

IV

(Secondary Reading)

**THE CONSTITUTION OF 1965
1965-present**

The Constitution of 1965 is the evolutionary culmination of Connecticut's constitutional history. You, as a citizen of Connecticut, now can share something very special with our predecessors. You share a tradition of 350 years of representative government. The components of this tradition were presented through four themes in *350 Years of Connecticut Government*.

Authority: the power to control the actions and lives of others, must be defined and limited.

Government the organization and exercise of authority through laws, must represent and be accountable to the people.

Common Good, what is best for all, is the primary purpose of government.

Constitutionalism: an outline of authority and the highest law, is necessary for the survival and continuation of a democratic society.

To promote and maintain our democratic ideas and representative government, you must also share another tradition with our Connecticut ancestors: being an informed and active participant in the governing process. You studied that one way to protect our democratic tradition was to vote for leaders who are honest, knowledgeable, and capable. You learned leaders must put the public interest above their own and those of self-serving special interest groups. And you studied that representatives, when given authority, must protect the common good even time they make and carry out a law or

settle a legal dispute.

Representative government is much more complex today than it was three hundred and fifty years ago. The population of Connecticut in 1639 was approximately 850 people. In 1989 it is over 3,000,000. The settlers of the Connecticut colony had more in common with each other than we do today. The Puritan settlers shared the same English language and traditions. Farming was by far the primary occupation and the Puritan faith was the unifying force in early Connecticut. The people sought authority from the Bible and direction from their religious leaders. The common good in 1639 was easy to define and maintain because the people had much in common.

Today, defining and promoting the common good is a difficult task. Among the three million Connecticut inhabitants, there are several cultural, ethnic, and racial groups. There are thousands of different occupations and many different religions. The contemporary citizen of Connecticut has many uncommon beliefs about the common good. So what is a citizen to do? What can we expect from our Connecticut officials? How can we influence the decisions made by our leaders?

Perhaps the first step is identifying the authority assigned to making, enforcing, and interpreting laws. "Who Has the Authority" activity can help determine responsibility.

Proposed Bills for Connecticut

A modified version of the activity on the previous page was used by a 4th grade class to produce the following list of possible bills for Connecticut. Their list reflects concerns of state, local and regional significance. It was presented to their State Senator Johnston and State Representative Gosslin.

1. Make it a crime to kill animals on purpose.
2. Speed limit on the highways should be higher than 55 MPH.
3. Violent movies and TV shows should be banned.
4. Swearing in public should not be allowed.
5. Train and hire more teachers for our schools.
6. Guns should be outlawed.
7. Drinking and driving laws need to be stricter.
8. Stricter penalties for air and water pollution – especially in Long Island Sound.
9. Smoking in public places banned.
10. Stricter laws for drug dealing, selling and using.
11. Lower the state sales tax.
12. State health care program for everyone.
13. Stricter penalties for crimes against children and senior citizens.
14. A super highway between Danielson and Hartford.
15. More affordable housing for people in Northeast Connecticut.

Contributed by Mrs. Donahue's 1989 fourth grade class in Killingly Memorial School, Danielson, CT

STATE GOVERNMENT

Executive Branch

Capitol Building

Governor _____

Lt. Governor _____

- makes sure laws are carried out
- signs bills into laws

Legislative Branch

State Senate - 36 senators

- I. Lieutenant Governor
 - II. President Pro Temp
 - III. Senators
- Our State Senator is: _____

General Assembly

* writes bills turn into laws

House of Representatives - 151 members

- I. Speaker of the House
- II. Majority and Minority Leaders
- III. State Representatives

Our town is divided into ____ districts.
Our Representatives are: _____

JUDICIAL BRANCH

150 Superior Court Judges
9 Appellate Court Judges

- * makes sure laws are clear
- * punishes law breakers

STATE SUPREME COURT

1 Chief Justice
6 Associate Justices *

FEDERAL GOVERNMENT

WASHINGTON D.C.

UNITED STATES

EXECUTIVE BRANCH
(White House)

President _____
Vice President _____

- * makes sure laws are carried out
- * signs bills into laws

LEGISLATIVE BRANCH

CONGRESS - *makes laws

SENATE - 2 each state

HOUSE OF REPRESENTATIVES - 435 members

Senators from Connecticut are:
Senator _____
Senator _____

Representative from our District is:

JUDICIAL BRANCH

SUPREME COURT

- 1 Chief Justice
- 8 Associate Justices
- * makes sure laws can be understood and punishes law breakers

Who Has the Authority?

Objectives:

- Identify and describe the authority assigned to each of Connecticut's three branches of government under the Constitution of 1965
- Identify and explain the concept of checks and balances as designed by the Constitution of 1965.

In an effort to limit and control the authority of the government, the people of Connecticut ratified a constitution that separated the powers of the government by its three functions: making laws, enforcing laws, and settling disputes. Earlier in our history these three functions were combined under one General Court. The Constitution of 1818 separated the executive, legislative and judicial authority into three groups. The purpose of this separation was to check and balance the powers and authority of the governor, the General Assembly, and the courts. This way, no one group becomes too powerful. In addition, each group can make sure the other doesn't abuse their authority and become corrupt. The Constitution of 1965 separated the powers of the three branches of government even more strictly.

You need to use "Connecticut's System of Checks and Balances" on the next page to participate in this class activity. The class should be divided into three groups representing the state executive, legislative, and judicial branches of government. Each group should review the areas of authority (powers) assigned to their branch of government. Each group will have a sign with

"AUTHORITY"

on one side and

"NO AUTHORITY"

on the other.

You will be given a series of situations involving the powers of one or more of the branches of government (see following page). After the situation is read, review your "Checks and Balances" sheet. Then discuss the answer with your group to determine if your branch has authority over this situation.

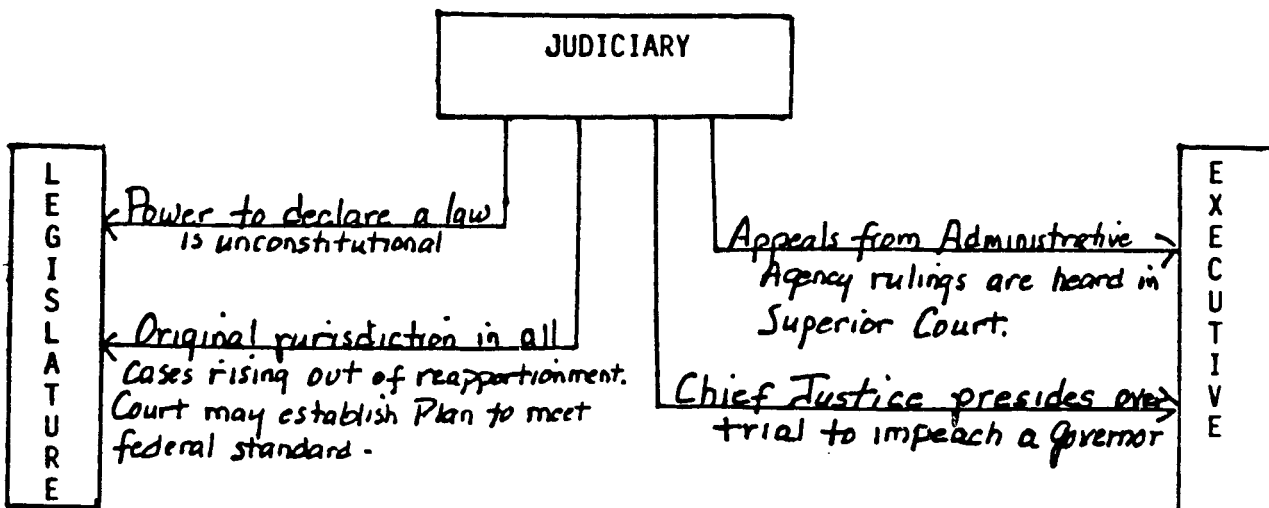
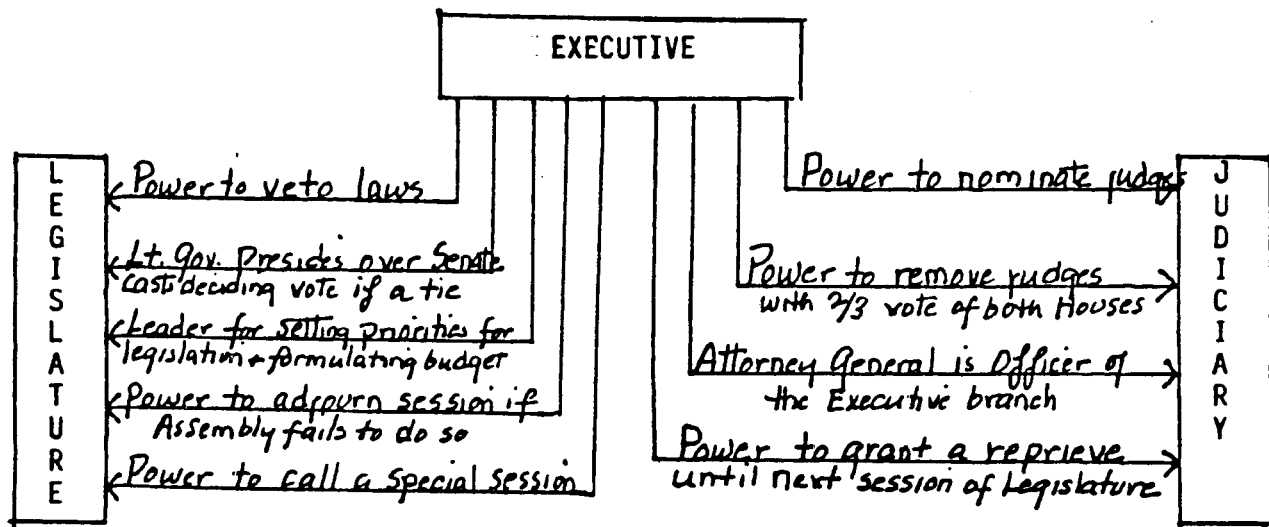
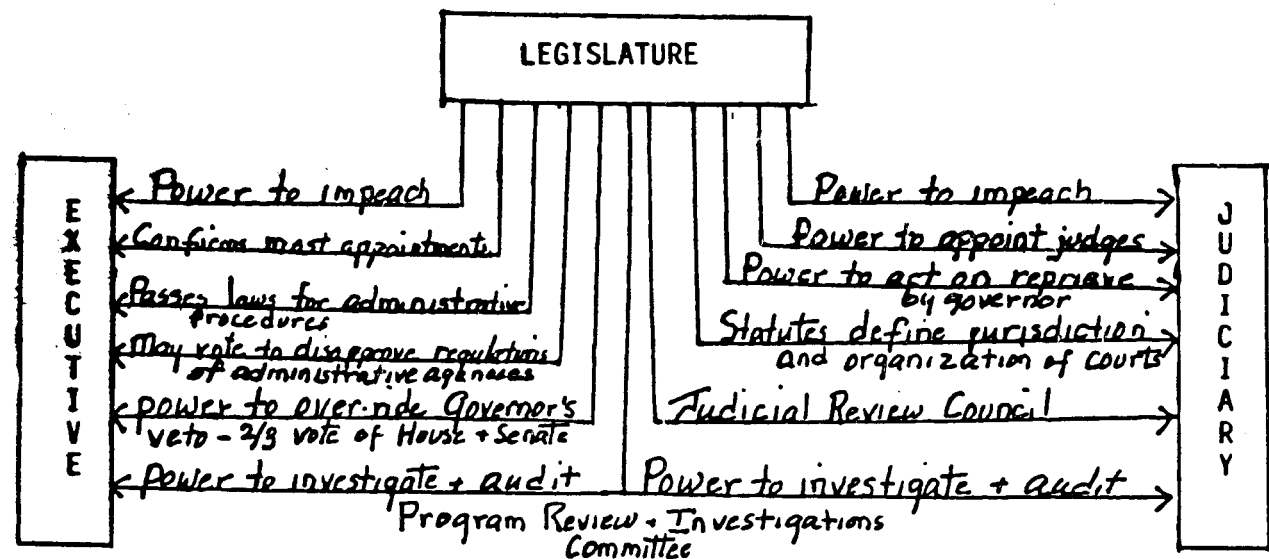
After one minute, your teacher will ask, "Who has the authority?" Raise your paper expressing your group's decision. Once you have asserted or not asserted your authority, explain the reasoning behind your choice.

Scoring:

- two points for correctly claiming and justifying your authority in this situation
- one point for correctly not claiming your authority with explanation
- no points for incorrectly claiming authority or not being able to justify your decision



CONNECTICUT'S SYSTEM OF CHECKS & BALANCES



Who Has the Authority?

SITUATIONS

1. A bill is being debated in an effort to raise the Connecticut driving age to 18 years old.
2. Your local Board of Education expels a student from school and the student wishes to appeal this decision.
3. The Governor is impeached for taking a Florida vacation at the expense of the taxpayers.
4. A bill creating a state income tax is vetoed.
5. A judge is nominated to serve on the State Supreme Court.
6. A bill is voted on which requires police officers to obtain a search warrant when installing a wire tap.
7. Capital punishment is declared unconstitutional.
8. Bridgeport claims New Haven has more state representatives than the Constitution permits.
9. A convicted murderer's death sentence is postponed.
10. A new court is being created to deal specifically with juveniles and juvenile crime.
11. A drug prevention bill being decided in the Senate ends in a tie and the President of the Senate must cast the deciding vote.
12. Waterbury sues Watertown over a boundary dispute.
13. A judge is impeached because of illegal activities.
14. The extension of the school year to 200 days is being considered by the group authorized to raise it.
15. The National Guard is sent to a Connecticut city to help flood victims.
16. A law prohibiting large tandem trucks from using Connecticut highways has been declared illegal by federal courts and the ruling is being appealed to the Supreme Court of the United States.
17. A Native American tribe claims land in Kent and sues for the property.
18. A city mayor is convicted of embezzlement after he bought a new car with money collected from parking meters.

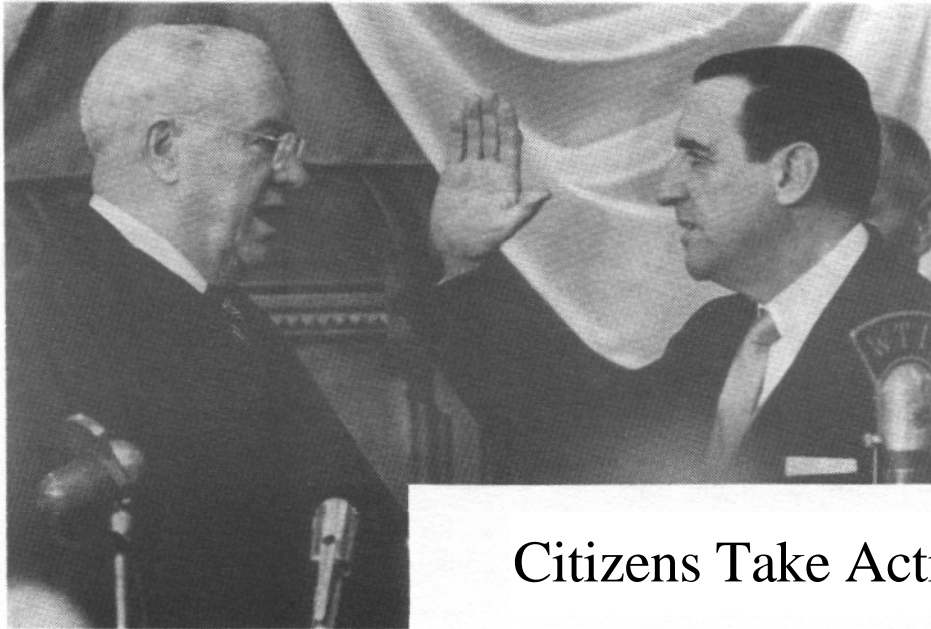
Score Sheet Who Has the Authority?

SCORING SHEET

A = AUTHORIZED NA = NOT AUTHORIZED

	JUDICIAL		EXECUTIVE		LEGISLATIVE	
	A	NA	A	NA	A	NA
1.		1		1	2	
2.	2		2			1
3.	2			1	2	
4.		1	2			1
5.		1	2			1
6.		1		1	2	
7.	2			1		1
8.	2			1		1
9.		1	2			1
10.		1		1	2	
11.		1	2		2	
12.	2			1		1
13.		1		1	2	
14.		1		1	2	
15.		1	2			1
16.		1	2			1
17.	2			1		1
18.	2			1		1

Representative Government:



Citizens Take Action

In the introduction to this activity unit, a question was posed: how can we influence the decisions made by our elected leaders? You learned that voting was one way. But there are other ways which have as much or more influence upon our legislators than our vote. Letters and phone calls to representatives, demonstrations, lobbying, proposing bills, or testifying before General Assembly committees are among the best ways to influence our legislators. The following activities will make you aware of the major issues and problems confronting your community and involve you in a process that can have direct impact upon the bills that are passed, the quality of life you lead, and the common good of the citizens of Connecticut.

Representative Government Mock General Assembly Public Hearing

OBJECTIVES:

- Identify ways to influence the governing process - Investigate and analyze current issues facing the citizens & government in Connecticut
- Formulate solutions to important contemporary problems facing Connecticut
- Persuade others to act upon solutions to identified problems.

FIRST: Identify and Investigate a Local Problem

1. Class discussion and brainstorming of issues affecting the state or your community.
2. Study groups investigate issues through newspapers, visiting community resource people, library research on contemporary issues, interviews with informed citizens (this may take place independently over a two week period).
3. Class selection of a controversial problem

SECOND: Propose a Bill to the General Assembly

1. Define the controversial problem selected by the class.
2. Identify and list opposing viewpoints.
3. Define and list solutions to the problem which correspond to the opposing viewpoints
4. Draft a bill - use "How to Brief a Bill" from the Appendix to assist in the writing. (Randomly choose one option from the problems and solutions the class identified.) Much flexibility can be given in writing this bill but it should include: the problem, causes of the problem, solution to the problem, and legislative action required to enact the solution to the problem. Perhaps your state representative can help you write the bill.

Give the proposed bill to the chairperson of the appropriate General Assembly committee

("Legislative committees: who serves, what they do" will help you select the appropriate committee.)

THIRD: Conduct a Mock Hearing

1. Divide class into third:
 - a. State Representatives - (including Chairperson to organize group)
 - b. Concerned citizens who approve of the bill - (including an attorney or lobbyist to organize the group).
 - c. Concerned citizens who opposed the bill - (including an attorney or lobbyist to organize the group).
2. Group (a) prepares questions to ask their constituents who represent both sides of the issue. (These acting State Representatives should be able to offer good answers to their own questions.)
3. Group (b) and (c) should prepare statements in support or in opposition to the proposed bill. The statement should be brief (1 minute), to the point, and reasonable. They should ask the representatives to do or refrain from doing something and explain why it is necessary to do what they ask. Copies of the statements should be given to the representatives to read and keep for future reference.
4. The hearing should start with the Chairperson calling the meeting to order and asking for testimony from the floor. The Chair should alternate testimony between the opposing groups. At the conclusion of the hearing, each of the committee members should vote in favor or in opposition to the bill being sent to the floor of the General Assembly. They must explain why they voted the way they did and may amend the bill if they wish. A majority vote will send the bill to the floor for debate and vote.

How to Brief a Bill Connecticut General Assembly

PROBLEM:

What specific problem (s) did the bill address?

Break a major problem down into related components. (For example, air pollution breaks down into sources of pollution, consequences of pollution, variety of factors that influence its presence such as wind, etc.)

Possible solutions considered, both non-political ones and legislative action.

Which groups and individuals expressed concern about problem?

MOVING THE BILL THROUGH THE LEGISLATURE:

Proposing the bill:

1. Who drafted it? How was the issue or problem stated? What solution did the original bill propose?
2. Who proposed it? Which chamber?
3. Who supported it? What arguments?

Committee/Public Hearings on the bill:

1. Which Standing Committee handled it?
What did that Committee decide to do?
Who was for it? Why?
Who was against it? Why?
2. Was there a public hearing on the bill?
Who testified in favor? What reasons?
Who spoke in opposition? What reasons?
3. Was the original bill changed as a result of the hearings? In what ways? For what reasons?
4. If the bill required an appropriation, what did the Appropriations Committee decide to do? What reasons?

LEGISLATIVE STAFF FUNCTIONS

1. Did the Legislative Commissioners make any changes? Why?
2. What did the Office of Fiscal Analysis say about the Bill?

ACTION BY HOUSE AND SENATE

1. At the Second Reading of the Bill what calendar number was assigned to the bill? When did it appear on the calendar for daily session? (It must be listed twice.)

- at this Reading who spoke in favor? Why?
- who spoke in opposition? Why?
- were amendments proposed? By whom?
- what changes? who opposed amendments?

2. At the Third Reading of the Bill with amendments was there further debate on the floor of the House? the Senate?

- who spoke in favor? Reasons?
- who spoke against? Reasons?
- did these debates produce different versions of the Bill in the two chambers?

3. How did the House of Representatives vote on the Bill? How did the Senate vote?

-If one chamber rejected the bill, it died.

-If both chambers voted in favor on the same Bill, it was sent to the Governor for action.

-if the House and the Senate passed different versions of the Bill,

What were the significant differences?

What reasons were given for differences?

Who was appointed to the Special Joint Conference Committee?

Did that Conference Committee reconcile the differences? If not, the bill died.

If they reached agreement on a revised version of the bill, it was returned to both chambers for debate and vote.

ACTION BY THE GOVERNOR

a) Did the Governor sign the original bill or the revised version when it reached his desk?

Did he make any comments at the time?

When did the bill become law?

Who in the Executive branch will carry it out?

How to Brief a Bill Connecticut General Assembly - page 2

b) Did the Governor allow the bill to become law without his signature?

Within 5 days of receiving it during session?

Within 15 days after adjournment?

Did he give reasons for doing this?

c) Did the Governor veto the bill? What reasons?

It is then returned to the chamber in which it was first proposed. Did that chamber over-ride the veto by the required 2/3?

Did the other chamber over-ride the veto by the required 2/3?

If 2/3 of the members of either or both chambers failed to pass the bill, it died.

What reasons were given by speakers in each of the chambers for their decision?

ACTION BY THE COURTS

1. Who brought a suit in court claiming their rights under the State Constitution were denied? When? What section and provision of the Constitution did the Plaintiffs use as the grounds for their complaint? Which state officials were named as the Defendants in the suit?

2. A suit begins in the State Superior Court. What was the decision of the Judge at that level? What were the reasons given for the decision?

3. Suit involving an appeal based on constitutional grounds go to the Connecticut Supreme Court. What did the Judges at that level decide? What reasons did they give?

4. Citizens also have the right to take their complaint to a federal court, but the grounds they use must be based on the U.S. Constitution. These cases begin at the Federal District Court. What did the Judges at that level decide? What reasons did they give?

If the citizen (s) believe that decision also denied their constitutional rights, their case may be argued before the U.S. Court of Appeals, and as a last resort, before the U.S. Supreme Court.

(The re-apportionment cases in 1964 are a good example of the use of a federal court and a state Supreme Court decision - in Butterworth v. Dempsey - to force the General Assembly to change laws it had passed.)

OTHER ACTIVITIES

1. Make a timeline for a bill.

2. Discuss the purpose of each of the steps taken to work out a legislative solution to the original problem:

Did the process strengthen or weaken the bill?

What are the advantages and the disadvantages of a legislative solution, especially where a complex problem is at issue?

Would the process work better or be more effective if some of the steps above were eliminated? Would it produce a better bill?

Consider some other non-legislative solutions to the problem.

3. Discuss the role of the political parties in moving the bill through the General Assembly. Did the votes follow party lines, or cut across them?

Was this problem one of the issues on a party platform at election time?

Which party dominated the Committee hearings? the Public Hearings? Did this make a difference in the final version of the bill? Did it "color" the way the bill was presented in the press? or in public speeches? Did the Governor take a partisan approach or was he "objective".

4. Discuss the role of the media. Read several newspaper accounts and watch TV programs. Were facts presented accurately ,or selectively and in a biased manner?

What were the differences between TV coverage and newspapers? If you had access only to one, would you choose TV or newspaper? Why?

What influence did the press coverage have on the final votes?

Were lobbyists involved in moving the bill through the legislature? How do you know? Whom or what interest did they represent? What influence did they seem to have?

Laws, Laws Everywhere

When you reviewed the Connecticut Law Code of 1650, perhaps you noticed that the laws of the Puritans controlled the public, personal, and private affairs of Connecticut citizens. As our government became more democratic and church law became separated from public law, do you think the government still controls our private lives? Should they?

Below is a list of typical human actions and behaviors. Can you think of a law, rule, or regulation that controls your behavior in these situations? Write what, when, where, why, how, or with whom on the line provided to indicate how your actions are regulated. Sometimes it may be more than one of these things. Be able to defend your reasoning.

[eg., what you do or can't do; when you do it or can't; where you do it or can't; why you have to do it or can't; how you do it or can't; and with whom you can do something or can't]

Private Behavior

Eating	_____
Drinking	_____
Talking	_____
Walking	_____
Listening	_____
Smelling	_____
Seeing	_____
Touching	_____

Personal Behavior

Dating, hugging, or kissing	_____
Marrying, divorcing, or having children	_____
Working (employment)	_____
Owning property (real estate, vehicles, etc.)	_____
Having fun	_____

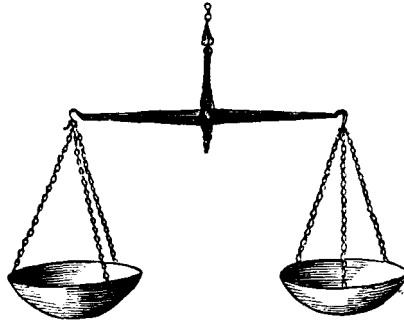
Public Behavior

Driving a car or bike	_____
Attending school	_____
Paying taxes	_____
Personal actions within your community	_____
Providing for the common defense	_____
Living under guardianship until 18 years old	_____

**Is there anything we do, any action we perform that is not regulated by a law or rule?
Try to think of one.**

In a democracy where individual freedom is guaranteed, do we really need so many laws?

Balancing Liberty and Justice



Sometimes the common good comes in conflict with individual liberty. This is because the rights, freedoms, obligations, and responsibilities are not absolute (without exception). Individual rights and freedoms do not ALWAYS support of the common good. And the common good is not ALWAYS in the best interest of the individual. How can we balance what is best for the society and what is fair for the individual? Let's try!

What is the common good within a school and what rights do students have?

Common Good - The people in authority have the obligation to provide for domestic tranquility (freedom from threat and harm) within a school and to maintain a safe and orderly environment.

CAN CONFLICT WITH:

Individual Freedom - "This big jerk keeps calling me names and pushes me around when no one is looking. The teacher says he can't do anything because it is the jerk's word against mine. The teacher says I always seem to be telling on someone for doing something to me. I finally punched him but I got caught and got detention for a week. That really stinks! What about my right to domestic tranquility?"

1. What is in the common good for the school?
2. What rights does the student have?
3. How could you balance the common good (the interest of the school) with individual right

Balancing Liberty and Justice

(the interest of the student)? You are the school principal hired to maintain order in the school.

B. What Is the common good within a country and how much freedom do citizens have?

Common Good - The United States government has the obligation to provide for the common defense (protection for foreign enemies) for all of its citizens.

CAN CONFLICT WITH:

Individual Freedom - "I am a citizen and I have a right to life, liberty, and the pursuit of happiness. Being drafted into the army takes away my liberty and I can not pursue my happiness if someone is shooting at me. I refuse to go into the military service.

1. What is the common good for this country?

2. What does this person see as best for him?

3. You are a Supreme Court Justice sworn to uphold justice. How would you balance the common good with individual rights in this case?

Balancing Liberty and Justice

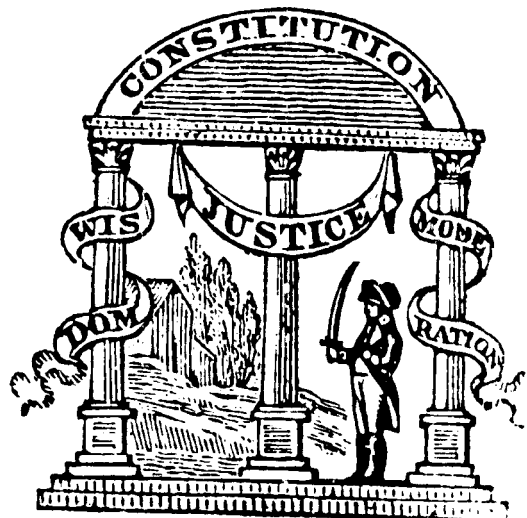
What Is the common good within a country and how much liberty do citizens have?

Common Good - The government has the obligation to establish justice under the law and to protect citizens and their property from harm. Someone living in a 50 unit apartment building has been breaking into his neighbor's apartments and stealing. The police search every apartment for the stolen goods until they find the criminal.

CAN CONFLICT WITH:

Individual Freedom - Citizens have the right to privacy and freedom from undue interference by government officials (the police). Individual privacy should be protected!

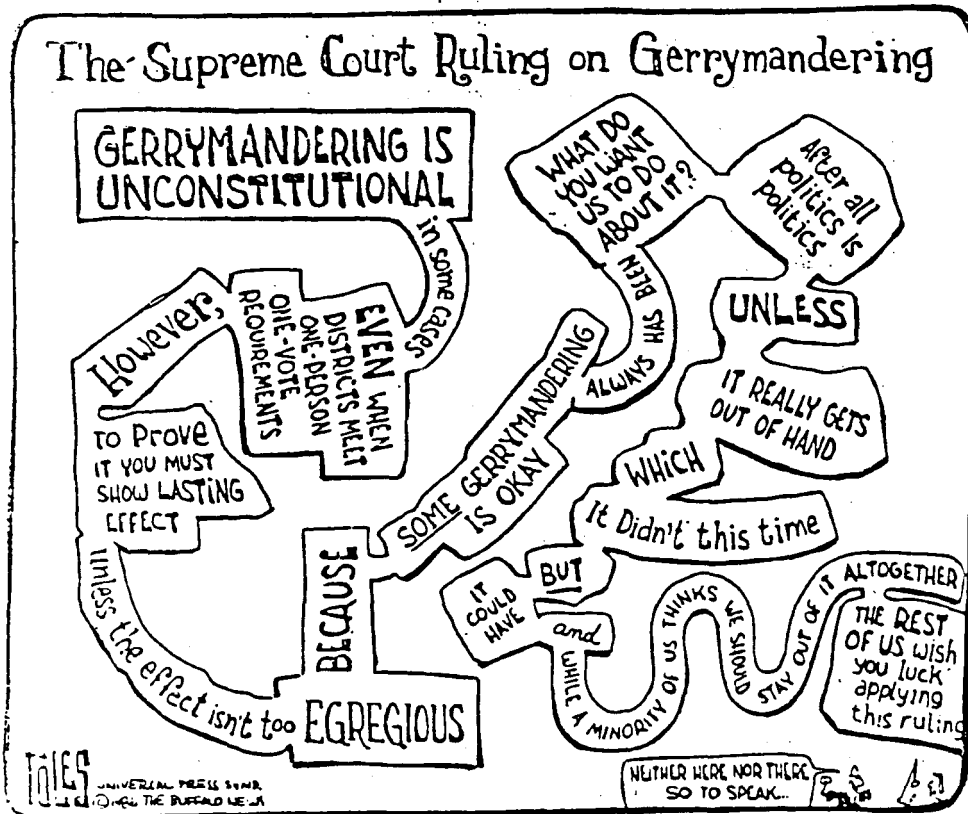
1. What is the common good for society and for the police?
2. What is in the best interest for an honest individuals living in this apartment building?
3. How would you balance the common good with individual rights in this case? You are the chief of police sworn to protect the property of citizens.



One Person - One Vote

The system of representation to the Connecticut General Assembly established by the Constitution of 1818 remained basically the same through 1960's. The citizen's of Connecticut elected one of two representatives to the General Assembly from their individual city or town. A municipality received two representatives if it was incorporated prior to 1818 and awarded one representative after that date. This method of choosing state representatives caused the United States Supreme Court to mandate reapportionment of Connecticut's voting districts. In 1960, Connecticut was known as the most undemocratic state in the United States due to unequal and unfair representation. Reapportionment of General Assembly voting districts became the driving force behind the adoption of the Constitution of 1965. By ratifying a new constitution, the citizens of Connecticut once again established a just, representative government that served the common good of all citizens.

But why all the fuss? Why did the Federal Supreme Court mandate the way Connecticut conducted its state elections? In 1960, 96 Connecticut towns with a combined population of 303,086 electea 148 representatives. The other 103 towns, with a combined population of 2,232,148, elected 294 representatives. This meant only 12% of Connecticut voters had a majority of the votes in the lower house of the General Assembly. What ever that small group of citizens wanted, they got! The large cities had many severe problems: poverty, poor and over crowded housing, high unemployment, crime, inadequate medical care, and substandard educational opportunities. When the cities came to the General Assembly for needed programs, they were voted down as being too costly by the smaller towns. A 1892 cartoon provides a good illustration of this problem:



TEACHING IDEAS

132

LEVEL: Senior High School

Congressional Reapportionment/Redistricting

Jesse Palmer, University of Southern Mississippi

Fair and equal representation in our government has always been difficult to achieve. This lesson on reapportionment helps students encounter some of the problems legislators face in accomplishing this goal. As a social studies lesson, it seems most effective in 12th grade American Government classes.

Preview: This lesson describes reapportionment of congressional districts and related terms. Students learn by reapportioning an imaginary state

Objectives:

1. Define the following terms:
 - apportionment
 - reapportionment
 - census
 - congressman-at-large
 - gerrymander
2. Describe the significance of the court case *Wesberry vs. Sanders* (1964) and the "one man, one vote" rule.
3. Identify the Reapportionment Act. of 1929.
4. Practice skills in applying information obtained about reapportionment.

Opening the Lesson:

- Inform students of the lesson's main point.
- Ask students what they know about reapportionment.
- Ask the following questions: (1) What is it? (2) Why do states do it? (3) Who is responsible for doing it? (4) How is it done? Inform students that this lesson presents information pertaining to these questions.

Developing the Lesson:

- Discuss with students the terms important for understanding 1g reapportionment.
- Show and explain the Congressional Apportionment map of the United States and a map of your state's Congressional districts.

Concluding the Lesson:

- Hand out map of the imaginary state and have students go through the process of reapportionment.
- Use an overhead projector and allow students to show the class how they reapportioned their state.
- Have students explain problems they encountered in reapportioning their state.

Directions for the Reapportionment Exercise: The imaginary state shown below has 34 counties. The population of each county is indicated. The state is entitled to ten members in the United States House of Representatives because its total population is million: Divide the state into ten districts in such a way as to

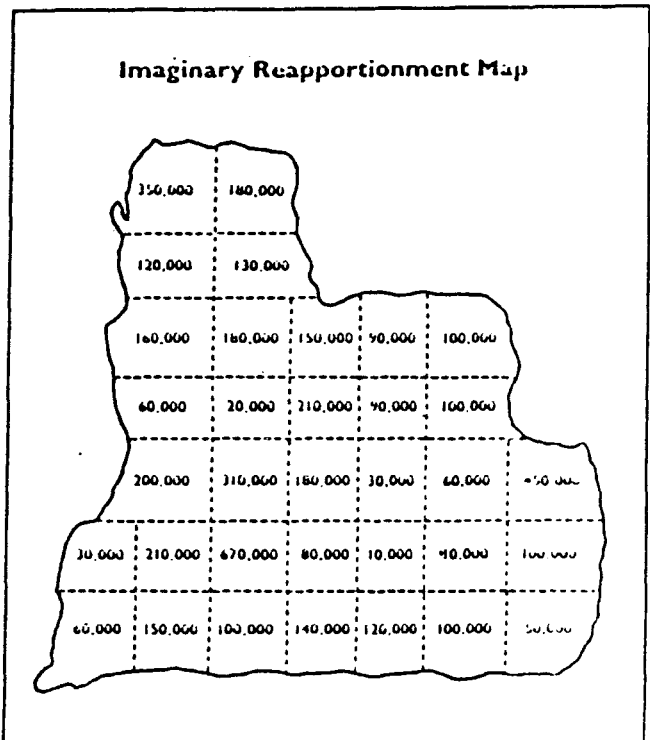
make each district (1) as nearly equal as possible in population and (2) as geographically compact as possible. A district may be smaller than a county or include more than one county. The variance between congressional districts should be no more than plus or minus 10,000.

Teacher's Note: The ideal district should contain 500,000 people. However, a district's population may have as few as 450,000 people or as many as 510,000 people. All people in the state must be accounted for.

Reference

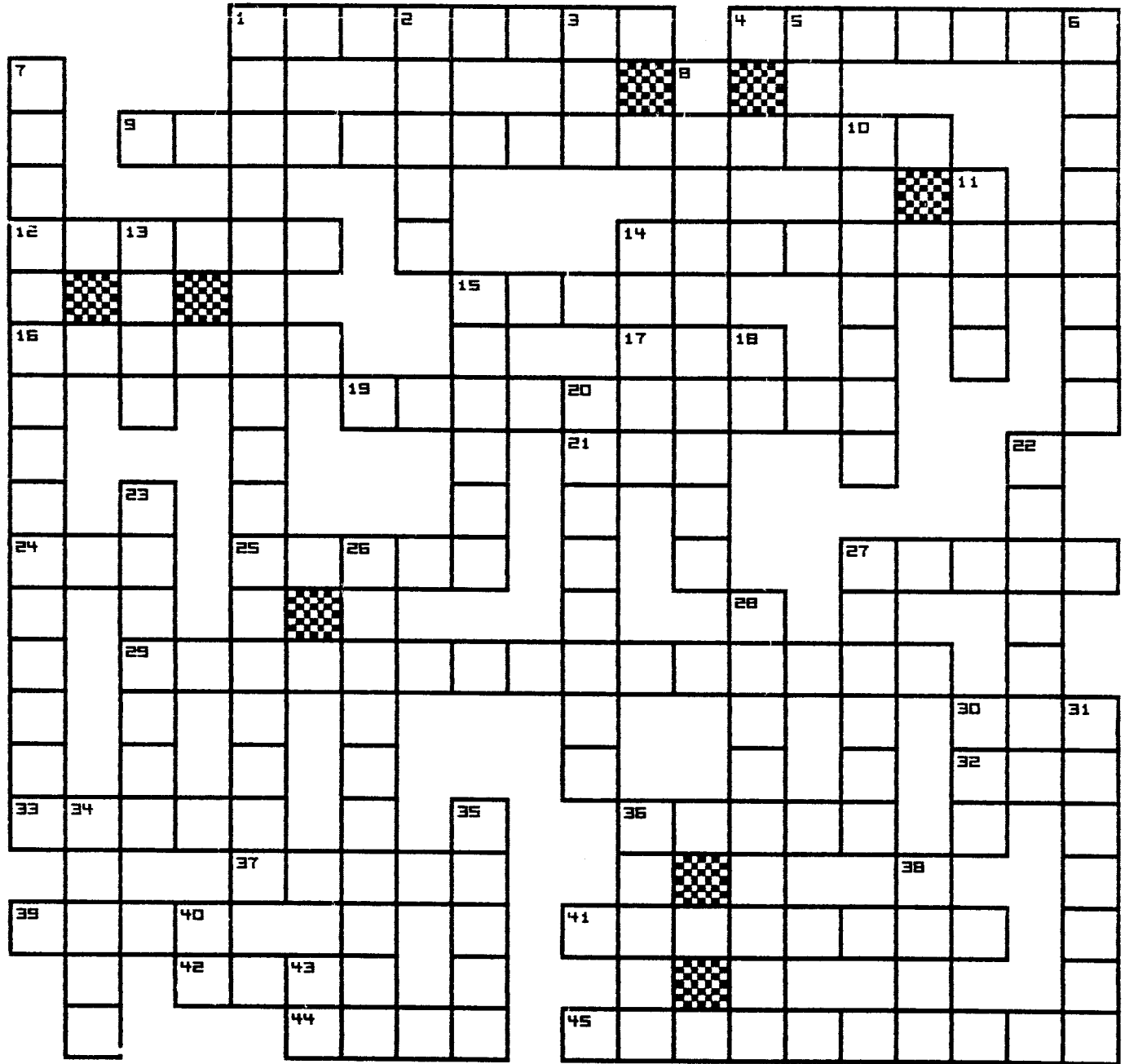
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1965 CONSTITUTION



1965 CONSTITUTION

ACROSS CLUES

1. legislative branch of the national government
4. no person shall be deprived of life, liberty or property without due _____ of law (Sec. 8 '65 Const)
9. name of the legislative branch of Connecticut
12. Article First of the 1965 Constitution - Declaration of _____
14. governments ruled by elected representatives; CT & U.S. gov'ts are defined as among these types
15. nickname given to the leader of a committee or assembly; conducts meetings as a moderator
16. upper house of the Connecticut General Assembly
17. energy; high spirits; vim & vigor
19. state official who is the president of the state senate & second In command; _____ governor
21. a conjunction; the senate _____ the House of Representatives make up the General Assembly
24. number of years old or a specific period of time
25. a fertile green spot In a desert where water is usually found
27. the title of the leader of the Connecticut Supreme Court; _____ Justice
29. to re-draw state voting districts so the people will be fairly represented In the legislature
30. an affirmative answer; when legislators vote yea they mean they vote _____
32. self expression through dance, song, sculpture, or painting
33. stories; recounts of historical or legendary events
36. loosing brightness; disappearing gradually; loosing popularity
37. "Qui Transtulit Sustinet"- "He who has transplanted us, sustains us" - this Is the state _____
39. when a plaintiff brings a civil case to court, he is said to bring _____ against a defendant
41. chief executive of the state
42. an executive power of sending a bill back to the General Assembly & only a 2/3 vote makes it a law
44. the governor Is the _____ one who can veto a bill & a state Judge can serve until 70 years old
45. leader of the state senate elected by his peers; president _____ (2 words not abbreviated)

DOWN CLUES

1. theory which states the highest authority within a state is a written outline limiting power
2. the governor is the Captain - General of the state militia also known as the National _____
3. an international distress signal
5. to mug or steal from someone (slang)
6. CT government receives money for Its operation by Imposing a duty on purchased goods known as a _____
7. the lower and larger house of the General Assembly Is called the House of _____
8. a vote by the people on a constitutional amendment or a local budget is called a _____
10. freedom; a great and essential principle declared In the preamble of Ct's Constitution
11. a proposed law
13. Sec.15 of the CT's Constitution guarantees every citizen the right to bear these
14. to mature; when fruit does this It is ready to eat
15. Ct's government Is separated Into three branches so that each _____ the powers of the other
18. a nickname of a father
20. a power reserved to the General Assembly; the process of acquiring money to operate the gov't
22. title of the elected leader of the state House of Representatives
23. an Inquest; an opportunity for the public to testify before Assembly committees
26. the _____ of governmental power into three branches prevents abuse of power & corruption
27. counting the population to determine how voting districts are to be drawn; every 10 years
28. an addition and change to a constitution
30. a sweet potato
31. a state law; state laws are contained In law books called the Connecticut General _____s
34. Sec.4 of the Ct. Constitution guarantees free speech & makes us responsible for Its _____
35. to persuade a legislator to vote for your point of view or cause
36. when a legislator is given the right to address the Assembly, he Is said to have the _____
38. a cleansing agent or a deterrent to profane language
40. television
43. "___ be or not ___ be, that is the question."

WORD LIST: 1965 CONSTITUTION

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|-------------------|------------------|-------------|
| ABUSE | GUNS | RI PEN |
| AGE | HEARIN G | ROB |
| AMENDMENT | LI EUTENANT | SAGAS |
| AND | LI BERTY | SALES TAX |
| ART | LOBBY | SENATE |
| BI LL | MOTTO | SEPARATI ON |
| CENSUS | OASI S | SOS |
| CHAI R | ONLY | SOAP |
| CHI EF | PA | SPEAKER |
| CHECKS | PEP | STATUTE |
| CONGRESS | PROCESS | SUI T |
| CONSTITUTIONALISM | PROTEMPORE | TAXATI ON |
| FADES | REPLI CS | TO |
| FLOOR | REAPPORTI ONMENT | TV |
| GENERAL ASSEMBLY | REPRESENTATI VES | VETO |
| GOVERNOR | REFERENDUM | YAM |
| GUARD | RI GHTS | YES |

ANSWERS: 1965 CONSTITUTION

