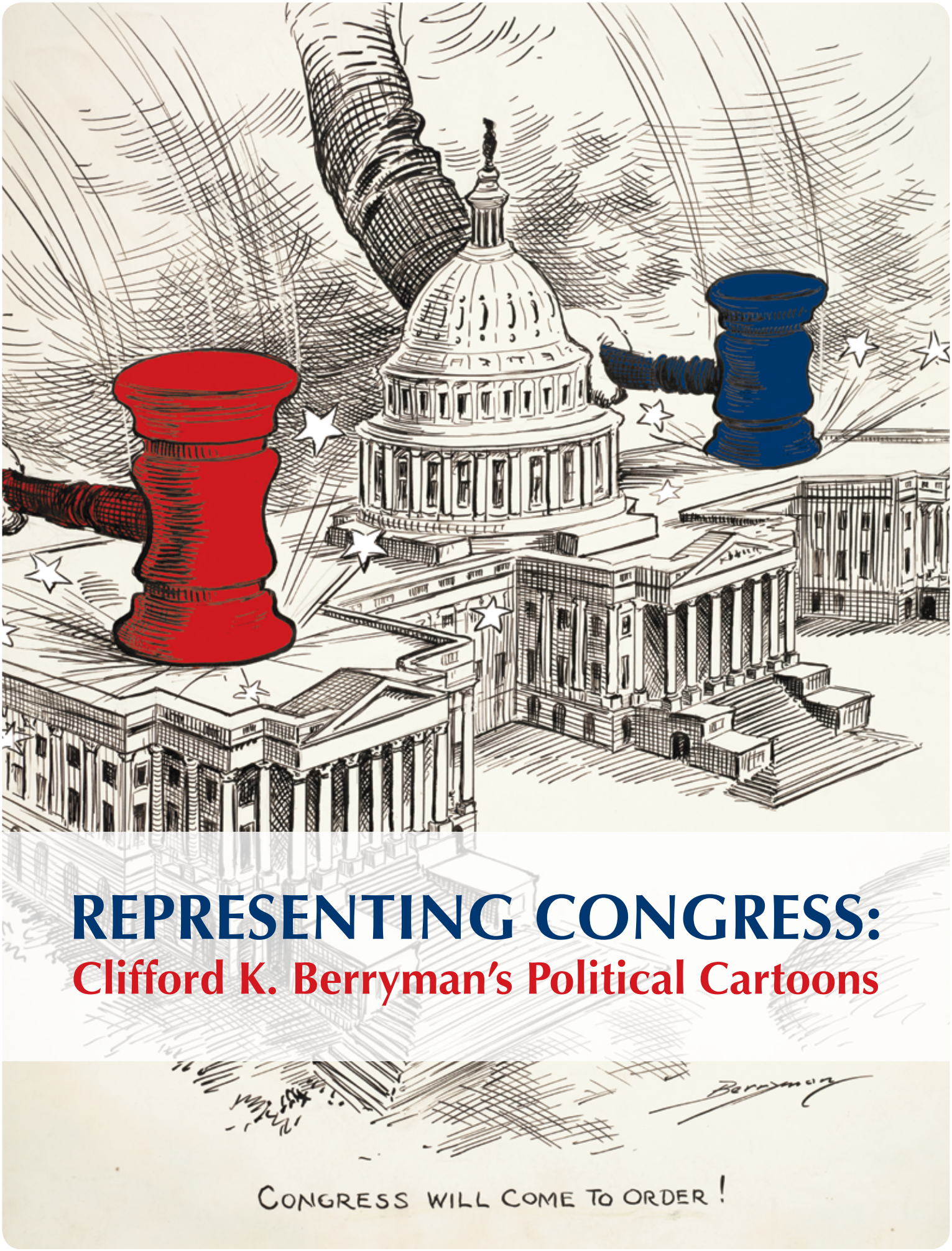
REPRESENTING CONGRESS:

Clifford K. Berryman's Political Cartoons



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The eBook was created by the staff of the Center for Legislative Archives, a part of the National Archives and Records Administration that preserves and makes available the official records of the U.S. House of Representatives and the U.S. Senate. We wish to acknowledge those involved in arranging for the donation of the more than 2,400 original pen-and-ink drawings by Clifford K. Berryman to the Senate collection in honor of former Senate Majority Leader Mike Mansfield: Sophie Englehard Craighead of the Charles Englehard Foundation; James M. Ketchum, former Senate Curator; and Michael L. Gillette, the Center's former director.

INTRODUCTION

Representing Congress presents a selection of political cartoons by Clifford K. Berryman to engage students in a discussion of what Congress is, how it works, and what it does. It features the masterful work of one of America's preeminent political cartoonists and showcases his ability to use portraits, representative symbols and figures, and iconic personifications to convey thought-provoking insights into the institutions and issues of civic life. The House of Representatives and Senate take center stage as national elected officials work to realize the ideals of the Founders.

This eBook is designed to teach students to analyze history as conveyed in visual media. The cartoons offer comments about various moments in history, and they challenge the reader to evaluate their perspective and objectivity. Viewed outside their original journalistic context, the cartoons engage and amuse as comic art, but they can also puzzle a reader with references to little-remembered events and people. This eBook provides contextual information on each cartoon to help dispel the historical mysteries.

Berryman's cartoons were originally published as illustrations for the front page of the *Washington Post* and the *Washington Evening Star* at various dates spanning the years from 1896 to 1949. Thirty-nine cartoons selected from the more than 2,400 original Berryman drawings preserved at the Center for Legislative Archives convey thumbnail sketches of Congress in action to reveal some of the enduring features of our national representative government.

For more than 50 years, Berryman's cartoons engaged readers of Washington's newspapers, illustrating everyday political events as they related to larger issues of civic life. These cartoons promise to engage students in similar ways today. The cartoons intrigue and inform, puzzle and inspire. Like Congress itself, Berryman's cartoons seem familiar at first glance. Closer study reveals nuances and design features that invite in-depth analysis and discussion. Using these cartoons, students engage in fun and substantive challenges to unlock each cartoons' meaning and better understand Congress. As they do so, students will develop the critical thinking skills so important to academic success and the future health and longevity of our democratic republic.

HOW THIS eBOOK IS ORGANIZED

This eBook presents 39 cartoons by Clifford K. Berryman, organized in six chapters that illustrate how Congress works. Each page features one cartoon accompanied by links to additional information and questions.

TEACHING WITH THIS eBOOK

Representing Congress is designed to teach students about Congress—its history, procedures, and constitutional roles—through the analysis of political cartoons.

Students will study these cartoons in three steps:

- Analyze each cartoon using the NARA Cartoon Analysis Worksheet
- Analyze several cartoons to discuss how art illustrates civic life using Worksheet 2
- Analyze each cartoon in its historic context using Worksheet 3 (optional)

Directions:

1. Divide the class into small groups, and assign each group to study one or more cartoons in the chapter "Congress and the Constitution."
2. Instruct each group to complete Worksheet 1: Analyzing Cartoons. Direct each group to share their analysis with the whole class.
3. Instruct each group to complete Worksheet 2: Discussing Cartoons. Students should apply the questions to all of the cartoons in the chapter. Direct each group to share their analysis in a whole class discussion of the chapter.
4. Repeat the above steps with each succeeding chapter.
5. Direct each group to share what they have learned in the preceding activities in a whole-class discussion of Congress and the Constitution.
6. Optional Activity: Assign each group to read the Historical Context Information statement for their cartoon. The students should then use the Historical Context statement and the cartoon to answer the questions on Worksheet 3: Contextualizing Cartoons. Direct each group to share their results with the whole class.

Note: The lesson *Congress as Represented in Political Cartoons by Clifford K. Berryman* can be used to introduce this eBook or to assess understanding after working with it. The Reflection Questions contained in the lesson can be used in Activity 5 described above.

TO THE STUDENT

For centuries, political cartoons have informed the public and sparked discussions about issues that affect daily life, and they continue to be just as powerful in our digitally connected world. Today's issues often echo topics treated by cartoonists of earlier times whose insights give us perspective on the elements of civic life.

We invite you to study these enduring images from the pen of Clifford K. Berryman that depict characteristic elements of our civic institutions such as the constitutional balance between the branches of government, the role of parties in politics, and the work of Congress and its Members.

The cartoons are about a range of historical events, but they share several features:

- distilling the essence of a complex political issue to an image
- expressing the artist's understanding of an issue and the people associated with it
- drawing viewers into the drama of events
- initiating conversation about the impact of political decisions

Studying these cartoons reveals how historic events helped shape our world and also how art expresses a point of view on events. We hope these cartoons help you learn about our legacy of representative government under the Constitution and invite you to participate in shaping its future.

You might even be inspired to draw cartoons of your own to express your thoughts and opinions about political issues that affect your life.

CLIFFORD KENNEDY BERRYMAN

Clifford K. Berryman was born in 1869 in the village of Clifton near Versailles, Kentucky. While growing up, drawing was one of Berryman's favorite pastimes, and he regularly sketched friends, animals, and even local politicians. His work attracted the interest of Kentucky Senator Joseph C. S. Blackburn, who happened to see one of Berryman's sketches displayed in a local office building. Recognizing Berryman's talent, Blackburn helped secure Berryman a position as a draftsman at the United States Patent Office. And so in 1886, at the age of 17, Berryman moved from Kentucky to Washington, DC, where he used his self-taught talents to draw patent illustrations.

Berryman left the Patent Office in 1891 to become a cartoonist's understudy for the *Washington Post.* Within five years, Berryman had risen to chief cartoonist, a position he held until 1907 when he became the front-page cartoonist at the *Washington Evening Star,* then the most widely read newspaper in Washington. Berryman drew political cartoons for the *Star* until his death in 1949 at the age of 80.

Because Berryman often gave away his cartoons, many of his original drawings are now scattered among numerous collections, but the original drawings featured in this eBook are from the largest collection of Berryman's cartoons housed in a single location. Originally belonging to his daughter, this rare collection of approximately 2,400 drawings was donated to the U.S. Senate and is now part of the historical records of Congress in the Center for Legislative Archives at the National Archives in Washington, DC. All of the cartoons in the Senate collection are available online.

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

The Constitution divides the Federal Government into three parts: the legislative, executive, and judicial branches. While the Constitution established a design, the specific identity and effectiveness of government in any era are the result of how the branches work with and in opposition to each other.

The Voters Elect Congress and the President

Responsibilities Are Shared Under the Constitution

Separation of Powers Divides the Independent Branches

Congress Has a Constitutional Role in Taxing and Spending

Congress Has Investigative and Oversight Powers

Congress Reviews Presidential Appointments

Congress Has the Power to Declare War

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

Lan' sakes, what'll I Do with 'em?
Nov. 7, 1912
National Archives Catalog Number: 306174

CARTOON 1

The Constitution established a political framework based on popular sovereignty. Voters fulfill the design by electing to office candidates who legislate, make policy choices, and are responsible for making the branches of government work together to reflect the will of the voters. Published the day after the 1912 election, this cartoon shows Miss Democracy—a figure representing the Democratic Party—managing two houses of Congress and the White House.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

This Team Wins Every Time
Mar. 27, 1898
National Archives Catalog Number: 6010254

CARTOON 2

The Constitution established branches of government with different powers. Congress makes the laws that the executive branch enforces and the judicial branch interprets. This cartoon depicts the harmony and interdependence of the legislative and executive branches by showing horses pulling together and speeding Uncle Sam around a course.

ANALYSIS QUESTIONS **DISCUSSION QUESTIONS** **HISTORIAL CONTEXT**

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

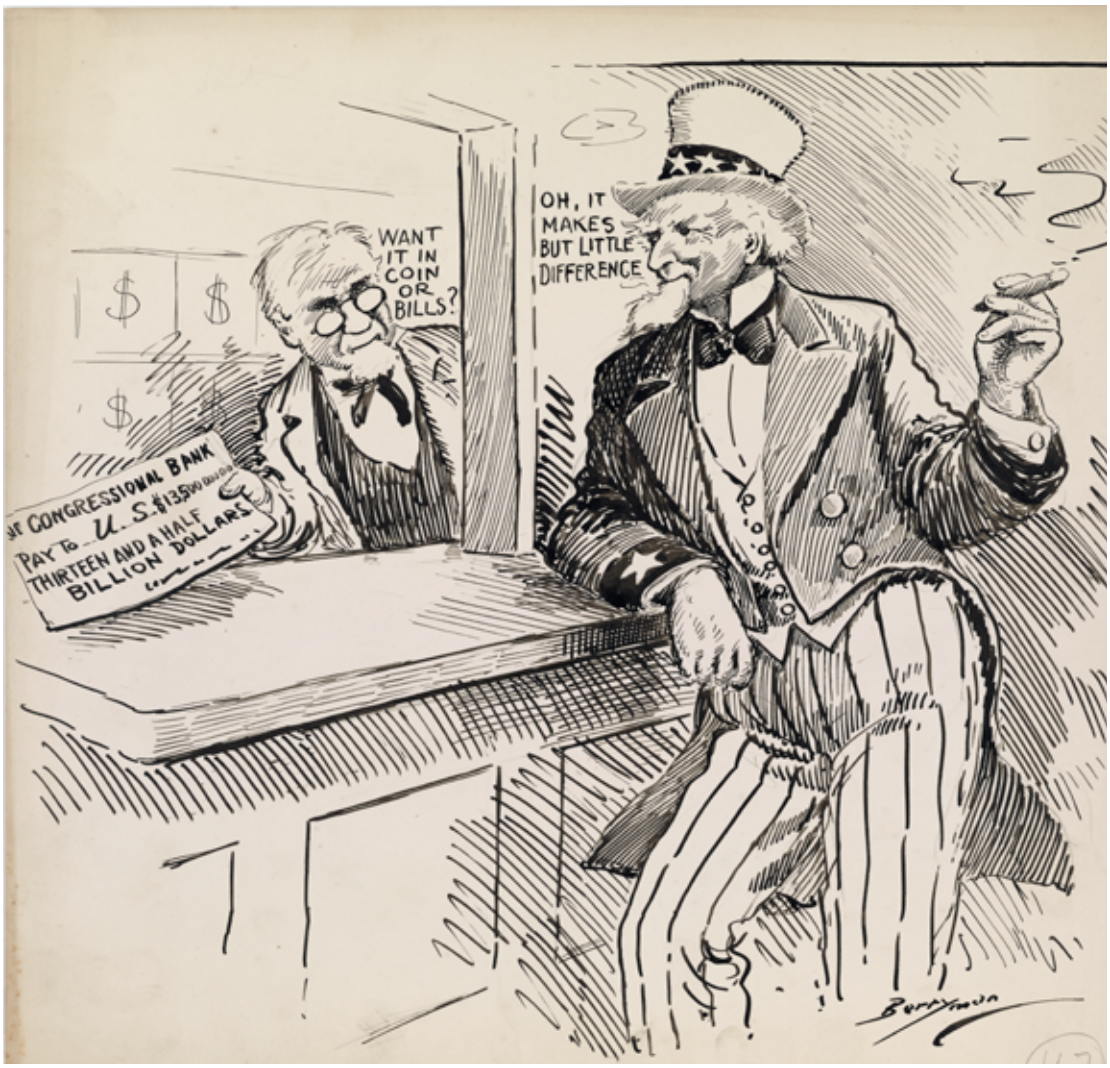
Hope This Won't Develop Into A Neighborhood Feud
May 18, 1948
National Archives Catalog Number: 6012421

CARTOON 3

The constitutional design of the Federal Government requires that branches with different powers cooperate to complete many of the essential functions of government. Through checks and balances and separation of powers, the Constitution also gives each branch ways to protect its powers from the encroachment of other branches. In this cartoon, Congress is shown breaching the separation of powers and encroaching on the powers of the executive branch.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED



Untitled
Dec. 4, 1917
National Archives Catalog Number: 6011305

CARTOON 4

Article I of the Constitution grants Congress the power to tax and spend (appropriate) money, and it requires that all bills for taxing (raising revenue) begin in the House of Representatives. Congress also has the exclusive constitutional power to coin money. Berryman portrays Congress as "Uncle Sam's Bank," reflecting the constitutional mandate that "no money shall be drawn from the Treasury but in consequence of appropriations made by law."

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

Sleuthing the Sleuth
Dec. 17, 1908
National Archives Catalog Number: 6010779

CARTOON 5

Congressional oversight investigations are important examples of both separate powers and checks and balances. The House and Senate are the people's representatives and are responsible for overseeing executive branch agencies, the military, and any other offices or institutions that receive appropriated public funds. This cartoon depicts a Senate investigation of the Secret Service Agency.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

Untitled
Apr. 15, 1930
National Archives Catalog Number: 6012025

CARTOON 6

This cartoon refers to the legislative branch review of individuals appointed to the Supreme Court, but it also could apply to any high official whose appointment is subject to Senate confirmation. The Senate has the constitutional responsibility to evaluate the appointments of individuals to high Federal office by Presidents. Although political divisions within the Senate and between it and the White House have sometimes resulted in contentious nomination hearings, the Constitution mandates that the President and Senate must both agree on the appropriateness for office of every major appointee.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS AND THE CONSTITUTION: ARTICLES I AND II ILLUSTRATED

Reporting for Duty
Apr. 2, 1917
National Archives Catalog Number: 6011220

CARTOON 7

The Constitution vests in Congress—the representative branch—exclusive power to declare war. Congress's war power also illustrates the separate powers and responsibilities of Congress and the President. As Commander in Chief of the armed forces, the President implements and is bound by the goals, means, and limitations Congress specifies in the declaration of war. In this cartoon, the House and Senate report to Uncle Sam, a symbol of the nation, not the President.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT

The Founders created Congress as the representative branch of government with a House of Representatives and Senate that represent the people in different ways. Among the distinctions between the two institutions are the understanding of whom each body represents and how the House and Senate legislate. Understanding each institution and how they balance one another is critical to appreciating the Founders' plan for a government based on shared, separated powers. One of the most important features of the design is that both houses of Congress must agree on any bill before it goes to the President.

Congress Is the People's Representative Assembly

Each Census Reshapes the House

The Speaker Leads the House by Majority Rule

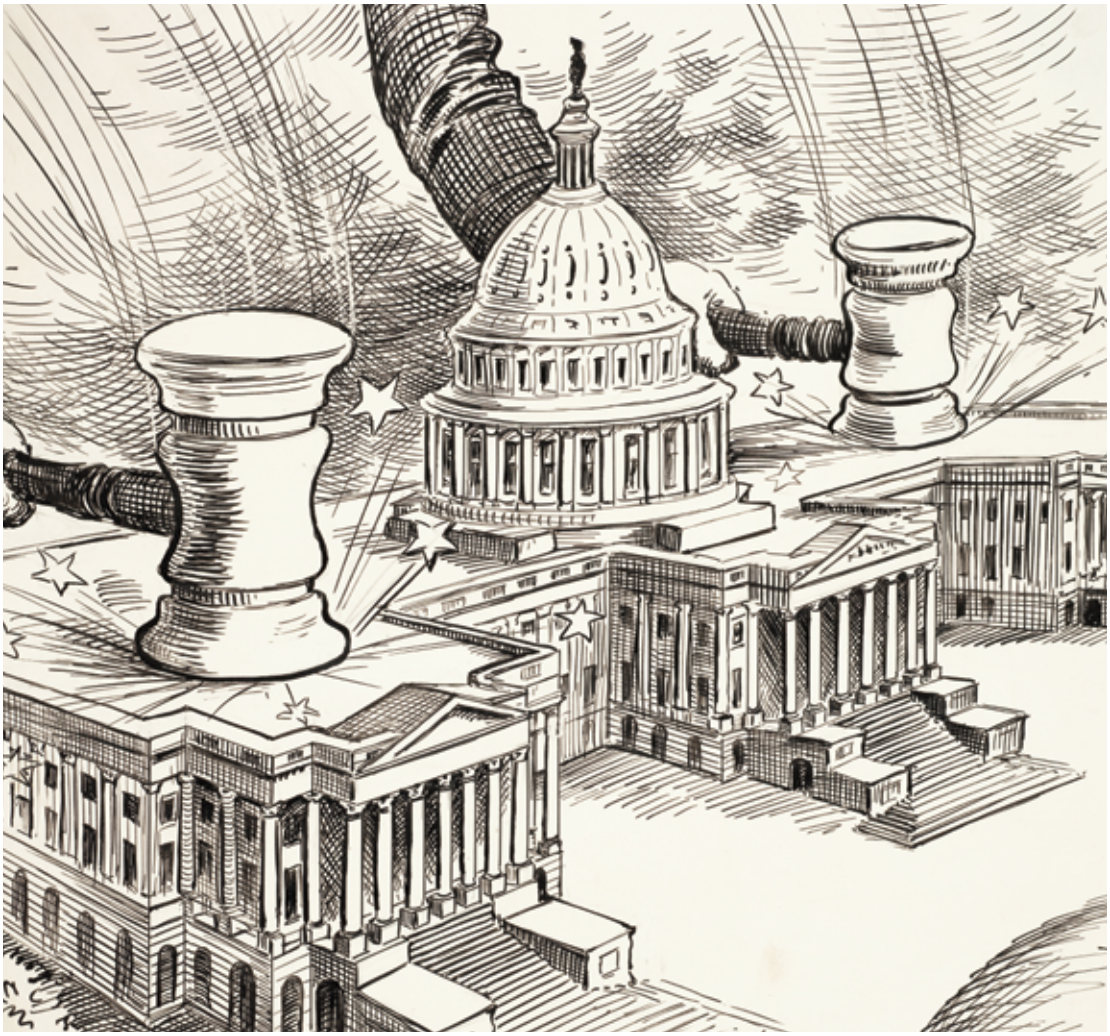
All Senators Are Equal, and Senate Minorities are Protected

All Bills Must Pass in Both the House and Senate

Opposition Can Block Bills in Either the House or Senate

A Filibuster Is an Opposition Strategy That Slows the Senate

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT



Congress Will Come to Order!
Dec. 2, 1912
National Archives Catalog Number: 306178

CARTOON 8

A new Congress convenes every two years when voters elect the entire House of Representatives and one-third of the Senate. The House and the Senate share legislative powers but have different rules and procedures. The House represents the people in their congressional districts, and the Senate represents them as residents of their states. As the representative branch of government, Congress taxes, decides how the government should spend public monies, keeps track of past spending, and serves as a public forum wherein all the great issues facing the nation are debated.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT

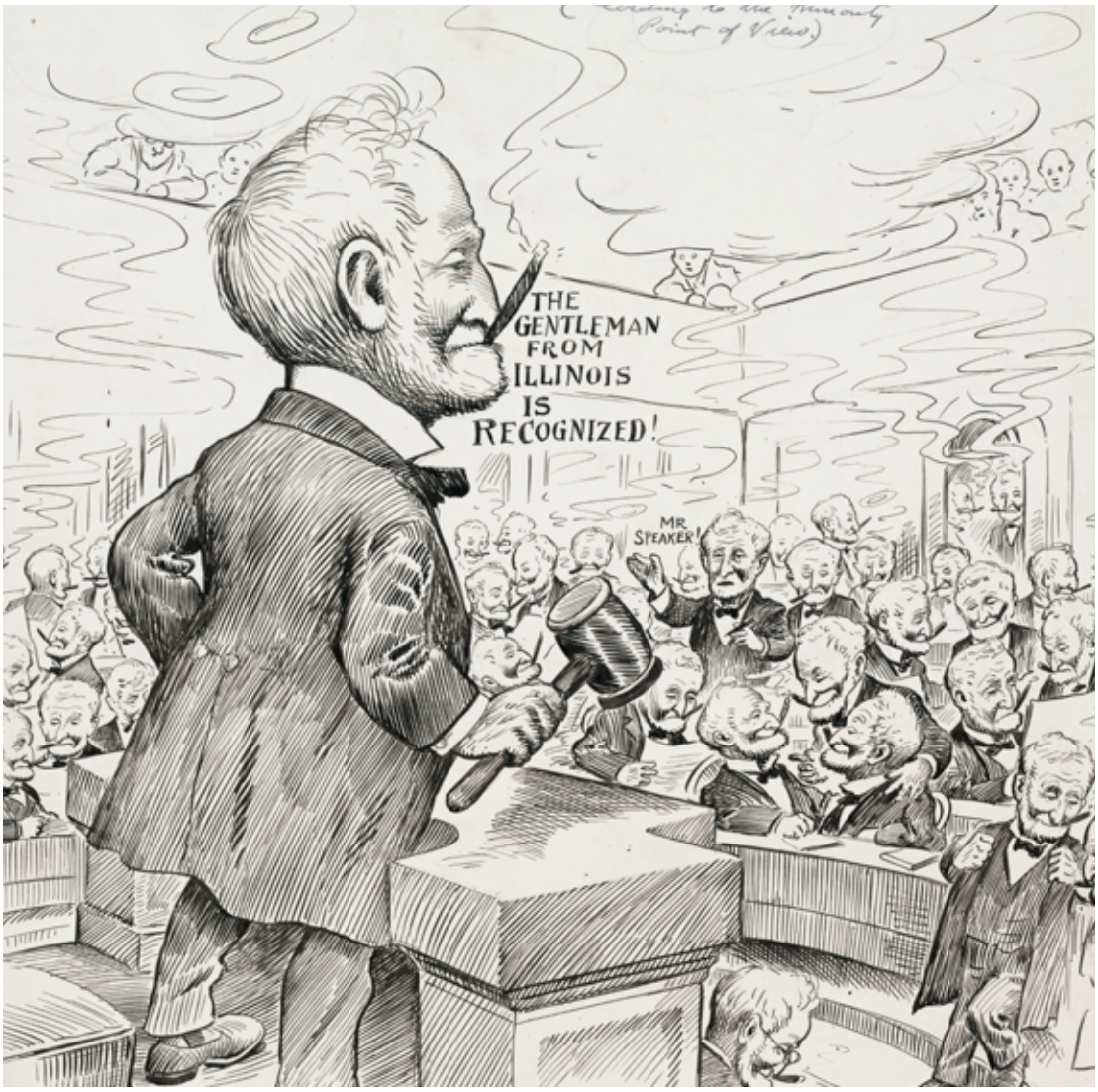
Untitled
Dec. 18, 1920
National Archives Catalog Number: 306177

CARTOON 9

The Constitution mandates that a census be taken every 10 years to apportion representation in the House of Representatives equitably among the states. The House is made up of one member from each congressional district geographically drawn by the states. From the 65 members of the House in the First Congress, membership grew with the country's population until legislation passed in 1911 capped the total number of seats at 435. With continued population growth, each member of the House represents about 700,000 constituents today. Also, with each census, states gain and lose seats matching the distribution of people across the United States.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT



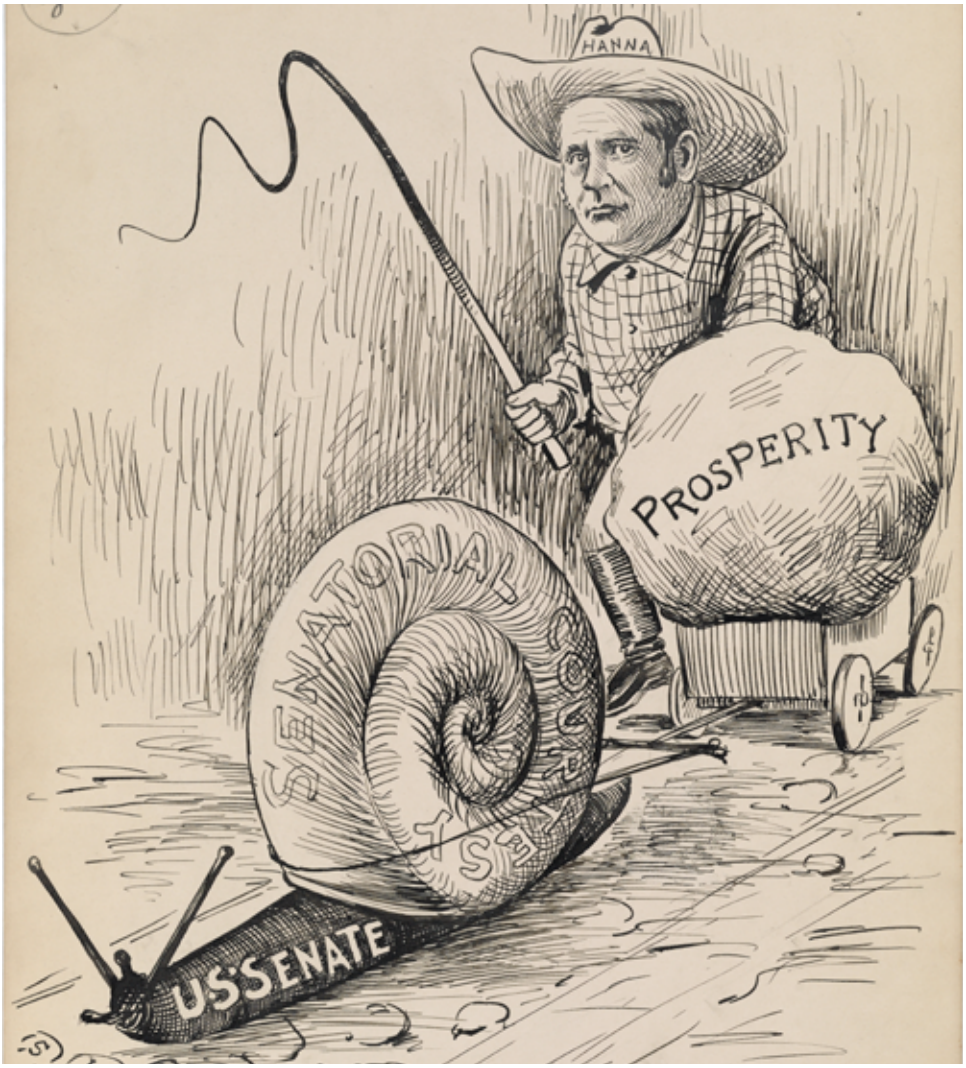
The House in Session (According to the Minority Point of View)
Apr. 16, 1908
National Archives Catalog Number: 6010752

CARTOON 10

Led by a powerful Speaker of the House whose party holds the majority of seats, the House of Representatives often works at a faster pace than the Senate and frequently leaves the minority party limited influence. This cartoon depicts the House under its most powerful Speaker to that point, Joseph G. Cannon of Illinois, who led the Republican majority in the House from 1903 to 1911.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT



It's Comin'. But Not with a House-like Gait
May 29, 1897
National Archives Catalog Number: 306161

CARTOON 11

The Senate operates in a manner and at a pace far different from the House. Senators represent states and serve staggered six-year terms, which means that only one-third of the Senators face reelection every two years and that the Senate is a continuously operating body. The Senate Majority Leader typically has less power than the Speaker of the House, Senate rules recognize the equality of all Senators, and Senate procedures protect the power of the minority. This 1897 caricature shows the slow deliberative pace of the Senate.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT

Pass that Bill Already Senate
Oct. 14, 1919
National Archives Catalog Number: 6011585

CARTOON 12

Congress is the only branch of the Federal Government with the power to make laws, but it is not easy for the House and Senate to jointly pass legislation. The Constitution requires that for a bill to become law, the House and Senate must pass identically worded bills. Because the House and Senate represent the public in different ways, they often look at issues from different perspectives, making agreements hard to achieve. As this cartoon shows, a bill that sails through one chamber can become bogged down in the other.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT

Strenuous Times for the Grand Old Party
Feb. 12, 1905
National Archives Catalog Number: 306142

CARTOON 13

A bill can originate in either the Senate or the House (except for bills that raise revenue), but determined opposition in either chamber can block the bill's advance. This 1905 cartoon illustrates that opposition can come from many sources. Either some agreement will enable the obstacle to be removed or the legislation represented by the train will not go forward.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS: THE ELECTED, REPRESENTATIVE BRANCH OF GOVERNMENT

Not Yet But Soon
Aug. 26, 1912
National Archives Catalog Number: 306171

CARTOON 14

The Senate filibuster is the most famous way to temporarily stop the work of the Senate. This stalling maneuver is one dramatic example of congressional rules that protect the power of minorities to influence the legislative process. Until 1917, Senate debate could only be terminated by unanimous consent—if a single Senator objected, debate continued. After the Senate established a cloture rule in 1917, a two-thirds majority could end debate. Today, the Senate needs a three-fifths vote—60 Senators—to invoke cloture. In this cartoon, a last-minute filibuster kept both the House and Senate in session. This tactic could force members to make reluctant agreements on legislation.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS:
MAKING LAWS FOR THE NATION

Making laws for the nation is the best-known duty of Congress. The legislative processes in the House and Senate comprise multiple steps in each chamber and provide numerous opportunities for information-gathering, debate, and voting. Whether members are in the majority or minority party, they can represent the opinions and wishes of their constituents at various points in the legislative process.

Congress Creates Laws for the Nation

Committee Chairs Organize the Work of Congress

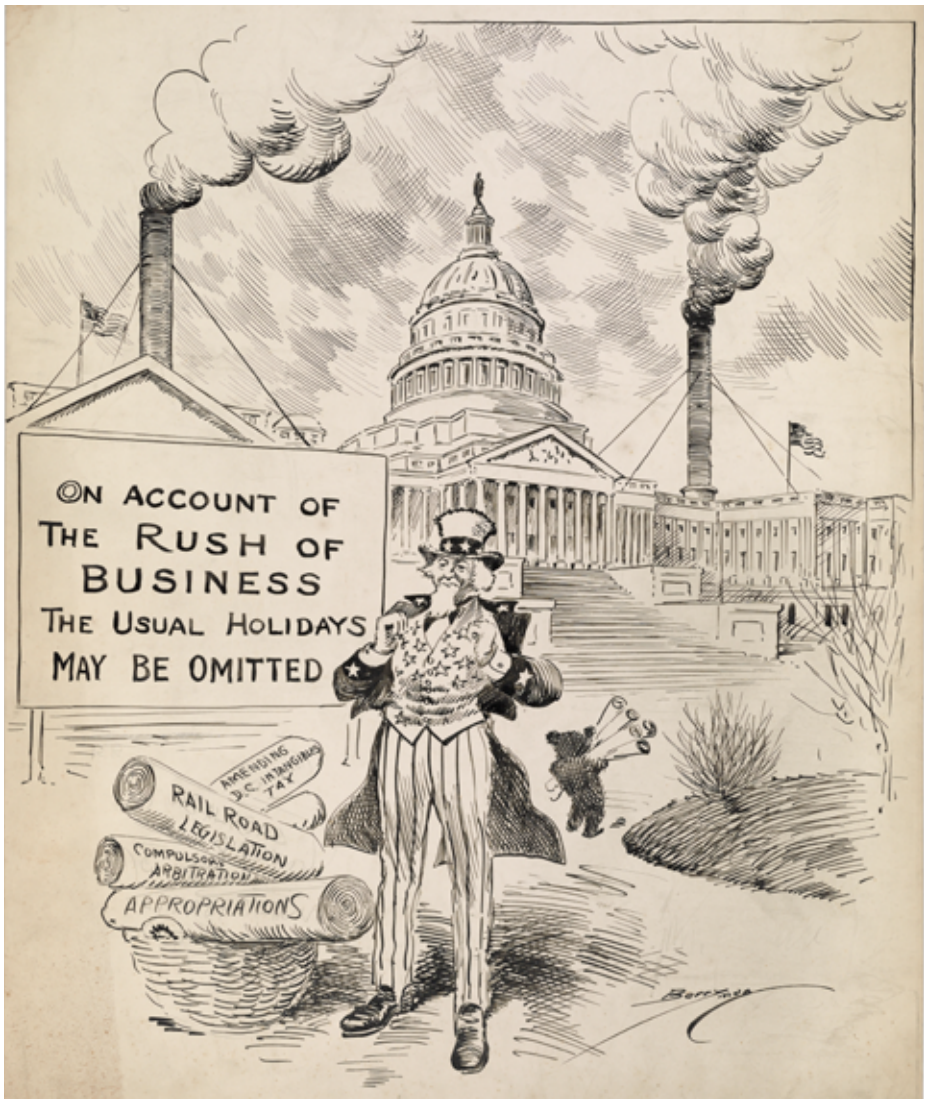
Committees Study Issues and Shape Bills

Congress Makes the Nation's Spending and Taxing Bills

Both the House and Senate Must Pass Each Bill That Advances

Amended Bills Reflect Compromises When Passed

CONGRESS:
MAKING LAWS FOR THE NATION



Steaming Up
Dec. 4, 1916
National Archives Catalog Number: 306093

CARTOON 15

This cartoon pictures Congress as a steaming factory churning out laws for the nation during a time of high activity. The reality is more complicated. Although Congress sometimes produces legislation quickly, it more typically works at a deliberative pace involving extensive information-gathering and debate. This cartoon also depicts how the work required to pass urgently needed legislation can prolong a congressional session.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS:
MAKING LAWS FOR THE NATION

Puzzle—Find The Committee Chairmen
Aug. 6, 1909
National Archives Catalog Number: 6010808

CARTOON 16

This cartoon underscores the prominence of House and Senate committee chairs on Capitol Hill. Legislation begins as bills proposed in either the House or Senate. In either chamber, the newly introduced bills are typically referred to committees, under the leadership of chairs. The committees study bills, and when they are convinced that a bill is worth pursuing, they refer it to the whole body for further work. This cartoon depicts an era when committee chairs had a great deal of independent authority over their committees. Since the 1970s, the Speaker of the House, Senate Majority Leadership, and party caucuses have reduced their autonomy.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS:
MAKING LAWS FOR THE NATION

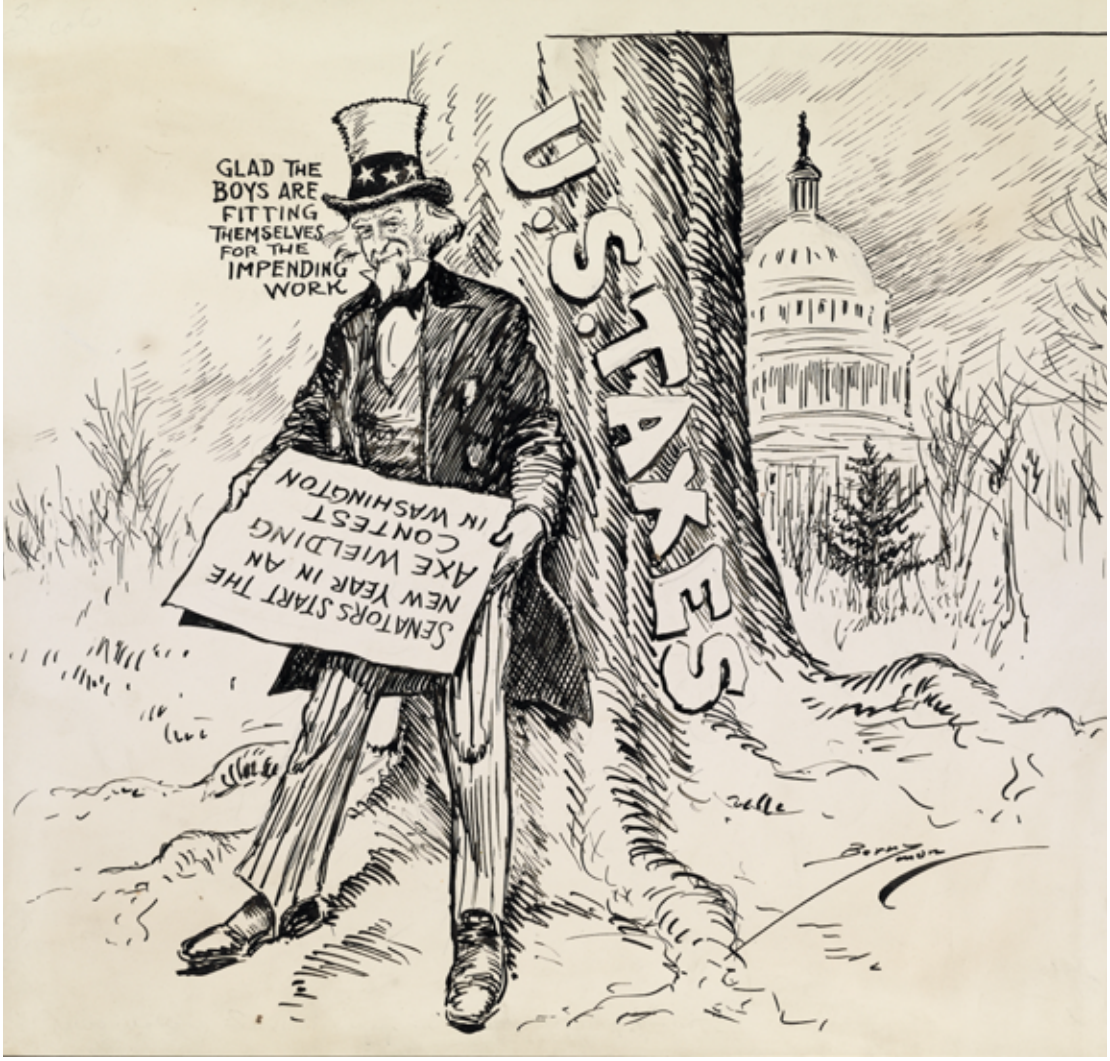
Why All the Lack of Enthusiasm in the Waiting Room?
May 10, 1947
National Archives Catalog Number: 6012391

CARTOON 17

Article I, Section 9, of the Constitution states that "No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law," giving Congress authority over government spending. Committees play a leading role in shaping the legislation through which Congress exercises this authority. The anxiety of these nervous bills reflects the power of Appropriations Committees to change the amounts of proposed appropriations from every other committee.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS:
MAKING LAWS FOR THE NATION



Spring Fads and Fashions
Jan. 2, 1924
National Archives Catalog Number: 6011829

CARTOON 18

The power to tax balances Congress's power to appropriate money for spending. Article I, Section 8, of the Constitution grants Congress power to "lay and collect taxes." Article I, Section 7, specifies that tax legislation must originate in the House of Representatives. Since the beginning of the Republic, Congress has grappled with what taxes should be levied, how much revenue should be raised, and who should bear the greatest tax burden. This cartoon shows Uncle Sam hoping that Congress is prepared to take an ax to taxes.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS:
MAKING LAWS FOR THE NATION

A Capitol Hill May Day Parade
May 1, 1933
National Archives Catalog Number: 6012137

CARTOON 19

Legislation is formulated in Congress through the steps undertaken independently in the House and Senate. While many bills are proposed in each chamber, far fewer pass both houses and are signed into law. The flurry of activity depicted in this cartoon represents the unusually fast-paced congressional action of the "Hundred Days" that followed the inauguration of President Franklin D. Roosevelt in 1933. A busy House has passed a number of bills that are on their way to the Senate. When they arrive, they will begin the legislative process all over again when and if the Senate decides to take them up.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS:
MAKING LAWS FOR THE NATION

Hepburn Rate Bill
May 15, 1906
National Archives Catalog Number: 6010631

CARTOON 20

The legislative process established in the Constitution requires that each bill pass through rigorous procedures in both houses of Congress, including opportunities to add amendments. A bill's journey through Congress is not complete until it has been passed in identical form by both houses. This cartoon depicts a bill that has been amended so much in the Senate that it is practically unrecognizable to its original House author.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

The Founders separated the legislative and executive power into two different branches of government and created balances between them. Article I of the Constitution outlines the powers of Congress, and Article II outlines those of the President. In most cases, the powers described in the two articles are complementary and result in shared authority. In many regards, effective governing often requires compromises between the two branches.

Successful Bills Become Laws With the President's Signature

A President's Objection (Veto) Returns a Bill to Congress

Congress Can Reconsider a Returned Bill and Override a Veto

Decisions about Taxes Involve Both the President and Congress

The President Proposes Spending and Taxes to Congress

Congress Shapes the Legislation That Is Sent to the President

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

Anyone Home?
Feb. 24, 1920
National Archives Catalog Number: 6011590

CARTOON 21

Even when a bill has cleared all the hurdles in the legislative process through both houses of Congress, it still requires the signature of the President to become law. Only a small percentage of bills introduced in any Congress make it this far in the legislative process. This cartoon conveys a railroad bill's anxiety about how it will be received by the President.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

The Next Time It May Be Final
July 14, 1946
National Archives Catalog Number: 6012355

CARTOON 22

Veto power—derived from the Latin phrase "I forbid"—gives the President the authority to block legislation. This executive power over a legislative action is an example of a constitutional check by one branch upon the authority of another. The Founders designed the Constitution with multiple checks and balances to ensure that no one branch can independently exert control of the government.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

Untitled
May 14, 1920
National Archives Catalog Number: 6011611

CARTOON 23

When a President vetoes a piece of legislation—provided that the action takes place within 10 days (Sundays excepted)—it is returned to the chamber of Congress where it originated along with a statement of why the President objects. That chamber then has an opportunity to vote on it again. If the bill receives a two-thirds majority, it is sent to the other chamber, where it is again voted upon. With a two-thirds majority in that chamber as well, the bill becomes law without the President's signature, a congressional action referred to as a veto override.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

Tax Him
Sept. 13, 1914
National Archives Catalog Number: 6011078

CARTOON 24

Governing involves weighing competing interests. This cartoon illustrates the shared responsibility of the President and Congress to determine the best type and level of taxes to impose. This cartoon suggests the shared responsibility of the two branches by showing President Woodrow Wilson and Secretary of the Treasury William Gibbs McAdoo in the foreground and the dome of the Capitol, along with Uncle Sam, in the background.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

Untitled
Jan. 21, 1946
National Archives Catalog Number: 6012326

CARTOON 25

From the adoption of the Constitution, Congress has evolved different ways to implement annual Federal budgets. In 1921, Congress passed the Budget and Accounting Act, which centralized budgeting and made the President responsible for submitting an annual budget to Congress. This 1946 cartoon depicts Congress's shocked reaction to the level of Federal spending that President Harry S. Truman proposed in the first post–World War II budget. Uneasy with the growth of Presidential power during the Great Depression and World War II, later that year Congress passed legislation that sought to regain its budgetary powers.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

CONGRESS AND THE PRESIDENT: BALANCING ARTICLES I AND II

Untitled
Jan. 13, 1948
National Archives Catalog Number: 6012415

CARTOON 26

Although Congress, according to law, reacts to the President's budget proposals, the legislative branch is not bound to accept the President's budget numbers or policy priorities. The power of the purse that Article I of the Constitution grants Congress means that the legislative branch is always constitutionally empowered to make final budgetary decisions if it is sufficiently determined to prevail over the President. This cartoon recognized that governing relationship and implies that Congress in 1948 had the will to cut the budget that President Harry S. Truman submitted.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

THE TWO-PARTY SYSTEM IN CONGRESS

Political parties play a crucial role in shaping how Congress works. The House of Representatives is controlled by the party holding the majority of seats. The Senate has a more complicated structure wherein the majority party sets the schedule, but the minority party can exercise great influence over the pace of events and can prevent many issues from coming to a vote.

Political Parties Play a Crucial Role in Running Congress

Each Party Seeks Issues That Will Lure Voters

Party Rivalry Reflects the Range of Opinion on Issues

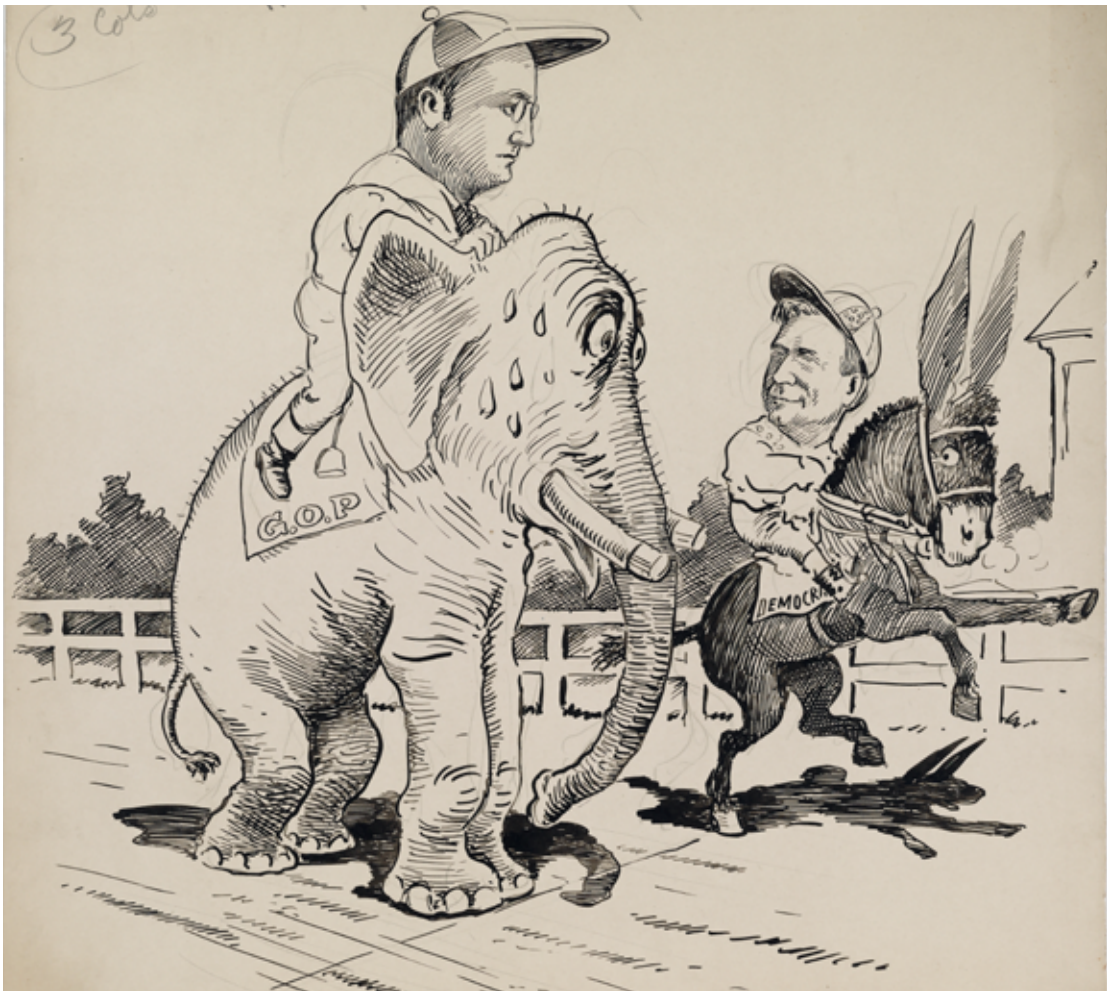
Parties Represent Voters When Proposing and Opposing Bills

Parties Pressure Each Other, but Also Compromise

Parties Compete to Promote Their Agendas With Voters

The People Show Their Support for Each Party When They Vote

THE TWO-PARTY SYSTEM IN CONGRESS



Lining Up For The Congressional Handicap
Apr. 15, 1906
National Archives Catalog Number: 6010628

CARTOON 27

Although the Founders hoped that political parties would not be a permanent part of the political landscape early on, parties quickly developed. Today's national Democratic and Republican political parties play a crucial role in determining how Congress operates, especially the majority party in the House of Representatives. This cartoon shows the Republican party, sometimes called the G.O.P. (Grand Old Party), and represented by an elephant, and the Democratic Party as commonly represented by a donkey. The two parties always jockey for influence with the voters and for control of Congress.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

THE TWO-PARTY SYSTEM IN CONGRESS

The Fishin' Season
June 7, 1919
National Archives Catalog Number: 1693475

CARTOON 28

Political parties try to win elections by choosing and angling for issues that will appeal to voters. This cartoon shows the two parties on the lookout for issues that will lure undecided voters to their side and away from the other party.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

THE TWO-PARTY SYSTEM IN CONGRESS

They Won't Agree on Anything!
Sept. 24, 1922
National Archives Catalog Number: 1693523

CARTOON 29

The rivalry between the two parties is a regular feature of congressional politics, and Democrats and Republicans often view congressional action and legislation from opposite perspectives. Going home at the end of the session, the two characters depicted in this cartoon have starkly different opinions of how the session went. Despite their differences, both parties contribute to the work of Congress, with the minority party often suggesting policy alternatives and obstructing bills that lack sufficient support to pass.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

THE TWO-PARTY SYSTEM IN CONGRESS

Untitled
Aug. 27, 1921
National Archives Catalog Number: 6011684

CARTOON 30

The strength and cohesion of the minority political party in each chamber can have significant effects on how quickly bills are passed or if they are passed at all. The members of the minority reflect the opinions and wishes of the voters who elected them to office. Even when they cannot completely block a bill, they can represent their supporters by slowing down the legislative process and displaying their opposition to the majority party's proposed legislative agenda.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

THE TWO-PARTY SYSTEM IN CONGRESS

Rocking the Boat
June 5, 1922
National Archives Catalog Number: 6011735

CARTOON 31

Each political party in Congress is eager to place the opposing party under political pressure. Conflict between political parties reflects the differences in interests and positions on major issues. Both parties act or communicate in ways calculated to rally their supporters. At other times, both parties are eager to compromise on policy or legislation. This cartoon shows Democrats placing Republicans under political pressure on the tariff issue, the key political issue of the era.

ANALYSIS QUESTIONS | DISCUSSION QUESTIONS | HISTORIAL CONTEXT

THE TWO-PARTY SYSTEM IN CONGRESS

On the Home Stretch
Nov. 7, 1904
National Archives Catalog Number: 1692304

CARTOON 32

Impressions about how well a campaign is going with the voters can be misleading. Although the donkey in this cartoon listens confidently and the elephant frets, both will learn the public's true opinion from the outcome of the next election. At the bottom of the image is written, "G.O.P. I wonder what he's hearing." Parties can be surprised at times by the messages voters send.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

THE TWO-PARTY SYSTEM IN CONGRESS

Untitled
July 28, 1946
National Archives Catalog Number: 306100

CARTOON 33

Having the voters choose their representatives is an important way that the ideal of popular sovereignty is translated into political reality. Each election allows the voters to take stock of the work of their representatives, and every two years each voter has a chance to appraise the work of their representatives in Congress.

ANALYSIS QUESTIONS **DISCUSSION QUESTIONS** **HISTORIAL CONTEXT**

A MEMBER'S JOB: REPRESENTING THE PEOPLE AND THE STATES

Each Member of the House and each Senator represents a group of constituents, makes laws for the nation, and participates in fulfilling specific constitutional duties of the House or Senate. House Members represent, and are accountable to, the constituents of one of the 435 districts spread across the 50 states, while each Senator represents a whole state.

Each Member Juggles a Wide Range of Responsibilities

Much of A Member's Work is Done Outside the Chamber

Fact Finding Is a Very Important Job for Members

Casting Votes Is the Defining Duty of a Member

The Constitution Sets the Length of Each Member's Term

Communicating With Voters is the Key to Reelection

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES

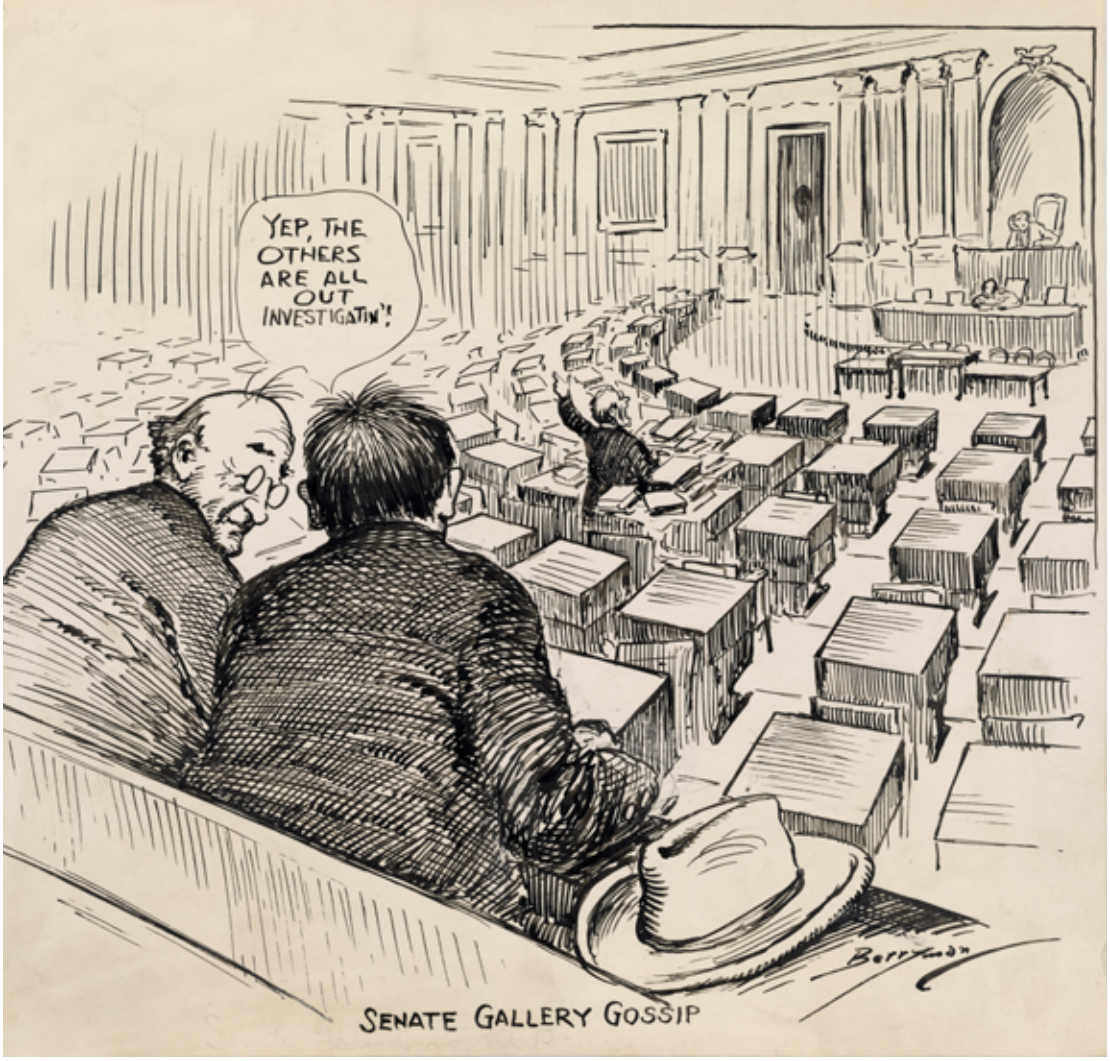
Untitled
Nov. 8, 1921
National Archives Catalog Number: 6011694

CARTOON 34

Whether in the majority or minority party, each Representative or Senator must juggle a wide range of demanding daily tasks related to the needs of constituents, their district or state, and the nation. Each member must keep informed about bills on many topics, participate in the work of committees, and fulfill numerous other responsibilities, including raising money for the next election campaign.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES



Political Scandals; Senate Investigations
Mar. 6, 1924
National Archives Catalog Number: 6011841

CARTOON 35

It is common for the Senate and House to be in session with few members on the floor. This cartoon shows two visitors to the Senate gallery noting that only one senator is on the floor because the others are conducting investigations. Much of the work of Congress occurs away from the House and Senate floor and includes meeting with constituents, working in committees, conducting investigations, and raising money for reelection.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES

Spring Fads and Fashions
Apr. 10, 1924
National Archives Catalog Number: 6011852

CARTOON 36

Although this cartoon pokes fun at the practice, fact-finding has been a duty of congressional Members from the early years of the republic. Individually, and as members of committees, Representatives and Senators look into issues of public concern and monitor how the public's money has been spent. Members of Congress also use their congressional staff and congressional committees to find facts that inform legislation and to assist their constituents.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES

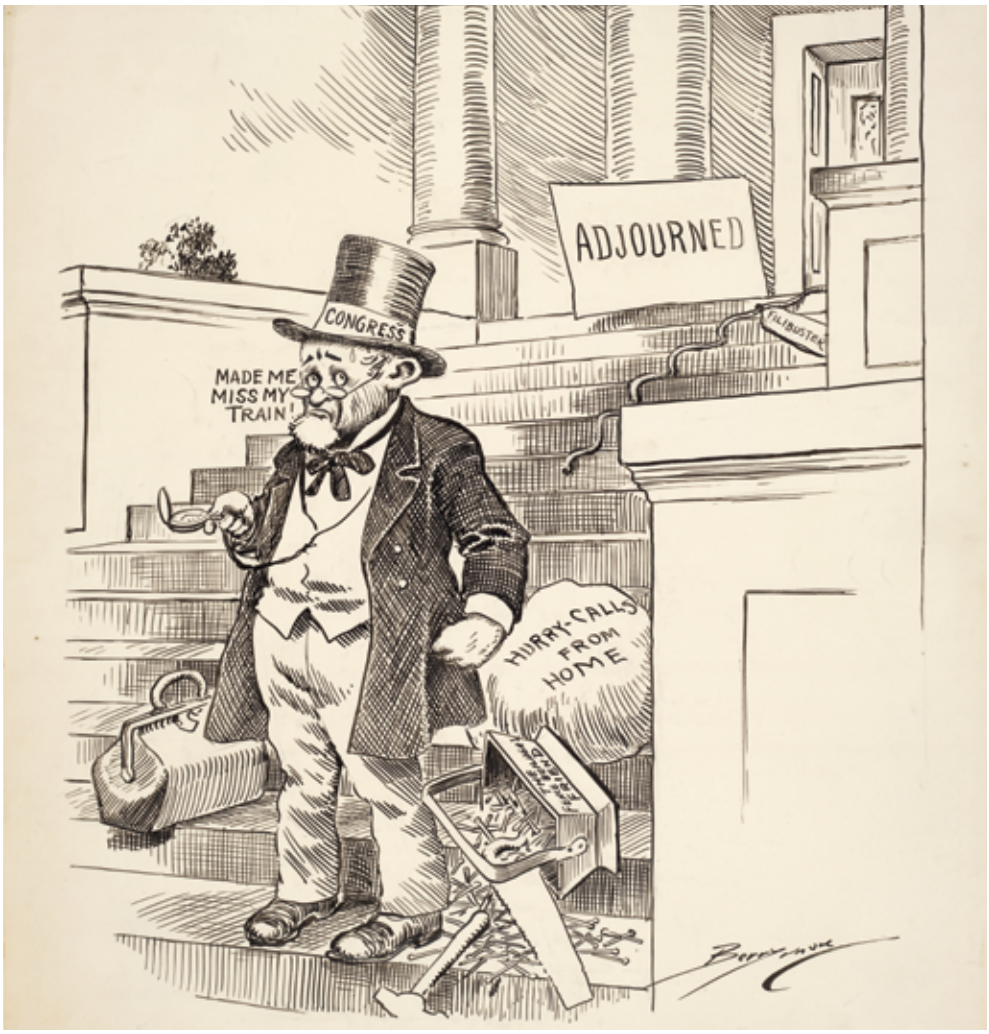
Votes in Congress
Mar. 24, 1922
National Archives Catalog Number: 6011718

CARTOON 37

Voting is the engine of democracy. Decisions at all levels of government are based on this expression of popular will. The House and Senate take many votes on each measure they debate. Votes in committee lead to votes in the full House and additional votes in the Senate. Typically, by the time a law is passed, Members of Congress have had many opportunities to demonstrate their support or opposition.

ANALYSIS QUESTIONS
DISCUSSION QUESTIONS
HISTORIAL CONTEXT

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES



Freed at Last
Aug. 27, 1912
National Archives Catalog Number: 1693460

CARTOON 38

Membership in Congress is not a permanent job. Representatives and Senators are elected to terms of specific duration. Each Congress is called into session—usually twice—in the two-year interval between elections to the House of Representatives. Each session of Congress has its own character, imparted by the political needs of the time, the personalities and ambitions of its Members, and the ebb and flow of institutional power within the House and Senate. The voters have the greatest influence on Congress, however, and their understanding of the institution plays an important role in how it functions.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

A MEMBER'S JOB:
REPRESENTING THE PEOPLE AND THE STATES

It's Not Going to be Such a Restful Month at That
Aug. 25, 1921
National Archives Catalog Number: 1693447

CARTOON 39

Communicating with constituents is a critical element of representation. Members of the House and Senate are busy addressing many complex issues on behalf of voters. When they return home from Washington, they must explain the actions they took, decisions they made, and their thoughts and plans for the future. This cartoon shows that the Members' work does not end when Congress is recessed.

ANALYSIS QUESTIONS | **DISCUSSION QUESTIONS** | **HISTORIAL CONTEXT**

WORKSHEET 1:
ANALYZING CARTOONS

Use this worksheet to analyze each cartoon. This worksheet is also available online.

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

WORKSHEET 2:
DISCUSSING CARTOONS AS ART REFLECTING CIVIC LIFE

Answer the following statements and questions to discuss the ideas conveyed in the selection of cartoons by Clifford K. Berryman.

1. Identify three elements of one cartoon that either support or contradict the following statement: "Clifford Berryman's cartoons are much more than political caricatures; each stands alone as a timeless work of art."

2. While each cartoon captures a moment in history, choose three cartoons to make a hypothesis about Berryman's political point of view about civic life or government.

3. Which single Berryman cartoon best embodies the phrase "a picture is worth a thousand words"?

4. What insight does the cartoon you selected for the preceding question contribute to understanding the action of the House of Representatives, Senate, or Congress?

5. What aspect of representative government does Berryman's art most thoughtfully convey? Which cartoon best expresses this idea?

WORKSHEET 3:
OPTIONAL ACTIVITY
CONTEXTUALIZING CARTOONS

Use the following questions to relate each cartoon to its historical context and to the other cartoons in this selection of Berryman cartoons.

1. Read the caption about your assigned cartoon that is found in the Historical and Contextual Information section of this eBook. How does your assigned cartoon represent facts or political processes described in the caption?

2. What major historical events are reflected in this cartoon?

3. Does the cartoon have a title or caption, and if so, how do they contribute to its meaning?

4. How is Berryman's point of view on the topic conveyed by the cartoon?

5. How does this cartoon compare or contrast with another Berryman cartoon that uses similar imagery or concerns a similar topic?

HISTORICAL AND CONTEXTUAL INFORMATION ABOUT EACH CARTOON

CARTOON 1

November 7, 1912

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon was published on the day after the 1912 election and before the outcome was completely known. It seemed likely that the Democrats would control the White House and the Senate by a very narrow margin, perhaps by virtue of the tie-breaking vote of Vice President Thomas R. Marshall. The Democrats also controlled the House with a large 291–134 seat majority. The caption "Lan' sakes, what will I do with 'em?" is an ironic question as the Democrats now would control the White House and both houses of Congress for the first time since 1895.

CARTOON 2

March 27, 1898

HISTORICAL AND CONTEXTUAL INFORMATION:

The USS *Maine* exploded on February 15, 1898, and the event shifted congressional sentiment in favor of war. Two months later, on April 11, President William McKinley asked Congress for authority to send American troops to Cuba to support the insurgent fight against Spain's rule. Berryman emphasizes the importance of unity behind the Declaration of War against Spain by showing a three-part team made up of the House, Senate, and Executive leading the way to victory in the Spanish-American War. The cartoon foreshadowed the impassioned debate over U.S. "Imperialism" in the election of 1900.

CARTOON 3

May 18, 1948

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon illustrates a struggle between the Senate and President Harry S. Truman in 1948. In May of that year, Truman nominated five incumbent members of the Atomic Energy Commission to remain at their posts within the organization. These individuals required congressional confirmation, and the Senate refused to confirm them until they were privy to FBI reports on each of the individuals. Truman refused such investigations as an encroachment by the legislative branch on the executive.

CARTOON 4

December 4, 1917

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon was published the day after Secretary of the Treasury William G. McAdoo informed Congress that the Wilson administration would request an unprecedented appropriation of $13.5 billion to fund government operations during the next fiscal year. This figure included a $7 billion loan to wartime allies and reflected the immense costs of waging World War I. In this cartoon Uncle Sam stands before a counter as a figure representing Congress and holds out a check for $13.5 billion, their latest fiscal authorization to finance the war effort and fund Federal Government programs. In addition to the one-year total, McAdoo informed Congress that the projected cost of United States involvement in the war would total over $32 billion.

CARTOON 5

December 17, 1908

HISTORICAL AND CONTEXTUAL INFORMATION:

President Theodore Roosevelt's December 8, 1908, Eighth Annual Message to Congress revealed that Secret Service investigations had contributed to the conviction of a corrupt Senator and a Congressman involved in land fraud. The Senate, wary of Roosevelt's expansive notions of Presidential power, took great offense that an executive branch "spy agency" investigated Members of Congress, and they launched their own investigation of the Secret Service. Published when the Senate adopted a resolution to initiate the investigation, this cartoon shows the Senate armed with a resolution as it trails a Secret Service agent through the shadows.

CARTOON 6

April 15, 1930

HISTORICAL AND CONTEXTUAL INFORMATION:

When Associate Justice Edward Terry Sanford died in 1930, President Herbert Hoover nominated John J. Parker of North Carolina to replace him on the Supreme Court. The nomination proved to be controversial, largely due to a perceived anti-labor bias in Parker's previous rulings, and triggered protests in the form of letter-writing campaigns organized by the National Association for the Advancement of Colored People and the American Federation of Labor. The fierce opposition contributed to a contentious confirmation process in the Senate, which is constitutionally required to provide its advice and consent to such nominations. Published in the midst of the Senate Judiciary Committee's consideration of the nomination, Berryman's cartoon suggests that medieval body armor would be the appropriate attire for Supreme Court nominees facing such tough Senate scrutiny. On May 7, 1930, the Senate rejected Parker's nomination by a vote of 39–41.

CARTOON 7

April 2, 1917

HISTORICAL AND CONTEXTUAL INFORMATION:

The sinking of American ships by German submarines focused attention on the prospect of United States entry into World War I. War in Europe had broken out in 1914, and the United States had remained neutral, but Germany's declaration of a policy of unrestricted submarine warfare on February 1, 1917, followed by the sinking of unarmed American merchant ships, sparked outrage nationwide. An extraordinary session of Congress called by President Woodrow Wilson convened on April 2 to address the conflict with Germany and other issues carried over from the previous session. This cartoon shows the House and Senate reporting to Uncle Sam for duty with the issues of submarine attacks and rights violations lying on the desk.

CARTOON 8

December 2, 1912

HISTORICAL AND CONTEXTUAL INFORMATION:

The final session of the 62nd Congress (1911–1913) convened on December 2, 1912, just a few weeks after the election of Democrat Woodrow Wilson as President. This "lame duck" session would prepare appropriation bills to fund the government, conclude ongoing investigations, consider a constitutional amendment to limit the President to one term, and prepare for a special session of the newly elected 63rd Congress. The new Congress would meet on March 4, 1913, inauguration day of the new President, with Democratic Party control of both the House and the Senate.

CARTOON 9

December 18, 1920

HISTORICAL AND CONTEXTUAL INFORMATION:

Article I of the United States Constitution requires a census of the population every 10 years for the purpose of apportioning the members of the House of Representatives. Uncle Sam announces the results of the 1920 census, 105,708,771 people, and reminds the House that seats will soon be reapportioned among the states. Teddy Bear watches in the background, holding a tape measure as Uncle Sam asks the House: "About time to measure yourself again?"

CARTOON 10

April 16, 1908

HISTORICAL AND CONTEXTUAL INFORMATION:

Berryman's cartoons often depicted the power that Joseph G. Cannon held as Speaker of the House from 1903 to 1911. Cannon concentrated vast power in the position of Speaker by serving simultaneously as Chairman of the House Rules Committee, a post that gave him the authority to appoint all the other committee chairs. His control over action in the House earned him the nickname "Czar Cannon." In this cartoon, Berryman portrays the House as a place where the Speaker had the power to recognize only members who agreed with him—clones of Cannon, illustrated on the House floor—and to ignore both reformers in his own party and the Democratic Party minority.

CARTOON 11

May 29, 1897

HISTORICAL AND CONTEXTUAL INFORMATION:

In 1897, the country was still feeling the effects of an economic depression and many eagerly awaited congressional enactment of tariff legislation they hoped would restore prosperity. With little debate, the House quickly passed a tariff bill in March, 1897, but the legislation stalled as the more deliberative Senate substantially revised the bill. As Senate debate continued, frustration grew with the slow pace of legislative action, due in part to what was often referred to as "senatorial courtesy," or the Senate's willingness to allow for unlimited debate and obstructive tactics. It took the persuasive skill of Ohio senator Mark Hanna, a key ally of President William McKinley, to bring the tariff bill to passage in the Senate. This cartoon depicts Senator Hanna driving a slow moving snail of senatorial courtesy to make way for the prosperity expected to come from adoption of the new tariff.

CARTOON 12

October 14, 1919

HISTORICAL AND CONTEXTUAL INFORMATION:

The year 1919 was marked by labor unrest. Public attention was riveted on Boston where the city's police formed a union under the auspices of the American Federation of Labor (AFL) in August and voted to begin a strike for higher wages in early September. The Washington, DC, police were widely viewed as underpaid, and Congress had been debating the issue of raising their pay since earlier in the summer. The day before this cartoon appeared, the House voted 222–8 to grant a raise to the police with the stipulation that local police not join the AFL. Berryman does a little lobbying for the police, with a policeman directing the Senate to quit loitering and pass the bill. Legislation granting a pay raise was signed in November.

CARTOON 13

February 12, 1905

HISTORICAL AND CONTEXTUAL INFORMATION:

Supported by Republican President Theodore Roosevelt and a coalition of reform Republicans and Democrats, the Esch-Townsend Bill, a measure to grant the Interstate Commerce Commission (ICC) power over railroad rates, passed in the House by a large majority. Since government regulation of rates would weaken the hand of business interests represented by the slain beef-trust cow, pro-business Republican opposition blocked the bill's path in the Senate. The next year, Congress passed the Hepburn Act, which empowered the ICC to regulate rates after complaints were registered by dissatisfied shippers.

CARTOON 14

August 26, 1912

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon appeared on the last day of the lengthy second session of the 62nd Congress (1911–1913) when members of Congress were eager to return home to campaign for reelection. Two threats of Senate filibuster held up Congress's adjournment—one on the Senate's amendments to the general deficiency bill (legislation providing funding for government operations) and the other on a proposed investigation of campaign financing related to the 1904 Presidential election. In addition to causing a delay for the members of the House and Senate, the last-minute wrangling also caused the President to delay departing on a long-anticipated vacation. President William Howard Taft had missed several trains as he waited at the Capitol all night on August 25 to sign the funding measure.

CARTOON 15

December 4, 1916

HISTORICAL AND CONTEXTUAL INFORMATION:

When a three-month session of the 64th Congress (1915–1917) convened on December 4, 1916, Europe was at war and President Woodrow Wilson was preparing the nation for war. He urged members to enact railroad legislation in addition to the appropriations and other measures that they would need to complete. Meeting with the President the evening before the start of the session, House Speaker Champ Clark (D–MO) asked Wilson to support eliminating the usual two-week holiday recess. This cartoon features two characters, Teddy Bear and Uncle Sam, in a dramatization of the Speaker's request.

CARTOON 16

August 6, 1909

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon was published in August 1909, the day after Republican House Speaker Joseph G. Cannon demonstrated the power that earned him the title "Czar Cannon." Speaker Cannon punished several leading members of his party who had bitterly opposed changes to House Rules that further increased Cannon's authority. As the congressional session ended, Cannon axed three powerful committee chairs who had led an insurgent faction resisting his power grab, and also punished their allies. On the last day of the session, Cannon had a clerk read a list of positions that Republican members of the House would hold during the next session. As the cartoon suggests, newly promoted Cannon loyalists beamed as they heard the news, but the punished insurgents, who had been stripped of their powerful posts, were left feeling shocked and dejected.

CARTOON 17

May 10, 1947

HISTORICAL AND CONTEXTUAL INFORMATION:

In 1947, Republicans gained control of Congress for the first time since 1931, and Representative John Taber (R–NY) became chair of the House Appropriations Committee. These bills, passed by the authorizing committees typically sympathetic to executive departments, appeared to be headed for cuts by the Appropriations Committee, which was responsible for making final decisions on spending levels. The United States was in an economic recession, and the new Republican majority favored reduced appropriations for some Federal Government departments. Taber's threatened budget cuts sparked protests from department secretaries who were members of Democratic President Truman's cabinet.

CARTOON 18

January 2, 1924

HISTORICAL AND CONTEXTUAL INFORMATION:

Tax reduction was high on the agenda for the 68th Congress (1923–25). In December 1923, Secretary of the Treasury Andrew W. Mellon proposed a plan to reduce taxes imposed during World War I. Mellon's tax scheme was supported by the Republican majority in the House and Senate. Democrats in the House, led by Representative John Nance Garner, opposed the reductions arguing that the plan favored the wealthy, but public sentiment to reduce wartime taxes was strong. Tax policy would be the chief item on the agenda when the House returned from the holiday recess, with the leadership promising a vote by mid February. Berryman shows Uncle Sam leaning against a large tree trunk representing United States Taxes, reading a paper that notes that the Senators will start the new year in an ax-wielding contest. Uncle Sam comments: "Glad the boys are fitting themselves for the impending work."

CARTOON 19

May 1, 1933

HISTORICAL AND CONTEXTUAL INFORMATION:

After Franklin D. Roosevelt was sworn in as President in March 1933, the first "Hundred Days" witnessed a flood of legislative proposals designed to address the problems resulting from the Great Depression: high unemployment; unprecedented, widespread hunger; low business confidence; and the banking crisis. Berryman captures the frenzy of the "Hundred Days," as several legislators and a House page, loaded with new legislation, sweat as they trudge from the House to the Senate.

CARTOON 20

May 15, 1906

HISTORICAL AND CONTEXTUAL INFORMATION:

The House passed the Hepburn Act after two years of popular agitation for legislation to regulate the rates that railroads could charge shippers. The measure also had the strong support of President Theodore Roosevelt. The Senate passed the bill in May 1906 after long debate, and many amendments were offered to virtually every one of its provisions. Many questions were also raised about the constitutionality of one of the bill's main features that granted authority to a commission to exercise its judgment in setting freight rates. This cartoon depicts the much-amended Senate bill being returned in May to the House and its sponsor, Representative William P. Hepburn. The Hepburn Act was signed into law on June 29, 1906.

CARTOON 21

February 24, 1920

HISTORICAL AND CONTEXTUAL INFORMATION:

During World War I, the government had seized control of the nation's railroads as part of the effort to shift the economy to wartime production. Two years after the war's end, both houses of Congress approved a railroad bill in early 1920 that would denationalize ownership, and that bill was sent to President Woodrow Wilson for his approval. The railroad bill, with top hat in hand and O.K. stamps from both the House and the Senate on his frock coat, rings the doorbell at the White House. Despite pleas for a veto by labor organizations, President Wilson signed the measure into law on February 28.

CARTOON 22

July 14, 1946

HISTORICAL AND CONTEXTUAL INFORMATION:

The Office of Price Administration (OPA) was a Federal agency established by executive order in 1941 with power to control prices and rents during World War II. President Harry S. Truman vetoed legislation in June 1946 extending the life of the agency because it weakened OPA's ability to stabilize prices as the nation transitioned to a peacetime economy. When Congress passed a revised bill the next month, the President signed it reluctantly because he did not believe it adequately protected the public from inflationary price increases.

CARTOON 23

May 14, 1920

HISTORICAL AND CONTEXTUAL INFORMATION:

As Congress debated the ratification of the Treaty of Versailles, relations between President Woodrow Wilson and Congress became acrimonious and affected more mundane issues. In May, 1920, President Woodrow Wilson vetoed the $104 million appropriation for salaries and miscellaneous expenses of the legislative, executive, and judicial branches of government because he objected to language in the bill that limited the executive branch's authority to issue printed publications. This veto threatened funding for the day-to-day operation of government over a dispute about a minor part of the bill. The President decried attempted congressional "censorship," while House and Senate leaders responded that the President apparently had been misinformed about the intent of the bill's language related to printed materials.

CARTOON 24

September 13, 1914

HISTORICAL AND CONTEXTUAL INFORMATION:

As World War I broke out in Europe, President Woodrow Wilson, Republicans and Democrats in Congress, and special interest groups were divided on how to raise additional funds for the administration's proposed war revenue plan. Berryman shows the problem—each interest group suggests that taxes be levied on someone else's product, such as drugs, freight bills of lading, moving pictures, beer, incomes, whiskey, or playing cards.

CARTOON 25

January 21, 1946

HISTORICAL AND CONTEXTUAL INFORMATION:

Berryman illustrates a shocked Congress receiving the State of the Union and State of the Budget address from President Harry S. Truman in 1946. Combining the two messages had not occurred since President Herbert Hoover did so in his message to Congress in the Depression year of 1930. President Truman believed this approach was imperative for effective governance in the postwar conditions of economic uncertainty and international instability. The Republican majority rejected Democratic President Truman's budget plan to maintain revenues at the previous year's level.

CARTOON 26

January 13, 1948

HISTORICAL AND CONTEXTUAL INFORMATION:

In this cartoon President Harry S. Truman shows his concern over the future of his $39.7 billion budget for the 1949 fiscal year. His concern was very much justified because Republicans held a 54 to 51 majority in the Senate and a 243 to 185 majority in the House. By decreasing spending on foreign aid, the Republican majority ultimately cut Truman's budget by $2.4 billion. The budget determined the level of government spending, a highly charged issue in the Presidential election year of 1948.

CARTOON 27

April 15, 1906

HISTORICAL AND CONTEXTUAL INFORMATION:

Though the riders are unidentified, this April 1906 cartoon captures the mood of the parties six months ahead of the election to determine the makeup of the House in the 60th Congress (1907–9). Looking ahead to the campaign, the Republican elephant sweats with anxiety while the Democratic donkey is cool and confident. The Republican Party held majorities in both houses, 59–31 in the Senate and 251–135 in the House, but the party membership was deeply divided over the issue of the tariff. The *Washington Post,* the newspaper in which this cartoon appeared, warned that Republican divisions could lead to Democratic gains in the November elections.

CARTOON 28

June 7, 1919

HISTORICAL AND CONTEXTUAL INFORMATION:

When this cartoon was published, the 1920 Presidential election was nearly 1½ years away. In the wake of World War I, both parties remained without clear front-runners and campaign platforms now that the national agenda no longer turned on the war in Europe. This cartoon depicts the Republican elephant and the Democratic donkey seated on the same log fishing on different sides of the "campaign issues pool." Little did Berryman know at the time, three weeks later the Treaty of Versailles, which officially ended World War I, was signed. The historic congressional debate over American membership in the League of Nations began and became the dominant political issue in the congressional and Presidential election of 1920.

CARTOON 29

September 24, 1922

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon shows the Democratic donkey and the Republican elephant leaving the Capitol to return home and campaign for reelection when the 67th Congress (1921–23) recessed in September 1922. The cartoon was published as both parties were mapping their strategies for the fall election campaign, and each hoped that their actions in Congress would contribute to electoral victory. The elephant remembers Republican successes while the donkey remembers Republican failures. Despite considerable legislative success for the Republicans in the previous session, the midterm congressional election of 1922 reduced the Republican majorities in both the Senate and the House.

CARTOON 30

August 27, 1921

HISTORICAL AND CONTEXTUAL INFORMATION:

This cartoon shows the Democratic donkey two days after the summer recess of the first session of the 67th Congress (1921–23). The Republican Party controlled the Presidency and both houses of Congress and passed the Immigration Quota Act, the Budget and Accountability Act, and legislation regulating meat packers and stockyards. The Democratic minority claimed that Congress accomplished little. When the old-timer asks, "You say they loafed along. What did you do?" the donkey responds, "I fought every move they made."

CARTOON 31

June 5, 1922

HISTORICAL AND CONTEXTUAL INFORMATION:

In the 1920s, the Republican Party was in control of the White House and had majorities in Congress, and party differences over the tariff reemerged. An emergency tariff bill was passed by a special session of Congress and signed by President Warren G. Harding in May 1921. While giving more protection to farmers, the bill was considered temporary and was to be replaced by permanent legislation. Although the House of Representatives passed a bill reinstituting high protective tariffs, the Senate was far more divided and took several months to consider the tariff issue. Berryman highlights the political differences with the Democratic mule rocking the "tariff legislation" boat while shouting "Gee, ain't this fun?" while the Republican elephant cowers in fear at the back of the rowboat. The following year, Republicans passed the Fordney-McCumber Tariff Act, which established the highest rates up to that time.

CARTOON 32

November 7, 1904

HISTORICAL AND CONTEXTUAL INFORMATION:

Although the election of 1896 signaled the ascendency of the Republican Party, this cartoon draws attention to the overwhelming confidence portrayed by the Democratic Party on the eve of the 1904 Presidential election. Despite public opinion polls indicating incumbent President Theodore Roosevelt's lead, the Democrats confidently claimed the "silent vote" would ensure Alton B. Parker's victory on election day. Ultimately, the Republicans had nothing to fear, and the Democrats' optimism was groundless. Roosevelt won with nearly 58 percent of the popular vote and the electoral vote of 336–140.

CARTOON 33

July 28, 1946

HISTORICAL AND CONTEXTUAL INFORMATION:

This July 28, 1946, cartoon refers to the Legislative Reorganization Act of 1946 (PL 79-601), a reassertion of the power of Congress lost to the executive branch during the Great Depression of the 1930s and World War II. Congress established a Joint Committee on the Organization of the Congress in February 1945 in an effort to improve congressional organization and efficiency. The legislation halved the number of standing committees, increased staff resources, assigned some committees executive oversight responsibilities, raised congressional salaries, eliminated specific types of private bills, and required the registering of lobbyists. This cartoon depicts Senate Majority Leader Alben Barkley (D–KY) and Speaker of the House Sam Rayburn (D–TX) speaking with John Q. Public. Berryman implies that the Democratic leadership in Congress had hopes that congressional reform would be politically popular. John Q. Public's reply, however, suggests that Berryman was skeptical of the reform's political impact. The cartoonist's judgment was confirmed when the Republicans swept to power in November 1946 and gained control of the House and Senate.

CARTOON 34

November 8, 1921

HISTORICAL AND CONTEXTUAL INFORMATION:

A weary Senator slumps in his office chair at the close of a 15-hour day on November 7, 1921. He is surrounded by piles of paper representing all of the amendments and substitute bills he had to review as the Senate debated a much-amended tax bill before passing it by a 38–24 vote. The bill passed the House by a vote of 232 to 109. It was then reshaped in conference committee between the House and Senate and in several rounds of amending between the two chambers. After a month of intense legislative work, the tax bill was signed by President Warren G. Harding on November 23.

CARTOON 35

March 6, 1924

HISTORICAL AND CONTEXTUAL INFORMATION:

Two visitors sit in the gallery in this 1924 cartoon, and one comments, "Yep, the others are all out investigatin'!" He refers to the many scandals, particularly those related to oil leases, such as the Teapot Dome scandal, that involved high officials in both the legislative and executive branches and friends of the recently deceased President Warren G. Harding. During the days preceding the publication of this cartoon, a Senate committee investigation of alleged crimes involving Attorney General Harry M. Daugherty had led to calls for his resignation. A month later on March 28, 1924, President Calvin Coolidge accepted Daugherty's resignation.

CARTOON 36

April 10, 1924

HISTORICAL AND CONTEXTUAL INFORMATION:

Scandals originating during the Presidency of Warren G. Harding consumed the time and energy of many members of Congress as several of the President's close personal friends and high-ranking officials in his administration were accused of personally profiting from their government positions. As investigations of the Teapot Dome and other scandals continued, and their scope expanded, it seemed that everyone in Washington was investigating someone. Berryman neatly illustrates the situation with a circle of legislators; each person holds a magnifying glass to investigate the person in front of him.

CARTOON 37

March 24, 1922

HISTORICAL AND CONTEXTUAL INFORMATION:

After World War I, the terms and amounts of compensation to war veterans was intensely debated in Congress. The House of Representatives voted 333–70 to endorse a military bonus plan for persons who served in World War I. Berryman employs two of his most memorable characters, Uncle Sam and Teddy Bear, to count the "yea" and "nay" votes on the bonus bill. The bill was debated and voted upon before packed House galleries after a long day of debate over the bill and its various provisions. After months of debate, the Senate passed the bonus bill with amendments in September by a vote of 33 to 21. A House–Senate conference committee negotiated a final version of the bill, which was passed by both houses. The legislation was sent to President Warren G. Harding, who vetoed it on September 18. The next day, the House voted 258–34 to override the veto, but on September 20 the veto was sustained in the Senate by a vote of 28 to 44.

CARTOON 38

August 27, 1912

HISTORICAL AND CONTEXTUAL INFORMATION:

That Congress is forced to stay in session beyond its targeted adjournment date because of its full schedule and the need to get essential legislation passed is a common theme in Berryman's cartoons. This cartoon appeared on the last day of the lengthy second session of the 62nd Congress (1911–13). This session began on December 4, 1911, and there was no end in sight as the 1912 election neared, a pivotal election that would determine which party controlled Congress and the White House. Members of Congress were eager to return home to campaign for reelection, but two threatened filibusters loomed. The Senate met into the early morning hours of August 27 before adjourning, and a broken rope labeled filibuster lies on the steps next to a sign that reads "Adjourned." The relieved congressman would be free to go home except that he missed his train.

CARTOON 39

August 25, 1921

HISTORICAL AND CONTEXTUAL INFORMATION:

This 1921 cartoon highlights the never-ending dilemma faced by Members of Congress—explaining votes on various issues to the diverse interests back home. A worried congressman hurries home with satchel in one hand and an armload of papers under the other. His papers provide information on "questions to be answered, explanations, main reasons why I did not vote, answers to why I voted for." Whether bottled beer should be sold for the sick, as opposed to draft beer for the thirsty, was one of the hotly debated issues and attracted great public interest when this cartoon was published in the early years of the Prohibition Era. After heated debate during the last days of the session, the Senate had failed to vote on a measure about beer sales as well as several other issues related to the enforcement of the prohibition amendment.