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Instructor's Manual for Use with

AMERICAN GOVERNMENT

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experience of every college student. What did the schools do to train for citizenship in the experience of members of the class? How well did they do it?

Outside Work. None recommended.

Exam Questions:

130. Citizenship in the United States is acquired by:

1. Birth on the soil of the United States
2. Birth to parents who are citizens of the United States
3. Naturalization
- * 4. All three of the above

(pp. 446-447)

131. Persons now seeking naturalization, in addition to taking an oath of allegiance to the United States, must pass an investigation for:

1. Whether their work in this country should be done by Americans
2. Whether they are authorized to live in the state where they reside
- * 3. Their possible past or present membership in a Communist or other radical party
4. Their plans to vote and how they will vote if they become citizens

(p. 451)

132. Enrollment in schools and colleges in the United States is:

- * 1. In the majority in private institutions
- * 2. In the majority in public institutions
3. Divided about equally between private and public
4. A majority in private institutions during prosperity and in public during hard times

(pp. 452-453)

133. When discussing what the public schools should teach, all agree that they should teach:

1. The rights of labor to organize to get higher wages
2. The rights of employers to hold down wages
- * 3. An interest and competence in citizenship
4. An interest in going into business as a career

(pp. 455, 460-461)

134. The percentage of Americans who go to college four years or longer is about:

1. 25%
2. 12%
3. 8%
- * 4. 6%

(p. 457)

CHAPTER 20. PUBLIC OPINION

Lecture. The best service to beginning students in this subject is (44)

to get them to define public opinion as something more tangible, and more complex, than the misty stuff the layman usually has in mind. This chapter attempts to simplify the analytic approach to the subject. It can be used as the source for a lecture without danger of boring students with repetition. It will be so new to most of them that it should be amplified and clarified by examples and illustrations from their own experience. Other sources will be found in the bibliography. Still the best single book for the layman in the field is Walter Lippman, Public Opinion.

A lecture on such a broad subject can be a survey or it can dwell on selected aspects. The most novel and least understood selected aspects are probably the fact that publics are plural, personality and opinion, and the detection of propaganda.

Public opinion is basic to the work of pressure groups, political parties, and voters' behavior, all of which will be discussed in following chapters. Future points can be explained by reference to the analysis of public opinion and the way it is formed.

Class Discussion. Get personal experiences of any students who have ever tried to influence opinion in any audience. How did they go about it? What results?

Outside Work. Choose an audience (it may be those attentive in the "general public" or those in any organized group) and plan a campaign to change opinion toward a selected purpose. (This exercise is also relevant to Chapter 34, "How to Influence Policy-Making.")

Exam Questions:

(45)

135. Public opinion is best defined as:
 - * 1. An opinion of a majority of all adults
 2. Any collection of individual opinions
 3. A majority of organized group opinions
 4. The returns in presidential elections (p. 462)
136. Mood as public opinion is best defined as:
 1. Open anger toward some public policy
 2. Enthusiastic support of a candidate
 - * 3. A prevalent agreement largely unspoken
 4. A permanent cultural trait in the society (pp. 464-465)
137. Mood as a form of public opinion is best exemplified by:
 1. The election of President Truman in 1948
 - * 2. The swing from isolationism to interventionism
 3. The renomination of Adlai Stevenson in 1956
 4. The support for U.S. military intervention in Indo-China (pp. 464-465)
138. An opinion group that is unorganized is best described as:
 1. People who never see each other but read the same newspaper
 2. People who subscribe money to the same causes
 - * 3. People who are interested in the same subject
 4. People who do not give money but attend meetings (pp. 467-468)
139. In forming their opinions individuals tend to:
 - * 1. Examine every fact and test it against facts on the other side
 2. React very much in terms of their preconceptions of "stereotype"
 3. Follow the advice of any propagandist who reaches them
 4. Wait until they see how the majority will decide then join them (pp. 470-471)
140. Nonrational behavior in the formation of opinions is:
 1. Found only in rare cases of poorly educated people
 2. Found only among the mentally disordered
 - * 3. Found in nearly every opinion formed by any individual
 4. Found only among the most ardent supporters of a cause (pp. 472-473)
141. A "whispering campaign" is a form of propaganda directed to:
 1. The select few party insiders to inform them of change in tactics
 - * 2. Anyone who will listen to rumor that is interesting because it is shocking
 3. Members of certain interest groups and only to them
 4. Leaders of the opposition party who might be expected to change sides (p. 473)
142. The common lack of much information about particular issues now found in the public at large is found because:
 1. The mass media do not carry much information about public issues (46)

2. The mass media do not reach many people in America
 3. Only college graduates, a minority of the adult population, pay any attention to public affairs
 - * 4. Individuals select only those items that interest them and cannot master all the issues (pp. 474-475)
143. One of the following best defines propaganda. That one is:
 - * 1. Selection of facts and ideas for the purpose of persuasion
 2. Distribution of facts and ideas through the mass media
 3. Distribution of facts and ideas only to a limited audience
 4. Selection of facts and ideas for the purpose of informing (p. 476)
 144. Information, including the news in mass media is:
 1. Always distinct from propaganda
 - * 2. Often created, caused to happen, as propaganda
 3. Always labeled if it is propaganda
 4. Always selected by someone for its use as propaganda (p. 476)
 145. One common characteristic by which propaganda can be detected is the presence of:
 1. Short, blunt, emphatic statements
 2. A clearly identified source
 3. Use of only one medium for distribution
 - * 4. Symbols and slogans (p. 479-480)
 146. An opinion leader is defined in the textbook as:
 1. A public official already elected
 2. A person recognized as spokesman for some group
 - * 3. Anyone who takes the trouble to express his views to others
 4. Persons recognized to be unbiased in their view of issues (p. 483)
- CHAPTER 21. PRESSURE GROUPS
- Lecture. The proper role of interest groups in American government. Are interest groups the way to "petition the government"? Is the textbook correct in assuming that they are inescapable but that the balance of opposing special interests will produce decisions in the public interest? Take an example to analyze in this test of the textbook assumption, perhaps the American Medical Association's defeat of national health insurance in Congress in 1947. Here was a small special interest group's victory over a President's proposal. Where was the counterbalancing force? (The author of the textbook would answer: the President (47))