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Trust**  
incorporating  
**Turret  
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College**



# **SACHED BOOKS**

## **1992 PROGRESS REPORT**

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# SACHED Books

## 1992 Progress Reports

### 1. INTRODUCTION

In the first half of 1992, SACHED Books published *The Land the Basotho Lost*. This is a teaching pack for Standard Eight history teachers and includes a book, wall charts, activities, issues for class discussion and answers to questions and activities. In addition, *Back to Learning*, which covers the proceedings of the National Education Conference of March 1992, was prepared for publication and published in July 1992.

During this period, SACHED Books demonstrated an increased flexibility and capacity to respond to urgent requests. SACHED Books also agreed to develop its list in Adult Education, while completing existing commitments to school-based texts.

Research was done into improving financial controls within the unit. A commissioned research report on the viability of publishing in African languages was also completed.

In the second half of 1992, *Build Your PTSA* and *Back to Learning* were published. By the end of the year, the entire print-run of *Build Your PTSA* (1 200 copies - were sold). *How to Write Essays* and *English for Everyday* were delivered to co-publisher Maskew Miller Longman for printing and publication.

SACHED centres held book launches of *Build Your PTSA* in Johannesburg, East London, Grahamstown, Port Elizabeth and the Transkei. The Johannesburg launch was covered on CCV's 7pm news bulletin. SACHED books which build English skills were profiled on TSS educational programme "Turn on to English", and SATV requested permission to use *Write Well* in a new study skills programme. We learned that the Department of Education and Training had ordered 700 copies of chemistry book *Atoms Matter* for DET teachers. The National Co-ordinator was elected to two executive committees of the Publishers Association of South Africa (PASA), the latest and strongest publishers' organisation in the country, thus consolidating SACHED's profile and strength as a publisher.



SACHED Books commissioned research into the book publishing context in which we compete. The report surveys some 20 publishing houses, and documents details about their operation and their attitudes to Adult Education publishing. The research report laid the basis for plans for 1993.

## 2. **STRATEGIC LOCATION OF SACHED BOOKS**

SACHED Books' role is to develop educational materials and to cause them to be published. The books embody the values of democratic education in their content, teaching methodology and educational design. The books are aimed at educational policy-makers, adult educators and learners, and teachers and teacher trainees. The purposes of SACHED books are to influence the process of educational policy formulation and to impact upon educational transformation. Each book is therefore designed to play its role in building an equitable, high quality and appropriate education system.

Our books find their niche in educational publishing by filling important gaps left by other publishers, and by setting standards for educational books.

## 3. **AIMS OF SACHED BOOKS**

The aims of SACHED Books are:

- To advance the aims of SACHED through the medium of materials development and publication.
- To impact upon educational policy development through:
  - \* contributing to information flow and debate on key educational policy issues;
  - \* developing models of appropriate educational materials at different levels;
  - \* publishing materials which have the potential to influence curriculum development at the levels of schooling, teacher training and adult education.
- To facilitate the outreach of SACHED's materials by republishing appropriate material developed by SACHED programmes.
- To publish materials which:
  - \* broaden the subject knowledge of educators and learners in a relevant and applied way;
  - \* clarify areas of conceptual difficulty;



- \* cover issues which are relevant and which have been poorly represented in other publications;
  - \* are active and learner-centred in approach;
  - \* develop analytical and critical reading skills; and
  - \* develop readers' visual literacy.
- To encourage a culture of reading.
  - To encourage the quest for learning.
  - To build SACHED's image as a producer of quality educational material.

## 4. PROGRESS ON PLANS

### 4.1 PUBLICATIONS

Ten books were scheduled for publication in 1992 subject to the appointment of a third production team member. As outlined in the progress report for the first half of the year, we were unable to expand the production team.

One of the scheduled publications, *The Land the Basotho Lost*, was published.

A further two unscheduled publications were also published. These are *Back to Learning* and *Build Your PTSA*. *Back to Learning* was published quickly so that it would follow on the conference and capture the interest generated by it. *Build Your PTSA* was published in time for the launch of the PTSA (Parent-Teacher-Student Associations) campaign by the National Education Co-ordinating Committee.

*How to Write Essays* and *English for Everyday* were delivered to co-publisher Maskew Miller Longman for printing and publication. *How to Write Essays* is based on a course developed by Khanya College, and targets secondary schools and first year university students and their educators. *English for Everyday* addresses youth and adults who need to use English as a life skill.

The 1993/4 SACHED publications catalogue was prepared for printing in January 1993.

Various ideas were explored for new books which would meet SACHED goals and support a renewed foray into Adult Education publishing. We confirmed a joint venture between SACHED Books, the Congress of South African Writers (COSAW) and Easy Reading for Adults (ERA). The



project is a reading campaign, which will bring black South African writing to working class people with the aim of stimulating reading. The campaign includes a newspaper series (still to be negotiated with newspaper companies) and a collection of South African short stories in book form, which will be suitable for prescription at school or Adult Education level.

Further possibilities are being explored with other non-governmental organisations.

The Appendix attached gives sales figures of all publications produced since the inception of the programme.

#### 4.2 PUBLISHING IN AFRICAN LANGUAGES

The 1992 research report which surveyed 20 publishing houses, mainly educational, revealed that almost every educational publisher in the country publishes large numbers of books in African languages. The report led SACHED Books to conclude that we would not in the immediate future develop new texts in African languages, but would consider translating existing texts or collections of African language material published in the SACHED Zulu-language newspaper supplement, "Thuthuka". At the launches of *Build Your PTSA*, audience members suggested that the book be translated. Languages suggested differed in line with the dominant language of the region of the launch. A translation remains a possibility, subject to the approval of the National Education Co-ordinating Committee and the availability of funds for this purpose.

#### 4.3 FINANCIAL CONTROLS

The financial consultant to SACHED Books selected a computer programme to be installed in January 1993. The programme will manage data on direct expenditure as well as staff time. This will enable us to calculate the real expenditure per title, and to predict costs more accurately.

We continue to pass on as many costs as possible to co-publishers, so that co-publishing arrangements constitute joint venture agreements, with the royalty acting as a profit share. In the case of *English for Everyday*, for example, co-publisher Maskew Miller Longman is covering all design, typesetting and production costs while the royalty is not reduced. In addition, co-publishing contracts stipulate a limitation on the duration of the contract, which means that should it become financially beneficial to SACHED in the future to publish alone and retain all profits (for example, if a book is prescribed), we will be able to effect that.



## 5. EVALUATION

SACHED Books received positive publicity on television and in book reviews, and we received many positive letters from readers.

We have planned more structured evaluation for 1993, which includes collecting responses from Parent-Teacher-Student Associations to *Build Your PTSA*. We also plan to collect in-depth evaluative data on one book, probably *Atoms Matter*. All evaluation is planned together with SACHED's Evaluation Resource Unit.

As always, texts which use less well-known teaching techniques are trialled with their target audiences prior to publication.

## 6. CONCLUSION

The second half of 1992 saw an emphasis on production work, with the publication of two texts and the preparation of a further three for publication. On the editorial side, many texts continued to be developed, a number of which are scheduled for publication in 1993. The period also saw a great deal of negotiation, as we negotiated terms of contracts with co-publishers, and explored possibilities for Adult Education texts with various educational non-governmental organisations. It was also a period of reassessment and planning, the results of which are contained in SACHED Books' plans for 1993.