

LIFEPAC CIVICS UNIT FOUR

GOVERNMENT BY THE PEOPLE

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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 4 INTRODUCTION

In previous units, you have seen how the American federal system of government provides for the separation of powers by the establishment of the three branches of the federal government. Another characteristic of a federal government is that there are several levels of government. In the United States, government is divided into federal, state, and local levels. At the local level, there are additional divisions of authority. In Section I, you will study the various offices and the responsibilities that are given to each governmental agency at each of these levels. A study of the integration of schools will demonstrate an extreme interaction between the federal and a state government. The source of revenue to finance each of these levels of government will be analyzed. You will discover what the role of the citizen can be in exercising his privileges of direct democracy.

In Section II, you will examine the process that takes place each time an election is held. The role of political parties will be revealed in the procedures that are fol-

lowed in conducting the primary elections. The influence of the media, and the input of the public, will be examined as effective means for controlling the activities of each governmental agency. Other factors that impact the political process are the practice of redistricting, the input of special interest groups, and the regulation provided by those that control the financing of each level of government.

Finally, Sections III and IV will examine the process by which one becomes a citizen and the privileges and responsibilities that accompany citizenship. The cooperation and conflict that take place in the process of exercising one's duties of citizenship will be studied, and the results, in terms of the organization of groups and the development of values, will be discovered. As you study this unit, you will quickly realize the significance of your role as an American citizen and the importance of exercising your rights of citizenship as you fulfill the responsibilities that are expected of you.

UNIT GOALS

When you have completed Unit 4, you should be better prepared to:

- *Identify the Thirteenth, Fourteenth, and Fifteenth Amendments as the amendments that were added to the Constitution after the Civil War specifically to protect the rights of individuals.* (Section I)
- *Demonstrate how political parties play an important role in the election process and in a representative government.* (Section II)
- *Explain how districting, special interest groups and the media play a part in setting the public agenda.* (Section II)
- *Describe limits on personal freedoms that ensure the protection of other freedoms.* (Section III)
- *Understand that each branch of the United States government has unique roles and responsibilities that enable the branches to work together to make a government which can best serve the interests of all people.* (Section I)
- *Understand that the 10th Amendment provides for state and local governments to reflect the needs of their citizens.* (Section I)
- *Understand that initiatives and popular referendums are one way that the public can actively participate in lawmaking.* (Section I)
- *Understand that the media has a role in how politicians and policies are perceived and realize that politicians use the media to help in setting the public agenda.* (Section II)
- *Understand that the role of research and investigation on the part of the citizen is an important part of the political process.* (Section II and Section IV)
- *Understand that personal freedoms play an important role in the health of a democratic society.* (Section III and Section IV)
- *Understand that rights create responsibilities and when one violates another's rights, he has not fulfilled his responsibilities.* (Section III and Section IV)
- *Discover that citizens of the United States have a responsibility to participate in the governmental process to ensure that government remains accountable to the people and that government continues to preserve individual rights.* (Section IV)
- *Understand that citizens have historically used a variety of means to effect political change.* (Section II and Section IV)

I. STATE AND LOCAL GOVERNMENT

THIS SECTION WILL DESCRIBE THE ORGANIZATION OF STATE GOVERNMENTS AND WILL GIVE EXAMPLES OF DIFFERENT FORMS OF LOCAL GOVERNMENTS. THE SOURCE OF REVENUE – TAXATION – TO OPERATE THESE GOVERNMENTS WILL BE EXPLAINED. A CASE STUDY OF THE INTEGRATION OF SCHOOLS IN LITTLE ROCK, ARKANSAS, WILL PROVIDE AN EXAMPLE OF A CONFLICT THAT DEVELOPED WHEN THE FEDERAL GOVERNMENT INTERVENED IN A STATE FUNCTION. FINALLY, PROCEDURES WHICH ALLOW THE CITIZEN TO GET DIRECTLY INVOLVED IN HIS GOVERNMENT WILL BE REVEALED IN LESSON 5. THE LESSONS FOR THIS SECTION ARE AS FOLLOWS:

LESSON 1 STATE BRANCHES

Most states follow the same pattern in the organization of their executive, legislative, and judicial branches. The only exception is Nebraska, which has a unicameral legislature. The pattern of government will be the subject of discussion in this lesson. At the completion of this lesson, you should be better prepared to:

- Explain why the ninth and tenth amendments were included in the Bill of Rights by the Founding Fathers.
- Compare and contrast the executive branches of the federal and state governments.
- Compare and contrast the legislative branches of the federal and state governments.
- Compare and contrast the judicial branches of the federal and state governments.
- Discuss the hierarchy of the state court system.
- Discuss, compare, and contrast the types of cases that are heard at each level of state courts.

LESSON 2 LOCAL GOVERNMENT: TYPES AND FUNCTIONS

The local level of government is further divided into several smaller entities. These organizational patterns vary from community to community. Some of the different divisions of local government will be examined, and some of the patterns for the governing of cities, towns, and villages will be described. At the completion of this lesson, you should be better prepared to:

- Identify the various types and functions of local governments.
 - City government
 - Commissioners
 - City Managers
 - County Seats
 - Town or village councils
- Explain that city governments are chartered by individual states and therefore the objectives and powers of these governments vary from state to state.

LESSON 3 FINANCING GOVERNMENT THROUGH TAXATION

The primary source of revenue to operate these different levels of government is through taxation. Different types of taxes may be utilized at each level, but, in some cases, state and local government may also use the same form of taxation as the federal government. At the completion of this lesson, you should be better prepared to:

- Discuss the history of taxation in the United States.
- Explain the need for taxation.
- Describe the Constitutional provisions for the collection of tax revenues.
- Identify the major sources of tax revenues for government at all levels.
- Explain the purposes for which taxes are collected at the national, state, and local levels.
- Compare and contrast the equity of the various types of taxes.
- Discuss the reasons why citizens and their government frequently disagree on the subject of taxation.

LESSON 4 CASE STUDY: INTEGRATION OF SCHOOLS

The Constitution provides the general framework within which the federal and state governments function. The federal government reserves certain rights for itself, and it grants other rights to the states. All of those not specified in the Constitution, nor prohibited by it to the states, are reserved for the states. The desegregation of the schools in Little Rock, Arkansas, was an example of intervention by the federal government into affairs normally left to the states. The impact of this action will be reviewed in this lesson. At the completion of this lesson, you should be better prepared to:

- Identify the Ninth and Tenth Amendments as the amendments that the Founding Fathers built into the Constitution to specifically protect the rights of states and individuals.
- Explain the facts surrounding the attempts to integrate the schools in Little Rock, Arkansas in the late 1950s.
- Justify or refute the federal government's rights to step in on state issues.

LESSON 5 DIRECT DEMOCRACY

The Founding Fathers determined almost immediately in their meetings that direct democracy was not an acceptable form of government for the new nation. However, through time and tradition, procedures have been developed whereby the citizen can become directly involved in decisions of government. These methods of initiative, referendum, and recall will be studied in this lesson. At the completion of this lesson, you should be better prepared to:

- Compare and contrast the two types of initiatives: direct and indirect.
- Describe the two types of referendum: popular and legislative.
- Discuss the meaning and significance of recall.

STATE BRANCHES

As you have studied in earlier units, the Founding Fathers used the pattern of government that was commonly in use in most of the colonies when they devised the federal government of the United States. The colonial form of government was basically carried on in the states under the Constitution. When the king of England had authorized the establishment of a colony, he had generally designated one individual to serve as the colonial governor. Thus, the office of governor became the earliest official government position in the New World. This title continued to be the term used to name the leading executive officer in the states under the Constitution. The other branches of state government closely resemble the pattern as established in the Constitution for the federal government.

OBJECTIVES

- *Explain why the ninth and tenth amendments were included in the Bill of Rights by the Founding Fathers.*
- *Compare and contrast the executive branches of the federal and state governments.*
- *Compare and contrast the legislative branches of the federal and state governments.*
- *Compare and contrast the judicial branches of the federal and state governments.*
- *Discuss the hierarchy of the state court system.*
- *Discuss, compare, and contrast the types of cases that are heard at each level of state courts.*

VOCABULARY

extradite — the giving up of a fugitive criminal by one state, nation, or country into the custody of another

felony — a crime that is of a more serious nature; generally one that is punishable by more than a year in prison

indictment — a formal charge, frequently by a grand jury, which can lead to a criminal case

inherent — a power or attribute existing within a government that is a permanent part of its authority

misdemeanor — a crime that is of a less serious nature

nationalistic — loyalty to one's own nation; extremely patriotic

states' rights — firm belief in the rights of the states; holding to a strict interpretation of the Constitution that powers not specified therein are reserved for the states

POWERS OF THE STATE GOVERNMENTS

The concept of federalism as developed by the Founding Fathers is very unique. Not only does the Constitution define the role of the federal government, it also describes the relationship of the federal and state governments. Furthermore, it spells out how states should relate to each other. As you will recall from your study of earlier units, the Constitution grants expressed, implied, and **inherent** powers to the federal government. The states are granted reserved powers, in other words, those powers that were not given to the national government. A few powers, such as the power of taxation, is shared as a concurrent power. Both federal and state governments function under the system of checks and balances.

The federal government's obligations to the states include the guarantee of a republican form of government, protection from invasion, and the right of territorial claims to land within their boundaries. The states have several obligations under the Constitution. They are required to give "full faith and credit" to the laws and court decisions of the other states, give to citizens of other states all of the rights granted to citizens of that state, and **extradite** criminals who cross state lines in an effort to avoid prosecution for their crimes. States are also required to resolve differences between themselves without the use of force.

As time has passed, two conflicting points of view have developed regarding the relative authority of the national and state governments. There are some who



hold to a **states' rights** point of view. Their philosophy is that states should have greater freedom in the administration of affairs at the state level. Others hold to a **nationalistic** viewpoint. They believe that more power and authority should be granted to the national government and that it should have greater responsibility in many areas of public and personal life.

THE CONSTITUTIONAL SOURCE OF POWER

Article I, Section 8 lists the powers that have been called the expressed powers of the national government. The final paragraph of that section provides the incentive for the implied powers of the government in what is called the "necessary and proper" clause. The powers reserved for the states are found in the Ninth and Tenth Amendments.

THE NINTH AND TENTH AMENDMENTS

The Ninth Amendment speaks to rights not mentioned in the Constitution. It seeks to put limits on the use of a broad or loose interpretation. It clearly states that the power and role of government is to be restricted. And, it specifically acknowledges that the listing of rights to the government is not a complete listing of rights retained by the people.

The Tenth Amendment complements the Ninth by saying that unless a power is specifically delegated to the central government, it is reserved for the states or the people. The intent of these two amendments can be clearly seen when the words "forbidden to the states" are considered. Together, these amendments declare that the national government's authority is centered primarily in delegated powers. ■



Answer True or False.

- 1.1 _____ The Founding Fathers had many examples to follow as they set up the pattern of federalism for the national government.



Fill in the blanks with the correct answers.

- 1.2 The Constitution grants the following powers to the federal government: _____ , _____ , and _____ .
- 1.3 The states are granted _____ powers.
- 1.4 Powers that are shared by the federal and state governments are called _____ powers.
- 1.5 What are the three obligations that the federal government has towards the states?
 a. _____
 b. _____
 c. _____
- 1.6 States' obligations to other states are to give:
 a. _____ ,
 b. _____ ,
 and c. _____ .

1.7 The two viewpoints as to the relative authority of the federal versus the state governments are the _____ point of view and the _____ viewpoint.

EXECUTIVE POWER IN STATE GOVERNMENTS

State constitutions tend to be much more specific than the federal Constitution, and they differ from state to state. In each of the 50 U.S. states, executive power is vested in 4 or 5 elected officers, the most common of which are governor, lieutenant governor, secretary of state, treasurer, and attorney general. Although several states do not have lieutenant governors, the most common organizational structure of state governments is as follows:

GOVERNOR

The governor is the chief executive officer of a state. The citizens of a state elect the governor for a designated term of office, which is normally four years, although a few states have a two year term. The qualifications for serving as governor vary from state to state, but, generally, an age limit and state residency requirements apply.

The position of governor is the oldest executive office in the United States. In the early colonies, governors were either appointed by the king or the proprietor, or they were elected by voting citizens. The citizens of Plymouth Colony appointed John Carver as their first governor prior to leaving the Mayflower. He was succeeded by one of the best-known of the early governors, William Bradford. State governors have broad powers in the administration of state affairs. They have the responsibility of enforcing the rules and regulations of the state and national governments. Today, laws relating to education, land use, forestry, immigration, and water use are just a few examples of the bills passed by Congress that affect a state. State legislatures pass many laws that the governor is responsible for either signing into law or vetoing. With the passage of the law, the governor then becomes responsible to enforce the new law.

Other duties of the governor include appointing officials to office, recommending legislation, preparing

the budget, supervising state agencies, and acting as commander in chief of state militia. Many governors have gone on to become senators, vice presidents, and even presidents.



LIEUTENANT GOVERNOR

In 34 of the 50 states, the second highest position in the government is that of lieutenant governor. Some states elect their lieutenant governor separately from the governor. As a result, it is not uncommon for a governor and lieutenant governor to be from different political parties.

DUTIES

The lieutenant governor is elected at the same time as the governor and for the same term of office. In 28 states, he serves as the speaker of the state senate. The lieutenant governor serves as acting governor when the governor is out of the state. If a governor leaves office either through death, resignation, removal following impeachment, or inability to fulfill the duties of the governor, the lieutenant governor becomes the next governor.

OTHER EXECUTIVE OFFICES

State-elected officers vary from state to state. Here are some of the most common elected state officials:

Secretary of state—The secretary of state maintains the official records and documents of the state. He publishes state laws, directs the elections, and, in some cases, oversees the issuing of licenses and certificates of incorporation.

State treasurer—The state treasurer oversees the expenditures of funds, investment of state funds, and, in some states, the collection of taxes.

Attorney general—The attorney general is the lawyer for the state. He advises the other officials in all legal matters, gives legal opinions, interprets the state constitution, investigates crime, and represents the state in court.

Other elected officials—Other appointed officers and committees assist these elected officials in the fulfillment of their duties. ■



Fill in the blanks with the correct answers.

- 1.8 The five most common offices of state government are _____ , _____ , _____ , _____ , and _____ .
- 1.9 State and federal governments are set up on the basis of a system of _____ and _____ .
- 1.10 List two duties of each of the following state officers.
- a. Governor: _____

- b. Secretary of state: _____

- c. State treasurer: _____

- d. Attorney general: _____



Circle the letter of the correct answer.

- 1.11 The oldest executive office in the United States is the position of _____ .
- a. president
b. judge
c. governor
d. secretary of state
- 1.12 When the legislature sends a bill to the governor, he must either _____ it or he must sign it.
- a. nullify
b. veto
c. void
d. delete

- 1.13 The primary duty of the executive department is that of _____.
a. enforcement
b. interpretation
c. legislation
d. education



Answer True or False.

- 1.14 _____ The structure of federal government served as a pattern for the states as they set up their governments.
- 1.15 _____ In early colonies, some of the governors were appointed by the king.
- 1.16 _____ Governors have broad powers in the administration of their state governments.

JUDICIAL POWER IN STATE GOVERNMENT

The colonial leaders recognized the need for an agency to resolve conflicts among its citizens. The result was a hierarchy of courts, with the state supreme court at the top, for the purpose of hearing and settling disputes.

LEVELS OF STATE COURTS

The organization of the court system varies from state to state, but each state has several levels of courts, beginning with the most basic court at the small town level and progressing up to the state supreme court.

LOWER COURTS

In the early days, the population was largely concentrated in small towns or rural areas that were quite isolated. Problems or disputes would arise that required the immediate attention of the local government. These small towns would frequently elect an untrained individual to act as a justice of the peace. This individual would rely on common reason and good judgment to settle disputes in the community.

Today, some small towns still have justices of the peace. The justice of the peace presides over **misdeemeanors** and civil cases involving small amounts of money and lesser crimes. He can hand down fines and short jail terms, although his decisions are subject to appeal. He acts as a trial judge and renders a decision without a jury.



MUNICIPAL COURTS

In larger cities, the responsibilities of the courts must be further divided to guarantee the Constitutional right to a fair and speedy trial. These courts are called magistrate courts, police courts, or municipal courts; they are presided over by a trial judge. Decisions reached in these courts may be appealed to a higher court.

Municipal courts are divided into traffic courts (to handle traffic violations) and domestic relations courts (to hear matters of family disputes, divorce, and child abuse and neglect). Juvenile courts handle cases dealing with young people under a certain age limit.



In these specialized lower courts, the judges are trained to deal with the issues of their courts. They conduct hearings without a jury and consult with social workers to help families or individuals that are in trouble. Their decisions concentrate on the problems and possible solutions rather than on fines and punishment.

TRIAL COURTS

Trial courts are one step above these lower courts and serve as the final step before the case goes to the state supreme court. These courts are presided over by judges trained in law. Some states elect their judges, while others appoint them. The cases are heard before a jury, with a trial judge presiding.

Most states are divided into districts, and the courts operating in these districts are known as district or circuit courts. The responsibility of these courts is divided up between civil and criminal cases. Civil cases involve a dispute between individuals, groups of individuals, or businesses. Criminal cases involve persons on trial for illegal activities and violation of local, state, or federal laws. Criminal cases involve either **felonies** or misdemeanors, depending upon the seriousness of the crime or the amount of money involved. Trial courts are also known as appellate courts, superior courts, or courts of common pleas.

APPELLATE COURTS

An appellate court is a unique trial court that handles appeals from decisions of lower courts. Decisions

rendered by an appellate court may be appealed to the state supreme court.

STATE SUPREME COURT

The state supreme court is the highest court in each state. It hears cases on appeal from lower courts. Arguments are heard by a group of judges; there are no jury trials. The decision is final unless a Constitutional issue or federal law is involved, in which case the decision may be appealed to the Supreme Court of the United States.

JUDGES

The state supreme court consists of three to nine judges who, depending upon the state, are either elected to office, appointed by the legislature, or appointed by the governor. If appointed by the governor, the voters must give their approval. The term of office for these judges varies from six years to lifetime terms.

JURIES

While trial judges preside over many courts and require no jury, other courts involve the combination of a judge and a jury. There are two important types of juries that you should understand, trial juries and grand juries.

TRIAL JURY

Trial juries, also known as petit (or petty) juries, are generally made up of twelve individuals. They hear the evidence presented in a case and then retire to a

room to determine the guilt or innocence of the accused. In most states, a unanimous vote is required to convict the person on trial.

GRAND JURY

The grand jury is a specialized court hearing in which a group of individuals, generally from sixteen to

twenty-three persons, hears the evidence in a particular court case. They render a decision regarding the validity of the evidence. If the evidence is sufficient, the grand jury may return an **indictment**, requiring the accused individual or individuals to stand trial in a regular court. ■



Match each statement to the corresponding letter of the correct answer from the list below. Answers will be used only once. Not all answers will be used.

- | | | |
|------|---|--------------|
| 1.17 | The court systems of the state and federal governments are a part of the _____ department. | a. civil |
| 1.18 | _____ cases are those that involve disputes between individuals or groups. | b. criminal |
| 1.19 | A _____ jury decides the guilt or innocence of an accused person. | c. executive |
| 1.20 | _____ cases try individuals for illegal activities or violation of local, state, or federal laws. | d. grand |
| 1.21 | Traffic courts and domestic relations courts are also called _____ courts. | e. judicial |
| | | f. municipal |
| | | g. petty |
| | | h. trial |



Answer *True or False*.

- 1.22 _____ No decisions of the state supreme court can be appealed.
- 1.23 _____ If the grand jury determines that there is sufficient evidence to try an accused person, it hands down an indictment.
- 1.24 _____ A felony is a crime that is not extremely serious or that involves a small amount of money.

THE NATIONAL AND STATE GOVERNMENTS ARE SIMILAR IN MANY WAYS. THEIR ORGANIZATIONAL STRUCTURE CONSISTS OF THREE BRANCHES; THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL BRANCHES. STATE CONSTITUTIONS ARE GENERALLY MORE DETAILED THAN THE NATIONAL CONSTITUTION, AND THEY ARE MORE FREQUENTLY SUBJECT TO CHANGE THROUGH THE AMENDMENT PROCESS. WHENEVER THERE IS A DEBATE BETWEEN A NATIONAL LAW AND A STATE LAW, THE NATIONAL LAW ALWAYS TAKES PRECEDENCE. POWER STRUGGLES BETWEEN THOSE WHO FAVOR STRONGER NATIONAL GOVERNMENT AND THOSE WHO FEEL THAT STATES' RIGHTS ARE MORE IMPORTANT HAVE TAKEN PLACE THROUGHOUT HISTORY. STATE GOVERNMENTS ARE GENERALLY RESPONSIBLE FOR THE HEALTH, SAFETY AND WELFARE OF THEIR CITIZENS.

LOCAL GOVERNMENT: TYPES AND FUNCTIONS

The Constitution of the United States made no provision for the organization and operation of local governments. All authority to establish and regulate these local entities was left to the discretion of each state. Although the organization of local governments varies from state to state, there are many commonalities as well. Local governments generally consist of counties, cities, towns, and villages. In addition, many states have other districts, such as townships and school districts, which may or may not coincide with other government agencies.

OBJECTIVES

- *Identify the various types and functions of local governments.*
 - *City government*
 - *Commissioners*
 - *City Managers*
 - *County Seats*
 - *Town or village councils*
- *Explain that city governments are chartered by individual states and therefore the objectives and powers of these governments vary from state to state.*

VOCABULARY

borough — term used by Alaska to designate its local government units known as counties in other states

parish — term used by Louisiana to designate its local government units known as counties in other states

COUNTY AND TOWNSHIP GOVERNMENT

Counties did not have their beginnings in America. The early colonists brought the idea of county government with them when they came from England. The patterns of local government varied from region to region. In the Southern states, the county system was the most common. In the New England states, the township form of government became the norm, and in the middle states, there was a mixture of township and county government styles. This trend continues today, although the county system has become the most prevalent outside of the New England states. Louisiana is the only state that uses the term **parish** to designate its local government units. Alaska also is different in that it has **boroughs**, rather than counties. The number of counties that each state has varies, with Texas having 254 and Delaware having only 3.

COUNTY RESPONSIBILITIES

As stated above, the power and authority of local gov-

ernments are granted at the discretion of the state governments. As a result, the local government is a political subdivision of a state and is responsible to the state in the conduct of its business. Though these responsibilities vary from state to state, they generally fall into several categories. First of all, counties are responsible to collect certain types of taxes, both for the state and for itself. It supervises federal, state, and local elections. Through its law enforcement officials, it is responsible for enforcing the laws of the state and the county.

Secondly, counties are responsible for providing certain services to its citizens. Many roads within a county's boundaries are designated county roads and must be maintained by the county. Regulation of building and land use through the process of zoning is another duty of the county. Counties maintain libraries, jails, hospitals, airports, and parks. They may also provide or regulate such services as electricity, water, sewer, and landfills. In the performance



of all of these tasks, the county is responsible for complying with state requirements and regulations.

COUNTY ORGANIZATION

Counties can include a number of cities and towns, and they may even include only a part of a city. However, their government agencies generally operate independently of the governments of the cities and towns within their boundaries. On the other hand, because of its size, New York City has five subdivisions known as boroughs within the city limits, each of which is also a separate county. In a few cases, like San Francisco, county and city governments combine to form a consolidated city-county government. Most counties have one city or town that is designated as the county seat. This is the location of the central county offices, and it is where most of the business of the county is conducted.

Counties do not normally have one individual as the head of the government. Rather, they are generally run by an elected board usually referred to as commissioners or supervisors, who elect a chairman. He becomes responsible for leadership of many of the county activities. The board meets on a regular basis to conduct the business of the county. In small counties, all board members may be voted upon by the citizens of the county; in larger counties, separate districts or townships may elect individual board members to represent their particular district.

COUNTY OFFICIALS

Most of the officials of county government are men and women of the community who are elected by the voters within the county. The sheriff is responsible for enforcing the laws of the state and the county. He appoints such deputies as are authorized by the com-

missioners. He proposes budgets for his department and is generally responsible for maintaining the county jail. The county clerk is responsible for maintaining the official records of the county. He keeps the minutes of the board meetings, records all public records, such as marriages, deaths, births, and election results, and keeps the public informed on county laws and rules.

The county treasurer maintains all financial records for the county. He is responsible for collecting taxes, and he takes care of all county expenses. The county auditor has the duty to examine the records and the books of the treasurer to make certain that everything is done accurately and honestly. County assessors are authorized to determine the amount of taxes to be charged against land and property. The county prosecutor is the county's attorney, who is responsible for representing the state and the county in cases of law. In addition, there are many other officials, such as election officials, who have specifically assigned duties to perform on behalf of the county. ■





Answer True or False.

- 1.25 _____ County government had its beginnings in America.
- 1.26 _____ In the Southern states the county was the most popular form of local government.
- 1.27 _____ In the New England states the form of government that was most common was the township.
- 1.28 _____ The federal government determines the amount of power and authority that each county government has.
- 1.29 _____ The government offices for the county are usually located in a town or city called a county seat.
- 1.30 _____ Counties have an executive department just like states and the federal government.



Fill in the blanks with the correct answers.

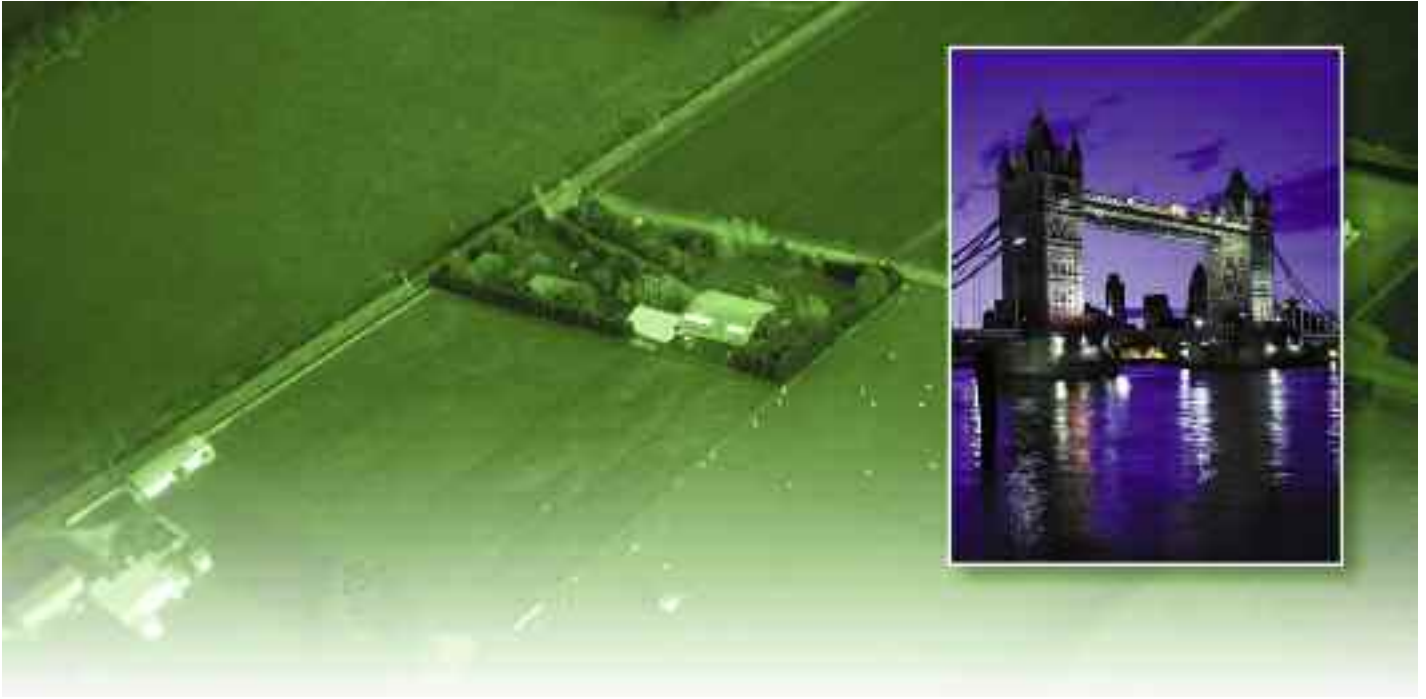
- 1.31 Louisiana uses the term _____ to designate its local governments and Alaska uses the term _____ rather than counties.
- 1.32 List five duties of county governments as they provide leadership and service to their citizens.
 - a. _____ , b. _____ ,
 - c. _____ , d. _____ , and
 - e. _____ .
- 1.33 List at least four of the elected county officers. a. _____ ,
 - b. _____ , c. _____ , d. _____

TOWNSHIP GOVERNMENTS

While the township form of government was most prevalent in New England, modified versions of these governments made their way into many counties as slightly smaller political subdivisions. This came about as a result of the Public Land Survey System, which provided for geographical designations within a county. Townships are often further divided up into sections, although these never have any separate government agencies. Cities may cross county boundaries, but townships never do. While some townships may have a structure of government, others may be only a geographical description of land. If a township has a government, the officials are similar to those of the counties. The law enforcement official is frequently called a constable. Except in the New

England states where the township is still the primary division of local government, township duties are decreasing in significance.

Township and *towns* are terms that are closely related, and sometimes, they may be used interchangeably. However, in New England states, *town* is used to designate a primary local government subdivision that takes the place of counties in most other states. Several New England states continue to hold an annual meeting known as a *town meeting*. At this meeting, the registered voters of a town meet to elect officers, discuss business, and even pass laws pertaining to their local government. They make major decisions regarding the building of government offices, road repair and construction, taxes, and budget matters. For over two hundred years, this has



provided an example of the closest thing to a direct democracy. Business in these towns is not conducted by elected representatives, but rather by the citizens themselves.

CITY, TOWN, AND VILLAGE GOVERNMENTS

For many years after this nation was founded, most of its citizens lived in rural areas. Many of the people lived on family farms, raising the crops necessary to meet their needs and the needs of the few who lived in the surrounding towns. However, with growing population and the increasingly difficult time of making a living on the small farms, more and more of the children of these farmers moved to town. Farms were

consolidated, and many large corporations took over the farming operations. Today, approximately 80% of the citizens now live in cities, towns, villages, or suburbs of the cities.

While cities are chartered by the state, they have become much more responsible for the day-to-day needs of the citizens living within their boundaries. Under the authority of the states, cities provide for many of the basic needs, such as streets and roads, housing, transportation, zoning protection, fire and police protection, and education. It is estimated that there are approximately 30,000 incorporated cities in the United States. In addition, there are many smaller unincorporated towns and villages. ■



Answer True or False.

- 1.34 _____ Although some states have the township form of government instead of counties, others have the township as just a smaller sub-division of the county.
- 1.35 _____ Many New England states still hold an annual meeting called the town meeting.
- 1.36 _____ Approximately 50% of America's citizens live in cities, towns, villages, or suburbs of cities.
- 1.37 _____ Cities are chartered by the state.
- 1.38 _____ The states have more of a direct day-to-day contact with citizens than the cities have.



Fill in the blanks with the correct answers.

1.39 List three of the basic needs that cities provide for their citizens.

a. _____ , b. _____ , c. _____



CITY GOVERNMENT

The business of managing a city can be very complex. New York City, with its just over eight million residents, is larger than 39 of the states. The mayor of New York City wields a tremendous amount of authority, and he is generally well known throughout the country. The World Trade Center terrorist attack on September 11, 2001, demonstrated the important role of the mayor of New York City. Mayor Rudy Guiliani was propelled to world-wide fame as a result of his skilled handling of the events of that tragic day.

While city governments are chartered by the states, they perform most of their functions without involvement of the state authority. In a federal system, each level of government may function independently of the higher authority, as long as they operate within the framework established for them. Much cooperation is necessary not only among governments at the same level but also at the levels above and below.

TYPES OF CITY GOVERNMENTS

While there are three basic types of city governments, the government structure of cities across the country will vary, because each one may develop their own unique style of government that could be a combination of the types of government. The three basic forms of government are:

Mayor-Council Plan. The oldest form of city government is the mayor-council plan of government. It is patterned after the state and national form, with an elected mayor who heads the executive branch and a city council whose members represent specific districts throughout the city. There is not a judicial branch, as such, but there are many courts that interpret the laws of the city and provide legal recourse for its citizens. Some of these were discussed in the Section on the federal judicial branch. These lower courts function under the auspices of state and federal courts.

The mayor is responsible for appointing heads of the departments and agencies that manage the affairs of city government. Sometimes, the councils are authorized to approve these appointments. The council passes city ordinances that pertain to matters of safety, health, welfare, taxes, and such other laws as are necessary. The council sets the tax rate and prepares the budget for the various departments of government.

The Commission Plan. The second form of government is the commission plan. This plan began around the beginning of the twentieth century and has been used successfully in many cities since that time. Under this plan, a set number of officials, generally three to seven in number, are elected by all of the citizens within a city. Each elected official, who is called a commissioner, is then given responsibility to head a certain department or departments within the city government. He manages these as if they were a private business. These commissioners function as a combination of the executive and legislative branch. They meet together to pass city ordinances and to conduct city business. While one of the commissioners may be elected chairman and may even be called *mayor*, he actually has no more authority than any of the other commissioners.

The city plan determines how the required city services will be divided into appropriate departments. There may be such departments as safety, health, finances, welfare, and public works. One problem with this form of government is that frequently the issues that arise may actually fall under more than one of these departments. As a result, commissioners may clash as to the appropriate resolution of the problem. In addition, it is not always easy to find individuals who are qualified to manage the affairs of a department and who will be willing to run for the office of commissioner.

City Council-Manager Plan. This plan has emerged as a result of the weaknesses of the commission plan. As cities have grown and become more complicated to govern, it has become more and more difficult to find qualified individuals to serve as commissioners. As a result, the city council-manager plan has been developed. Under this plan, a set number of council members are elected by the citizens of the city. They are responsible for passing city ordinances

and setting the policies for the city. However, they hire a paid administrator who is a trained and experienced professional city manager. It is his responsibility to assume many of the executive powers for the city. He prepares the budget and supervises each of the departments. Since he is a hired employee, he has no set term of office, but rather he serves as long as the city council approves of his work.

While this system is being used successfully in many cities in the United States, it does have at least one drawback. Many small cities cannot afford the services of a well-trained city manager, since salaries can be very high. As a result, it is difficult to attract qualified leadership to these smaller localities.

TOWN AND VILLAGE GOVERNMENT

In addition to the local government units that have been discussed thus far, there are thousands of towns and villages that do not meet the specifications of city governments. For most citizens, the term *town* does not have any specific meaning; it simply refers to a place where a group of people have settled together in close proximity. The citizens have banded together to provide a name for the community and to provide for the basic needs of the residents. The leaders attempt to meet the basic needs of street lighting and paving, providing an adequate water supply, and ensuring the safety and protection of its citizens through police and fire departments. To



accomplish this, it develops some level of taxation that will meet the needs of the government.

OTHER LOCAL GOVERNMENTS

The United States Bureau of the Census has identified almost 85,000 local governments in the United States. This number includes the counties, towns and

townships, cities, towns and villages. In addition, there are many school districts and special districts, such as fire districts, that are organized to meet specific needs of citizens living within a given area. These may be chartered under the national, state, or local government, but each performs some service on behalf of the citizens within its boundaries. ■



Answer True or False.

- 1.40 _____ Cities are directly responsible to the states and are closely supervised by the state government.
- 1.41 _____ There are four basic forms of city government.
- 1.42 _____ The mayor-council plan is the oldest form of city government.



Fill in the blanks with the correct answers.

- 1.43 List the three basic types of city government, and give a two- or three-sentence description of each one.
- a. _____ , _____

- b. _____ , _____

- c. _____ , _____

- 1.44 In addition to the federal, state, county, township, and city governments there are many _____ and _____ .
- 1.45 The Bureau of the Census states there are at least _____ local government units in the United States.

IN THE TOWNS AND VILLAGES OF THE THIRTEEN COLONIES, CITIZENS PERSONALLY TOOK CARE OF MOST OF THEIR OWN NEEDS. THE STREETS WERE NOT PAVED; THERE WERE FEW STREET LIGHTS AT THE CORNERS, AND THERE WERE RELATIVELY FEW POLICE OFFICERS. THE FIRE DEPARTMENT WAS GENERALLY MADE UP OF COMMUNITY VOLUNTEERS. THE CHANGING PHILOSOPHY IS EVIDENT AS YOU HAVE REVIEWED THE MANY LEVELS OF GOVERNMENT THAT HAVE BEEN ORGANIZED TO MEET THE GROWING DEMANDS OF THE CITIZENS. A SIGNIFICANT BENEFIT OF THIS IS THAT MORE INDIVIDUALS CAN BECOME INVOLVED IN THE AFFAIRS OF THEIR GOVERNMENT. COMING SECTIONS WILL INVESTIGATE THE MANY WAYS THAT CITIZENS CAN BECOME ACTIVE PARTICIPANTS IN DETERMINING THEIR FUTURES AND THE FUTURES OF THEIR COMMUNITIES AND COUNTRY.

FINANCING GOVERNMENT THROUGH TAXATION

The previous lessons have shown how the United States began as a small rural nation in which government was very small, and citizens took care of almost all of their basic needs. Over the course of time, citizens demanded more and more of their government in the way of services, with the result that today's governments—national, state, and local—are huge and require a tremendous amount of money to finance their operations and to pay the salaries of government officials. The financing of government through taxation will be the topic of discussion for this lesson.

OBJECTIVES

- *Discuss the history of taxation in the United States.*
- *Explain the need for taxation.*
- *Describe the Constitutional provisions for the collection of tax revenues.*
- *Identify the major sources of tax revenues for government at all levels.*
- *Explain the purposes for which taxes are collected at the national, state, and local levels.*
- *Compare and contrast the equity of the various types of taxes.*
- *Discuss the reasons why citizens and their government frequently disagree on the subject of taxation.*

VOCABULARY

demise — an early termination of operation; death

excise — a tax placed on the manufacture, sale, or consumption of a manufactured product within the United States

repeal — to officially withdraw or revoke

subsidize — to provide aid through a payment of money

tariff — a system of taxes or duties placed on imported or exported products

HISTORY OF TAXATION IN AMERICA EARLY EXPERIENCES

As you will recall, after the colonies were settled, some of the earliest and most serious problems that developed between the colonists and their mother country, England, involved disagreements over taxation. Everyone remembers the battle cry of the colonists, “No taxation without representation.” So, obviously, taxation is not a new issue. Since earliest recorded history, there are accounts of nations dealing with issues of how to finance the affairs of the government. Taxation is an age-old reality.

During and following the Revolutionary War, the Founding Fathers worked diligently to establish a country that would reflect the goals and dreams of the colonists who had settled this land. Their first attempt under the Articles of Confederation failed for several

reasons, but one of the important ones was that, while they had the right to request the states to pay taxes, they had no authority to require that states or citizens actually pay those taxes. That, plus some other weaknesses, led to the early **demise** of the government under the Articles of Confederation.

CONSTITUTIONAL PROVISIONS

As the Founding Fathers wrote the Constitution, they knew that, as unpleasant as it may be, there had to be some provision for the national government to be able to collect taxes. They probably envisioned a small government in which many individuals would voluntarily contribute their time. Nevertheless, they realized that there were going to be expenses for the new government. As a result, they included within the Constitution the authorization for the federal government to collect taxes.



ALL BILLS OF REVENUE MUST BEGIN IN THE HOUSE OF REPRESENTATIVES.

In Article I, Section 7, the writers of the Constitution provided for the adoption of bills for raising revenues. Recognizing the importance of the input of the citizens, they determined that all bills of revenue should originate in the House of Representatives. This meant that those representatives who were directly elected by the citizens would be responsible for this important duty. All revenue bills must be passed by the House and then passed on to the Senate. The Senate may amend the revenue bills, but such amendments would then have to be passed by the House as well. Once a revenue bill has been approved by both houses of Congress, it is then sent to the President for his approval or veto.

Article I, Section 8 further clarifies this issue of taxation for the new nation. The very first of the expressed powers of the government was “to lay and collect Taxes, Duties, Imposts, and Excises.” The only stipulation was that “all Duties, Imposts, and Excises must be uniform throughout the United States.” The next listed power of the government was “to borrow money on the credit of the United States.” The inability of the federal government to assess and collect taxes had been one of the weaknesses of the government under the Articles of Confederation. This problem was addressed and removed under the Constitution.

THE NEW NATION’S REVENUE NEEDS

In 1791, the new Congress passed the Revenue Act of 1791 in which they established **tariffs** on certain imported goods, and they placed **excise** taxes on a number of products, including distilled liquor, snuff

(chewing or smokeless tobacco), refined sugar, and horse-drawn carriages. The citizens were not happy with these taxes, and emotions surged to the forefront in the Whiskey Rebellion. In 1794, the farmers who were producing the whiskey rebelled against the thirty cent per gallon tax placed on them. Although President Washington put down the rebellion and established the government’s right to require taxes, ultimately, the government **repealed** many of these taxes by 1801.

The first property tax was imposed in 1798. This tax was imposed on lands, houses, and slaves. The “Tariff of Abomination” was passed in 1832, and it became a serious point of disagreement between the North and the South. It placed a 47 percent tax on the prices of all goods that were imported into the country. Since the South was basically an agricultural region, they required more goods and products from the outside, and many of these products were received from foreign sources. The North, on the other hand, was an industrial region, and this import tax protected them by allowing them to sell their products below the price of imported goods. Furthermore, much of the revenue raised by this tariff was spent on projects in the North. This tax became one of the basic causes that led to the Civil War.

In the early years of the United States, the greatest need for revenues came during periods of wartime. During the War of 1812, the government had to temporarily put the taxes that they had previously repealed back into effect in order to finance the war.

During the Civil War, the Union government developed a number of excise taxes to help finance that war. Taxes were placed on alcohol, legal documents, many manufactured products, tobacco, playing cards,

and even billiard tables. Some form of excise tax proved to be the greatest source of revenue for the United States up through the end of the nineteenth century. ■



Answer True or False.

- 1.46 _____ Taxation began with the founding of the United States.
- 1.47 _____ One of the reasons that the nation under the Articles of Confederation did not succeed was because it did not have the power to collect taxes.
- 1.48 _____ The Constitution provides for bills to be passed by the Congress that would raise revenue.
- 1.49 _____ All revenue bills must begin in the Senate.
- 1.50 _____ Because the government did not provide a lot of services in the early years of this country, there was not a big need to have high taxation.
- 1.51 _____ The primary need for taxation came during periods when the country was at war.



Fill in the blanks with the correct answers.

- 1.52 The Constitution provided for what two methods of raising revenues?
 - a. _____
 - b. _____
- 1.53 The only stipulation that the Constitution placed on the government regarding taxation was that the taxes must be _____ throughout the land.
- 1.54 The Revenue Act of 1791 provided for the collection of _____ on imported goods and _____ taxes on other products.
- 1.55 Farmers resisted the taxes charged on liquor and the conflict between them and the government was called the _____.
- 1.56 The first _____ tax was imposed in 1798.



Complete the following.

- 1.57 **Critical Thinking:** Why did the Tariff of Abomination become a point of disagreement between the North and the South? _____

INCOME TAX

The first tax placed on an individual's income was passed by Congress in 1862. Its purpose was to help finance the Civil War. The bill that established this tax also included the formation of the Bureau of Internal Revenue, which ultimately became the Internal Revenue Service. The tax rates were established at 3 percent for incomes ranging from \$600 to \$10,000 and 5 percent on incomes over \$10,000. As the need for revenue increased, the tax rate was later increased to ten percent. This tax lasted until 1872, when the wartime needs for revenue no longer existed.

By the end of the nineteenth century, citizens were becoming increasingly more tolerant of the proposals to establish an income tax. Since excise and sales taxes affect all citizens alike, regardless of their income level, it was felt that the more wealthy individuals were not paying their fair share of government. In 1894 Congress passed the first progressive income tax, which taxed individuals based on their level of income. Congress placed a two percent tax on incomes over \$4000 that, at that time, only included about two percent of the total population. However, the Supreme Court intervened and ruled that the Constitution required that taxes levied on citizens be in proportion to the population of the state. Income taxes violated that provision.

In 1909 the government placed its first tax on the income of corporations. By this time, the pressure to establish an income tax was increasing, and, thus, the push to pass a Constitutional amendment began. In 1913 The Sixteenth Amendment was passed that authorized taxation of personal income. This amendment stated that Congress had the power "to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration."



The initial taxes established by Congress were placed on incomes over \$3000, which again affected only the wealthiest one or two percent of the population. However, with the rising revenue needs created by World War I (1914-1918) the tax rate was increased and the income level was reduced, thus, including more of the nation's citizens.

In 1935 the Social Security System was established, and citizens began paying a set percentage of their income into this program. In 1943 during World War II, Congress passed a law requiring the mandatory withholding of income tax. This placed the requirement upon employers to withhold established amounts of income tax and social security taxes from an employee's paycheck at the time of payroll. The ease of collecting the tax became much more effective.

Depending upon the level of one's income, today's tax rates may vary anywhere from 15 to almost 40 percent. Present tax laws consist of many pages of rules, regulations, restrictions, and instructions, which have led many to begin proposing a simpler formula for determining income tax. This debate continues to wage among political leaders. ■



Answer True or False.

- 1.58 _____ The first income tax was assessed in 1862 to help finance the Civil War.
- 1.59 _____ The income tax has continued from Civil War days to the present time.



Fill in the blanks with the correct answers.

- 1.60 In 1913 the _____ Amendment authorized the collection of taxes on personal incomes.
- 1.61 The _____ was established in 1935 to help individuals set money aside for their retirement.
- 1.62 The _____ withholding of income tax began in 1943.

OTHER SOURCES OF REVENUE VARIOUS TAXES

As the nation developed in the twentieth century, Congress found new methods for raising revenue to cover the costs of government. Some of these are as follows:

Capital gains tax. When an individual purchases a house or other property, he pays a certain price. If he holds that property for a number of months or years, the value of the property tends to increase. If he sells the property some time later and receives more money than what he paid for it, the difference is considered a profit or income. A capital gains tax is one that is levied against the income that was received from the sale of the property.

Corporation tax. As stated earlier, corporation tax is one that is charged against the income of a corporation. Generally, this is the difference between the income of a corporation and its allowable tax expense deductions.

Sales tax. A sales tax is a tax that is levied against a product when it is purchased. This is one of the most common forms of taxes today. Almost every state and many communities utilize this tax as a means of raising revenue. The tax may vary from a percentage of one percent to seven or eight percent. The merchant is required to deduct the tax at the time of the purchase, and then he is responsible to submit the appropriate amount to the state or community. Since this is a tax that is applied equally to everyone, individuals with lower incomes tend to suffer more from this kind of tax. As a result, many of the necessary items that one purchases, such as food, medicine, and utilities, may be exempted from the sales tax.

Property taxes. A primary source of income for counties and cities is the property tax. Every property,

usually real estate, is given an assessed valuation by the tax assessor. Based on this figure, the government unit then charges a certain percentage as a property tax. This amount is generally paid annually or semi-annually to the county treasurer, who then divides it up among the different units of government according to the agreed-upon allotment.

When real estate is owned by a higher level of government, such as state-owned land within a county, that land may not be subject to taxation by the local government. Therefore, that lower government may receive a payment from the state or other higher government in place of the taxes as a compensation for the lost revenue.

Inheritance tax. A much-debated tax is that known as the inheritance tax, or, as it is sometimes called, the death tax. Those opposed to it feel that it discourages the saving of money and passing it on to family members. This tax could affect the continued operation of a family business and could discourage the expanded productivity of a business. Furthermore, they would argue that this money has already been taxed once for the individual who had saved it and to tax it again upon his death is a form of double taxation.

Others, however, feel that it does not have any harmful effect and that it does provide a source of revenue for the government. In addition, it encourages the spending of the money for the benefit of the economy.

Personal property tax. Another source of tax revenue is through the assessing of a personal property tax. In many states, a certain portion of an automobile license fee is based on the value of the vehicle as personal property. Other states assess other articles of personal property, such as boats or travel trailers, and require an annual payment based on their

assessed value. Generally, these are objects of greater value, such as art collections, that are not commonly used for household needs.

LICENSE FEES

Many license fees provide at least a minimal amount of revenue for the government taxing authority. Fees are charged for marriage licenses, automobile licenses, real estate sales licenses, contractors' licenses – the list goes on and on. While these are not a major source of income, they do help to cover the expenses of the personnel and facilities necessary to provide the service.

SELF-SUPPORTING AGENCIES

Some agencies, such as the United States Postal Services, are run in much the same way as a private business. The goal is to operate the post office in such a way as to return sufficient revenue to cover the expenses of operation. The success of these agencies in achieving economic independence is not always as one would desire. Many have to be **subsidized** by the federal government. Other examples of these types of agencies can be found in the field of energy production, such as atomic energy plants, dams, and power plants. The park systems are another illustration of government enterprises in which the goal has been to help cover the cost of maintenance through the assessment of usage fees on those who enjoy their facilities and services.

BORROWING OF FUNDS

Even for governments, the borrowing of funds is sometimes the only means for meeting current obligations. Government bonds are a method by which the government provides assurance of a safe investment of one's money in exchange for a reasonable rate of interest to be earned on the investment. Individuals, investment companies, and foreign investors frequently purchase these bonds, which is, in effect, the loaning of money to the government. The national debt, which is in the trillions of dollars, is often described based on the amount of money that is actually owed by every single individual.

DISTRIBUTION OF REVENUE

Earlier lessons have described the vast army of individuals that are employed by agencies and departments of the government. The men and women of the armed forces are only a small part of the total work force that is necessary to keep this



country and its government operating. Thus, it is obvious that a large amount of the revenues that are raised by the various means are used to pay the salaries of the employees of the federal, state, and local governments.

Large amounts of money are spent in direct payment to individuals through the Social Security program, the Medicare and Medicaid programs, the Aid to Families with Dependent Children, the unemployment programs, and other pensions and benefits. Vast amounts of money are spent maintaining the highway and roadway systems across this country. National defense requires a constant vigilance on many fronts, and the equipment and facilities necessary for that must be purchased and maintained. The interest that is paid on the national debt is tremendous, and all who have investments in treasury notes or United States bonds are the recipients of that money. Those agencies that are not self-supporting, such as the national parks and the national forests, must be maintained and protected. The nation's borders must be guarded to protect against the entrance of terrorists and illegal aliens.

National and international disasters require the expenditure of large amounts of federal, state, and local funds. Wars, such as the Vietnam War, the Gulf War, and the Iraq War, have placed a huge burden on the federal budget. The involvement of government in the lives and activities of its citizens has grown to intense proportions, and the revenue to fund these services can only be gained through some form of taxation. ■



Complete the following activities.

- 1.63 List six taxation methods for raising revenue that Congress uses today, and give a one sentence explanation of each.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
- 1.64 List three ways that the revenues collected through taxation are spent by the federal government.
- a. _____
 - b. _____
 - c. _____



Fill in the blanks with the correct answers.

- 1.65 Another means of raising revenue is by charging a _____ fee for such things as marriage licenses, auto licenses, etc.
- 1.66 The United States _____ is an example of a government agency that is designed to be self-supporting.



Answer *True or False*.

- 1.67 _____ Another method of raising revenue for government is by borrowing money.
- 1.68 _____ The sales of United States Savings Bonds is one of the methods that the government raises money by borrowing.
- 1.69 _____ The national debt as owed by the United States government could be easily paid off in one or two years.

THE STRUGGLE BETWEEN THE DESIRES OF AMERICA'S CITIZENS FOR MORE SERVICES AND GREATER PROTECTION WILL ONLY INCREASE IN THE YEARS TO COME. ON THE OTHER HAND, THE OUTCRY OF CITIZENS AGAINST THE INCREASING ASSESSMENT OF TAXES REFLECTS THE CONCERN THAT MANY HAVE AS TO THIS GROWING GOVERNMENT GIANT. EVERY CITIZEN MUST TAKE AN ACTIVE PART IN ASSESSING HIS OWN NEEDS AND THE NEEDS OF HIS COMMUNITY AND BE WILLING TO MAKE SACRIFICES FOR THE BENEFIT OF SOCIETY AS A WHOLE. SOMEWHERE THERE HAS TO BE A BALANCE BETWEEN THE GROWING DEMANDS OF GOVERNMENT AND THE ABILITY OF ITS CITIZENS TO SUPPORT THOSE DEMANDS. HELPING TO FIND THIS BALANCE WILL BE THE DUTY OF EVERY CITIZEN AS WILL BE SEEN IN FUTURE LESSONS.

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.

THIS SECTION DESCRIBED THE ORGANIZATION OF STATE GOVERNMENTS AND GAVE EXAMPLES OF DIFFERENT FORMS OF LOCAL GOVERNMENTS. THE SOURCE OF REVENUE – TAXATION – TO OPERATE THESE GOVERNMENTS WAS EXPLAINED. A CASE STUDY OF THE INTEGRATION OF SCHOOLS IN LITTLE ROCK, ARKANSAS, PROVIDES AN EXAMPLE OF A CONFLICT THAT DEVELOPED WHEN THE FEDERAL GOVERNMENT INTERVENED IN A STATE FUNCTION. FINALLY, PROCEDURES THAT HAVE DEVELOPED BY WHICH THE CITIZEN CAN GET DIRECTLY INVOLVED IN HIS GOVERNMENT WERE REVEALED IN LESSON 5. THE LESSONS FOR THIS SECTION WERE AS FOLLOWS:

LESSON 1 STATE BRANCHES

Most states follow the same pattern in the organization of their executive, legislature, and judicial branches. The only exception is Nebraska, which has a unicameral legislature; all of the rest have a bicameral legislature. The pattern of government was the subject of discussion in this lesson. Having completed this lesson, you should be better prepared to:

- Explain why the ninth and tenth amendments were included in the Bill of Rights by the Founding Fathers.
- Compare and contrast the executive branches of the federal and state governments.
- Compare and contrast the legislative branches of the federal and state governments.
- Compare and contrast the judicial branches of the federal and state governments.
- Discuss the hierarchy of the state court system.
- Discuss, compare, and contrast the types of cases that are heard at each level of state courts.

LESSON 2 LOCAL GOVERNMENT: TYPES AND FUNCTIONS

The local level of government is further divided into several smaller entities. These organizational patterns vary from community to community. Some of the different divisions of local government were examined, and some of the patterns for the governing of cities, towns, and villages were described. Having completed this lesson, you should be better prepared to:

- Identify the various types and functions of local governments.
 - City government
 - Commissioners
 - City Managers
 - County Seats
 - Town or village councils
- Explain that city governments are chartered by individual states and therefore the objectives and powers of these governments vary from state to state.

LESSON 3 FINANCING GOVERNMENT THROUGH TAXATION

The primary source of revenue to operate these different levels of government is taxation. Different types of taxes may be utilized at each level, but, in some cases, state and local governments may also use the same form of taxes as the federal government. Having completed this lesson, you should be better prepared to:

- Discuss the history of taxation in the United States.
- Explain the need for taxation.
- Describe the Constitutional provisions for the collection of tax revenues.
- Identify the major sources of tax revenues for government at all levels.
- Explain the purposes for which taxes are collected at the national, state, and local levels.
- Compare and contrast the equity of the various types of taxes.
- Discuss the reasons why citizens and their government frequently disagree on the subject of taxation.

LESSON 4 CASE STUDY: INTEGRATION OF SCHOOLS

The Constitution provides the general framework within which the federal and state governments function. The federal government reserves certain rights for itself, and it grants other rights to the states. All of those not specified in the Constitution, nor prohibited by it to the states, are reserved for the states. The desegregation of the schools in Little Rock, Arkansas, was an example of intervention by the federal government into affairs normally left to the states. The impact of this action was reviewed in this lesson. Having completed this lesson, you should be better prepared to:

- Identify the Ninth and Tenth Amendments as the amendments that the Founding Fathers built into the Constitution to specifically protect the rights of states and individuals.
- Explain the facts surrounding the attempts to integrate the schools in Little Rock, Arkansas in the late 1950s.
- Justify or refute the federal government's rights to step in on state issues.

LESSON 5 DIRECT DEMOCRACY

The Founding Fathers determined almost immediately in their meetings that direct democracy was not an acceptable form of government for the new nation. However, through time and tradition, procedures have been developed whereby the citizen can become directly involved in decisions of government. These methods of initiative, referendum, and recall were studied in this lesson. Having completed this lesson, you should be better prepared to:

- Compare and contrast the two types of initiatives: direct and indirect.
- Describe the two types of referendum: popular and legislative.
- Discuss the meaning and significance of recall.

SELF TEST I

Fill in the blanks with a word from the list below. Words should be used only once. Not all words will be used. (3 points for each answer)

borough
concurrent
county

excise tax
expressed
federal

income tax
parish
reserved

state
tariff

- 1.01 The powers that are granted to the states are called _____ powers.
- 1.02 Powers that the federal and state governments share are called _____ powers.
- 1.03 The powers that have been specifically granted to the federal government are called _____ powers.
- 1.04 The authority that each county government has is generally that which has been granted to them by the _____ government.
- 1.05 A tax or duty placed on imported or exported products is called a(n) _____ .
- 1.06 A tax that is placed on certain goods or products manufactured or sold within a country is called a(n) _____ .
- 1.07 Alaska uses the term _____ to identify its local government units rather than the term “county.”
- 1.08 Louisiana uses the term _____ to identify its local government units rather than the term “county.”

Circle the letter of the correct answer. (3 points for each answer)

- 1.09 The form of government in which citizens personally participate in the affairs of government is called a(n) _____ .
- a. referendum
 - b. initiative
 - c. recall
 - d. direct democracy
 - e. representation

- 1.010 When a measure is placed on a ballot by the legislature in order to determine the will of the people, it is called a(n) _____ .
- referendum
 - initiative
 - recall
 - direct democracy
 - representation
- 1.011 When the citizens gather enough authorized signatures to place a question or an issue on a ballot without presenting it to the legislature, it is called a(n) _____ .
- referendum
 - initiative
 - recall
 - direct democracy
 - representation
- 1.012 When citizens gather authorized signatures in an attempt to hold a new election with the hope of removing an official, it is called a(n) _____ .
- referendum
 - initiative
 - recall
 - direct democracy
 - representation

Match each statement with the corresponding letter of the correct word below. Answers will be used only once and not all answers will be used. (3 points for each answer)

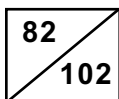
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|--|-----------------|
| 1.013 The _____ Amendment provided for the prohibition of the manufacture, sale, or transportation of liquor. | a. Twelfth |
| 1.014 The _____ Amendment provided for the end of slavery. | b. Thirteenth |
| 1.015 The _____ Amendment authorized the collection of taxes on personal incomes. | c. Fourteenth |
| 1.016 The _____ Amendment defined citizenship as we now know it and established citizenship for the recently freed slaves. | d. Fifteenth |
| 1.017 The _____ Amendment gave the right to vote to the recently freed slaves. | e. Sixteenth |
| | f. Eighteenth |
| | g. Seventeenth |
| | h. Twenty-first |

Answer True or False. (3 points for each answer)

- 1.018 _____ The Founding Fathers used the pattern of colonial government as they set up the structure of the federal government.
- 1.019 _____ In the Southern states, the township form of government was the most popular.
- 1.020 _____ Counties have an executive department similar to that of the federal government.
- 1.021 _____ The oldest form of city government is the mayor-council system.
- 1.022 _____ The Constitution provided for the raising of revenue through taxation and borrowing money.
- 1.023 _____ The first income tax was established during the Revolutionary War to help finance the costs of the war.
- 1.024 _____ Racial segregation in the South was preserved by the “separate, but equal” interpretation by the United States Supreme Court until the middle of the twentieth century.
- 1.025 _____ The conflict in Little Rock, Arkansas, was an example of a dispute in authority between the federal government and a state.
- 1.026 _____ Impeachment is a legal process while recall is a political process.

Fill in the blanks with the correct answers. (3 points for each answer)

- 1.027 Two of the three obligations that the federal government has towards the states are a. _____ and b. _____.
- 1.028 Two obligations that states have towards other states are a. _____ and b. _____.
- 1.029 Two elected officials at the county level are a. _____ and b. _____.
- 1.030 Two of the three basic types of city government are the a. _____ and b. _____.



Score
Adult Check

Initial Date