

The reform of the school system in Poland at the beginning of the fifties introduced new organizational structure of the professional education. Schools brought into being in interwar period were replaced by new ones: schools of professional training, basic professional schools and technical colleges. Reconstruction of the professional education, as many others having undertaken of those period, was initiated to support the construction of the socialist system based on planned national economy. Through preparing suitable staff, the professional education was expected to perform important role in industrialization of the country, in modernization of agriculture and in creation of communication system. The organizational reform in the professional education was accompanied by a program reform. New system of the professions and new professional qualifications obtained after state exams were introduced. While having created new teaching plans, in the most of subjects different presumptions of teaching were accepted. Lack of mathematics in professional training schools was a great astonishment. Knowledge about production was taught in those schools in the Polish language. Mathematics was taught in basic of the professional schools. Mathematics was placed in the group of professional and supporting subjects for those schools as well as professional technology, classification of materials, professional drawing and physics. Teaching the subject was guided by the rules of practice and usefulness. The main aim of teaching was to extend and to deep fundamentals received in primary school. Four hours was assigned for mathematics in the first class, two hours in the second. Operations on numbers and decimal fractions were taught as well as proportions, percentage and solution to equations. In technical colleges, different attitude to mathematics was observed. Mathematics was supposed to provide pupils with knowledge and skills necessary to understand organization and technology of work as well as modern industrial technologies. Mathematics was also considered as an important selection tool which impacted to professional qualifications obtained after state exams.