

# 1 The National Legislature

**Objectives** You may wish to call students' attention to the objectives in the Section Preview. The objectives are reflected in the main headings of the section.

**Bellringer** Ask students to suppose that they have been chosen to design a huge mural for a wall in the middle of their town. Elicit design ideas. Then discuss how the mural design might change if their parents could check it and make changes to it. Explain that in this section, they will learn how the two houses of Congress act as a check on each other.

**Vocabulary Builder** Ask students the meaning of *adjourn*, and have them guess which word in the Political Dictionary is a synonym for *adjourn*. Then have students compare the meanings of the words *term*, *session*, and *special session*.

## Lesson Plan

### Teaching the Main Ideas L3

H-SS 12.4.1

- 1. Focus** Tell students that the structure of Congress is designed to ensure that all States and the people who live in them are represented fairly. Ask students to discuss what they know about how Congress is structured.
- 2. Instruct** Ask students how the States are represented differently in the House and Senate. Discuss why this structure is advantageous. Then have students compare the terms and sessions of the two houses.
- 3. Close/Reteach** Remind students of the basic function of Congress—translating public will into public policy—and how the structure of Congress contributes to that function. Then have students list the three reasons for having a bicameral legislature, and provide two details for each.

## Point-of-Use Resources

**Block Scheduling with Lesson Strategies** Activities for Chapter 10 are presented on p. 24.

# 1 The National Legislature

## Section Preview

### OBJECTIVES

- 1. Explain** why the Constitution provides for a bicameral Congress.
- 2. Describe** a term of Congress.
- 3. Summarize** how sessions of Congress have changed over time.

### WHY IT MATTERS

The Framers of the Constitution created a Congress with two bodies: a small Senate and a much larger House of Representatives. Each Congress since 1789 has met for a term of two years; those terms are now divided into two one-year sessions.

### POLITICAL DICTIONARY

- ★ **term**
- ★ **session**
- ★ **adjourn**
- ★ **prorogue**
- ★ **special session**

**Y**ou know that you live in a democracy, and in a democracy, the people rule. But what does that really mean? You are one of “the people,” but you do not rule, at least not in the hands-on sense. You do not make laws, collect taxes, arrest criminals, or decide court cases.

You do not do those or all of the other things that government does because you live in a *representative* democracy. Here, it is the representatives of the people who are responsible for the day-to-day work of government.

Congress stands as a leading example of that fact. It is the legislative branch of the National Government. Congress, then, is charged with the most basic governmental function in a democratic society—that of translating the public will into public policy in the form of law.

James Madison called Congress “the first branch” of the National Government. Just how profoundly important he and the other Framers thought Congress to be can be seen in this fact: the very first and longest of the articles of the Constitution is devoted to it.



“All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.”

—Article I, Section 1



▲ **Party Leaders** Senator Bill Frist (R., Tennessee) is the Senate's majority leader today, and Representative Nancy Pelosi (D., California) serves as the minority leader in the House. **H-SS 12.4.1**

## A Bicameral Congress

As you have just seen, the Constitution immediately establishes a bicameral legislature—that is, one made up of two houses. It does so for historical, practical, and theoretical reasons.

**1. Historical** The British Parliament had consisted of two houses since the 1300s. The Framers and most other Americans knew the British system of bicameralism quite well. Most of the colonial assemblies and, in 1787, all but two of the new State legislatures were also bicameral. Among the original thirteen colonies, only



## Block Scheduling Strategies

Consider these suggestions to manage extended class time:

■ Have students read about the reasons for having two houses of Congress. Then organize the class into groups of three with one student representing each of the following categories of arguments: historical, practical, and theoretical. Have students use the text and other resources to create a fact summary sheet on their assigned subject. Compile the information from each group into a class fact sheet.

■ Discuss the terms and sessions of Congress with the class. Then ask students to research the activities of their current congressional representatives during the most recent term. Have students identify at least one piece of legislation that each of their representatives has been involved with, describe their representatives' actions regarding the legislation, and state whether they agree with each of these actions. Links to Internet sites with congressional information are provided at [www.phschool.com](http://www.phschool.com)

Georgia and Pennsylvania had unicameral colonial and then State legislatures. Georgia's legislature became bicameral in 1789 and Pennsylvania's in 1790 (Only one State, Nebraska, has a unicameral legislature today.)

2. **Practical** The Framers had to create a two-chambered body to settle the conflict between the Virginia and the New Jersey Plans at Philadelphia in 1787. As you have read in Chapter 2, the most populous States wanted to distribute the seats in Congress in proportion to the population of each State, while the smaller States demanded an equal voice in Congress. Bicameralism is a reflection of federalism. Each of the States is equally represented in the Senate and each is represented in line with its population in the House.

3. **Theoretical** The Framers favored a bicameral Congress in order that one house might act as a check on the other.

A leading constitutional historian recounts a breakfast-table conversation between Thomas Jefferson and George Washington. Jefferson, who had just returned from France, told Washington that he was opposed to a two-chambered legislature. As he made his point, he poured his coffee into his saucer, and Washington asked him why he did so. "To cool it," replied Jefferson. "Even so," said Washington, "we pour legislation into the senatorial saucer to cool it."<sup>1</sup>

The Framers were generally convinced that Congress would dominate the new National Government. As Madison observed,

**PRIMARY Sources** "In a republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature into different branches."

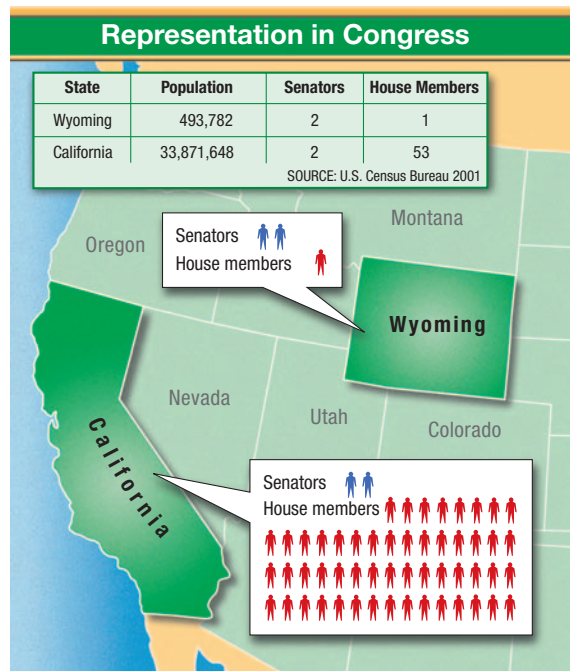
—The Federalist No. 51

The Framers saw bicameralism as a way to diffuse the power of Congress and so prevent it from overwhelming the other two branches of government.

For more than 200 years now, some people have argued that equal representation of the

<sup>1</sup>Max Farrand, *The Framing of the Constitution* (1913).

<sup>2</sup>There is not the remotest chance that that would ever be done. Recall, the Constitution provides in Article V that "no State, without its Consent, shall be deprived of its equal Suffrage in the Senate."



**Interpreting Maps** California and Wyoming each elect two senators, despite a huge difference in their populations. **How does the distribution of Senate seats among the States illustrate the principle of federalism?** **H-SS 12.4.1**

States in the Senate is undemocratic and should be eliminated.<sup>2</sup> They often point to the two extremes to make their case. The State with the least population, Wyoming, has only some 500,000 residents. The largest State, California, now has a population of more than 35 million. Yet each of these States has two senators.

Those who argue against State equality in the Senate ignore a vital fact. The Senate was purposely created as a body in which the States would be represented as coequal members and partners in the Union. Remember, had the States not been equally represented in the Senate, there might never have been a Constitution.

## Terms and Sessions

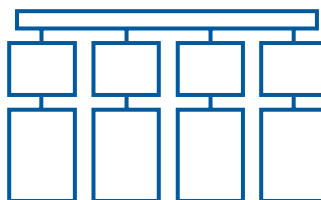
One woman, incensed at something her senator had done, said "You know, 535 of you people in Congress meet every two years. There are some of us who think that it would be much better if just two of you met every 535 years."

## Organizing Information

To make sure students understand the main points of this section, you may wish to use the tree map graphic organizer to the right.

Tell students that a tree map shows an outline of a topic, its main ideas, and its supporting details. Ask students to use the tree map to record details about the National Legislature—the reasons for a bicameral legislation, the terms of Congress, and the sessions and special sessions of Congress.

**Teaching Tip** A template for this graphic organizer can be found in the Section Support Transparencies, Transparency 3.



## Reading Strategy

### Questioning

Ask students to read the section's main headings and subheadings and write a question about each. Encourage students to start their questions with *What*, *Why*, and *How*. Have them look for answers to their questions as they read.

### Universal Access



Remind students that the United States, like many other nations, has a bicameral legislature. Have them write brief paragraphs that illustrate the reasons why the Constitution immediately established bicameralism in the legislative branch. Students should consider historical, practical, and theoretical reasons for this practice. Students' paragraphs should include their opinions on the effectiveness of a bicameral legislature.

**H-SS 12.4.1**

## Point-of-Use Resources

**Guided Reading and Review** Unit 3 booklet, p. 2 provides students with practice identifying the main ideas and key terms of this section.

**Lesson Planner** For complete lesson planning suggestions, see the Lesson Planner booklet, section 1.

**Political Cartoons** See p. 36 of the Political Cartoons booklet for a cartoon relevant to this section.

**Section Support Transparencies** Transparency 39, *Visual Learning*; Transparency 138, *Political Cartoon*

### Answer to . . .

**Interpreting Maps** It shows that each State is an equal partner in the union.

## Background Note

### Behind the Scenes

The conventional wisdom in Washington is that while voters don't think much of Congress as a whole, they still like their own representatives. Public opinion polls often give Congress low approval ratings; since 1974, when Gallup polls first asked the question, the highest approval rating for Congress has been 56%. Nevertheless, since 1948, incumbents in the House have been reelected at a rate of over 90 percent, leading many analysts to conclude that contributions from PACs and other sources have made incumbents nearly impossible to beat.

## Universal Access

L2

Share the following quotation with students:

*“There are two periods when Congress does no business: one is before the holidays, and the other after.”*

—George D. Prentice

**Discussion** Ask students what Prentice means by his joke. Then ask: How do the sessions of Congress as dictated by the Constitution help ensure that Congress *does* complete its business?

ELL

## Frequently Asked Questions



### Congress

**Does it matter that the States are not equally represented in the Senate?**

Many people say that it does matter. They note that the Senate is the only legislative body in the United States that is not built on the principle of representation according to population. Most senators represent constituencies that are more white, rural, and conservative than would be the case if seats were allocated by population. The Senate's critics often note that many of the chamber's most powerful members regularly come from the smaller States. The late Senator Daniel P. Moynihan (D., NY), who knew firsthand that the interests of the residents of some States fare less well in the Senate than they might, declared that “sometime [soon] the United

States is going to have to address the question of apportionment in the Senate.”

**Is there any chance that the way in which seats in the Senate are distributed will ever be changed?**

The short answer: No. The Constitution declares, in Article V, that “no State, without its Consent shall be deprived of its equal Suffrage in the Senate.” Three-quarters of States would need to ratify a constitutional amendment to change the distribution of senators, and a great many people are satisfied with the current arrangement.

### Any Questions?

*What would you like to know about the United States Congress? Brainstorm two new questions and exchange them with a classmate. What did you learn?*

While that story may or may not be true, the government has never followed that woman's advice. Ever since 1789, Congress has met for two-year terms.

### Terms of Congress

Each **term** of Congress lasts for two years, and each term is numbered consecutively.<sup>3</sup> Congress began its first term on March 4, 1789, and that term ended two years later, on March 4, 1791.

The date for the start of each new term was changed by the 20th Amendment in 1933. In an earlier day, the several months from election to March 4 allowed for delays in communicating election results. This gave newly chosen lawmakers time to arrange their affairs and travel to Washington. The March date gave Congress less time to accomplish its work each year, however, and by the 1930s travel and communications were no longer an issue. The start of each new two-year term is now “noon of the 3d day of January” of every odd-numbered

year. So the term of the 109th Congress began on January 3, 2005, and it will end at noon on January 3, 2007.

### Sessions

A **session** of Congress is that period of time during which, each year, Congress assembles and conducts business. There are two sessions to each term of Congress—one session each year. The Constitution provides



*“The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.”*

—20th Amendment, Section 2

In fact, Congress often does “appoint a different day.” The second session of each two-year term frequently begins a few days or even two or three weeks after the third of January.

Congress **adjourns**, or suspends until the next session, each regular session as it sees fit. Until World War II, the nation's lawmakers typically met for four or five months each year. Today, the many pressing issues facing Congress force it to remain in session through most of each

<sup>3</sup>Article I, Section 2, Clause 1 dictates a two-year term for Congress by providing that members of the House “shall be . . . chosen every second Year.”

## Frequently Asked Questions

Students will research and answer questions written by their classmates. Have students present questions and answers to the class.

year. Both houses do recess for several short periods during a session, however.

Neither house may adjourn *sine die* (finally, ending a session) without the consent of the other. The Constitution provides that

**FROM THE Constitution** “Neither House . . . shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.”

—Article I, Section 5, Clause 4

Article II, Section 3 of the Constitution does give the President the power to **prorogue**—end, discontinue—a session, but only when the two houses cannot agree on a date for adjournment. No President has ever had to use that power.

### Special Sessions

Only the President may call Congress into **special session**—a meeting to deal with some emergency situation.<sup>4</sup> Only 26 special sessions of Congress have ever been held. President Harry Truman called the most recent one in 1948, to consider anti-inflation and welfare measures in the aftermath of World War II.

Note that the President can call Congress or either of its houses into a special session. The Senate has been called into special session alone

<sup>4</sup>Article II, Section 3 says that the President “may, on extraordinary Occasions, convene both Houses, or either of them. . . .”





▲ **Outside Washington** Members of Congress have many responsibilities outside the regular legislative session in Washington. California Congressman Jim Costa (left) is shown here meeting with a constituent.


on 46 occasions, to consider treaties or presidential appointments, but not since 1933. The House has never been called alone.

Of course, the fact that Congress now meets nearly year-round reduces the likelihood of special sessions. That fact also lessens the importance of the President’s power to call one. Still, as Congress nears the end of a session, the President sometimes finds it useful to *threaten* a special session if the two chambers do not act on some measure high on his legislative agenda.

## Point-of-Use Resources

 **Guide to the Essentials** Chapter 10, Section 1, p. 55 provides support for students who need additional review of section content. Spanish support is available in the Spanish edition of the Guide on p. 48.

 **Quiz** Unit 3 booklet, p. 3 includes matching and multiple-choice questions to check students’ understanding of Section 1 content.

 **Presentation Pro CD-ROM** Quizzes and multiple-choice questions check students’ understanding of Section 1 content.

## Answers to . . .

### Section 1 Assessment

- Two years.
- A special session deals with emergency situations and may only be initiated by the President.
- Congress can adjourn at any time, provided that both houses agree on the date.
- The President.
- Historical: The British Parliament had been bicameral since the 1300s. Practical: Bicameralism was the only way to settle the disputes between the Virginia and New Jersey plans. Theoretical: The Framers believed only bicameralism could provide the necessary system of checks and balances.
- Because States are given equal representation even though their populations may be very different.
- Experience under the Articles no doubt proved that a one-year term was too short to allow members of Congress to accomplish much. The Framers addressed this by lengthening the term to two years.

## Section 1 Assessment

### Key Terms and Main Ideas

- How long does a **term** of Congress last?
- How does a **special session** differ from a regular session of Congress?
- When does Congress **adjourn**?
- Who has the power to **prorogue** a session of Congress?

### Critical Thinking

- Determining Cause and Effect** What are the historical, practical, and theoretical reasons for bicameralism in Congress?
- Expressing Problems Clearly** Why do some people believe the Senate is undemocratic?



### Standards Monitoring Online

**For:** Self-quiz with vocabulary practice  
**Web Code:** mqa-3101

- Making Comparisons** The Articles of Confederation provided for a Congress that met for one-year terms. Why do you suppose the Framers of the Constitution created a Congress that meets for a term of two years?



**For:** An activity on the national legislature  
**Web Code:** mqd-3101



### Standards Monitoring Online

For additional assessment, have students access **Standards Monitoring Online** at **Web Code:** mqa-3101



Typing in the Web Code when prompted will bring students directly to detailed instructions for this activity.

## 2 The House of Representatives

## 2 The House of Representatives

### Section Preview

#### OBJECTIVES

1. **Describe** the size and the elective terms of the members of the House.
2. **Explain** how House seats are reapportioned among the States after each census.
3. **Describe** a typical congressional election and congressional district.
4. **Analyze** the formal and informal qualifications for election to the House.

#### WHY IT MATTERS

The 435 members of the House of Representatives represent districts of roughly equal populations but very different characteristics. House members can serve an unlimited number of two-year terms. The House is often described as the branch of Congress closest to the people because of the short terms and relatively small districts of members.

#### POLITICAL DICTIONARY

- ★ **apportion**
- ★ **reapportion**
- ★ **off-year election**
- ★ **single-member district**
- ★ **at-large**
- ★ **gerrymander**

Every other autumn, all across the country, hundreds of men and women seek election to the House of Representatives. Most of them try to attract supporters and win votes with banners and posters, yard signs, billboards, flyers, buttons, and other eye-catching campaign materials. Nearly all of them make their “pitches” with radio and television spots, newspaper ads, and now in cyberspace. In this section, you will discover the general shape of the office that all of those candidates so eagerly pursue.

### Size and Terms

The exact size of the House of Representatives—today, 435 members—is not fixed by the Constitution. Rather, it is set by Congress. The Constitution provides that the total number of seats in the House of Representatives shall be **apportioned** (distributed) among the States on the basis of their respective populations.<sup>5</sup>

Each State is guaranteed at least one seat in the House, no matter what its population. Today, seven States—Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming—have only one representative apiece.

The District of Columbia, Guam, the Virgin Islands, and American Samoa each elect a delegate to represent them in the House and Puerto Rico chooses a resident commissioner. Those

officials are not, however, full-fledged members of the House of Representatives.

Article I, Section 2, Clause 1 of the Constitution provides that “Representatives shall be . . . chosen every second Year”—that is, for two-year terms. This rather short term means that, for House members, the next election is always just around the corner. That fact tends to make them pay close attention to “the folks back home.”

There is no constitutional limit on the number of terms any member of Congress may serve. In the 1990s, people tried to persuade Congress to offer a constitutional amendment to limit congressional terms. Most versions of such an amendment would put a three- or four-term limit (six or eight years) on service in the House and a two-term limit (twelve years) for the Senate.<sup>6</sup>

### Reapportionment

Article I of the Constitution directs Congress to **reapportion**—redistribute—the seats in the House after each decennial census.<sup>7</sup> Until a first census could be taken, the Constitution set the size of the House at 65 seats. That many members served in the First and Second Congresses (1789–1793). The census of 1790 showed a national population of 3,929,214 persons;

<sup>6</sup>The States do not have the power to limit the number of terms their members of Congress may serve, *United States v. Thornton*, 1995.

<sup>7</sup>Article I, Section 2, Clause 3. A decennial census is one taken every ten years.

**Objectives** You may wish to call students’ attention to the objectives in the Section Preview. The objectives are reflected in the main headings of the section.

**Bellringer** Tell students to suppose that they and two friends have 10 free tickets to a play. They want to distribute the tickets fairly among their families. Ask them what criteria they would use to determine how many tickets each family gets. Explain that in this section, they will learn about how the seats in the House of Representatives are distributed among the States.

**Vocabulary Builder** Have students draw, on a scrap of paper, any odd geometrical shape—the odder the better. Ask them which Political Dictionary term could relate to their drawing. Have them find the term in the text to check their answer.

### Lesson Plan

#### Teaching the Main Ideas L3

##### H-SS 12.6.6

**1. Focus** Tell students that several rules and procedures determine the makeup of the House of Representatives. Ask students to discuss what they know about how the Constitution affects the composition of the House.

**2. Instruct** Ask students how reapportionment can alter the makeup of the House. Then discuss how seats were reapportioned before and after 1929. Extend the discussion to changes in the rules governing Congressional elections.

**3. Close/Reteach** Remind students that the Constitution and Congress both influence the makeup of the House. Have students make a chart to show how each affects the size and reapportionment of the House and the terms and election of its members.

### Block Scheduling Strategies

Consider these suggestions to manage extended class time:

■ Discuss the processes of reapportioning, redistricting, and gerrymandering with the class. Refer students to the graphs on p. 280 of their textbooks. Ask them what the graphs show about diversity in Congress. Have students debate this question: Should reapportionment, redistricting, and gerrymandering be used to create diversity in Congress?


■ Organize the class into several small groups and have each group write a “want ad” for a representative. Want ads should include formal and informal qualifications, duties that the representative will fulfill, and any interesting supplementary information such as the terms and sessions the representative will take part in. You might want to have students skim the material in Section 4 to find other information to incorporate in their want ads.


## Reading Strategy

### Getting the Main Idea


Ask students to write down the main ideas and important supporting details as they read the section. Encourage them to use the list of objectives in the Section Preview to help them determine the main ideas.

### Point-of-Use Resources

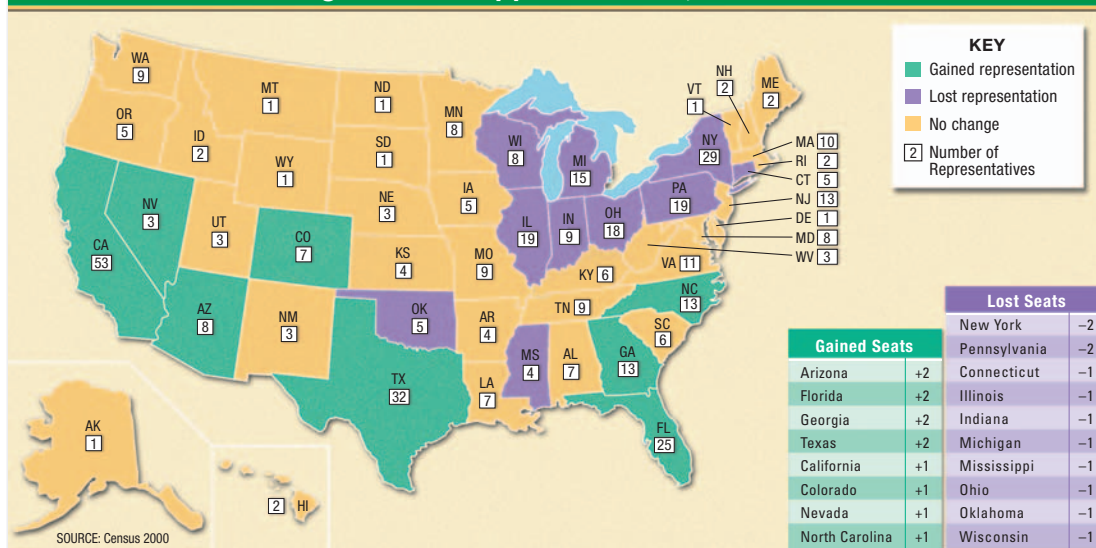
 **Guided Reading and Review** Unit 3 booklet, p. 4 provides students with practice identifying the main ideas and key terms of this section.

 **Lesson Planner** For complete lesson planning suggestions, see the Lesson Planner booklet, section 2.

 **Political Cartoons** See p. 37 of the Political Cartoons booklet for a cartoon relevant to this section.

 **Section Support Transparencies** Transparency 40, *Visual Learning*; Transparency 139, *Political Cartoon*

## Congressional Apportionment, 2003–2013



**Interpreting Maps** This map shows the changes in State representation due to the reapportionment of the House after the 2000 Census, and in effect from January 3, 2003 to January 3, 2013. The next reapportionment will be based on the census to be taken in 2010. **What general trend in population growth around the country does this map show?** **H-SS 12.6.6**

thus, in 1792 Congress increased the number of House seats by 41, to 106.

### A Growing Nation

As the nation's population grew, and as the number of States increased, so did the size of the House. It went to 142 seats after the census of 1800, to 186 seats 10 years later, and so on.<sup>8</sup> By 1912, following the census of 1910 and the admission of Arizona and New Mexico, the House had grown to 435 seats.

With the census of 1920, Congress found itself in a painfully difficult political position. The House had long since grown too large for effective floor action. To reapportion without adding more seats to the House, however, would mean that some States would have to lose seats if every State were to be represented according to its population.

Congress met the problem by doing nothing. So, despite the Constitution's command, there

<sup>8</sup>Once, following the census of 1840, the size of the House was reduced from 242 to 232 seats.

was no reapportionment on the basis of the 1920 census.

### The Reapportionment Act of 1929

Faced with the 1930 census, Congress avoided repeating its earlier lapse by passing the Reapportionment Act of 1929. That law, still on the books, sets up what is often called an "automatic reapportionment." It provides:

(1) The "permanent" size of the House is 435 members. Of course, that figure is permanent only so long as Congress does not decide to change it. Congress did enlarge the House temporarily in 1959 when Alaska and then Hawaii became States. Today each of the 435 seats in the House represents an average of some 650,000 persons.

(2) Following each census, the Census Bureau is to determine the number of seats each State should have.

(3) When the Bureau's plan is ready, the President must send it to Congress.

(4) If, within 60 days of receiving it, neither house rejects the Census Bureau's plan, it becomes effective.

### Answer to . . .

**Interpreting Maps** Most of the States that gained seats were located in the South and Southwest, indicating regional population shifts.

The plan set out in the 1929 law has worked quite well through now eight reapportionments. The law leaves to Congress its constitutional responsibility to reapportion the House, but it gives to the Census Bureau the mechanical chores (and political “heat”) that go with that task.

## Congressional Elections

According to the Constitution, any person whom a State allows to vote for members of “the most numerous Branch” of its own legislature is qualified to vote in congressional elections.<sup>9</sup> The Constitution also provides that

**FROM THE Constitution** “The Times, Places and Manner of holding [Congressional] Elections . . . shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations. . . .”<sup>10</sup>

—Article I, Section 4, Clause 1

### Date

Congressional elections are held on the same day in every State. Since 1872 Congress has required that those elections be held on the Tuesday following the first Monday in November of each even-numbered year. Congress has made an

<sup>9</sup>Article I, Section 2, Clause 1.

<sup>10</sup>The Constitution allows only one method for filling a vacancy in the House—by a special election, which may be called only by the governor of the State involved; Article I, Section 2, Clause 4.

exception for Alaska, which may hold its election in October. To date, however, Alaskans have chosen to use the November date.

In that same 1872 law, Congress directed that representatives be chosen by written or printed ballots. The use of voting machines was approved in 1899, and today, most votes cast in congressional elections are cast on some type of (usually electronic) voting machine.

### Off-Year Elections

Those congressional elections that occur in the nonpresidential years—that is, between presidential elections—are called **off-year elections**. The most recent ones were held in 2002, and the next ones are due in 2006.

Far more often than not, the party in power—the party that holds the presidency—loses seats in the off-year elections. The time line below illustrates that point. The President’s party did particularly poorly in 1974, after President Nixon resigned due to the Watergate Scandal, and in 1994, during President Clinton’s first term. The 1998 off-year elections were an exception to the rule. That summer and fall, the Republican Congress held hearings to prepare to impeach President Clinton. Public opinion polls showed weak support for the impeachment, and many believe the hearings prompted significant support for Democratic candidates for Congress. And, recall, the elections of 2002 were also a departure, as we noted on page 131.

## Background Note

### Global Awareness

Japan’s House of Representatives, one of the two houses in the Japanese Parliament, uses a system of apportionment that is more complex than that of the U.S. House. The 500 members of Japan’s House are elected for four-year terms. 300 members are elected from single-seat constituencies, while the other 200 are elected from 11 blocs that return seven to 33 members. Voters cast two ballots: one for an individual in the single-seat constituency, and the other for a political party in the bloc system.

## Gains and Losses in Off-Year Elections

Congress	1974	1978	1982	1986	1990	1994	1998	2002	
	seats: -48 House -5 Senate	seats: -15 House -3 Senate	seats: -26 House +1 Senate	seats: -5 House -8 Senate	seats: -8 House -1 Senate	seats: -53 House -8 Senate	seats: +5 House 0 Senate	seats: +8 House +2 Senate	
President	1972* Richard Nixon reelected	1976 Jimmy Carter elected	1980 Ronald Reagan elected	1984 Ronald Reagan reelected	1988 George H.W. Bush elected	1992 Bill Clinton elected	1996 Bill Clinton reelected	2000 George W. Bush elected	2004 George W. Bush reelected

\*Nixon resigned in August 1974 and was replaced by Gerald Ford.

KEY:  Republican  Democrat



**Interpreting Time Lines** The President’s party frequently loses seats in the House and Senate in an off-year election. **In which two election years above did the President’s party lose the most seats in the House?**

## Preparing for Standardized Tests

Have students read the passages under *Congressional Elections* and then complete the sentence below.

Off-year elections are

- A congressional elections held in odd-numbered years.
- B** congressional elections that occur in the nonpresidential years.
- C elections for both President and Congress.
- D congressional elections held on different years in different States.

## Answer to . . .

**Interpreting Time Lines** 1974 and 1994.

## Universal Access

L4

Have students choose one of the members of Congress from their State to research. Ask them to create a resumé for the person they have chosen that includes personal information, educational background, political background, and career achievements. Encourage students to find out information about their voting styles and any other exceptional characteristics. Make a bulletin board that displays each of the congressional resúms. **GT H-SS 12.4.3**

## Background Note

## Recent Scholarship

The creation of the United States Senate was part of the Connecticut Compromise made by the Framers at the Constitutional Convention. In *The Invention of the United States Senate*, authors Daniel Wirls and Stephen Wirls offer background information on the theory and the existing models that the Framers drew upon when creating the upper house. The book then turns to the work of the convention as its members framed the composition and powers of the Senate, and to the early years of the new institution. Throughout, the authors show the ongoing tension between the image of what a Senate should be and the political reality. Daniel Wirls is an outspoken opponent of the present system of equal representation in the Senate, which he says is unworkable in today's multiracial, urban society. "It's a very distorted form of representation that has no justification in modern democracy. We would never design it this way if given the chance to start over. I don't think the same thing can be said about the House, President, or Supreme Court."

## Districts

The 435 members of the House are chosen by the voters in 435 separate congressional districts across the country. Recall that seven States now each have only one seat in the House of Representatives. There are, then, 428 congressional districts within the other 43 States.

The Constitution makes no mention of congressional districts. For more than half a century, Congress allowed each State to decide whether to elect its members by a general ticket system or on a single-member district basis. Under the **single-member district** arrangement, the voters in each district elect one of the State's representatives from among a field of candidates running for a seat in the House from that district.

Most States quickly set up single-member districts. Several States used the general ticket system, however. Under that arrangement, all of the State's seats were filled **at-large**—that is, elected from the State as a whole, rather than from a particular district. Every voter could vote for a candidate for each one of the State's seats in the House.

At-large elections proved grossly unfair. A party with even a very small plurality of voters Statewide could win all of a State's seats in the House. Congress finally did away with the general ticket system in 1842. Thereafter, all of

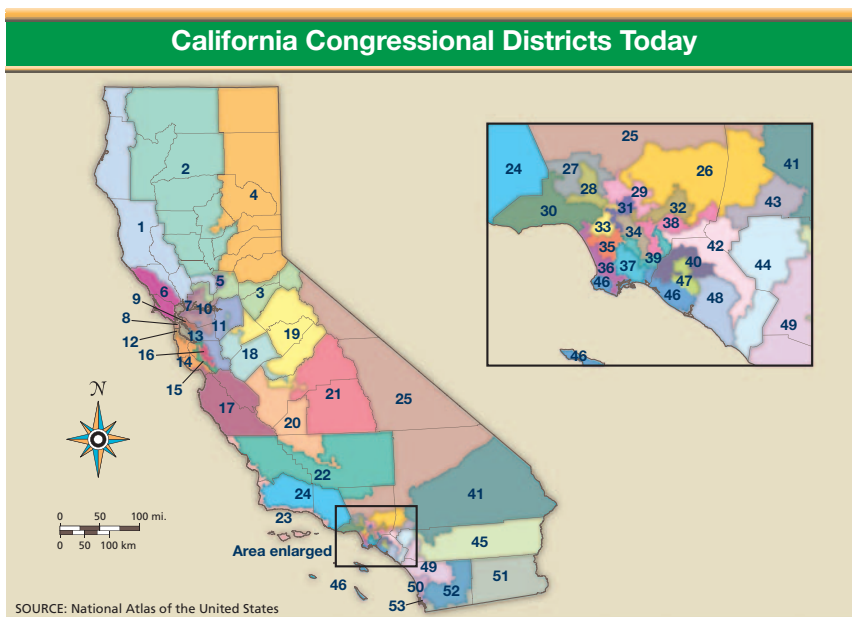
the seats in the House were to be filled from single-member districts in each State. Since the seven States with the fewest residents each have only one representative in the House, these representatives are said to be elected "at-large." Although each representative represents a single-member district, that district covers the entire State.

The 1842 law made each State legislature responsible for drawing any congressional districts within its own State. It also required that each congressional district be made up of "contiguous territory," meaning that it must be all one piece. In 1872 Congress added the command that the districts within each State have "as nearly as practicable an equal number of inhabitants." In 1901 it further directed that all the districts be of "compact territory"—in other words, a comparatively small area.

These requirements of contiguity, population equality, and compactness were often disregarded by State legislatures, and Congress made no real effort to enforce them. The requirements were left out of the Reapportionment Act of 1929. In 1932 the Supreme Court held (in *Wood v. Broom*) that they had therefore been repealed. Over time, then, and most notably since 1929, the State legislatures have drawn many districts

## Interpreting Maps

California gained one seat in the House after the 2000 Census. State legislators drew a map that realigned existing districts and created a new seat in the southern Central Valley. Districts in California are numbered from north to south, 1 to 53. **Why does the redrawing of district lines regularly produce sharp political conflicts in a State? H-SS 12.6.6**



## Answer to . . .

**Interpreting Maps** Because neither party would want to lose seats in Congress as a result of the combining of districts.



with very peculiar geographic shapes. Moreover, until fairly recently, many districts were also of widely varying populations.

### Gerrymandering

Congressional district maps in several States show one and sometimes several districts of very odd shapes. Some look like the letters S or Y, some bear a resemblance to a dumbbell or a squiggly piece of spaghetti, and some defy description. Those districts have usually been **gerrymandered**. That is, they have been drawn to the advantage of the political party that controls the State's legislature.

Gerrymandering is widespread today—and not just at the congressional district level. Districts for the election of State legislators are regularly drawn for partisan advantage. In fact, gerrymandering can be found in most places where lines are drawn for the election of public officeholders—in cities, counties, school districts, and elsewhere.

Most often gerrymandering takes one of two forms. The lines are drawn either (1) to concentrate the opposition's voters in one or a few districts, thus leaving the other districts comfortably safe for the dominant party; or (2) to spread the opposition as thinly as possible among several districts, limiting the opposition's ability to win anywhere in the region. Gerrymandering's main goal is to create as many "safe" districts as possible—districts almost certain to be won by the party in control of the line-drawing process. And the computer-driven map-making techniques of today make the practice more effective than ever in its storied past.

For decades, gerrymandering produced congressional districts that differed widely in the number of people they included. State legislatures were responsible for this situation. A number of them regularly drew district lines on a partisan basis—with the Republicans gouging the Democrats in those States where the GOP controls the legislature, and the

<sup>11</sup>The pattern of rural over-representation in the State legislatures has now all but disappeared as a consequence of the Supreme Court's several "one-person, one-vote" decisions of the 1960s and 1970s. In the leading case, *Reynolds v. Sims*, 1964, the Court held that the 14th Amendment's Equal Protection Clause commands that the seats in both houses of a State's legislature must be apportioned on the basis of population equality.



▲ **The original Gerrymander** Gerrymandering takes its name from Governor Elbridge Gerry of Massachusetts, who in 1812 drew the State's legislative districts to favor the Democratic-Republicans. It is said that the painter Gilbert Stuart added a head, wings, and claws on a district map hanging over the desk of a Federalist newspaper editor. "That," he said, "will do for a salamander." "Better say Gerrymander," growled the editor.

Democrats doing the same thing to the Republicans where they hold sway. In fact, that circumstance exists in several States today. Historically, most States were carved up on a rural versus urban as well as a partisan basis—because, through much of history, the typical State legislature was dominated by the less-populated (and over-represented) rural areas of the State.<sup>11</sup>

### *Wesberry v. Sanders*, 1964

Suddenly, and quite dramatically, these long-standing patterns of wide population variations among House districts and of rural over-representation in the chamber came to an end in the mid- to late 1960s. These abrupt changes were the direct result of a historic decision by the Supreme Court in 1964. In *Wesberry v. Sanders*, the Court held that the population differences among Georgia's congressional districts were so great as to violate the Constitution.

In reaching its landmark decision, the Supreme Court noted that Article I, Section 2 declares that

### Universal Access

L2

Divide the class into four groups. Copy a State map that highlights congressional districts onto several transparencies. Place one on the overhead projector and provide each group with its own copy. Ask Group 1 to draw congressional districts ignoring the 1842 law requiring a "contiguous territory." Group 2 should draw districts disregarding the 1872 demand for approximately the same number of people in each. Have Group 3 create districts failing to take into consideration the 1901 directive that all districts be made of "compact territory." Group 4 will redistrict its State honoring each of these earlier requirements. Have groups take turns displaying their maps on the overhead. Analyze the impact of gerrymandering in each case. **LPR H-SS 12.6.6**

### Background Note

#### Technology and Government

Lawmakers, minority-group advocates, State commissions, and private consultants are just some of the groups with a stake in the redrawing of electoral district lines following the 2000 census. Increasingly, software companies are offering new, more affordable computer programs to aid these groups in drawing and proposing alternative redistricting plans. Some of the traditional factors taken into account when drawing district lines—race, population, and local voting patterns—are already part of the new software. While the old way of doing districting with paper maps and pencils still appeals to some, many others welcome the speed and convenience that the new software offers. In the final analysis, however, all redistricting plans, whether generated on-screen or on paper, must win approval in accordance with federal voting-rights law.



Use this complete suite of powerful teaching tools to make planning lessons and administering tests quicker and easier.

## Background Note

### Political Talk

While the House has expelled only five members in its history, it has been common practice for a party to put enough pressure on a House member to cause that member to resign—as in the case of Jim Wright (D., Tex.), who resigned in 1989. The member responsible for pressuring Wright to resign was Newt Gingrich (R., Ga) who became Speaker of the House in 1994. Despite the popularity and respect he gained for his leadership of the “Contract With America” campaign, Gingrich was not immune to the very pressures that had forced Wright’s resignation. Attacked by Democrats for a questionable book deal and facing ethics charges and a rare House reprimand, Gingrich followed Wright’s example and resigned the speakership in 1999.

## Point-of-Use Resources



### The Enduring Constitution

Federalism, p. 8



### Simulations and Data Graphing CD-ROM

offers data graphing tools that give students practice with creating and interpreting graphs.



### Basic Principles of the Constitution

Transparencies 44–50, *Federalism*

representatives shall be chosen “by the People of the several States” and shall be “apportioned among the several States . . . according to their respective Numbers. . . .” These words, the Court held, mean that “as nearly as practicable one man’s vote in a congressional election is to be worth as much as another’s.”

The Court added that

**PRIMARY Sources** “While it may not be possible to draw congressional districts with mathematical precision, that is no excuse for ignoring our Constitution’s plain objective of making equal representation for equal numbers of people the fundamental goal of the House of Representatives. That is the high standard of justice and common sense which the Founders set for us.”

—Justice Black, *Opinion of the Court*

The importance of *Wesberry* and the Court’s later “one person, one vote” decisions cannot be overstated. They had an extraordinary impact on the makeup of the House, on the content of public policy, and on electoral politics in general. The nation’s cities and suburbs now speak with a much larger voice in Congress than ever before. Notice, however, that it is quite possible

to draw congressional (or any other) district lines in accord with the “one person, one vote” rule and, at the same time, to gerrymander them.

Gerrymandering based solely on race, however, is a violation of the 15th Amendment, *Gomillion v. Lightfoot*, 1960. So-called “majority-minority districts” were drawn in some States following the census in 1990 and again in 2000—districts crafted to include a majority of African Americans and/or Latinos and so likely to send African Americans and Latinos to Congress. The Supreme Court struck down those race-based districts in several cases—most notably, in a case from Texas, *Bush v. Vera*, 1996. But, most recently, the Court has held this: while race cannot be the controlling factor in drawing district lines, race can be one of the mix of factors that shape that process. It did so in a case from North Carolina, *Hunt v. Cromartie*, in 2001.

## Qualifications for House Members

You know that there are 435 members of the House of Representatives, and that each one of them had to win an election to get there. Each one of them also had to meet two quite different sets of qualifications to win office: the formal qualifications for membership in the House set out in the Constitution and a number of informal qualifications imposed by the realities of politics.

### Formal Qualifications

The Constitution says that a member of the House

- (1) must be at least 25 years of age,
- (2) must have been a citizen of the United States for at least seven years, and
- (3) must be an inhabitant of the State from which he or she is elected.<sup>12</sup>

Longstanding custom, not the Constitution, also requires that a representative must live in the district he or she represents. The custom is based on the belief that the legislator should be closely familiar with the locale he or she represents, its people, and its problems. Rarely, then, does a district choose an outsider to represent it.

<sup>12</sup>Article I, Section 2, Clause 2; see also Article I, Section 6, Clause 2.

<sup>13</sup>Article I, Section 5, Clause 1.

<sup>14</sup>Article I, Section 5, Clause 2.

## Major Differences Between the House and Senate

HOUSE	SENATE
Larger body (435 members)	Smaller body (100 members)
Shorter term (2 years)	Longer term (6 years)
Smaller constituencies (elected from districts within States)	Larger constituencies (elected from entire State)
Younger membership	Older membership
Less prestige	More prestige
Lower visibility in the news media	Higher visibility in the news media
Strict rules, limited debate	Flexible rules, nearly unlimited debate
Most work is done in committees, not on the floor	Work is split more evenly between committees and the floor
No power over treaties and presidential appointments	Approves or rejects treaties and presidential appointments

**Interpreting Tables** Members of the House and Senate work under very different rules and conditions. **Why do House members debate most bills in committees before bringing them to the House floor?**

## CONSTITUTIONAL PRINCIPLES

### Federalism

State legislatures are responsible for creating their own legislative districts. At times, they have purposely created districts that favor one political party over another. In *Wesberry v. Sanders*, *Gomillion v. Lightfoot*, and other cases, the courts have tried to limit the practice of gerrymandering. Yet, the gerrymandering of congressional districts still makes headlines.

### Activity

Have students research court cases involving gerrymandering, and ask them to determine the cause for the investigation. Then, ask students to consider the importance of federalism to the U.S. government, and to report on the cases they researched, explaining the action the federal court(s) took to resolve the claim of gerrymandering.

## Answer to . . .

**Interpreting Tables** The House is too big to debate all bills on the floor of the House.

The Constitution makes the House “the Judge of the Elections, Returns and Qualifications of its own Members.”<sup>13</sup> Thus, when the right of a member-elect to be seated is challenged, the House has the power to decide the matter. Challenges are rarely successful.

The House may refuse to seat a member-elect by majority vote. It may also “punish its Members for disorderly Behavior” by majority vote, and “with the Concurrence of two thirds, expel a Member.”<sup>14</sup>

Historically, the House viewed its power to judge the qualifications of members-elect as the power to impose additional standards. It did so several times. In 1900 it refused to seat Brigham H. Roberts of Utah because he was a polygamist—that is, he had more than one wife. In *Powell v. McCormack*, 1969, however, the Supreme Court held that the House could not exclude a member-elect who meets the Constitution’s standards of age, citizenship, and residence. The House has not excluded anyone since that decision.

Over more than 200 years, the House has expelled only five members. Three were ousted in 1861 for their “support of rebellion.” Michael Myers (D., Pennsylvania) was expelled in 1980 for corruption. Myers had been caught up in the Abscam probe, an undercover FBI investigation of corruption. Most recently, the House ejected James Traficant (D., Ohio) in 2002. Mr. Traficant had earlier been convicted of several counts of bribery, fraud, and tax evasion. Over time, a few members have resigned to avoid almost certain expulsion.

The House has not often punished a member for “disorderly Behavior,” but such actions are not nearly so rare as expulsions. Most recently, the House voted to “reprimand” Barney Frank (D., Massachusetts) in 1990 for conduct stemming from his relationship with a male prostitute. Mr. Frank, an avowed homosexual, has been easily reelected by the voters in his congressional district every two years since then.

The Speaker of the House left Congress under a cloud in 1989. Jim Wright (D., Texas) resigned his seat after the House Ethics Committee charged him with a number of violations of House rules. Most of those allegations centered around Mr. Wright’s financial dealings with individuals and companies with an interest in legislation before the House.

### Informal Qualifications

The realities of politics produce a number of informal qualifications for membership in the House—beyond those qualifications set out in the Constitution. These additional qualifications vary somewhat from time to time and from State to State, and sometimes from one congressional district to another within the same State.

Informal qualifications have to do with a candidate’s vote-getting abilities. They include such factors as party identification, name familiarity, gender, ethnic characteristics, and political experience. The “right” combination of these factors will help a candidate win nomination and then election to the House. The “wrong” ones, however, will almost certainly spell defeat.

## Section 2 Assessment

### Key Terms and Main Ideas

1. How are the seats in the House of Representatives apportioned?
2. When will the next two off-year elections occur?
3. Explain the difference between a single-member district seat and an at-large seat.
4. Why do politicians gerrymander districts?

### Critical Thinking

5. **Drawing Inferences** How did *Wesberry v. Sanders* change the makeup of Congress?
6. **Predicting Consequences** Since 1910, the average number of people in a congressional district has tripled



### Standards Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: mqa-3102

from 210,000 to well over 650,000. How might this have affected the ability of members of Congress to represent their constituents?



For: An activity on gerrymandering  
Web Code: mqd-3102



### Standards Monitoring Online

For additional assessment, have students access **Standards Monitoring Online** at  
Web Code: mqa-3102



Typing in the Web Code when prompted will bring students directly to detailed instructions for this activity.

## Point-of-Use Resources



**Guide to the Essentials** Chapter 10, Section 2, p. 56 provides support for students who need additional review of section content. Spanish support is available in the Spanish edition of the Guide on p. 49.



**Quiz** Unit 3 booklet, p. 5 includes matching and multiple-choice questions to check students’ understanding of Section 2 content.



**Presentation Pro CD-ROM** Quizzes and multiple-choice questions check students’ understanding of Section 2 content.

## Answers to . . .

### Section 2 Assessment

1. Apportionment is based on the population of each State.
2. In 2006 and 2010.
3. In a single-member district arrangement, voters elect a representative from candidates running from a particular district; in an at-large arrangement, voters elect a representative from the State as a whole.
4. To create districts that their party is almost certain to win in an election.
5. By basing apportionment on numbers of people, it ensured that populous areas such as cities and suburbs had a greater voice than before in Congress.
6. Answers will vary. Students might suggest that it makes it more difficult for members of Congress to stay in touch with their constituents.

# 3 The Senate

# 3 The Senate

## Section Preview

### OBJECTIVES

1. **Compare** the size of the Senate to the size of the House of Representatives.
2. **Describe** how States have elected senators in the past and present.
3. **Explain** how and why a senator's term differs from a representative's term.
4. **Identify** the qualifications for serving in the Senate.

### WHY IT MATTERS

Each State has two seats in the Senate, the smaller and more prestigious house of Congress. Senators are generally older and more experienced than representatives, and their longer terms offer some protection against political pressures.

### POLITICAL DICTIONARY

- ★ **continuous body**
- ★ **constituency**

You should not be very much surprised by these facts: Nearly a third of the present members of the Senate once served in the House of Representatives; none of the current members of the House has ever served in the Senate. Indeed, many of the men and women who now serve in the House look forward to the day when, they hope, they will sit in the Senate. As you read this section, you will come to see why the Senate is often called the “upper house.”

## Size, Election, and Terms

Why are there 100 members of the United States Senate? Have the members of the Senate always been elected by the voters of their States? Why do senators serve six-year terms? The organization of the Senate has changed some over time, but it remains a vital part of our government.

### Size

The Constitution says that the Senate “shall be composed of two Senators from each State,” and so the Senate is a much smaller body than the House of Representatives.<sup>15</sup> The Senate had only 22 members when it held its first session in March of 1789, and 26 members by the end of the First Congress in 1791. Like the House, the size of the upper chamber has grown with the country. Today 100 senators represent the 50 States.

<sup>15</sup>Article I, Section 3, Clause 1 and the 17th Amendment.

The Framers hoped that the smaller Senate would be a more enlightened and responsible body than the House. Many of them thought that the House would be too often swayed by the immediate impact of events and by the passions of the moment. The Framers reinforced that hope by giving senators a longer term and by setting the qualifications for membership in the Senate a cut above those they set for the House.

James Madison saw those provisions as “a necessary fence” against the “fickleness and passion” of the House of Representatives. Nearly a century later, Woodrow Wilson agreed with Madison:

**PRIMARY Sources** “It is indispensable that besides the House of Representatives which runs on all fours with popular sentiment, we should have a body like the Senate which may refuse to run with it at all when it seems to be wrong—a body which has time and security enough to keep its head, if only now and then and but for a little while, till other people have had time to think.”

—Woodrow Wilson, *Congressional Government*



▲ Senator Blanche K. Bruce (R., Mississippi) was one of the first two African Americans to serve in the Senate. He served one term from 1875 to 1881.

**Objectives** You may wish to call students’ attention to the objectives in the Section Preview. The objectives are reflected in the main headings of the section.

**Bellringer** Ask students which of these two colleges is probably more prestigious: a large college that is fairly easy to get into or a small college with higher entrance standards. Explain that in this section, they will learn why the Senate is considered the more prestigious house of Congress.

**Vocabulary Builder** Tell students that the prefix *con-* means “together” or “jointly.” Have students use this information to help them offer definitions of the terms in the Political Dictionary. Students should check their definitions as they read the section.

## Lesson Plan

### Teaching the Main Ideas L3

#### H-SS 12.4.1

**1. Focus** Tell students that the Framers intended the Senate to be a more responsible and enlightened body than the House. Ask students to discuss what they know about how the Senate differs from the House in terms of size and entrance standards.

**2. Instruct** Ask students how the terms of senators compare with the terms of representatives. Have them discuss how senators’ longer terms make their jobs different from those of representatives. Extend the discussion to include other differences and their effects.

**3. Close/Reteach** Remind students that the rules and procedures related to the Senate help make that body the “upper house.” Have students show this by making a table comparing the House and the Senate in terms of size, elections, terms, and qualifications.

## Block Scheduling Strategies

Consider these suggestions to manage extended class time:

■ Organize the class into several small groups and have each group create a fact sheet on the Senate. Tell students to prepare their fact sheets as if they are presenting them to a group of journalists from another country who are unfamiliar with the U.S. Senate. Fact sheets should include information about the Senate’s size, terms, and functions, as well as the election and character-

istics of members. Have students compare their fact sheets with the want ads of representatives they created in Section 2.

■ Discuss the differences between the terms of representatives and senators with the class. Ask students to list the factors that they think influence the leadership and stability of each house. Once students have finished writing, call on volunteers to share their ideas with the class.

## Reading Strategy

### Drawing Inferences


Have students consider the structure and rules of the Senate. Why are senators rarely punished for “disorderly behavior”?

### Background Note


#### Roots of Democracy


The institution of the senate first appeared in ancient Rome, where Romulus established an advisory council comprised of the heads of 100 prominent families. By 500 B.C. the senate had come to represent the patrician—or aristocratic—members of Roman society. Its membership increased to 300 and later to 600 as the aristocracy grew. The principal political institution of the Roman Republic (509–31 B.C.), the senate functioned as the municipal government during the Roman Empire but declined as did other Roman institutions in the 4th and 5th centuries A.D.

### Point-of-Use Resources

 **Guided Reading and Review** Unit 3 booklet, p. 6 provides students with practice identifying the main ideas and key terms of this section.

 **Lesson Planner** For complete lesson planning suggestions, see the Lesson Planner booklet, section 3.

 **Political Cartoons** See p. 38 of the Political Cartoons booklet for a cartoon relevant to this section.

 **Section Support Transparencies** Transparency 41, *Visual Learning*; Transparency 140, *Political Cartoon*

### Answer to . . .

**Interpreting Diagrams** A bill in committee can still be changed. Also, most bills die in committee, so the opportunity to make one’s voice heard needs to be taken early in the life of the bill.

## How to Write to Your Lawmakers

**Choose a method.** You can write to your representative’s local address or to their Washington address. Check your telephone directory’s blue pages to find local addresses. Letters can be sent to representatives in Washington at the following addresses:

Representative \_\_\_\_\_  
House Office Building  
Washington, D.C. 20515

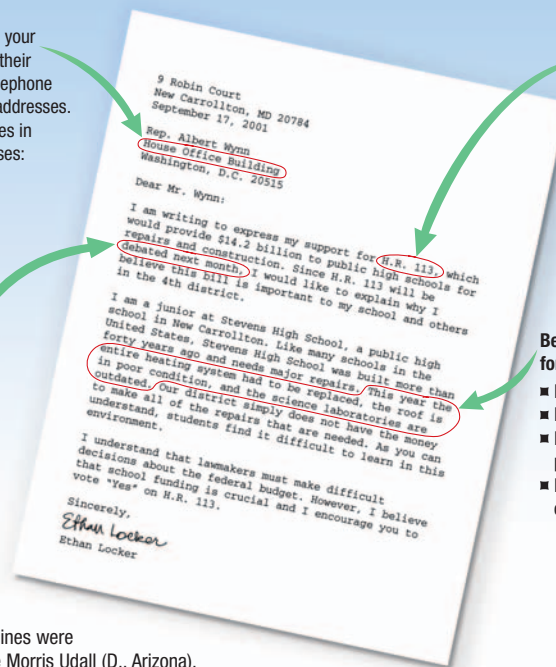
Senator \_\_\_\_\_  
Senate Office Building  
Washington, D.C. 20510

**Write while your issue is still current.** Don’t wait until a bill is out of the committee or has passed the House (or Senate).

**Be specific.** Identify the issue that prompted you to write, preferably in your first paragraph. Give the bill number or mention its popular title - e.g. the Minimum Wage Bill, the Child Care Bill.

**Be brief, but give the reasons for your position.** Avoid these don’ts:

- Don’t make threats or promises.
- Don’t berate your lawmaker.
- Don’t pretend to wield vast political power.
- Don’t try to instruct your lawmaker on every issue.



SOURCE: *Congressional Quarterly*

**Interpreting Diagrams** These guidelines were suggested by former Representative Morris Udall (D., Arizona).

**Why is it important to write while a bill is still in committee? H-SS 12.6.4**

Members of the Senate represent entire States. So nearly all of them represent a larger, more diverse population and a broader range of interests than do the representatives from their State. If you look at your own State—at the size, diversity, and major characteristics of its population and at its history, geography, and economy—you will see the point.

### Election

Originally, the Constitution provided that the members of the Senate were to be chosen by the State legislatures. Since the ratification of the 17th Amendment in 1913, however, senators have been picked by the voters in each State at the regular November elections. Only one senator is elected from a State in any given election, except when the other seat has been vacated by death, resignation, or expulsion.<sup>16</sup>

Before the coming of popular election, the State legislatures often picked popular and qualified senators. On other occasions, however, their choice was the result of maneuvering and

in-fighting among the leaders of various factions in the State. These leaders all spent a great deal of energy trying to gain (and sometimes buy) enough legislators’ votes to win a seat in the United States Senate. By the late 1800s, the Senate was often called the “Millionaires’ Club,” because so many wealthy party and business leaders sat in that chamber.

The Senate twice defeated House-passed amendments to provide for popular election. In 1912, it finally bowed to public opinion and agreed to what became the 17th Amendment. The Senate was also persuaded by the fact that several States had already devised ways to ensure that their legislatures would choose senators who were supported by the people of the State.

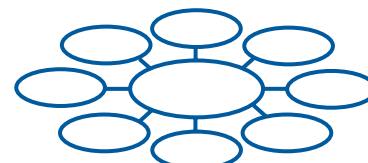
<sup>16</sup>The 17th Amendment gives each State a choice of methods for filling a Senate vacancy. A State may (1) fill the seat at a special election called by the governor, or (2) allow the governor to appoint someone to serve until the voters fill the vacancy at such a special election or at the next regular (November) election. Most States use the appointment-special election method.

## Organizing Information

To make sure students understand the main points of this section, you may wish to use the web graphic organizer to the right.

Tell students that a web provides an outline of a main idea and its supporting details. Ask students to use the web to list details about the Senate. The word *Senate* should appear in the center circle.

**Teaching Tip** A template for this graphic organizer can be found in the Section Support Transparencies, Transparency 1.



Each senator is elected from the State at-large. The 17th Amendment declares that all persons whom the State allows to vote for members of “the most numerous Branch” of its legislature are qualified to vote for candidates for the United States Senate.

### Term

Senators serve for six-year terms, three times the length of those for which members of the House are chosen.<sup>17</sup> Senators may be elected to any number of terms. The late Strom Thurmond (R., South Carolina) set the all-time record. Senator Thurmond was elected to the Senate nine times, and he served there for nearly 50 years. He was first elected to fill a vacancy in 1954 and won a full term in 1956. First elected as a Democrat, he became a Republican in 1964 and finally retired in 2003 at the age of 100.

Senators’ terms are staggered. Only a third of them—33 or 34 terms—expire every two years. The Senate is, then, a **continuous body**. That is, all of its seats are never up for election at the same time.

The six-year term gives senators a somewhat greater degree of job security than members of the lower house have. Those six years give senators some insulation from the rough-and-tumble of day-to-day politics. The six-year term also tends to make senators less subject to the pressures of public opinion and less susceptible to the pleas of special interests than are members of the House.

The larger size and the geographic scope of their **constituencies**—the people and interests the senators represent—are designed to have much the same effect. In other words, senators are supposed to be less concerned with the interests of a specific small locality and more focused on the “big picture” of the national interest. Indeed, senators are in general more likely to be regarded as national political leaders than most House members.

The large size of the House generally prevents representatives from gaining as much notice and public exposure as members of the Senate attract. Senators, and especially those who have presidential ambitions, are better able to capture national media attention. Over the past

several elections, the Senate has emerged as a prime source of contenders for the presidential nomination in both parties. Senators also find it easier to establish themselves as the champions of public policies that appeal to large segments of the American people—for example, social security or national health care.

Senators are also more likely to be covered by the media in their States. They tend to have more clout in their State’s politics than that enjoyed by members of the lower house.

## Qualifications for Senators

A senator must meet a higher level of qualifications than those the Constitution sets for a member of the House. A senator must be at least 30 years of age, must have been a citizen of the United States for at least nine years, and must be an inhabitant of the State from which he or she is elected.<sup>18</sup>

<sup>18</sup>Article I, Section 3, Clause 3. Under the inhabitant qualification, a senator need not have lived in the State for any particular period of time. Most often, of course, senators have been longtime residents of their States.

## Government Online

**The Senate Oral History Program** What was it like to be a reporter covering the Senate? What happened when an African American staff member challenged de facto segregation of the Senate cafeteria in the early 1950s? What preparations were made in the Senate for Richard Nixon’s impeachment?

You can find the answers to these questions and many others through the Senate’s Oral History program. The Senate Historical Office has been interviewing retired Senate staff members since 1976. These personal recollections provide behind-the-scene views of the Senate. They include the observations of former Senate pages, Capitol police officers, Senate aides and assistants, and members of the press.

The Historical Office concentrates on staff members with more than 20 years of service in the Senate. Their interviews are in-depth. (A typical interview totals 10 to 12 hours, over 6 to 8 sessions.) They are available in several national archives, including the manuscript division of the Library of Congress. The Senate Historical Office has begun publishing the interviews online, as well.



Use Web Code mqd-3107 to find out more about the Senate Oral History Program and for help in answering the following

question: *Christine S. McCreary was on the staff of two senators (Symington and Glenn). Why might an historian be interested in her recollections about helping to desegregate the Senate staff cafeterias?*

## Answers to . . .

**Government Online** Christine McCreary would have witnessed the evolution of this struggle over the years that she worked for the senators. Because she worked at the Capitol long term, her recollections should reveal more about the desegregation than those of someone who witnessed the struggle only briefly.

### Universal Access

L2

Have students refer to information in the section to create a chart that outlines the size, terms, and membership qualifications of the United States Congress. Suggest to students that they create their charts so that comparisons can be made between the Senate and the House of Representatives. **ELL H-SS 12.4.1**

### Universal Access


L3


On the chalkboard write the following phrase: *The first priority of members of Congress should be...* Have students write a position paper in which they complete the sentence. Students should give reasons to support their position from material presented in the book and in class. Encourage them to consider the various duties of the position, the people that are affected by the daily decision making, and the individual politician. Ask for volunteers to share their papers with the class.


**H-SS 12.6.4**

<sup>17</sup>Article I, Section 3, Clause 1.

## Point-of-Use Resources

 **Guide to the Essentials** Chapter 10, Section 3, p. 57 provides support for students who need additional review of section content. Spanish support is available in the Spanish edition of the Guide on p. 50.

 **Quiz** Unit 3 booklet, p. 7 includes matching and multiple-choice questions to check students' understanding of Section 3 content.

 **Presentation Pro CD-ROM** Quizzes and multiple-choice questions check students' understanding of Section 3 content.

## Answers to . . .

### Section 3 Assessment

1. Because senators' terms are staggered, all of its seats are never up for election at the same time.
2. A senator's constituency is generally much larger than that of a representative, because a senator represents an entire State while a representative usually represents just a district within a State.
3. Because there are far fewer senators than representatives, each senator is more visible and tends to get more attention.
4. The 17th Amendment stipulated that senators be elected by the voters of each State; prior to the Amendment, they were elected by State legislatures.
5. They believed a six-year term would make senators less subject to pressure by public opinion or special interest groups.
6. Possible answer: If the required majority were less than two thirds, the vote could be dominated by a single party, which would not be fair.

**Interpreting Political Cartoons** This 1890 cartoon depicts a candidate for the Senate. **Why does the candidate deposit his money in a box labeled "State Legislature"?**  
**H-SS 12.4.1**



The Senate, like the House, judges the qualifications of its members, and it may exclude a member by a majority vote.<sup>19</sup> As has the House, the Senate has at times refused to seat a member-elect. The Senate may also “punish its Members for disorderly Behavior” by majority vote and “with the Concurrence of two thirds, expel a Member.”<sup>20</sup>

Fifteen members of the Senate have been expelled by that body, one in 1797 and 14 during

<sup>19</sup>Article I, Section 5, Clause 1.

<sup>20</sup>Article I, Section 5, Clause 2.

the Civil War. Senator William Blount of Tennessee was expelled in 1797 for conspiring to lead two Native American tribes, supported by British warships, in attacks on Spanish Florida and Louisiana. The 14 senators ousted in 1861 and 1862 were all from States of the Confederacy and were expelled for supporting secession.

Since the country was founded, a few senators have resigned in the face of almost certain expulsion. Most recently, the Senate's Ethics Committee had recommended that Senator Bob Packwood (R., Oregon) be expelled from the Senate because of several episodes of sexual harassment and other personal misconduct. Packwood, in his fifth term in the upper house, had fought the charges for years. But the Ethics Committee's chairman, Senator Mitch McConnell (R., Kentucky), noted that lengthy committee investigations had shown “a habitual pattern of aggressive, blatantly sexual advances.” Such behavior, McConnell declared, “cannot be tolerated in the United States Senate.” Senator Packwood resigned effective October 1, 1995.

The punishing of a senator for “disorderly Behavior” has also been rare. In the most recent case, in 1990, the Senate formally “denounced” Senator David Durenberger (R., Minnesota). The Ethics Committee had found him guilty on several counts of financial misconduct. The Senate called Durenberger's conduct “reprehensible” and declared that he had “brought the Senate into dishonor and disrepute.” Senator Durenberger chose not to seek reelection to a third term in 1994.

## Section 3 Assessment

### Key Terms and Main Ideas

1. Why is the Senate called a **continuous body**?
2. How does a typical senator's **constituency** differ from that of a typical representative in the House?
3. Why do most senators receive more public attention than their colleagues in the House of Representatives?

### Critical Thinking

4. **Determining Cause and Effect** Why did the 17th Amendment change the way that senators are chosen?
5. **Making Comparisons** Why did the Framers set each senator's term at six years instead of two years?



### Standards Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: mqa-3103

6. **Drawing Inferences** In order to expel a senator from the Senate, two thirds of the Senate must agree. Why do you think the Constitution sets such a high requirement?

## Go Online

PHSchool.com

For: An activity on the Senate  
Web Code: mqd-3103



### Standards Monitoring Online

For additional assessment, have students access **Standards Monitoring Online** at  
Web Code: mqa-3103



PHSchool.com Typing in the Web Code when prompted will bring students directly to detailed instructions for this activity.

## Answer to . . .

**Interpreting Political Cartoons** Possible answer: The candidate increases his chances of being elected by buying the votes of State legislators.

# 4 The Members of Congress

## 4 The Members of Congress

### Section Preview

#### OBJECTIVES

1. **Identify** the personal and political backgrounds of the current members of Congress.
2. **Describe** the duties performed by those who serve in Congress.
3. **Describe** the compensation and privileges of members of Congress.

#### WHY IT MATTERS

Members of Congress must fill several roles as lawmakers, politicians, and servants of their constituents. For their work, they receive fairly generous pay and benefits.

#### POLITICAL DICTIONARY

- ★ trustee
- ★ partisan
- ★ politico
- ★ oversight function
- ★ franking privilege

**C**an you name your two senators? Your representative? Regrettably, most Americans cannot—let alone tell you much about their backgrounds, qualifications, or voting records.

### Personal and Political Backgrounds

Whatever else they may be, the 535 members of Congress are *not* a representative cross section of the American people. Rather, the “average” member is a white male in his early 50s. The median age of the members of the House is just over 56 and of the Senate, 61.

There are more women in Congress today than ever—70 in the House and 14 in the Senate—and they are moving into positions of leadership. Nancy Pelosi (D., California) is now the House Minority Leader; Deborah Pryce (R., Ohio) heads the GOP’s caucus in the House; and Maine’s two Republican senators, Susan Collins and Olympia Snowe, now chair committees in the upper house.

There are now 42 African Americans, 24 Hispanics, five Asian Americans, and one Native American in the House. One African American, two Hispanics, one Asian American, and one Native Hawaiian sit in the Senate. Representative David Wu (D., Oregon), first elected in 1998, is the first-ever Chinese American to sit in either house. Senator Barack Obama (D., Illinois), elected in 2004, is only the fifth African American ever elected to the Senate.

Nearly all members are married, a few are divorced, and they have, on the average, two children. Only a few members say they have no religious affiliation. Just about 60 percent are Protestants, 30 percent are Roman Catholics, and some 6 percent are Jewish.

Well over a third of the members of the House and well over half the senators are lawyers. Nearly all went to college. More than four out of five have a college degree and most, in fact, have advanced degrees.

Most senators and representatives were born in the States they represent. Only a handful were born outside the United States. Sprinkled among the members of Congress are several millionaires. A surprisingly large number of the men and women who sit in the House depend on their congressional salaries as their major source of income, however.

Most members of Congress have had considerable political experience. The average senator is serving a second term, and the typical representative has served four terms. Nearly a third of the senators once sat in the House. Several senators are former governors. A few senators have held Cabinet seats or other high posts in the executive branch of



▲ Senator Barack Obama (D., Illinois) served as a State senator before his election to the U.S. Senate in 2004.

**Objectives** You may wish to call students’ attention to the objectives in the Section Preview. The objectives are reflected in the main headings of the section.

**Bellringer** Have students assume the role of a member of Congress in a movie. Ask them to discuss what their character traits will be. Tell students that in this section, they will learn about the characteristics of members of Congress.

**Vocabulary Builder** Have students read the first four terms in the Political Dictionary. Ask them which term describes a person who is fiercely loyal to his or her political party. Have them check their answer as they read the section.

### Lesson Plan

#### Teaching the Main Ideas L3

##### H-SS 12.4.3

**1. Focus** Tell students that members of Congress often must fill several roles in their job. Ask students to discuss what they know about those roles and what they think the main function of members of Congress should be.

**2. Instruct** Ask students what they think is the most difficult aspect of being a member of Congress. Use their answers to begin a general discussion of the job, the background of people who do that job, and the compensation they receive.

**3. Close/Reteach** Remind students that members of Congress have difficult jobs but that they are paid fairly well for their efforts. Ask students to write a job description for a member of Congress, including duties, pay, and expected personal and political background.

### Block Scheduling Strategies

Consider these suggestions to manage extended class time:

■ Have students read about the personal and political backgrounds of the current members of Congress. Assign each student a State that has 10 or more congressional members to research. Have students find out the personal and political backgrounds of congressional members from their assigned State(s). As a class, determine which States have the most and least diverse representatives.

■ Discuss the duties, compensation, and privileges of members of Congress and have students create a graphic organizer listing them. Then ask students to research the duties, compensation, and privileges of corporate executives to see how they compare to those of members of Congress. Have students use the general career links provided in the Social Studies area at the Prentice Hall School Web site. [www.phschool.com](http://www.phschool.com)



## Reading Strategy

### Predicting Content

Ask students to write a description of an average member of Congress, supplying as many details as they can, such as age, gender, education, job background, pay, and work requirements. Tell students to adjust their descriptions as they read the section.

### Universal Access

L1

Remind students of the five major roles played by members of Congress: *legislator, representative, committee member, servant, and politician*. Ask students to use each term in a sentence. Have volunteers share their sentences with the class. **SN**

### Point-of-Use Resources

**Guided Reading and Review** Unit 3 booklet, p. 8 provides students with practice identifying the main ideas and key terms of this section.

**Lesson Planner** For complete lesson planning suggestions, see the Lesson Planner booklet, section 4.

**Political Cartoons** See p. 39 of the Political Cartoons booklet for a cartoon relevant to this section.

**Section Support Transparencies** Transparency 42, *Visual Learning*; Transparency 141, *Political Cartoon*

the Federal Government. The House has a large number of former State legislators and prosecuting attorneys among its members.

Again, Congress is not an accurate cross section of the nation's population. Rather, it is made up of upper-middle-class Americans, who are, on the whole, quite able and hard-working people.

### The Job

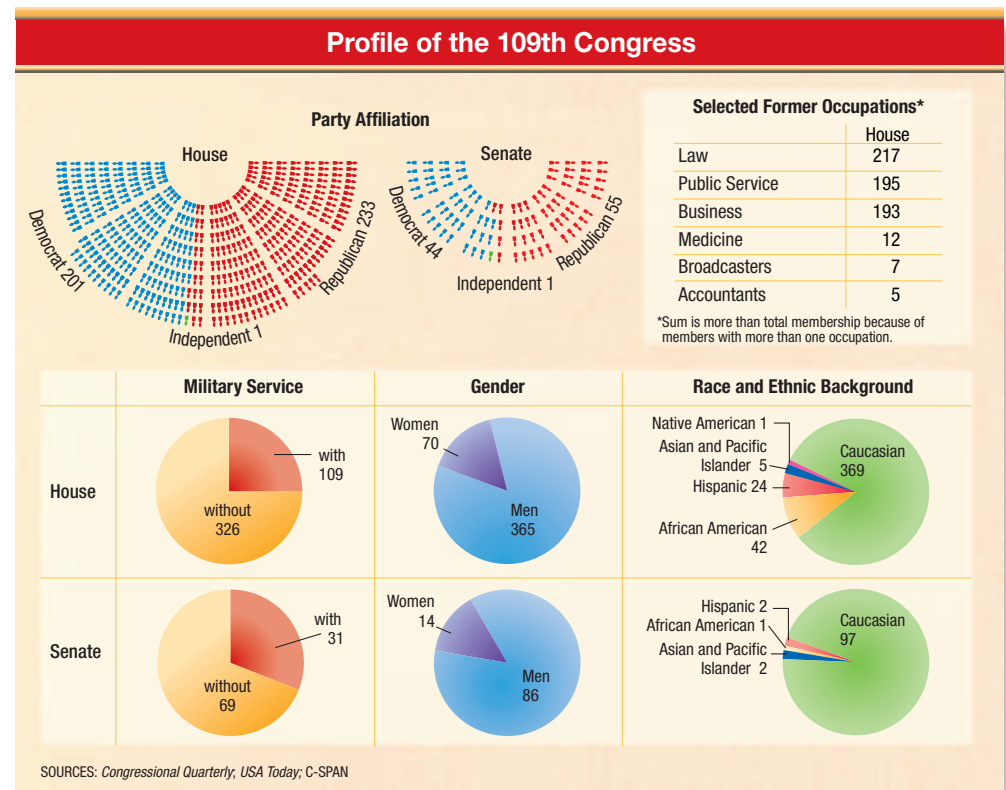
One leading commentary on American politics describes Congress and the job of a member of Congress this way:

**PRIMARY Sources** “Congress has a split personality. On the one hand, it is a lawmaking institution and makes policy for the entire nation. In this capacity, all the members are expected to set aside their personal

*ambitions and perhaps even the concerns of their constituencies. Yet Congress is also a representative assembly, made up of 535 elected officials who serve as links between their constituents and the National Government. The dual roles of making laws and responding to constituents' demands forces members to balance national concerns against the specific interests of their States or districts.”*

—Burns, et al., *Government by the People*

Members of Congress play five major roles. They are most importantly (1) legislators and (2) representatives of their constituents. Beyond these roles, they are also (3) committee members, (4) servants of their constituents, and (5) politicians. You will take a close look at their lawmaking function in the next two chapters. Here, we consider their representative, committee member, and servant functions.



**Interpreting Graphs** Members of Congress come to Washington, D.C., with a wide variety of backgrounds. **How does racial and ethnic diversity differ between the House and the Senate?** **H-SS 12.4.3**

## Spotlight on Technology

### Magruder's American Government Video Collection

The Magruder's Video Collection explores key issues and debates in American government. Each segment examines an issue central to chapter content through use of historical and contemporary footage. Commentary from civic leaders in academics, government, and the media follow each segment. Critical-thinking questions focus students' attention on key issues, and may be used to stimulate discussion.

Use the Chapter 10 video segment to explore the dynamics of the legislative branch. (time: about 5 minutes) This segment takes a look at the inner workings of Congress, including floor debates, roll call votes, and committee hearings. A filibuster clip from the 1950s adds historical perspective.

### Answer to . . .

**Interpreting Graphs** The House has a higher percentage of non-Caucasian members.

## Representatives of the People

Senators and representatives are elected to represent people. But what does that really mean? They cast hundreds of votes during each session of Congress. Many of those votes involve quite routine, relatively unimportant matters; for example, a bill to designate a week in May as National Wild Flower Week. But many of those votes, including some on matters of organization and procedure, are cast on matters of far-reaching import.

So, no questions about the lawmaking branch can be more vital than these: How do the people's representatives represent the people? On what basis do they cast their votes?

In broad terms, each lawmaker has four voting options. He or she can vote as a trustee, as a delegate, as a partisan, or as a politico.

**Trustees** believe that each question they face must be decided on its merits. Conscience and independent judgment are their guides. Trustees call issues as they see them, regardless of the views held by their constituents or by any of the other groups that seek to influence their decisions.

Delegates see themselves as the agents of those who elected them. They believe that they should vote the way they think “the folks back home” would want. They are willing to suppress their own views, ignore those of their party's leaders, and turn a deaf ear to the arguments of colleagues and of special interests from outside their constituencies.

Those lawmakers who owe their first allegiance to their political party are **partisans**. They feel duty-bound to vote in line with the party platform and the wishes of their party's leaders. Most studies of legislators' voting behavior show that partisanship is the leading factor influencing their votes on most important measures.

**Politicos** attempt to combine the basic elements of the trustee, delegate, and partisan roles. They try to balance these often conflicting factors: their own views of what is best for their constituents and/or the nation as a whole, the political facts of life, and the peculiar pressures of the moment.

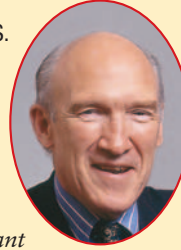
## Committee Members

In every session of Congress, proposed laws (bills) are referred to committees in each chamber. As committee members, senators and

## Voices on Government

For **Alan Simpson**, politics is a family business. His father was governor of Wyoming and a U.S. senator. Simpson began his political career at the State level, and was later elected to the U.S. Senate. His 18 years as a Republican senator gave him this perspective:

*“I am a legislator. I never wanted to be governor or president or vice president. If you're thinking of politics, make up your mind. You're going to legislate or you want to be governor, president, emperor or king—what is it you're interested in? And make that choice. For me it was to take an idea and personally draft the bill. Which I would do. . . . I did my own amendments, would work the bill myself, manage it on the floor. And so I legislated.”*



## Evaluating the Quotation

*Simpson sees a big difference between legislative and executive jobs. How does his description compare with what you have read about Congress in this chapter?*

representatives must screen those proposals. They decide which will go on to floor consideration—that is, be considered and acted upon by the full membership of the House or Senate.

Another vital part of their committee work involves the **oversight function**. Oversight is the process by which Congress, through its committees, checks to see that the various agencies in the executive branch are working effectively and acting in line with the policies that Congress has set by law.

## Servants

Members of the House and Senate also act as servants of their constituents. Most often, they do this as they (and, more particularly, their staff aides) try to help people who have various problems with the federal bureaucracy. Those problems may involve a Social Security benefit, a passport application, a small business loan, or any one of a thousand other issues.

Some of “the folks back home” believe that members of Congress are in Washington

## Make It Relevant

### Students Make a Difference

What happens when 350 college students from 22 States descend on Capitol Hill to lobby Congress? Their legislators listen!

Every spring, members of the United States Student Association rally and then meet with individual representatives to talk about issues important to students, such as campus safety and increasing federal money for financial aid. Rep. David Wu (D., Oregon) attended a recent rally. “I think that meeting with students both here and at home is one of the most important things I do,” he said.

“Students are willing, and able to get involved.”

Wu and Rep. Tammy Baldwin (D., Wisconsin), who also attended a recent rally, urged the group to remain active in politics. One of the students, Haley Carlson from the University of Wisconsin, pointed out that she had spent 20 hours in a car in order to bring student issues to the attention of Congress.



For career-related links and activities, visit the *Magruder's American Government* companion Web site in the Social Studies area at the Prentice Hall School Web site.

## Make It Relevant

### Careers in Government—Tour Guide

More than ten million people from around the world tour the Capitol every year, and benefit from the knowledge of members of the Capitol Guide Service. They and other government tour guides educate and delight as they make the American government accessible to everyone. They are a critical bridge between the people and their national treasures.

**Skills Activity** Direct pairs of students to create virtual tours of local historic or government sites using printed and/or Internet resources. Students should guide their classmates on these virtual tours, answering questions as they go. Then have individual students write paragraphs explaining why they would or would not be interested in a career as a government tour guide.

### Answer to . . .

**Evaluating the Quotation** Answers will vary, but should be supported with facts from the chapter.

## Background Note

### Bouncing Checks

Dubious “perks” can create image problems for Congress. In 1992 a scandal erupted over House members’ ability to bounce checks at the House bank without having to pay a service charge or interest penalty. More than 300 legislators had used the bank’s funds to cover their bad checks. Imagine the likelihood of a private citizen having this arrangement with a bank in his or her hometown! The scandal led to a political backlash. Some legislators who had written many bad checks lost reelection races. Others chose an early—and, at least officially, a voluntary—retirement.

## Universal Access

L4

**Time** 90 minutes.

**Purpose** Analyze the strengths and weaknesses of Congress.

**Grouping** Three to four students.

**Activity** Ask groups to create a list of things they would like to see change in Congress. Students should consider election procedures, term limits, formal requirements, and other related topics of interest. The spokesperson will present the group’s list of complaints with the current system.

**Roles** Discussion leader, recorder, researcher, spokesperson.

**Close** Based on the list of grievances presented by the spokespersons, the class will create an “ideal” Congress.

GT

## Point-of-Use Resources



### Block Scheduling with Lesson Strategies

Additional activities for Chapter 10 appear on p. 24.



### Government Assessment Rubrics

Class Discussion, p. 26

## Answer to . . .

**Critical Thinking** To keep informed about constituents’ opinions and requests.



▲ Representative Ileana Ros-Lehtinen (R., Florida) must balance several different roles. Her jobs include publicizing important issues, meeting with constituents, and working with her fellow lawmakers in Washington.

**Critical Thinking** Why is it important for a representative to speak often with constituents?

H-SS 12.4.1



primarily to do favors for them. Most members are swamped with constituent requests from the moment they take office. The range of these requests is almost without limit—everything from help in securing a government contract or an appointment to a military academy, to asking for a free sightseeing tour of Washington or even a personal loan. Consider this job description offered only half-jokingly by a former representative:

### PRIMARY Sources

“A Congressman has become an expanded messenger boy, an employment agency, getter-outer of the Navy, Army, Marines, ward healer, wound healer, trouble shooter, law explainer, bill finder, issue translator, resolution interpreter, controversy oil pouter, gladhand extender, business promoter, convention goer, civil ills skirmisher, veterans’ affairs adjuster, ex-serviceman’s champion, watchdog for the underdog, sympathizer with the upper dog, namer and kisser of babies, recoverer of lost luggage, soberer of delegates, adjuster for traffic violators, voters straying into Washington and into toils of the law, binder up of broken hearts, financial wet nurse, Good Samaritan, contributor to good causes—there are so many good causes—cornerstone layer, public building and bridge dedicator, ship christener—to be sure he does get in a little flag waving—and a little constitutional hoisting and

*spread-eagle work, but it is getting harder every day to find time to properly study legislation—the very business we are primarily here to discharge, and that must be done above all things.”*

—Rep. Luther Patrick (D., Alabama)

Most members of Congress know that to deny or fail to respond to these requests would mean to lose votes in the next election. This is a key fact, for all of the roles a member of Congress plays—legislator, representative, committee member, constituent servant, and politician—are related, at least in part, to their efforts to win reelection.

## Compensation

The Constitution says that members of Congress “shall receive a Compensation for their Services, to be ascertained by Law. . . .”<sup>21</sup> That is, the Constitution says that Congress fixes that “Compensation.”

## Salary

Today, senators and representatives are paid a salary of \$162,000 a year. A few members are paid somewhat more. The Speaker of the

<sup>21</sup> Article I, Section 6, Clause 1. The 27th Amendment modified this pay-setting authority. It provides that no increase in members’ pay can take effect until after the next congressional election—that is, not until the voters have had an opportunity to react to the pay raise.

## Preparing for Standardized Tests

Have students read the Primary Sources quotation by Rep. Luther Patrick on this page and then answer the following question.

What is the *main* point of this passage?

- A Members of Congress must play many roles.
- B Members of Congress owe their primary responsibility to the demands of the public.
- C Members of Congress must be experienced in many different fields.
- ⓓ Members of Congress are so busy dealing with public requests that they don’t have time for their primary roles as legislators.

House makes \$208,100 a year, the same salary that Congress has set for the Vice President. The Senate's president *pro tem* and the majority and minority floor leaders in both houses receive \$180,100 a year.

### Nonsalary Compensation

Each member receives a number of “fringe benefits,” some of which are quite substantial. For example, each member has a special tax deduction, not available to any other federal income tax payer. That deduction is designed to help members who must maintain two residences, one in his or her home State and another in Washington.

Generous travel allowances offset the costs of several round trips each year between home and Washington. Members pay relatively small amounts for life and health insurance and for outpatient care by a medical staff on Capitol Hill; they can get full medical care, at very low rates, at any military hospital. They also have a generous retirement plan, to which they contribute. The plan pays a pension based on years of service in Congress, and longtime members can retire with an income of \$150,000 or more a year. Members of Congress are also covered by Social Security's retirement and medicare programs.

Members are also provided with offices in one of the several Senate and House office buildings near the Capitol and allowances for offices in their home State or district. Each member is given funds for hiring staff and for operation costs related to running those offices. The **franking privilege** is a well-known benefit that allows them to mail letters and other materials postage-free by substituting their facsimile signature (frank) for the postage.

Congress has also provided its members with the free printing—and through franking, the free distribution—of speeches, newsletters, and the like. Radio and television tapes can be produced at very low cost. Each member can choose among several fine restaurants in the Capitol. There are also two first-rate gymnasiums, with swimming pools, exercise rooms, and saunas. Members receive still more privileges, including such things as the help of the excellent services of the Library of Congress and free parking in spaces reserved for them at the Capitol and also at Washington's major airports.<sup>22</sup>

### The Politics of Pay

There are only two real limits on the level of congressional pay. One is the President's veto power. The other and more potent limit is the fear of voter backlash, an angry reaction by constituents at the ballot box. That fear of election-day fallout has always made most members reluctant to vote to raise their own salaries.

Congress has often tried to skirt the troublesome and politically sensitive pay question. It has done so by providing for such fringe benefits as a special tax break, a liberal pension plan, more office and travel funds, and other perquisites, or “perks”—items of value that are much less apparent to “the folks back home.”

The debate over congressional pay is not likely to end soon—at least not as long as the current method of establishing salaries remains in effect. All sides of the issue present reasonable arguments.

<sup>22</sup>For decades, many members of Congress supplemented their salaries with honoraria—speaking fees and similar payments from private sources, mainly special interest groups. Critics long attacked that widespread practice as at least unseemly and, at its worst, a form of legalized bribery. The House finally prohibited its members from accepting honoraria in 1989, and the Senate did so in 1991.



**Interpreting Political Cartoons** The salaries and benefits enjoyed by members of Congress have long been a sensitive political issue. **Why are voters reluctant to see members of Congress increase their benefits and pay?**

### Background Note

#### Common Misconceptions

The United States Capitol stands as a world-famous symbol of Congress. But the Capitol that we know today is much younger than our national legislature. The first Congress met in New York City, in 1789, and it wasn't until four years later that construction on the Capitol even began. Another seven years passed before Congress met in the building. The British burned it during the War of 1812, and Congress had to abandon its home from 1814 to 1819. The wings of the Capitol were not completed until the late 1850s, and the famous dome wasn't finished until 1865. All told, Congress met for more than three-quarters of a century before the Capitol took on its familiar appearance—and its role as a symbol of Congress and of American democracy.

### Point-of-Use Resources




**ABC News Civics and Government Videotape Library**


*The West Versus Washington* (time: about 21 minutes)


### Answer to . . .

**Interpreting Political Cartoons** They resent the fact that their tax dollars are used to pay members of Congress more than the salary of most average Americans.

## Point-of-Use Resources

 **Guide to the Essentials** Chapter 10, Section 4, p. 58 provides support for students who need additional review of section content. Spanish support is available in the Spanish edition of the Guide on p. 51.

 **Quiz** Unit 3 booklet, p. 9 includes matching and multiple-choice questions to check students' understanding of Section 4 content.

 **Presentation Pro CD-ROM** Quizzes and multiple-choice questions check students' understanding of Section 4 content.

## Answers to . . .


### Section 4 Assessment

1. A trustee most values conscience and independent judgment and decides each issue on its merits.
2. A partisan most values the platform of his or her party and the wishes of that party's leader.
3. It allows them to mail letters and other materials postage-free.
4. The process by which Congress, through its committees, checks to see that the various agencies in the executive branch are working effectively and are following congressional policies set by law.
5. Roles include: Legislators, committee members, representatives of their constituency, public servants, and politicians.
6. They fear that their constituents will not approve, which would affect their reelection chances.
7. Possible answer: The letter writer wants his or her message to be read and respected. Berating the congressperson won't achieve that end.

Clearly, decent salaries—pay in line with the responsibilities of the job—will not automatically bring the most able men and women to Congress, or to any other public office. But certainly, decent salaries can make public service much more appealing to qualified people.

### Membership Privileges

Beyond the matter of their salaries and other compensation, members of Congress enjoy several privileges. The Constitution commands that senators and representatives

 *“shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same. . . .”*

—Article I, Section 6, Clause 1

The provision dates from English and colonial practice, when the king's officers often harassed legislators on petty grounds. It has been of little importance in our national history, however.<sup>23</sup>

Another much more important privilege is set out in the same place in the Constitution. The Speech or Debate Clause of Article I, Section 6, Clause 1 declares “. . . for any Speech or Debate in either House, they shall not be questioned in any other Place.” The words “any other Place” refer particularly to the courts.

The privilege is intended to “throw a cloak of legislative immunity” around members of Congress. The clause protects representatives and senators from suits for libel or slander arising out of their official conduct. The Supreme Court has held that the immunity applies “to things generally done in a session of the House [or Senate] by one of its members in relation to the business before it.”<sup>24</sup> The protection goes, then, beyond floor debate, to include work in committees and all other things generally done by members of Congress in relation to congressional business.

The important and necessary goal of this provision of the Constitution is to protect freedom of legislative debate. Clearly, members must not feel restrained in their vigorous discussion of the sometimes contentious issues of the day. However, this provision is not designed to give members unbridled freedom to attack others verbally or in writing. Thus, a member is not free to defame another person in a public speech, an article, a conversation, or otherwise.

<sup>23</sup>The courts have regularly held that the words “Breach of the Peace” cover all criminal offenses. So the protection covers only arrest for civil (noncriminal) offenses while engaged in congressional business.

<sup>24</sup>The leading case is *Kilbourn v. Thompson*, 1881. The holding has been affirmed many times since. In *Hutchinson v. Proxmire*, 1979, however, the Court held that members of Congress may be sued for libel for statements they make in news releases or in newsletters.

## Section 4 Assessment

### Key Terms and Main Ideas

1. What does a **trustee** value most when deciding how to vote on a bill?
2. What does a **partisan** value most when deciding how to vote on a bill?
3. How does the **franking privilege** help members of Congress?
4. What is the **oversight function**?

### Critical Thinking

5. **Drawing Conclusions** What are the different roles that a member of Congress plays?
6. **Determining Cause and Effect** Why are members of Congress reluctant to pass laws that give them new benefits or higher pay?



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7. **Drawing Inferences** Look again at the diagram on page 276. Why might it not be a good idea for a letter writer to berate his or her lawmaker?

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