

AN ABSTRACT
OF
A STUDY OF CONNECTICUT'S CONTRIBUTIONS
TO WORLD CULTURE

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by
Catherine McCarthy
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This thesis, A Study of Connecticut's Contribution to World Culture, has been written in order to present in a single paper, material from various sources which point out the leadership which Connecticut has given to the world in government, education, social reforms, and cultural activities, as well as the unique contributions of many eminent citizens through their inventions, scientific achievements, writings, showmanship, and statesmanship.

Teachers should have a background of knowledge about Connecticut if they are to instill in children an appreciation of the ideals, character, and achievements of the early settlers whose wisdom and foresight designed a commonwealth based on the principles of self-government for the mutual welfare of its inhabitants.

Chapter two includes background material on Connecticut's natural resources and the use of these physical attributes by the inhabitants who have found a living while engaging in the activities of mining, agriculture, fishing, manufacturing, and insurance.

Some important facts about these activities are noted in this chapter. Copper and iron from Connecticut mines have been used for making ammunition during many wars. Connecticut's agricultural resources are important for the high quality of products, the most important of which is tobacco. In 1880 our state was the undisputed leader of oyster culture. Interest in manufacturing began when the Connecticut pioneer puttered at making gadgets to ease household and farm chores. The products were carried to remote parts by the romantic Yankee Pedlar, who returned with new ideas and demands for these inventions. Hartford,

the insurance capital of the United States, has engaged many people in the activities associated with the enterprise of insurance. It has been pointed out in this study that Connecticut citizens have wisely used the resources provided by nature.

In the chapter, "Social and Cultural Institutions," authorities have been cited to show Connecticut's leadership in education, the historical development of many of its schools and colleges, and the educational facilities offered. The people of Connecticut evolved organizations and procedures ingeniously fitted to the needs in dealing with the indigent, sick, defective, and law violator. The pioneer work with handicapped and mentally retarded children has brought world-wide recognition. The cultural institutions and facilities are an outgrowth of our educational institutions and the rich historical background of our state. Some of the cultural institutions cited are: Yale Art Gallery, Peabody Museum, State Supreme Court building, Wadsworth Atheneum, Stratford's Shakespeare Theatre, Tapping Reeve House, homes of Mark Twain and Harriet Beecher Stowe, historical societies, and memorial halls.

Chapter four has shown that the pioneer's inventive genius and his desire for education resulted in the creation of countless eminent people in the fields of education, science, invention, literature, and statesmanship. Representatives of the many areas of human activity are mentioned. The educators are Henry Barnard and Elihu Yale; scientists: Benjamin Silliman and Samuel William Johnson; inventors: Eli Whitney, Samuel Colt, and Igor Sikorski; writers: Samuel Clemens, Harriet Beecher Stowe, and Noah Webster; showmen and playwrights: P. T. Barnum and William Gillette; statesmen: William Samuel Johnson and Chester Bowles.

This research paper has attempted to show that Connecticut has contributed to world culture through her ideas of government, her social

services and reforms, and through her eminent scientists, educators, inventors, and statesmen.