

Writing History textbooks

English perspective

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Presentation to Academy of Korean Studies

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Overview

- Brief context
 - English textbook publishing and curriculum
 - Publishing in changing political and educational climates
- Developing a textbook
 - Curriculum relevance
 - Pedagogy and Differentiation
 - Textbook as selection / construct
 - Relevance, sensitivity and academic validity
 - Archive documents and primary sources
 - ICT support

Brief context

Brief context

- Textbook does not occupy same status in England as in many other jurisdictions
- Publishing for History was relatively unguided until mid 1980s
- Introduction of a National Curriculum standardised school curricula and transformed textbook publishing
- Still no formal approval systems
- Similar effect resulting from High Stakes Testing
- The different editions of Walsh 20th Century World textbook illustrates this process

Developing a textbook

Curriculum relevance

- Content coverage
- Help teacher to make judgements about depth and pace of coverage
- Introduce teacher to new content and ways to approach content eg British Empire

The Singapore connection ...







Curriculum relevance

- Content coverage
- Help teacher to make judgements about depth and pace of coverage
- Responding to curriculum change and different curricula eg coverage of Korean War

5 Three Cold War crises: 1957–69

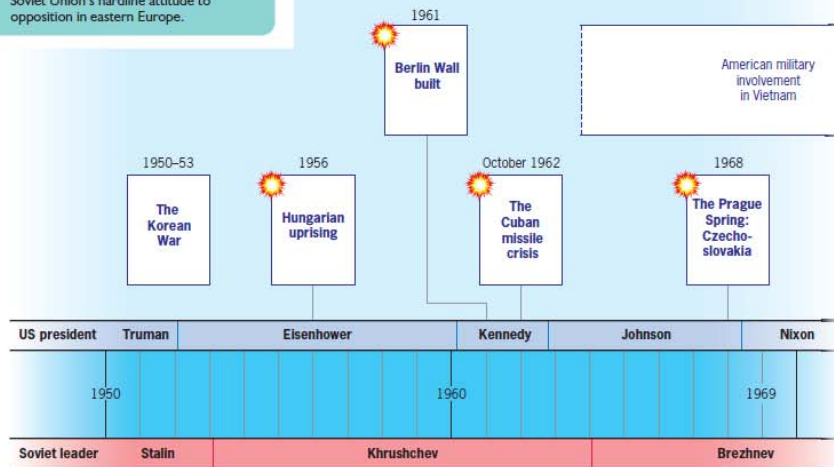
Focus

You have already seen in Chapter 4 that the hostility between the USA and the USSR, which we call the Cold War, began soon after the Second World War ended. It lasted nearly 45 years and you will find out how it came to an end in Chapter 6, but in many ways the key years were 1957–69 during which a series of crises highlighted the extreme dangers of the Cold War and its impact on the lives of ordinary people. In this chapter you will investigate:

- The building of the **Berlin Wall in 1961**, creating a divided city into a Capitalist West and a Communist East.
- The **Cuban Missile Crisis of 1962** which brought the superpowers to the brink of nuclear war.
- The crushing of new ideas in Czechoslovakia, known as the **Prague Spring in 1968** which confirmed the Soviet Union's hardline attitude to opposition in eastern Europe.

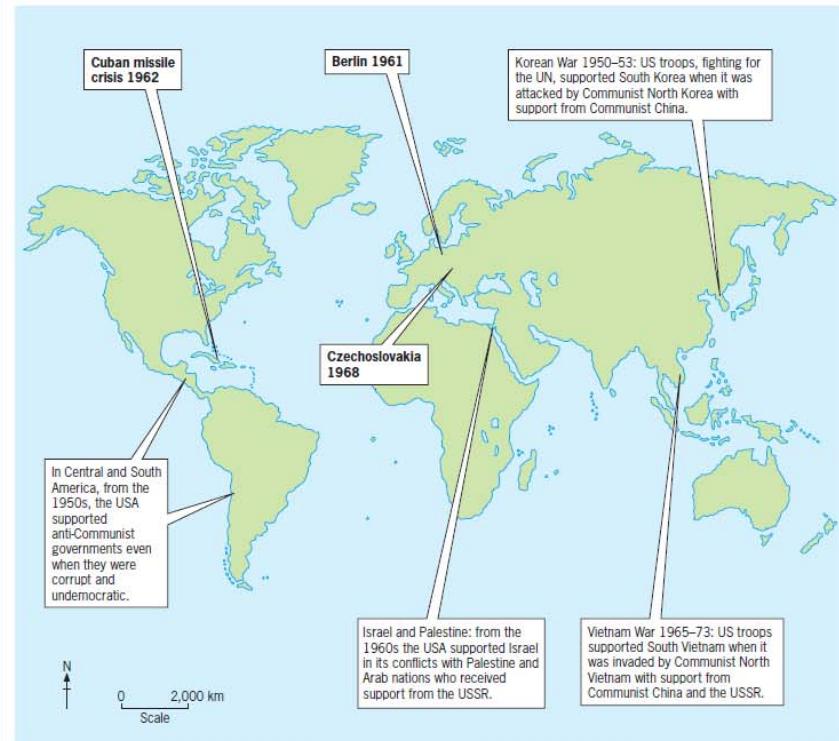
The hostility between the USA and the USSR was a kind of war, but it never turned into a real fighting war between the two sides. This is why it was called a 'Cold War'. So what did the two sides do?

- They regularly criticised each other's actions in the UN.
- They put out hostile propaganda about each other in TV programmes, newspapers and films.
- The USSR kept tight control of all its allies and satellite states in eastern Europe. This is what led to the flashpoints in Berlin in 1961 and Czechoslovakia in 1968.
- Both sides threatened each other with nuclear weapons. They each built up huge stockpiles of these weapons. The result was a so-called 'arms race'. Nuclear weapons were the reason why the Cold War was so dangerous: if it ever became a 'hot war', with real fighting, the result would have been nuclear devastation. It was the arms race which led to the flashpoint of the Cuban missile crisis in 1962.
- The USA had a policy of 'containment'. That is, trying to stop, or contain, what they saw as Communist expansion, anywhere in the world. This led to several real wars, but these were all fought by substitutes or allies. The USA, or a US ally, fought an ally of the USSR, for example in Korea or Vietnam (see Source 1 on page 114).



SOURCE 1

Unit 1 Peace and War: International Relations, 1900-91



Clashes between the superpowers during the Cold War.

Focus Task

What do these crises tell you about the nature of the Cold War?

Through this chapter you will be studying three crises in the Cold War, but you are not only interested in what happened in each crisis: you are looking for what this crisis tells you about the nature of the Cold War in the period 1957–69. As you work through each Case Study draw up a record card like this for each one:

Event	
Date	
Cause of crisis	
Actions by USA	
Actions by USSR	
Propaganda soundbite(s)	
Danger rating (threat to world peace on a scale of 1–10 with reason)	
What you learn from this about features of the Cold War	

The Korean War

Against the background of this developing nuclear rivalry, both superpowers were anxious not to get involved in a head-to-head confrontation. However, they were happy to recruit allies and to support states which came into conflict with their enemies. A good example of this is the Korean War which lasted from 1950 to 1953. Compared with the Vietnam War (see Chapter 10) the Korean War is relatively unknown, despite the fact that it was an extremely brutal and destructive war with very high casualty rates. In fact, in the Korean War the rate (rather than the total number) of American casualties was actually higher than in Vietnam.

Background

Soon after the Soviet takeover of eastern Europe, China became Communist in 1949. The Americans had always regarded China as their ally in the Far East. Between 1946 and 1949 they pumped \$2 billion in aid into China largely to support the Nationalists. Now suddenly a massive new Communist state had appeared on the map.

Furthermore, American spies reported to President Truman that Stalin was using the Cominform to help Communists win power in Malaya, Indonesia, Burma, the Philippines and Korea. Truman and other Americans watched with increasing anxiety. They saw a conspiracy. They thought that Communist countries were acting together to spread Communism. They had visions of the Communists overrunning all of Asia, with country after country being toppled like a row of dominoes. When South Korea was invaded in 1950, it was time for action!

The roots of the Korean War

Korea had been ruled by Japan until 1945. At the end of the Second World War the northern half was liberated by Soviet troops and the southern half by Americans (see Source 11). When the war ended, the North remained Communist-controlled, with a Communist leader who had been trained in the USSR, and with a Soviet-style one-party system. The South was anti-Communist. It was not very democratic, but the fact that it was anti-Communist was enough to win it the support of the USA. There was bitter hostility between the North's Communist leader, Kim Il Sung, and Syngman Rhee, President of South Korea. Reunification did not seem likely.

SOURCE 9

If the UN is ever going to do anything, this is the time, and if the UN cannot bring the crisis in Korea to an end then we might as well just wash up the United Nations and forget it.

American Senator Tom Connally speaking in 1950. He was a Republican and strongly anti-Communist.

- The situation in Korea has sometimes been compared to the situation in Germany in 1945 (which you studied in Chapter 4.1). Explain:
 - how these situations were similar
 - how they were different.
- Explain how the Communist victory in China helped the USA to get the UN to intervene in North Korea.

SOURCE 10

Korea is a symbol to the watching world. If we allow Korea to fall within the Soviet orbit, the world will feel we have lost another round in our match with the Soviet Union, and our prestige and the hopes of those who place their faith in us will suffer accordingly.

The US State Department, 1950.

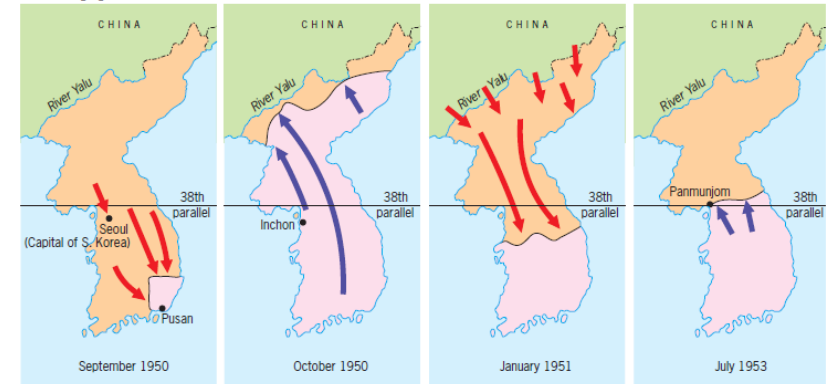
In 1950 this hostility spilled over into open warfare. North Korean troops overwhelmed the South's forces. By September 1950 all except a small corner of south-east Korea was under Communist control.

President Truman immediately sent advisers, supplies and warships to the waters around Korea. At the same time, he put enormous pressure on the UN Security Council to condemn the actions of the North Koreans and to call on them to withdraw their troops.

In the Cold War atmosphere of 1950, each superpower always denounced and opposed any action by the other. So normally, in a dispute such as this, the Soviet Union would have used its right of veto to block the call for action by the UN. However, the USSR was boycotting the UN at this time. When China became Communist in 1949, the USA had blocked its entry to the United Nations, since it regarded the Nationalists (Chiang Kai-shek and his followers) as the rightful government of China. The USSR had walked out of the UN in protest. So when the resolution was passed (see Source 12), the USSR was not even at the meeting to use its veto. The USA was the single biggest contributor to the UN budget and was therefore in a powerful position to influence the UN decision.

The UN was now committed to using member forces to drive North Korean troops out of South Korea.

SOURCE 11



Key

Orange box: Land controlled by North Koreans and Chinese

Pink box: Land controlled by South Koreans, Americans and UN forces

Red arrow: Communist advances

Blue arrow: UN advances

The Korean War, 1950–53.

SOURCE 12

The UN will render such assistance to the republic of Korea as may be necessary to restore international peace and security to the area.

The resolution passed by the United Nations in 1950.

SOURCE 13

Even the reports to the UN were censored by [American] state and defense departments. I had no connection with the United Nations whatsoever.

From General MacArthur's memoirs.

- During the Korean War, critics said that the USA simply pulled the strings of the UN like a puppet. How do Sources 13 and 14 support this view?

UN or USA?

Eighteen states (including Britain) provided troops or support of some kind, but the overwhelming part of the UN force that was sent to Korea was American. The commander, General MacArthur, was also an American.

SOURCE 14



A cartoon by David Low, 1950.

Profile

General Douglas MacArthur



- ▶ Born 1880. His father was a successful army leader.
- ▶ Trained at West Point, the top American military academy.
- ▶ Fought in the First World War. He got thirteen medals for bravery. Became the youngest commander in the American army in France.
- ▶ Became chief of staff in the army in 1930.
- ▶ During the Second World War he was the commander of the war against the Japanese. He devised the successful island-hopping strategy that allowed the Americans to drive out the Japanese from their island strongholds.
- ▶ In 1945 he personally accepted the Japanese surrender, and from 1945 to 1951 he virtually controlled Japan, helping the shattered country get back on its feet.
- ▶ His bullying, no-nonsense style enabled him to get things done, but he sometimes annoyed political leaders back in Washington by following his own policies.
- ▶ In 1950, at the age of 70, he was given command of the UN forces in Korea.
- ▶ He was relieved of his duties in Korea in 1951. He tried unsuccessfully to be elected as a presidential candidate in 1952.
- ▶ He died in 1964.

- 1 Use Source 15 to write an extra sentence for the profile of General MacArthur describing his personality and beliefs.
- 2 Why did the Americans not support MacArthur in continuing the war and attacking China?

SOURCE 15

I have received your announcement of your appointment of me as United Nations Commander. I can only repeat the pledge of my complete personal loyalty to you as well as an absolute devotion to your monumental struggle for peace and goodwill throughout the world. I hope I will not fail you.

General MacArthur writing to President Truman in 1950.

United Nations forces stormed ashore at Inchon in September 1950. At the same time, other UN forces and South Korean troops advanced from Pusan. The North Koreans were driven back beyond their original border (the 38th parallel) within weeks. MacArthur had quickly achieved the original UN objective of removing North Korean troops from South Korea. But the Americans did not stop. Despite warnings from China's leader, Mao Zedong, that pressing on would mean China's joining the war, the UN approved a plan to advance into North Korea. By October, US forces had reached the Yalu river and the border with China (see Source 11). The nature of the war had now changed. It was clear that MacArthur and Truman were striving for a bigger prize – to remove Communism from Korea entirely.

SOURCE 16

Had they [the Chinese] intervened in the first or second months it would have been decisive, [but] we are no longer fearful of their intervention. Now that we have bases for our Air Force in Korea, there would be the greatest slaughter.

General MacArthur speaking in October 1950.

MacArthur underestimated the power of the Chinese. Late in October 1950, 200,000 Chinese troops (calling themselves 'People's Volunteers') joined the North Koreans. They launched a blistering attack. They had soldiers who were strongly committed to Communism and had been taught by their leader to hate the Americans. They had modern tanks and planes supplied by the Soviet Union. The United Nations forces were pushed back into South Korea. The UN troops then recovered and the fighting finally reached stalemate around the 38th parallel.

At this point, Truman and MacArthur fell out. MacArthur wanted to carry on the war, invading China and even using nuclear weapons if necessary. Truman felt that saving South Korea was good enough. His allies in the UN force convinced him that the risks of attacking China and of starting a war that might bring in the USSR were too great, and so an attack on China was ruled out. However, in March 1951 MacArthur blatantly ignored the UN instruction and openly threatened an attack on China. In April Truman removed MacArthur from his position as commander and brought him back home. He rejected MacArthur's aggressive policy towards Communism. Containment was underlined as the American policy. One of the American army leaders, General Omar Bradley, said that MacArthur's approach would have 'involved America in the wrong war, in the wrong place, at the wrong time, and with the wrong enemy'.

Peace talks between North and South Korea began in June 1951, but bitter fighting continued until 1952 when Truman was replaced by President Eisenhower who wanted to end the war. Stalin's death in March 1953 made the Chinese and North Koreans less confident. An armistice was finally signed in July 1953.

Activity

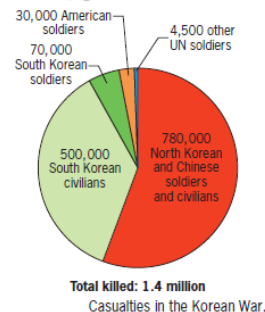
Source 15 is MacArthur's letter accepting command of the UN troops. Write a letter from him to Truman, following his removal from that position in April 1951, explaining his actions in the Korean War.

SOURCE 17



Photographs from the Korean War. Conditions were some of the worst the American forces had known, with treacherous cold and blinding snow-storms in the winter of 1950–51. The Chinese forces were more familiar with fighting in the jagged mountains, forested ravines and treacherous swamps – as the landscape was similar to many areas of China. Many civilians suffered as a result of the war and there were also reports of prisoners of war being treated very badly.

SOURCE 18



Focus Task

Korea 1950–53: The Cold War reaches a new level

The Korean War is over. You have been asked to write a newspaper article assessing the significance of the Korean War. Your aim is to explain to readers how the Korean War took the Cold War to a new level of intensity. Your article should refer to:

- ▶ the USA's concerns about developments in Asia
- ▶ how the UN became involved and whether you think a similar event might happen again
- ▶ how and why the conflict escalated to involve China
- ▶ whether you think there was a real danger that the conflict might have spread further
- ▶ the military and civilian cost of the war.

Finally, add a conclusion to your article which:

- ▶ argues EITHER that the Korean War shows the need for the USA to continue its aggressive stance towards Communism OR that the USA should try to improve relations with the USSR and China
- ▶ AND states whether you think the new US President Eisenhower will follow your advice.

Curriculum relevance

- Textbooks need to support forms of assessment
- Requires awareness of key concepts which will be assessed eg
- Overview
- Evidence
- Historiography

1.3

A constant struggle for power: who ruled in the medieval period?

FOCUS

There were still challenges for political power in England after the Norman Conquest, but most of these were internal struggles rather than threats from abroad. In Topic 1.3, you will examine five case studies describing struggles for power across the medieval period. In each case you will consider:

- what the struggle reveals about power in the medieval period
- what changes resulted from the conflict.

How powerful was the king?

Even the most powerful monarchs could not rule alone. They relied on the loyalty of the nobles and there was always the chance they might be deposed by someone who could command more power and support. How a ruler gained or lost support determined how successful they were – and sometimes whether they kept their throne at all.

How powerful was the Church?

The Church was a key ally – or potential enemy – for every ruler. It was a wealthy and powerful institution, and it had enormous moral influence because people believed in God unquestioningly. Churchmen were greatly respected as God's servants. With the support of the Church, a monarch was less likely to be challenged because it would seem that they had been chosen by God. However, monarchs also wanted to control the Church's wealth and this sometimes led to conflict. The most famous example was the clash between Henry II and the Archbishop of Canterbury, Thomas Becket.

How powerful were the barons?

The barons were a king's greatest asset – they fought alongside him, provided troops, ran the government in the far reaches of the kingdom and collected taxes on the king's behalf. However, the barons were also a potential threat. Many of them were extremely wealthy and powerful. A king had to make sure he kept the barons happy in order to ensure their loyalty, but he also had to assert his authority when necessary to avoid seeming weak. Not all the monarchs of the medieval period managed to get this balance right.

Why did parliament emerge?

By the late 1200s, a new force was beginning to emerge – parliament. Members of parliament were usually lesser nobles and wealthy merchants from the towns. They were not as rich and powerful as the barons but they still played an important role in government. Throughout the medieval period, governing the kingdom became increasingly expensive. A king's personal wealth was no longer enough to run the country and fight wars. To raise the money he needed, a king had to tax his people. In return, the people began to demand a say in how the country was run.

KEY QUESTIONS

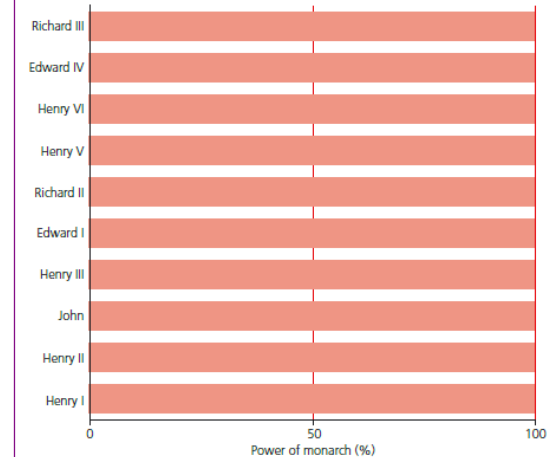
When studying the medieval period, historians are interested in why monarchs came into conflict with their subjects and how the balance of power changed over time.

- A** Why did monarchs clash with their subjects in the period c1100–c1485? The table below shows some of the main causes of tension in the medieval period. Copy the table and then record examples in column 2 as you work through the topic.

Causes of tension	Examples	Rating
powerful churchmen		
weak monarchs		
money		
powerful barons		
religion		
war		
other		

At the end of the topic you will rank the factors listed according to how significant they were in causing tension.

- B** How did the balance of power between monarchs and subjects change in the period c1100–c1485? The chart below features the main rulers you will come across in this topic. At the moment the chart shows all kings equally strong, at 100 per cent. As you read about each king, decide how powerful he is and record it on a copy of the chart. As you work through the case studies, you might want to go back and change the strength of previous kings. At the end you will have a graph showing the relative power of these medieval monarchs.



Henry vs Becket

In 1154, Henry II inherited a kingdom in chaos and decline after years of civil war under King Stephen (1135–54). Henry swiftly restored peace and stability to England, bringing the rebellious barons under control and strengthening the power of the law courts. His chancellor, Thomas Becket, played a key role in these successes.

By the 1160s, Henry was trying to increase his control of the Church. Church courts were hearing cases that Henry felt should be tried in the royal courts. He also wanted more influence over the appointment of bishops and abbots so that he could install people loyal to him in these influential positions. When Archbishop Theobald died in 1162, Henry gave Becket the job, believing that he would support the king in his decisions.

Surprise ...

To Henry's disappointment, Becket turned out to be more loyal to the Church than to the king. Becket resisted Henry's demands to have churchmen tried in royal courts if they committed a crime. He also refused to let Henry tax the Church or appoint new bishops and abbots. Becket was an argumentative and difficult man and Henry was notoriously short-tempered. The two soon became bitter enemies and in 1164 Becket was forced to flee to France. The dispute did not end there, though. Both men appealed to the pope, asking for his support. By 1170, Henry and Becket had been persuaded to try and reconcile their differences and Becket returned to England. However, one of his first acts was to EXCOMMUNICATE several powerful churchmen and barons who had supported Henry against him while he was in France. The king was furious when he discovered this, and in his rage is thought to have said, 'Will no one rid me of this turbulent priest?' Thinking they were doing what their king wanted, four knights rode to Canterbury and murdered Becket.

Shock ...

The whole of Europe was outraged at the archbishop's murder. Becket was made a saint and a martyr (someone who had died for God). Henry himself was shocked at what had happened and was left facing some humiliating consequences:

- In 1172, he was forced to make a series of concessions to the pope, known as the Compromise of Avranches.
- He agreed to give up any rights over the Church if the Church objected to them.
- He had to accept Becket's decision to excommunicate some of his advisers.
- He agreed to walk barefoot to Canterbury cathedral and allowed himself to be struck by the MONKS of Canterbury cathedral.

Victory?

This may seem like a victory for the Church, but that is a simplified view. The Church gained an important martyr in Thomas Becket and Canterbury became an internationally important religious site. Henry's own reputation suffered – he was a strong and effective king but he was largely forgotten by history, while Becket became an almost legendary figure. On the other hand, Henry actually strengthened his relations with the Church in the long term, partly because Becket not a popular figure during his lifetime. Henry retained the power to appoint bishops (see Source 3) and to collect money from a bishopric when it had no bishop. These were the most important issues as far as Henry was concerned. From 1181 to 1189 he delayed appointing a new Archbishop of York and so collected all the rents and other income himself.

Source 2 An image from a chronicle by the churchman Peter Langtoft, published in the early 1300s. It shows Becket arguing with Henry II. ▼



- 1 Look at Source 2. Does it suggest that the king and the Church were equally powerful or one was more powerful than the other? Explain your answer.
- 2 Discuss with others how far you agree with the following statements:
 - a Source 2 is useful because it shows there was a dispute between Becket and Henry II.
 - b Source 2 is not useful because it was produced by a churchman.
 - c Source 2 is useful because it shows the significance of the argument between Becket and Henry II.
- 3 What does Source 3 tell you about Henry II?

Source 3 An extract from a letter from Henry II to the electors of Winchester in 1173. Richard of Ilchester was elected.

To the electors of Winchester tasked with choosing a new bishop. I hereby order you to hold a free election but forbid you to elect anyone other than my clerk Richard of Ilchester.

FOCUS TASK

What was the relationship between the king and the Church in the medieval period?

- 1 Write two paragraphs about the relationship between the king and the Church in medieval times.

Paragraph 1: Explain why the Church was important to the monarch and the role it played in government and society.

Paragraph 2: Describe the ways that medieval kings tried to control the Church. Include how and why kings exerted this control, how far the Church allowed this and what happened when there were disagreements.
- 2 Look again at Source 1 on page 32. Do you think that the image is a fair representation of the relative power of Henry II and the Church? Bear in mind that the image was created more than a hundred years after Henry's death and it appeared in a book written by a churchman.
- 3 Look back to Key Questions A and B on page 31 and record your findings for this first case study.

Source 1 An illustration from Foxe's *Book of Martyrs*, published in 1563. This image shows iconoclasm at the top left corner with the banishment of papists from England.



- 1 Look at Source 1. How does Foxe refer to Catholics?
- 2 Do you think he supports the destruction of images shown at the top?
- 3 He has drawn his ideal version of the Church in the bottom right-hand corner. Does this mean he was a Protestant or Catholic?
- 4 Why do you think Foxe made this image?

The story of the story of Appeasement

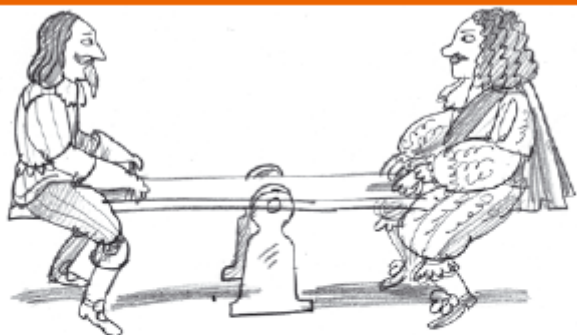
We think the easiest way to begin this is to tell you 'the story of the story'.

	In 1938 there was some opposition to Appeasement but the majority of the population approved of what Chamberlain did at Munich.
Interpretation 1 Popular majority view (1937–38)	'Well done Chamberlain!' Chamberlain kept the spectre of war at bay for as long as he could. He gave peace a chance.
	The outbreak of the Second World War caused a major change in attitudes.
Interpretation 2 Popular and political view (1939–48)	The 'Guilty Men' Appeasement was a foolish, cowardly and immoral policy that strengthened the dictators and weakened Britain.
	Once the Second World War was over, the events that led to it were reassessed. The most influential historian was the wartime prime minister himself, Winston Churchill.
Interpretation 3 Churchill (orthodox) view (1948–60s)	The appeasers misjudged Hitler Appeasement was a terrible misjudgement and miscalculation, even if it was pursued with good motives.
	In the 1960s, many orthodox ideas were challenged by a new group of historians.
Interpretation 4 Academic revisionist view (1960s–90s)	Rehabilitating Chamberlain Chamberlain was in an impossible position and he did the best that could have been done.
	And then, as usually happens, the pendulum swung back the other way.
Interpretation 5 Academic counter-revisionist view (1990s–2000s)	Chamberlain back on trial Chamberlain himself was part of the problem. His own personality and assumptions meant he could not deal satisfactorily with the situation.

Pedagogy and Differentiation

- Balance of narrative and concepts
- Some publishers produce different (simplified) versions of same book
- Value in range of engaging tasks BUT
- Rigour more important than 'edutainment' eg
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FOCUS TASK

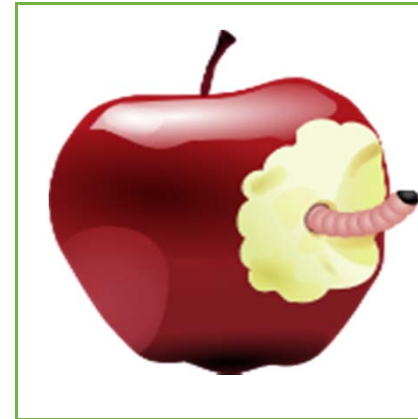


- 1 Compare the powers of Charles I and Charles II. Draw your own copy of the illustration above but change it to show which of the two kings you think was more powerful.
- 2 Who would you say made better use of his powers? Explain your answer.
- 3 Do you think that Charles II was more powerful than Cromwell?

FOCUS TASK

How stable was Germany in the 1920s?

- 1 Look at the two images below. Which one do you think best represents the state of Germany in the 1920s?
The rotten apple suggests that while things looked fine on the outside, inside were some nasty problems. The house of cards suggests that everyone knew the recovery was flimsy but were not expecting a gust of wind to blow it over.
- 2 Which image best reflects the issues highlighted on pages 132–138. Explain your answer, or come up with a better metaphor.



Textbook as construct

- Students and teachers tend to see the textbook and the history as the same thing and not consider that the textbook itself is a selective and constructed version
- If the textbook author did not select



Relevance, sensitivity and academic validity

- Seeing textbooks as constructs is potentially a valuable form of metacognition
- Is also a potentially rational route into dangerous and sensitive issues
- And sits well with academic rigour ...

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THE MEMORY HOLE

The U.S. History Curriculum Under Siege



Fritz Fischer

Archive documents and primary sources

- Reminder of textbook as construct
- Conspiratorial dimension – seeing the secrets not available to people in the past eg Yalta 1945 ...



The circulation of this paper has been strictly limited.

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OF SECRET

Copy No. 25

Final

22nd May, 1945.

WAR CABINET

JOINT PLANNING STAFF

OPERATION "URCHIKANLES"

Report by the Joint Planning Staff.

We have examined Operation URMINKABLE. As instructed, we have taken the following assumptions on which to base our examination:-

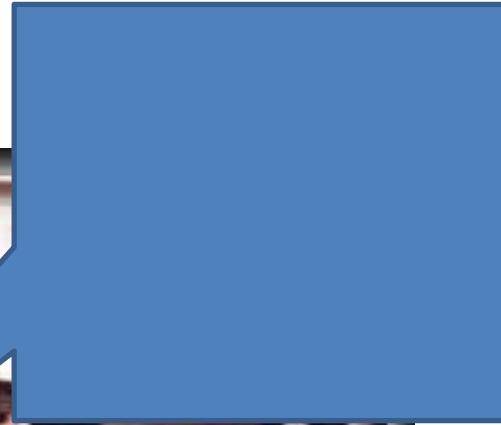
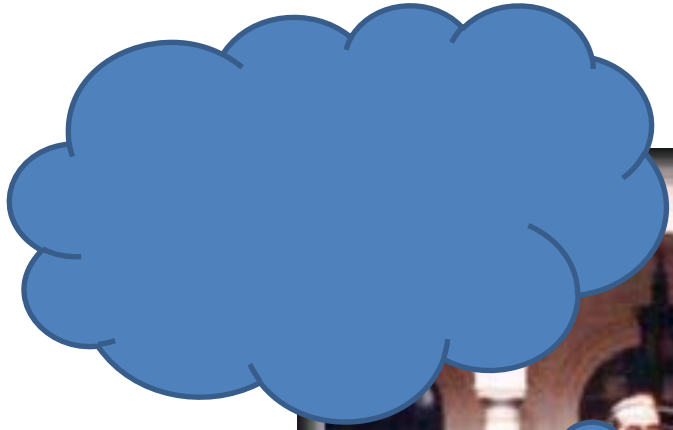
- (a) The undertaking has the full support of public opinion in both the British Empire and the United States and consequently, the morale of British and American troops continues high.
- (b) Great Britain and the United States have full assistance from the Polish Armed Forces and can count upon the use of German manpower and what remains of German industrial capacity.
- (c) No credit is taken for assistance from the forces of other Western Powers, although any bases in their territory, or other facilities which may be required, are made available.
- (d) Russia allies herself with Japan.
- (e) The date for the opening of hostilities is 1st July, 1945.
- (f) Redeployment and release schemes continue till 1st July and then stop.

Owing to the special need for secrecy, the normal staffs in Service Ministries have not been consulted.

OBJECT

2. The overall or political object is to impose upon Russia the will of the United States and British Empire.

Even though "the will" of these two countries may be defined as no more than a square deal for Poland, that does not necessarily limit the military commitment. A quick success might induce the Russians to submit to our will at least for the time being; but it might not. That is for the Russians to decide. If they want total war, they are in a position to have it.



ICT support

- Growing and developing feature of textbook publishing ...
- But not the end of the textbook!