

Author1, Author2

A dedication – not required.

Key words: keywords in English; Word1, Word2

Kľúčové slová: keywords in Slovak; slovo1, slovo2

MESC: G90. *The Mathematics Education Subject Classification* code/codes.
See template files.

Introduction

1 Mathematical environment styles

[illegible]

Even some theorem is possible to call by placing its name between square brackets after beginning theorem environment.

☐

Lemma 1.3

Corollary 1.4

[illegible][illegible][illegible][illegible][illegible][illegible][illegible]

Remark. [Another way how to prove the Theorem 1.1] Text of non-numbered remark placed between star-version commands, i.e. `\begin{remark*}` and `\end{remark*}`.

Text text.

2 Figures, tables, graphs

Figures

Before placing of figures into a paper, be aware that:

- The figure's width must not exceed 130 mm, and its height 180 mm;
- The figure is going to be printed in grayscale—important color highlighted aspects need not to function; for example, different color lines would be difficult to distinguish, which is possible to solve by using different types as dashed/broken/dash-and-dot lines;
- Using too small font size into figure description itself leads to deficient readability, and it does not serve to author's goals;
- Using parameter `[scale=1]` in the command `\includegraphics` there is possible to enlarge/reduce figure size in appropriate proportions; in case of placing figures from the same source an author should use the same enlargement/reduction;
- Editorial board accept figure in `*.pdf` format exclusively;
- Editorial board recommends to print preliminary version of the paper to see what prospective reader can expect in genuine printed version (or, how it is to be in critical and topic-not-knowing reader's shoes);
- Due to the fact, figures originated from Microsoft Office environments (especially from Excel) are often non-applicable for classical offset print process, there is appropriate first to save the figure as `*.pdf` file and afterwards to check its resolution (particularly, in cases of colored graphs).

Images scanning

We want your figures to look as clear as possible. When you are preparing your figures for submission (with the goal of eventual publication), an understanding of pixels will help ease the burden of sending us or any other journal images of your figures in a format suitable for publication.

- All figures require a resolution of at least 600 ppi. Images designed for the web are usually 72 ppi and are not sufficient quality for our uses.
- Images containing only black and white elements (no color, no gray) require a resolution of 1200 ppi. Images are scanned as 1-bits in black-white.

- As far as images containing both grayscale and black and white only elements 600 ppi is sufficient. Images are scanned as 8-bits in grayscale.
- For images containing color elements, 600 ppi is sufficient. After scanning process there is necessary to convert it onto *.pdf format in grayscale.
- Save images acquired by digital camera as TIF-files first, and then cut it in graphic editor suitably.
- Be aware of your settings when compiling, converting, and resizing to make sure you don't compromise the quality of your resolution. Be careful not to reduce the ppi or save as a low quality jpeg when you are compiling your figures.
- Before sending us images of your figures be sure they are in *.pdf format which are suitable for publication.



Figure 1. Caption...

Text referring to the Figure 1. In case an author does not intent to place the caption below the figure the argument of `\caption` command would be empty, i.e. `\caption{}`.

Tables

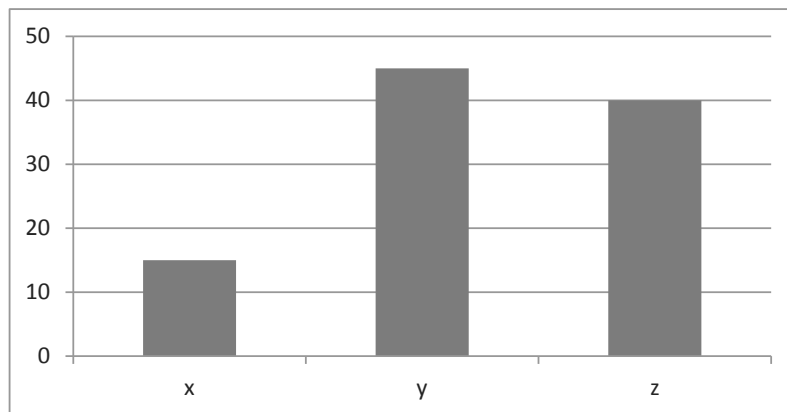
Text referring to the Table 1. Text text.

	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9

Table 1. Table description

Graphs

Special graph environment enables to include in the paper a graph (not necessary as a figure). One can refer to Graph 1 using `\ref{Graph1}` command.



Graph 1. Caption...

3 Environments `itemize`, `enumerate`

Example of numbered list:

1. item 1 text text text text text text text text text text text;
2. item 2 text text text text text text text text text text text;
3. item 3 text text text text text text text text text text text;
 - a) line line line line line line line line line line line line line line line 1;
 - b) line line line line line line line line line line line line line line line 2;
4. item 4;
5. item 5.

Example of itemized list:

- line line line line line line line line line line line line line line line 1
line line line line line line line line line line line line line line line 1
- line line line line line line line line line line line line line line line 2;
– line line line line line line line line line line line line line line line 1;
– line line line line line line line line line line line line line line line 2;
- line;
- line.

References

- [1] Bruner, J.: *The Culture of Education*. Gondolat Kiadó, Budapest 2004.
- [2] Czeglédy, I.: *Total Mathematical Subject Competence Measure of 5th grade Pupils in the Elementary Schools of Miskolc*. Miskolci Pedagógus , No. 41, Miskolc 2006.
- [3] Gardner, H.: *The Unschooled Mind*. N.Y. Basic Books, New York 1991.
- [4] Niss, M.: *Mathematical Competencies and the Learning of Mathematics*. The Danish KOM Project, http://w3.msi.vxu.se/users/hso/aaa_niss.pdf
- [5] www.maa.org/ql/pgs215_220.pdf
- [6] Peikert, R., Würtz, D., Monagan, M., de Groot, C.: *Packing circles in a square: A review and new results*. In: System Modelling and Optimization 1991, P.Kall, ed., Springer Lecture Notes Control Inf. Sci. 180 (1992), 45–54.

Acknowledgement: This work was supported by. . .

Authors' addresses:

Institution 1, University 1, Street 1,
123 45 Town 1
e-mail: author1@institution1.sk

Institution 2, University 2, Street 2,
123 45 Town 2
e-mail: author2@institution2.sk