to ensure that the president is kept up-to-date and informed of important matters that affect the successful administration of his responsibilities. The fifteen departments are as follows:

## THE CABINET DEPARTMENTS OF THE EXECUTIVE BRANCH

*Department of State*  
*Department of the Treasury*  
*Department of Defense*  
*Department of Justice*  
*Department of Homeland Security*  
*Department of the Interior*  
*Department of Agriculture*  
*Department of Commerce*  
*Department of Labor*

*Department of Health and Human Services*  
*Department of Housing and Urban Development*  
*Department of Transportation*  
*Department of Education*  
*Department of Energy*  
*Department of Veterans Affairs*



### DEPARTMENT OF STATE

The Department of State is responsible for the relations of the United States with other nations in the world. It coordinates all the activities of the executive department in matters of foreign policy. This department negotiates treaties with other governments, handles official business with foreign embassies, and represents the United States in the United Nations. The department schedules and participates in international conferences. It also issues passports to American citizens traveling abroad.



of the United States and its allies, when such help is requested. The Department of Defense is responsible for the operation of all branches of the armed forces including the Army, the Navy, Marines, and the Air Force. It directs the operations of the United States Military Academy in West Point, New York; the Air Force Academy in Colorado Springs, Colorado; the United States Naval Academy in Annapolis, Maryland; and the Coast Guard Academy in New London, Connecticut.

This department also oversees the production and manufacture of military supplies, aircraft, and weapons. It participates in the gathering of intelligence, and it works with other departments in planning military strategy and preventing the spread of nuclear and biological weapons. The development of communication and early warning systems is also managed by this department.

### DEPARTMENT OF THE TREASURY

The Department of the Treasury manages the financial, economic, and **fiscal** responsibilities of the executive department. It collects the nation's taxes, and it produces the nation's currency. Other agencies that work under the control of the Treasury Department are the Internal Revenue Service (IRS), the Bureau of Engraving and Printing, and the United States Mint.



### DEPARTMENT OF JUSTICE

The Department of Justice is headed by the attorney general, who serves as the nation's lawyer. He provides legal advice to members of the executive department, as well as other departments and agencies of the federal government. The Justice Department oversees the legal application of laws in areas such as **antitrust** violations, criminal activities, environmental matters, and civil rights issues. It investigates and prosecutes offenders when it discovers violations of federal laws.



### DEPARTMENT OF DEFENSE

The Department of Defense is one of the largest of the executive departments in terms of the number of employees. Its duty is to provide for the military defense



Several important agencies operate under the auspices of the Justice Department. They include the Federal Bureau of Investigation (FBI), the Drug Enforcement Administration (DEA), the Federal Bureau of Prisons (BOP), and the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF).

developing these resources, the department manages the national parks, administers programs for Native Americans, and oversees the territorial possessions of the United States, such as American Samoa, Guam, and the Virgin Islands.



### DEPARTMENT OF HOMELAND SECURITY

The newest executive department is the Department of Homeland Security. Created after September 11, 2001, it has been assigned the complex task of protecting the citizens of the United States from terrorism. Some of its duties are to inform the public of the current threat level, to guard borders and ports of entry from access by terrorists, to coordinate information and activities with other departments and law enforcement agencies, and to respond in the event of terrorist attacks. Several agencies and bureaus have been moved to this department from other executive departments. Some of these are the Federal Emergency Management Administration (FEMA), the United States Customs and Border Protection (CBP), the United States Secret Service, the United States Coast Guard (USCG), and the United States Citizenship and Immigration Services (USCIS).



Some of the agencies and bureaus that function under this department are the Bureau of Indian Affairs (BIA), the Bureau of Land Management (BLM), the Bureau of Reclamation, the United States Fish and Wildlife Service (USFWS), the National Park Service (NPS), and the United States Geological Survey (USGS).

### DEPARTMENT OF AGRICULTURE

The Department of Agriculture works closely with American farmers to provide assistance and information that will help make them more productive. Its duties are to secure information on the production of crops and other farm products, promote overseas markets for farm products, and ensure reasonable income for farmers. The department also works to prevent hunger, both in rural America and around the world. It maintains data on national and world agriculture and provides technical and research assistance to help improve farm production. The Forest Service, which oversees the management of the nation's forests, is an agency of this department. ■



### DEPARTMENT OF THE INTERIOR

The Department of the Interior has broad responsibilities in its oversight of America's natural resources. Besides being assigned the task of conserving and



#### Answer *True or False*.

- 1.64 \_\_\_\_\_ The group of leaders who advise and counsel the president is called the cabinet.
- 1.65 \_\_\_\_\_ There are fourteen executive departments.
- 1.66 \_\_\_\_\_ The newest executive department is the Department of Homeland Security.



Match each statement to the corresponding letter of the correct department below. Answers will be used only once.

- |      |       |  |                                    |
|------|-------|--|------------------------------------|
| 1.67 | _____ | conserves and develops the natural resources of the United States.           | a. Department of Agriculture       |
| 1.68 | _____ | handles the foreign relations for the United States abroad.                  | b. Department of Defense           |
| 1.69 | _____ | works to prevent hunger, both at home and abroad.                            | c. Department of Homeland Security |
| 1.70 | _____ | provides legal advice to the president and other agencies of the government. | d. Department of Justice           |
| 1.71 | _____ | manages the financial responsibilities of the country.                       | e. Department of State             |
| 1.72 | _____ | directs the operations of the military academies.                            | f. Department of the Interior      |
| 1.73 | _____ | guards the borders and ports of entries into the United States.              | g. Department of the Treasury      |



Match each agency to the corresponding letter of the correct department to which it belongs. Not all answers will be used.

- |      |       |   |                                    |
|------|-------|---|------------------------------------|
| 1.74 | _____ | Federal Bureau of Investigation                 | a. Department of Agriculture       |
| 1.75 | _____ | Internal Revenue Service                        | b. Department of Defense           |
| 1.76 | _____ | Forest Service                                  | c. Department of Homeland Security |
| 1.77 | _____ | Bureau of Land Management                       | d. Department of Justice           |
| 1.78 | _____ | Secret Service                                  | e. Department of State             |
| 1.79 | _____ | Army, Air Force, Marines, Coast Guard, and Navy | f. Department of the Interior      |
|      |       |   | g. Department of the Treasury      |

### DEPARTMENT OF COMMERCE

Three primary duties of the Department of Commerce are to promote the economy of the United States, to supervise international trade, and to encourage technological advancement. This department advises the president on all matters of economic concern and serves as a resource of information for other departments and agencies. It also works with other departments in encouraging job



development. In addition, the Department of Commerce issues patents, registers trademarks, and works closely with the telecommunications industry.

### DEPARTMENT OF LABOR

The Department of Labor oversees the welfare of American workers. It administers all the laws pertaining to working conditions, establishing minimum wage, and settling disputes



between employers and employees. Child labor laws are enforced, and the immigrant labor work force is supervised by this department. One of its agencies, the Occupational Safety and Health Administration (OSHA), develops standards of worker safety and enforces those laws in the United States labor industry.

## DEPARTMENT OF HEALTH AND HUMAN SERVICES

The Department of Health and Human Services is made up of three divisions—the Public Health Service (PHS), the Centers for Medicare and Medicaid Services (CMS), and the Administration for Children and Families (ACF). Its primary responsibility is to oversee the public health care of children and families. The first agency of the department is the National Institutes of Health (NIH), which promotes research into the cause, prevention, and treatment of diseases. The second agency is the Food and Drug Administration (FDA), which oversees the quality of food, the production of cosmetics, and the safety and value of drugs and other medical products. The third agency is the Centers for Disease Control and Prevention (CDC), which strives to prevent and provide information on disease and disability.



## DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Rapid growth in the urban population of America's cities in the 1950s required the establishment of the Department of Housing and Urban Development (HUD). Its responsibility is to increase the availability of affordable, quality housing and to work with cities in the development of low income housing projects. The department promotes fair and equal housing opportunities for people, regardless of race, religion, sex, or national origin. It also strives to provide adequate housing for people who are disabled and for families with children.



## DEPARTMENT OF TRANSPORTATION

The Department of Transportation is charged with the responsibility of guaranteeing the safety, economy, and efficiency of all methods of transportation in the

United States. It oversees the safety features and design of transportation equipment, including the operation of airplanes, trains, and trucks. It is responsible for the safe transportation of hazardous materials and chemicals. Some of the agencies operating under the authority of this department are the Federal Aviation Administration (FAA), the Federal Highway Administration (FHWA), and the Maritime Administration (MARAD).



## DEPARTMENT OF EDUCATION

The duty of the Department of Education is to improve the quality of American education. It works to assure equal educational opportunities for all American citizens. This department gathers educational data and organizes it into reports which provide direction and information for school institutions. The department also strives to offer leadership in dealing with critical issues, to provide financial assistance to students attending school beyond high school, to help meet the community and school needs of students, and to prepare students for careers.



## DEPARTMENT OF ENERGY

The Department of Energy is charged with the responsibility of evaluating and providing for the development of energy in the United States. The department divides its duties into four areas: the development of energy resources within the boundaries of the United States, the encouragement of research and development of energy resources, the security of the nation's energy supplies, and the protection of the environment during ongoing energy exploration.



## DEPARTMENT OF VETERANS' AFFAIRS

The Department of Veterans' Affairs (VA) administers the benefits and programs which are available to veterans of the United States military service, the dependents of military personnel, and the dependents of deceased



veterans. The department also oversees the operation of military cemeteries. In addition, the Department of Veterans' Affairs assists veterans and their dependents in matters of health care, disability and death benefits, educational assistance programs, and home loan assistance.

### **OTHER INDEPENDENT AGENCIES, COMMISSIONS, AND COMMITTEES**

In addition to the executive departments described in this lesson, over sixty other independent agencies

function to perform the duties of the executive branch. Examples of these are the Central Intelligence Agency (CIA), the National Aviation and Space Administration (NASA), the Federal Reserve System (FED), the Federal Communication Commission (FCC), the Equal Employment Opportunity Commission (EOCC), and the United States Postal Service (USPS). Several commissions and committees perform various duties under the auspices of the executive department. ■

THE EXECUTIVE BRANCH INCLUDES MUCH MORE THAN JUST THE PRESIDENT AND THE VICE PRESIDENT. THE FIFTEEN EXECUTIVE DEPARTMENTS PROVIDE INFORMATION AND ADVICE TO THE PRESIDENT IN EVERY AREA OF HIS ADMINISTRATION. THIS LESSON SUMMARIZED THE RESPONSIBILITIES OF THESE DEPARTMENTS AS THEY CARRY OUT THE DUTIES OF THE EXECUTIVE DEPARTMENT. IN ADDITION, THERE ARE MANY INDEPENDENT AGENCIES THAT PERFORM ASSIGNED RESPONSIBILITIES FOR AND ON BEHALF OF THE AMERICAN PEOPLE.



**Match each statement to the corresponding letter of the correct department below. Answers will be used only once.**

- |      |       |   |  |
|------|-------|---|--|
| 1.80 | _____ | oversees the welfare of American workers.   | a. Department of Commerce                      |
| 1.81 | _____ | helps students pay for college costs.   | b. Department of Education                     |
| 1.82 | _____ | looks into the cause and treatment of disease.  | c. Department of Energy                        |
| 1.83 | _____ | works to evaluate and provide for the fuel needs of the country.                                  | d. Department Health and Human Services        |
| 1.84 | _____ | administers the benefits for the dependents of military personnel.                                | e. Department of Housing and Urban Development |
| 1.85 | _____ | strives to provide affordable homes for people of all races, religions, sexes, and nationalities. | f. Department of Labor                         |
| 1.86 | _____ | oversees the safety features and design of trucks, trains, and airplanes.                         | g. Department of Transportation                |
| 1.87 | _____ | promotes the economy of the United States.  | h. Department of Veterans' Affairs             |



**Answer True or False.**

- 1.88 \_\_\_\_\_ The Federal Aviation Administration is an agency of the Department of Transportation.
- 1.89 \_\_\_\_\_ The Federal Drug Administration works under the Department of Health and Human Services.
- 1.90 \_\_\_\_\_ Patents and trademarks are issued by the Department of Education.

**Adult Check:** \_\_\_\_\_  
Initial Date

## PROJECT 1: LIMITS ON PRESIDENTIAL POWER

### OBJECTIVES

- *The student will be able to explain that presidential power partly depends on:*
  - *situation (crisis, war, the Great Depression, etc.);*
  - *personal perspective on proper role (Franklin D. Roosevelt vs. William Howard Taft);*
  - *public expectations.*
- *The student will be able to identify examples of successful and unsuccessful attempts to increase presidential power.*

### SUMMARY

This project will examine examples of presidents who tried to expand their power and failed (Taft) and ones who tried and succeeded (FDR).

**William Howard Taft:** Dollar Diplomacy, Taft-Knox foreign policy

- Dollar Diplomacy was an effort to further foreign policy aims in Latin America and East Asia, it failed to counteract economic instability and the tide of revolution in places like Mexico, the Dominican Republic, Nicaragua, and China
- Taft-Knox approach to foreign policy was rejected by President Woodrow Wilson

**Franklin D. Roosevelt:** Court-packing, Expansion of Federal Regulation, Fireside Chats

- FDR aggressively formulated programs and took decisive action to expand role of government.
- Delegation led to enhanced powers, and Supreme Court eventually allowed the New Deal; power was given to FDR because of the economic crisis of the Great Depression



## Other Examples:

### George Washington

- 1793 Proclamation of Neutrality (Declaration of Neutrality)
- 1794 Whiskey Rebellion (raised the question of states rights in regard to federal taxes)
- 1795 Jay Treaty (settled differences between the United States and Britain), (inherent Powers)

### Thomas Jefferson

- Louisiana Purchase (the power to purchase this land was not given to the president by the constitution but Jefferson made the purchase anyway) (inherent powers)

### Andrew Jackson

- Spoils System or Patronage, Veto Power (Maysville Road veto was because of Jackson's interpretation of the Constitution)

### Abraham Lincoln

- Suspended Habeas Corpus, Expanded Army without Congressional Approval

### Teddy Roosevelt

- Square Deal (federal interference in a labor struggle)
- Roosevelt Corollary to the Monroe Doctrine (applied to Dominican Republic without congressional approval)
- Navy (sent to Panama to apply political pressure)

### Harry Truman

- Steel Seizure Case (a failed attempt to take over steel mills during a time of war)

### George W. Bush

- Extra power received due to terrorist attack on 9/11/01

## PROCESS

- Use the Internet or other resources to research at least one example from Taft and one example from FDR of how they used their office to expand the limits of presidential power.
- Write a short description of the example.
- Describe the situation or circumstances that surrounded the example.
- Describe the personal perspective of each president that led them to pursue the example.
- Describe the public expectations that would make the president move in a direction of authority that may have been beyond what was allowed.
- Explain reasons why the examples were successful or unsuccessful.
- Repeat these steps to examine one of the examples listed for the other presidents.
- Answer the Critical Thinking Question.



**Answer the following.**

**Critical Thinking:** Has the presidency become too powerful in comparison to Congress? Explain your answer.

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**Adult Check:** \_\_\_\_\_  
Initial Date

# REVIEW FOR SELF TEST I

Read the section review that follows and look over the objectives and problems in this section to prepare for Self Test I. If you did not complete the problems successfully or are not sure about the information that relates to each objective, review the material again.

When you are ready, take Self Test I. The Self Test will check your understanding of this section. Any items you miss on this test will show what areas you need to restudy.

AT THE END OF THE REVOLUTIONARY WAR, THE COLONIAL LEADERS AGAIN MET TO ESTABLISH THE FRAMEWORK FOR THE NEW GOVERNMENT. FEARING A STRONG CENTRAL GOVERNMENT, THEY SET UP A LOOSELY KNIT ASSOCIATION OF COLONIES UNDER THE ARTICLES OF CONFEDERATION. THEY PROVIDED ONLY FOR A LEGISLATIVE BODY THAT WOULD MANAGE THE AFFAIRS OF GOVERNMENT. THIS BODY HAD THE POWER TO TAX THE COLONIES BUT DID NOT HAVE THE POWER TO ENFORCE THE LAWS. AFTER SEVERAL UNSUCCESSFUL YEARS OF GOVERNMENT, LEADERS MET AGAIN TO RESOLVE THE PROBLEMS THAT WERE THREATENING TO BREAK THE UNITED STATES INTO THIRTEEN SEPARATE COUNTRIES SIMILAR TO EUROPE. TAKING THE PATTERN FROM THE COLONIES, THE LEADERS WROTE THE CONSTITUTION, PROVIDING FOR TWO ADDITIONAL BRANCHES OF GOVERNMENT—THE EXECUTIVE BRANCH AND THE JUDICIAL BRANCH. THE FUNCTIONS OF THE EXECUTIVE AND JUDICIAL BRANCHES WILL BE THE TOPIC FOR DISCUSSION IN THIS SECTION. THE LESSONS FOR THIS SECTION WERE AS FOLLOWS:

## LESSON 1 PRESIDENTIAL POWER

Based upon the historical pattern of the colonies, the framers of the Constitution established the executive branch of government. The responsibility for the enforcement of the laws passed by the legislature was placed in the hands of the president and vice president, along with other departments that were organized by the president and the Congress. This lesson described the organization of state governments, which were the model for developing the executive branch of the national government. Having completed this lesson, you should be better prepared to:

- List the primary offices of the executive department.
- List the duties of the president and vice president.
- Describe the powers of the executive officers.
- Discuss the limitations upon the powers of the executive officers.
- Describe Article II of the Constitution as it relates to enumerated powers of the president of the United States of America.

## LESSON 2 ELECTING A PRESIDENT

As a representative form of government, the task of electing the U.S. government officials is left up to the people. Various processes were put in place to accomplish this task. Different from all others was the process by which the president is chosen. The people still vote for the presidential candidate of their choice, but their votes do not go directly to the candidates. Instead, each state appoints electors to an Electoral College, which is based on the number of Congressional representatives who officially vote for the candidates, generally in accordance with the popular vote from their state. It is the votes of the Electoral College that ultimately select the president. Having completed this lesson, you should be better prepared to:

- Understand that, according to the Constitution, the public does not directly elect the president.
- Describe the Electoral College and explain its purpose.
- List the advantages and disadvantages of the Electoral College.
- Describe Article II of the Constitution as it relates to the terms of office for the president of the United States of America.

## LESSON 3 THE ELECTION OF 1824

Not all presidential elections have gone smoothly or exactly as the Founding Fathers envisioned. The election of 1800 served to clarify some of the potential problems with the Electoral College as it was first established. However, the election of 1824 provided a unique situation that again tested the American democratic process. This election was examined in detail. Other elections provided ongoing opportunities for the executive and legislative branches to work together to resolve potential problems. The fact that the Constitution is a living document made possible the peaceful resolution of all of these difficulties. How it changed to meet these needs of the growing nation was the topic of discussion for this lesson. Having completed this lesson, you should be better prepared to:

- Summarize relevant portions of the Constitution on presidential election procedures.
- Explain why the election of 1824 was decided in the House of Representatives.
- Explain the differences between the electoral process in 1824 and today.

## LESSON 4 THE FEDERAL BUREAUCRACY

Although the term “bureaucracy” generally brings up pictures that are rather negative, this lesson will show that the bureaucracy is actually a significant part of the executive branch. Many career employees make up the nearly three million members of the federal bureaucracy. This lesson helped to reveal who these people are and explained what their jobs are. The potential problems of the bureaucracy were also studied. Having completed this lesson, you should be better prepared to:

- Identify the functions of the executive branch.
- Discuss the members and duties of the cabinet.
- Identify the structure and purpose of the cabinet.
- List and briefly describe the responsibilities of the fifteen executive departments.
- Identify some of the independent executive agencies.
- Explain the meaning of bureaucracy, and discuss pro and con the purpose of its existence.
- Define the roles that the federal bureaucracy performs.

# SELF TEST I

Circle the letter of the correct answer. (4 points each)

- 1.01 The power of the president was increased by a means unforeseen by the founding fathers called \_\_\_\_\_.  
a. executive orders  
b. presidential proclamation  
c. executive review  
d. veto power
- 1.02 Impeachment is the process by which an elected official is \_\_\_\_\_.  
a. removed from office  
b. accused of misconduct  
c. nominated for office  
d. chosen by their party
- 1.03 The Constitution provides for the election of the president by the voting of \_\_\_\_\_.  
a. citizens  
b. political parties  
c. electors  
d. state primaries
- 1.04 Currently, if the validity of the electoral votes is challenged, the \_\_\_\_\_ has the responsibility for determining if they are legitimate.  
a. House of Representatives  
b. Senate  
c. the state  
d. the Supreme Court
- 1.05 There are approximately \_\_\_\_\_ who are a part of the bureaucracy of public workers.  
a. 1,000,000  
b. 750,000  
c. 2,000,000  
d. 3,000,000

Match the statement below to the letter of the correct answer. Answers will be used only once. Not all answers will be used. (5 points each)

- 1.06 \_\_\_\_\_ oversees the legal application of laws in areas such as anti-trust legislation, criminal activities, and environmental and civil rights issues  
a. Department of Agriculture  
b. Department of Commerce  
c. Department of Defense  
d. Department of Homeland Security  
e. Department of Justice  
f. Department of State  
g. Department of the Interior  
h. Department of the Treasury
- 1.07 \_\_\_\_\_ collects the nation's taxes and produces the currency
- 1.08 \_\_\_\_\_ represents the United States at the United Nations
- 1.09 \_\_\_\_\_ informs the public of the current threat level
- 1.010 \_\_\_\_\_ provides for the military protection of the United States both at home and abroad

**Answer True or False.** (3 points each)

- 1.011 \_\_\_\_\_ The Department of the Interior is responsible for the operation of the Forest Service.
- 1.012 \_\_\_\_\_ The early colonial and state governments served as an example for the framers of the Constitution.
- 1.013 \_\_\_\_\_ To qualify for the office of the president, one must be at least thirty-five years of age, a natural born citizen, and must have lived in the United States for at least fourteen years.
- 1.014 \_\_\_\_\_ The cabinet is made up of the president, the heads of the executive departments, and any other officials the president chooses to include.
- 1.015 \_\_\_\_\_ Approximately 90% of the federal employees are under the civil service system.
- 1.016 \_\_\_\_\_ The requirements for vice president are not as strict as are those for the president.
- 1.017 \_\_\_\_\_ The vote of the citizens is not important since the electors actually choose the president.

**Fill in the blanks with a word from the list below. Words may be used only once. Not all words will be used.** (4 points each)

<i>appointed</i>	<i>civil</i>	<i>independent</i>	<i>Senate</i>
<i>chairman</i>	<i>enforcement</i>	<i>president</i>	<i>unanimous</i>
<i>chief justice</i>	<i>House of Representatives</i>	<i>secretary</i>	

- 1.018 The title given to the heads of fourteen of the cabinets is \_\_\_\_\_ .
- 1.019 The executive branch includes many \_\_\_\_\_ agencies, commissions and committees.
- 1.020 The primary responsibility of the executive department is that of \_\_\_\_\_ .
- 1.021 If the presidential candidate does not receive enough of the electoral votes in the Electoral College, then the \_\_\_\_\_ votes to determine who will be president.
- 1.022 The primary duty of the vice president as given in the Constitution is to serve as the \_\_\_\_\_ of the Senate.

**Answer the following with words or phrases.**

1.023 Explain the circumstances under which a president could actually serve more than eight years. (6 points)

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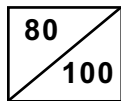
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1.024 List at least four of the specific duties of the president. (2 points for each correct answer.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



**Score  
Adult Check**

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**Initial                  Date**