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The Progression of Ontario's Education Curriculum through the Roaring Twenties; a Historical  
Approach

**Introduction**

*"It is only in an archive that it is possible to search for origin stories" (Lissa Paul, 2021)*

After conducting some research on the education curriculum of Ontario, Canada during the 1920s and 1930s, I found my interests laid with these specific notebooks that are located at the Clara Thomas Archives and Special Collections. This set of notebooks belonged to Kathleen Sisson, a student who presumably resided in Mount Pleasant, Ontario.

Two common themes that will be discussed through this paper is the role of society and uniformity to education. It is important to consider Musgrove's idea of the curriculum as an artificial device produced to create change and a form of social control (p 713).

By utilizing the notebooks as well as the primers, this research will focus on what kind of origin stories (Paul, 2021) these archives can reveal about education and the ways in which

students engaged with their education. An important part of my research will consider how the curriculum has manifested from the traditional “3 R’s” into a variety of different subjects including but not limited to literature, art, science and music. This transformation will be evident as I examine the various subject in Kathleen Sisson’s notebooks and how it had initially been integrated into the Ontario curriculum. In this paper I will argue that Sisson’s notebooks provide important archival evidence of how and what students learned during this time period.