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Nota di contenuto	Intro -- Contents -- Preface -- Acknowledgments -- CHAPTER 1 Motive, Myth, and Media -- CHAPTER 2 Tuning In and Turning On: The Trouble with Education Is Education -- CHAPTER 3 School Work and Homework -- CHAPTER 4 An Open University and School -- CHAPTER 5 Television and Political Control: A Case for TV Literacy -- CHAPTER 6 Communications and Minorities -- CHAPTER 7 Education, Media, and the Inner- city Child -- CHAPTER 8 Urban Communications: A Plan for Action -- CHAPTER 9 Women and Communications -- CHAPTER 10 The Arts: Stage, Gallery, and Museum (Out of the Tower through the Tube to the Multitude) -- CHAPTER 11 A Public Television Alternative to Public Television -- CHAPTER 12 An International University of Communications -- CHAPTER 13 Involvement -- Index.
Sommario/riassunto	The 1960s and 1970s was a time of repression and a time of freedom, a time of ferment rarely seen before in this country. People marched-in, sat-in, loved-in. The will of the people persuaded one president not to run for reelection, forced another president to resign, and ended an iniquitous war. Social and political revolutions took place: Civil rights, women's liberation, protests against the irrelevancies of education and social norms, a counter-culture revolution on the part of young people. The keys to both protest and change were communications and

education. Dr. Robert L. Hilliard not only observed, but participated in and affected America's counter-culture revolution of the 1960s and 1970s, from the vantage point of several key federal government positions in Washington. Based on his papers and speeches from that period, with current commentary added, this is a revealing look at media and education's lost and found opportunities during that period, and what must be done so that they serve America's needs adequately in the new millennium.
