

# Notes to Contributors

Southern African Review of Education (SARE) is the journal of the Southern African Comparative and History of Education Society (SACHES). It was previously published together with **Education with Production (EWP)**, the journal of the Foundation for Education with Production.

**SARE** will appear at least once a year. Contributors are welcome to submit articles on educational issues with specific reference to educational policy, comparative education, sociology of education, history of education and education with production.

Beginning with Volume 5 in 1999, articles submitted will be anonymously refereed. Articles are accepted on the understanding that they have **not** been published or submitted for publication elsewhere. Articles or review essays should not be longer than 8 000 words and may include maps, figures and tables. Reports on research, book reviews and critical comments should be limited to 2 000 words.

Contributions should be submitted electronically. All pages should be numbered. Authors should not use programs like EndNotes to generate lists of references automatically, as these do not transfer for typesetting purposes.

The manuscript should be submitted bearing the title of the paper and an abstract of 150-200 words together with key words on a separate page. Maps, figures, tables and illustrations should be supplied on separate pages and not included as part of the text. Their approximate position in the text should be indicated. Maps, figures and illustrations should also be provided as separate electronic files (jpg or tiff) with a resolution of at least 150 dpi.

The title of the contribution and the name and address where the work was carried out should be provided on a separate page. The address of the author who will handle correspondence should be clearly indicated. Telephone and fax number(s) and e-mail address(es) for the author(s) should be submitted as well. Authors should supply brief biographical material for the 'Notes on the author'. In a covering letter the author(s) must state that the contribution has not been published, is not being published or considered for publication elsewhere, and will not be submitted for publication unless rejected by the editorial board of SARE or withdrawn by the authors.

## Notes

Footnotes are *not required* ('If it is worth saying, say it in the text, or not at all'). Please cite material in the text as follows: (Hirson 1979: 9) or (Kahn 1997: 202) or (Swartz 1993: 181) or (Brock 1974: 186; Bray & Steward 1998: 66).

## References

### For books:

- Hirson, B. (1979) *Year of Fire, Year of Ash: The Soweto Revolt: Roots of a Revolution?* London: Zed Press.  
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### For articles:

- Kahn, M.J. (1991) Attitudes of Botswana senior school pupils towards agriculture. *International Journal of Educational Development*, 11(3): 201-208.

### For chapters in books:

- Swartz, D. (1993) Curriculum change, certification and assessment: The case of Zimbabwe, 1979-1990. In Taylor, N (ed.). *Inventing Knowledge: Contests in Curriculum Construction*. Cape Town: Maskew Millar Longman, 169-189.

### For unpublished theses and papers:

- Brock, S. (1974) James Stewart and Lovedale: A reappraisal of missionary attitudes and African responses in the Eastern Cape. South Africa, 1870-1905. Unpublished doctoral thesis, University of Edinburgh.

### For sources on the Internet:

- Furlong, J and Hagger, H. (2006) *Review of Initial Teacher Training Provision in Wales: A Report to the Welsh Assembly Government* [online]. Available at [www.learn.wales.gov.uk/scripts/](http://www.learn.wales.gov.uk/scripts/) [accessed 4 March 2008].

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