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## **What Did the “New Math Movement” Bring to Hong Kong in the 1960s and the 1970s (and Beyond)?**

Man-Keung Siu  
Department of Mathematics, University of Hong Kong

Ngai-Ying Wong  
Department of Curriculum and Instruction, The Education University of Hong Kong.

**Abstract:** Hong Kong joined the global trend of the New Math movement in the mid-1960s, yet wrote its own story. Started first as a teaching experiment the reform could not be contained in a small scale owing to the stakes involved. Yet Hong Kong succeeded to sail through, and eventually settled down with some harvest. It resulted in the localization of the mathematics curriculum and the growth of a professional community. In addition, Hong Kong strived to tackle teacher preparation, which is the heart of all educational reforms, through long-term subtle change of the teaching culture. The notion of curriculum reform was conceived from an unconventional perspective. Teachers were gradually induced into curriculum initiatives in which a curriculum document was a summary of these changes rather than a blueprint for teachers to implement. Such an experience not only opens up a new horizon to future curriculum development but may also shed light on curriculum as well as educational reform in general.

### **Content [not shown]:**

1. Introduction
  2. Prequel: 1960–1965
  3. The Launching: 1965–1970
  4. The Close of the Scene: Beyond 1970
  5. (Indirect) Harvest of the New Math Movement
  6. Past Experience as Guide for the Future
  7. Epilogue
- References