**Assessment**

### Political Dictionary

- **bureaucracy** (p. 414)
- **bureaucrat** (p. 415)
- **administration** (p. 416)
- **staff** (p. 418)
- **line** (p. 418)
- **Executive of the President** (p. 419)
- **fiscal year** (p. 421)
- **quasi-legislation** (p. 433)
- **quasijudicial** (p. 432)
- **government corporation** (p. 434)
- **civil service** (p. 437)
- **spoil system** (p. 438)
- **patronage** (p. 438)
- **register** (p. 439)
- **bipartisan** (p. 440)

### Practicing the Vocabulary

**Matching**: Choose a term from the list above that best matches each description.

1. A large, hierarchical organization with job specialization and complex rules
2. A detailed estimate of federal income and spending for a twelve-month period
3. The director of the Department of Justice
4. Describes a group with the power to judge cases outside the court system
5. One of the federal agencies created to watch over important aspects of the nation's economy

### Word Relationships

**Distinguish between words or phrases in each pair**.

1. staff / fire agency
2. secretary / bureau
3. Executive Office of the President / Cabinet
4. executive departments / independent agencies
5. administration / partisan

### Critical Thinking Skills

**26. Applying the Chapter Skill**

Use the Internet to find five federal agencies with local offices in your state. What information about your state were you able to find at their Web sites?

**27. Making Comparisons**

Consider the following units: executive department, independent executive agency, independent regulatory commission, government corporation. Rank these units from most independent to least independent of the executive branch, and explain your reasoning.

**28. Expressing Problems Clearly**

(a) Is an efficient government always an effective government? (b) What is the proper relationship between efficiency and effectiveness in government? Give your answer for support.

**29. Drawing Inferences**

Thomas Jefferson once said, "When a man accepts a public trust, he should consider himself a public property." (a) What do you think he meant? (b) Do you agree or disagree with this statement? (c) What values underlie this statement?

### Analyzing Political Cartoons

Using your knowledge of American government and this cartoon, answer the questions below.

- **First of all, you need to set up a Department of Paperwork...**

**30. What does this cartoon imply about bureaucracy?**

**31. Based on your reading, do you agree or disagree with this assessment? Explain.**

### Participation Activities

**32. Current Events Watch**

Make a photocopy of the chart on page 417. Skim the news section of a newspaper for a week, looking for references to organizations shown on the chart. Highlight or check each organization that is referred to in a news report. At the end of the week, compare your chart with those of your classmates.

**33. Graphing Activity**

Research the number of employees of the Federal Government at several points in the nation's history. Create a line graph showing the change in the number of employees over time. Then, create a line graph showing the growth of the United States population over the same period. What conclusions can you draw from your graphs?

**34. It's Your Turn**

You are living in the United States in the 1830s. Write a letter to President Jackson offering your views on the spoils system. Before you start, identify three reasons why you think the system is good or bad. Begin the letter by stating your purpose, including your overall opinion of the spoils system. Then devote one paragraph to each of the three reasons you identified to support your argument. Revise the letter, correct any errors, and draft a final copy. (Writing a Letter)

### Progress Monitoring Online

For Chapter 15 Self-Test Web: PWSBook.com

Web Code: msq-4156

As a final review, take the McGraw's Chapter 15 Self-Test and receive immediate feedback on your answers. The test consists of 20 multiple-choice questions designed to test your understanding of the chapter content.