

NINTH CIRCUIT CIVICS CONTEST

HOW TO SHOP WITH WAR RATION BOOK TWO
... to Buy Canned, Bottled and Frozen Fruits and Vegetables;
Dried Fruits, Juices and all Canned Soups

*What Does Our American
Community Ask of Us?*

POINT ALLOWANCE MUST LAST FOR THE FULL RATION PERIOD
Plan How Many Points You Will Use Each Time Before You Shop

THE WEEK

BUY EARLY IN THE DAY

Fight Defense Made

ORIGINAL TABLE OF POINT VALUES FOR PROCESSED FOODS

WEIGHT	POINT VALUES
1/2 lb	10
1 lb	20
2 lb	40
3 lb	60
4 lb	80
5 lb	100
6 lb	120
7 lb	140
8 lb	160
9 lb	180
10 lb	200
11 lb	220
12 lb	240
13 lb	260
14 lb	280
15 lb	300
16 lb	320
17 lb	340
18 lb	360
19 lb	380
20 lb	400
21 lb	420
22 lb	440
23 lb	460
24 lb	480
25 lb	500
26 lb	520
27 lb	540
28 lb	560
29 lb	580
30 lb	600
31 lb	620
32 lb	640
33 lb	660
34 lb	680
35 lb	700
36 lb	720
37 lb	740
38 lb	760
39 lb	780
40 lb	800
41 lb	820
42 lb	840
43 lb	860
44 lb	880
45 lb	900
46 lb	920
47 lb	940
48 lb	960
49 lb	980
50 lb	1000

2021 CONTEST WINNERS

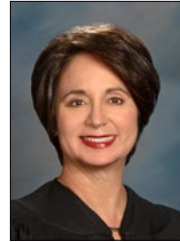
THE NINTH CIRCUIT'S PUBLIC INFORMATION AND
COMMUNITY OUTREACH (PICO) COMMITTEE THANKS
THE FOLLOWING FOR THEIR SUPPORT:

U.S. COURT OF APPEALS FOR THE NINTH CIRCUIT
U.S. DISTRICT COURT FOR THE DISTRICT OF ALASKA
U.S. DISTRICT COURT FOR THE DISTRICT OF ARIZONA
U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT
FOR THE CENTRAL DISTRICT OF CALIFORNIA
U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT FOR THE
EASTERN DISTRICT OF CALIFORNIA
U.S. DISTRICT COURT FOR THE NORTHERN
DISTRICT OF CALIFORNIA
U.S. DISTRICT COURT FOR THE SOUTHERN
DISTRICT OF CALIFORNIA
DISTRICT COURT OF GUAM
U.S. DISTRICT COURT FOR THE DISTRICT OF HAWAII
U.S. DISTRICT COURT FOR THE DISTRICT OF IDAHO
U.S. DISTRICT COURT FOR THE DISTRICT OF MONTANA
U.S. DISTRICT COURT FOR THE DISTRICT OF NEVADA
U.S. DISTRICT COURT FOR THE DISTRICT OF
NORTHERN MARIANA ISLANDS
U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT
FOR THE DISTRICT OF OREGON
U.S. DISTRICT COURT FOR THE EASTERN
DISTRICT OF WASHINGTON
U.S. DISTRICT COURT FOR THE WESTERN
DISTRICT OF WASHINGTON

PRIZE MONEY AND OTHER CONTEST COSTS ARE FUNDED THROUGH ATTORNEY
ADMISSION FEES COLLECTED BY THE COURTS TO FUND EDUCATIONAL PROGRAMS
FOR THE BAR AND COMMUNITY.

A Word About the Contest

The 2021 Ninth Circuit Civics Contest is a circuit-wide essay and video competition for high school students. The contest focused on important events in American history and global events that have challenged us to find a balance between inalienable rights and collective responsibilities to each other. The Public Information and Community Outreach (PICO) Committee and the United States Courts for the Ninth Circuit aim to inform young students to help them become knowledgeable citizens, while learning about their constitutional rights by giving them the opportunity to express themselves through creative writing and/or video production in the contest.



*District Judge
Janis L. Sammartino,
chair of the Ninth
Circuit Public
Information and
Community Outreach
Committee*

Now in its sixth year as a circuit-wide contest, the PICO Committee collaborated with the 15 judicial districts in the circuit in organizing and promoting the contest from virtual brown bag lunches to social media postings on the PICO's Twitter page <https://twitter.com/courtscommunity>.

The theme of the 2021 contest was “What Does Our American Community Ask of Us?” Students were asked, “How should we as a society strike the appropriate balance within the framework of our Constitution between safeguarding our rights and fulfilling our responsibilities to each other?”

The contest invited the participation of high school students in Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon and Washington state, along with the U.S. Territory of Guam and the

<https://www.ca9.uscourts.gov/civicscontest>

Commonwealth of the Northern Mariana Islands. Despite the continued challenges faced by students during the COVID-19 pandemic, we are very pleased to report that nearly 1,000 students participated again this year. Preliminary judging completed by the district courts narrowed the field to 45 essays and 31 videos. Final judging was completed by judges, court executives and members of the PICO Committee, which selected the top three winners in the essay and the video competition.

We thank all of the federal courts of the Ninth Circuit and their civics contest coordinators for their dedication and support. We could not have succeeded on our goal of expanding civics education without the help of many judges, lawyers, chambers staff, court and library staff from throughout the circuit who contributed their time.

July 2021

WINNING ESSAY CONTEST ENTRIES

1st
place

ISABELLA WIDROW OLYMPIA, WASHINGTON

It was the early pandemic months — days were stretched out like a rubber band and evenings contracted with concerned calls to relatives. I dialed my grandmother’s number, expecting her voice to be haggard, rendered worn from her new isolative reality.

But as we began to speak in our usual fragmented mix of English and Mandarin, my grandma was more or less the same: cheerful, content, a bit sarcastic. We talked about how school was going for me, and how much I missed her cooking. But before I hung up, my grandmother (who shies away from politics) said something that was out of the ordinary for her: “These protesters are 傻瓜 (shǎ guā),” she exclaimed, referencing anti-lockdown protesters with a Chinese term that loosely translates to foolish. “In China, it’s not about the individual. The people listen to their government.”

My grandmother’s words were a simplification, but they raised questions about our society’s emphasis on individual liberties and the struggle of preserving them while simultaneously “promoting the general welfare.” When, and to what extent, should we as citizens “listen to our



Isabella Widrow is a recent graduate of Olympia High School in Olympia, Washington. She will be attending Carleton College in Northfield, Minnesota, where she plans to study English and political science. Isabella loves writing, politics and law, and she hopes to combine those interests by going to law school and, eventually, working in appellate law. During her four years in high school, she participated in Youth and Government, volunteered for political organizations and campaigns and was a member of the track and

cross-county teams. Outside of school, her hobbies include: thrifting, fashion, traveling and spending time with her cats and family.

government?” Do certain situations demand rights be curbed in order to ensure the common good or safety?

No document better addresses these questions than the Constitution. It embodies the paradoxical nature of balancing freedom with responsibility: its first ten amendments serve as protections *from* government, yet as a whole it is a framework necessary *for* effective government. Through judicial interpretations of these contrasting tenets — ideals of “we the people” weighed against “blessings of liberty” — we can better understand the roles of both government and citizens in balancing liberty with responsibility.

Limitations on civil liberties often conjure dark images of our history, from the speech-infringing Sedition Act of the early 1800s to the violent attacks on protesters at Kent State and Selma. But other instances of limiting freedoms serve to illuminate collective resilience and sacrifice. One such example was the rationing of certain foods during World War II. Due to shortages of farmers and crops as well as restrictions on imports, citizens were unable to purchase certain foods without government vouchers. Many Americans overwhelmingly supported the effort.

Moreover, in a situation similar to today’s pandemic, the Supreme Court in *Jacobson v. Massachusetts* established precedent for curbing individual liberty to further public health. The case stemmed from an outbreak of smallpox in the early 1900s, in which Massachusetts city officials made smallpox vaccines compulsory and assessed \$5 fine for refusal. After being fined for refusing vaccination, Jacobson sued on the basis that the 14th Amendment protected his right to refuse. The Supreme Court rejected this idea, with Justice John Harlan stating that while the 14th Amendment protected personal liberties, “the rights of the individual ... under pressure of great dangers, [may] be subjected to ... restraint, to be enforced by reasonable regulations, as the safety of the general public may demand.” *Jacobson* established a reasonableness test, allowing government to restrict individual liberty if restrictions are found to be a reasonable means to attain a common good. Around 20 years later, the Supreme Court in another vaccination refusal case upheld this doctrine in *Zucht v. King*, with Justice Louis Brandeis writing that “*Jacobson* ... had settled that it [was] within the police power of a State to provide for compulsory vaccination.” Thus, curtailing personal freedoms in the context of mandatory vaccinations is a necessary sacrifice undertaken for

the collective good. It is an idea easily applicable to today's pandemic — not only is there scientific reasonableness behind lockdowns and limited capacity restrictions, but there is also a sense of personal sacrifice as compliance requires us to give up freedoms.

Yet when making decisions that limit personal liberty, governments must weigh the resulting benefits and harms, as sometimes the prevailing idea of the “common good” violates free speech and equal protection/treatment. Consider the case of *Stromberg v. California*, in which camp counselor Yetta Stromberg was convicted for displaying a red flag indicating her support for the Communist Party (a California law forbade the flying of such flags). Or consider the Patriot Act. Enacted in the aftermath of 9/11, it greatly expanded government surveillance and the reach of certain criminal laws, with many challenging the Act as violating the First and Fourth Amendments. The Supreme Court overturned Stromberg's conviction on the grounds that the California law violated the First Amendment principle of free speech. But parts of the Patriot Act still remain today, a remnant of a counterterrorism movement of “extraordinary renditions and brutal interrogations.” Both instances illustrate laws created with the intent to further the common good, yet failed in that they violated civil liberties.

While these examples highlight the need to enshrine civil liberties yet curtail them when necessary for the common good, how should we as individuals specifically act in this web of competing constitutional principles?

At times, we must ‘listen’ and trust the policymakers and experts, and be willing to make individual sacrifices that the hour demands. Yet we must remain steadfast in our defense of individual liberties, weighing the ‘reasonableness’ of curtailed liberties, and defending them through protest, speech, and litigation when policies strip these liberties in a disparate manner. And although we are not judges tasked with balancing individual freedoms and the general welfare, we can at least incorporate this idea of balance in our everyday decisions.

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¹ *Elk v. Wilkins*, 112 U.S. 94 (1884).

² *Davis v. Guam*, 932 F.3d 822 (2019).

³ 88 U.S. 162 (1875).

⁴ 302 U.S. 277 (1937).

⁵ 377 U.S. 533.

⁶ *Harper v. Virginia Board of Elections*, 383 U.S. 663 (1966).

⁷ 86 U.S. 803 (1966).

⁸ *Georgia v. United States* 411 U.S. 526 (1973); *City of Rome v. United States* 446 U.S. 206. (1980); *Lopez v. Monterey County* 519 U.S. 9 (1996).

⁹ *Shelby County v. Holder*, 570 U.S. 529 (2013)

¹⁰ *Shelby*, 570 U.S. at 567 (Ginsburg, J., dissenting).

¹¹ How Long It Took Different Groups to Vote, *New York Times*, February 4, 2013.

¹² *Republican National Committee v. Democratic National Committee*, 589 U.S. ____ (2020).



MADELINE DAY PLEASANTON, CALIFORNIA

From the Mayflower Compact to the Virginia Declaration of Rights, the early American republic was paradoxical: founded upon the ideas of natural rights but also out of duty to create a better future for “our Posterity.”¹ Because the United States exists under a social contract, citizens should fulfill their duties to each other in a manner which safeguards rights as much as possible.

As Thomas Hobbes writes in *Leviathan*, members of society give up certain rights when they join a social contract, understanding that the government will protect them. Thus, the natural rights of life, liberty, and the pursuit of happiness, are not absolute, and with good reason. Absolute liberty would cause society to resemble a state of nature, where life is “nasty, brutish, and short.”²

During times of war and emergencies, the government, the arbiter of the social contract, has the power to restrict individual rights in order to maintain security. For example, in 1942, the Emergency Price Control Act established the Office of Price Administration, which set price controls and rations for products such as sugar, nylon, and coffee in the midst of World War II.³ These price controls limited individual liberty but were followed out of duty; the citizens understood that the success of the war would ultimately impact all members of U.S society. While there were legal challenges raised against rationing, the Supreme Court affirmed in *Lockerty v. Phillips* (1943) that the Office of Price Administration’s



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regulations “were necessary to the effective prosecution of the war, as it helped stabilize the economy.”⁴

However, the balance between rights and duty is not constant. When the government infringes on fundamental rights without narrowly tailored action, citizens should safeguard their rights. For example, during the 18th Century quasi-war with France, Congress passed the Sedition Act of 1798, which limited “false, scandalous, or malicious writing” against the U.S government.⁵ The act was a broad violation of free speech, so citizens checked the government by electing President Thomas Jefferson, who denounced and opposed the acts. More than a century later, President Woodrow Wilson authorized the Sedition Act of 1918, which criminalized the actions of those who “willfully utter, print, write, or publish any disloyal...language about the form of the Government.”⁶ While intended to prevent insubordination of the World War I military recruitment effort, the Act penalized a range of expression, violating First Amendment rights. In particular, the fundamental right to petition against the Government was limited. Thus, when the government’s actions violate First Amendment rights but are not narrowly tailored, citizens should safeguard individual rights over their duty to the collective. Another example of when citizens should safeguard their rights is during World War II, when President Roosevelt established Japanese internment camps through Executive Order 9066.⁷ By imprisoning a group of people without formal convictions, the U.S government violated the Fifth Amendment’s due process clause. Although the Court determined that Japanese internment passed the strict scrutiny test in *Korematsu v. U.S* (1944), it is important to recognize that “even the most rigid scrutiny” can sometimes fail.⁸ Justice Frank Murphy’s dissent in *Korematsu v. U.S* (1944) highlights the dangers of the Court’s decision and criticizes the use of fear to justify actions that violate the Fourteenth Amendment’s equal protection clause.⁹ While patriotism and service are traditional wartime duties, emergency expansions of power prove that safeguarding rights against arbitrary government action is a duty just as crucial.

Though the nature of public health crises is different from war, both share a similar sense of urgency. During public health emergencies, the duty that citizens have towards each other should be further emphasized. As members of a social contract, John Locke asserts that citizens have a duty not to take away the life of another nor act in ways that harm others.¹⁰

If safeguarding individual rights detracts the health of others, then citizens should prioritize their responsibilities to each other.

For example, in the early 1900s, a Massachusetts county imposed mandatory smallpox vaccinations after an outbreak. The mandatory vaccination law was challenged in *Jacobson v. Massachusetts* (1901), but the Supreme Court ruled that the law was within constitutional bounds because it was necessary for the public's health. Justice Harlan notes in the majority opinion that “[r]eal liberty for all could not exist under the operation of a principle which recognizes the right of each individual person to use his own [liberty].”¹¹

In the midst of the COVID-19 pandemic, Americans have also had to weigh the collective over individual freedoms. While COVID-19 restrictions limit an array of First Amendment rights, including assembly, citizens have a duty to follow guidelines because they protect the lives of others and because physical distancing decreases virus spread. According to UCSF Epidemiology Professor Kirsten Domingo, California's prohibition of gatherings and shut-down of non-essential businesses caused mortality rates to fall significantly.¹² Such restrictions are legally justified because in *Lawton v. Steele* (1894), the Court determined that the state can exercise increased police power so long as 1) the action is in the “public interest” and 2) “essential to the public safety and health.”¹³ Furthermore, COVID-19 restrictions are reasonable, with public health officials designating tiered county guidelines that become less severe as cases decrease. Thus, when the government sets reasonable guidelines, there is more benefit to following restrictions than not. By fulfilling their duty to the collective, an individual furthers conditions more conducive to maintaining their right to life (avoiding COVID-19) and right to liberty (decreased case rates loosen restrictions). The mutual relationship between duty and rights illustrates how the two do not inherently conflict.

To make the United States a “more perfect union,” citizens should act in ways that minimize harm to each other while holding the government accountable when rights are at risk. So, ultimately, our American Community asks us to check and serve each other, for the liberty and justice for all.

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THE U.S. AND US:
BALANCING INDIVIDUAL AND COMMUNITY

Benjamin Franklin once called our government “a republic, if you can keep it.”¹ When Madison, among others, worked to finalize The Constitution of the United States, he ensured mindfulness of our fellow countrymen would be sewn into the very fabric of our nation. As revolutionary ideals placed the sovereignty of our republic in the people, the responsibility to uphold our community rests on us. Living through different periods and facing different challenges, Americans’ interpretation of general welfare and of our constitutional rights changes over time, allowing for future adaptations.

The question of what our community asks of us is often tied to how many liberties — or to what modifications thereof--we are willing to sacrifice for the community. We cannot altogether forfeit our constitutional rights for the sake of community, nor should we undermine the needs of the community. Therefore, American ideals are pulled between personal freedoms and the general welfare. The acceptable mixture of liberty and general welfare varies from citizen to citizen, and the idea there is a golden ratio accommodating the two fundamental American ideals is unrealistic, not only for our ever-changing democracy and community over time, but also at any single point in time.



Jin Chung is a rising junior at St. John's School in Tumon, Guam. In the future, he wishes to be able to better the American community through practicing law and/or becoming involved in national politics. Jin enjoys a wide range of activities including badminton, chess and creative writing. He aims to attend Harvard Law School to further his interests in civics and launch himself into a career in law.

To provide for the community, especially in times of crisis, could lead to self-sacrifice. For example, to support the war effort in World War II, citizens were required to ration their food intake so that all could eat.² For the sake of preventing the spread of COVID-19, citizens are mandated to follow crucial safety protocols like wearing a mask and staying 6 feet apart.³ And, finally, to prevent the spread of hate speech and misinformation private social media companies have made the choice to suspend or ban certain public accounts to discourage acts of mob violence.⁴

Even The Supreme Court of the United States has prioritized community safety over individual rights. In 1905, Henning Jacobson of Massachusetts questioned the constitutionality of state-mandated vaccinations against smallpox, which had killed millions in the early 20th century, before the Supreme Court (cf. *Jacobson v. Massachusetts*).⁵ He claimed a mandatory vaccine contravened the Fourteenth Amendment, which states: “No State shall make or enforce any law which shall...deprive any person of life, liberty, or property, without due process of law.”⁶ The Supreme court ruled 7-2 in favor of Massachusetts. Justice Harlan explained, “real liberty for all could not exist under the operation of the principle which recognizes the right of each individual person to use his own [liberty]... regardless of the injury that may be done to others.”⁷ When the community is in crisis, protecting citizens from harm becomes a priority. However, to further consider the question of what the community asks of us, we must heed not only the community as a whole, but also the individuals that constitute said community.

In the past, the Supreme Court has unduly infringed upon individual liberties. In the landmark 1927 case *Buck v. Bell*, the Supreme Court ruled in favor of the compulsory sterilization of “imbeciles” of which they concluded Carrie Buck to be a member. According to the opinion, written by Justice Holmes, the sterilization of Carrie Buck was in the best interest of the state of Virginia. Justice Holmes even cites *Jacobson v. Massachusetts* as justification for the decision that overruled individual freedoms for the promotion of general welfare.⁸ It is a stark reminder that policies and atrocities are only separated by a thin line of reasoning. Buck, along with the 70,000 Americans who underwent mandatory sterilization, had her natural right to life stripped from her.⁹ Besides legitimizing the eugenics program in the US, this ruling also inspired the eugenics program of

Nazi Germany.¹⁰ Furthermore, *Buck v. Bell* has yet to be overturned by the Supreme Court. It is often difficult for government officials to gauge the needs of a community at a specific point in time, and we as citizens have the civic responsibility to publicly denounce misguided legislation that does not align with the needs of the community, to remember that the First Amendment gave us the “right [...] to assemble, and to petition the Government for a redress of grievances”.¹¹ Beyond the scope of court cases where issues are resolved by a majority taking one side or another, the line between community and individuality in the real world is unclear, and the result of this mixture may lead to cooperation that benefits both community and individual.

Being immigrants, my parents from China and Korea survived the integration into the United States due to the efforts of the community on Guam. For instance, individuals stepped forward to help my parents overcome their language barriers, while the Chinese Church on Guam was able to provide them with temporary shelter. These acts were not all performed by single individuals. The essence of community is a collection of decent individuals doing what is right at that time. It is the work of the community that gives the United States her diversity. Our culture of tolerance was able to influence complete strangers to welcome those who needed help.

Therefore, the question of what the community asks of us remains open because the needs of American citizens change from generation to generation, just as the needs of the community do. To protect the masses without resorting to tyranny and to promote liberty without falling into anarchy are the basic ideals our community asks of the nation. And it is our responsibility as citizens to promote and practice these same ideals. In the 244 years of this great nation, there has yet to be a consensus where to draw the line between responsibility to others and freedom for oneself. There is not a grocery list for what the community demands. We are an ever-shifting community. Individuals indeed bear civic responsibilities, as does the community bear responsibilities to the wellbeing of the individual. “A republic, if you can keep it” is not addressed to any organization, governmental body, or individual; “you” means US.

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⁸*Buck v. Bell*. 274 U.S. 200 (1927)

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¹⁰BIANCULLI, David. “The Supreme Court Ruling That Led To 70,000 Forced Sterilizations.” NPR, NPR, 24 Mar. 2017, www.npr.org/2017/03/24/521360544/the-supreme-court-ruling-that-led-to-70-000-forced-sterilizations#:~:text=The%20Supreme%20Court%20Ruling%20That%20Led%20To%2070%2C000%20Forced%20Sterilizations%20%3A%20NPR&text=Ethics-,The%20Supreme%20Court%20Ruling%20That%20Led%20To%2070%2C000%20Forced%20Sterilizations,tells%20the%20story%20in%20Imbeciles. Accessed 1 January 2021.

¹¹U.S. Const. amend. I, § 1.

WINNING VIDEO CONTEST ENTRIES

Winning video entries can be viewed by visiting the 2021 Ninth Circuit Civics Contest website: <https://www.ca9.uscourts.gov/civicscontest>



BRENDEN BIRD FORT BENTON, MONTANA



Brenden Bird was born in Johnson City, New York, in 2002. After moving around, he and his family ended up in Fort Benton, Montana, where they have resided for the past 11 years. Throughout his high school career, Brenden has served as class vice president and secretary. He participated in track and field. He recently graduated, with honors, from Fort Benton High School and has earned his Eagle scout. Brenden enjoys video games in his free time. He plans on going to Brigham Young University-Idaho, though he still is undecided on selecting a major.

What does our American
community ask of us?

C **A** **R** **E** *2nd place*

TEAH SIMON
HONOLULU, HAWAII



Teah Simon is a rising sophomore at 'Iolani School in Honolulu, Hawaii. She enjoys jazz, dancing, sewing her own clothes and cooking vegan food. At school, Teah is part of the speech and debate team, Chapel Council, Students for Sustainability Club and Young Entrepreneurs Club. She is very interested in social justice and environmental issues. She hopes to explore social entrepreneurship educationally and as a possible career path in the future.



MARC GARBA AND JIATIAN YIN SCOTTSDALE, ARIZONA



Marc Garba is an incoming senior at Desert Mountain High School in Scottsdale, Arizona. Since his short documentary about the Ottoman Empire in the sixth grade, Marc has been learning the nuances of videos. Aside from communication through a digital medium, Marc also is an active member of speech and debate, speaking to others about global issues. He has actively enjoyed all his history classes through high school, where he found an interest in viewing historical bias through map creation. In his free time, Marc is a passionate numismatist and coin dealer. Although Marc anticipated that the hobby would teach him monetary history, he continues to enjoy the people associated with the community itself. Through learning about different perspectives of coins—the artistic and business elements—Marc is a dealer who seeks to supply wholesale priced coins to the community he once learned—and continues to learn from. He hopes to major in finance and has a life goal of educating others about alternative assets though a think tank he plans to establish post college.



Jiatian Yin is an incoming senior at Desert Mountain High School in Scottsdale, Arizona. Jiatian has found writing as a strong means of expressing himself; coupled with his constant drive to better himself through self-study and discussion. He enjoys the opportunities which his English and history classes provide in terms of research and analysis. Working closely with a nonprofit to assist refugees in Arizona, Jiatian has developed a close connection with the community at school and in the general community.

Much of his free time is spent honing his technique on the marching tenor drums, reflecting his regard for the memories and lessons associated with it. Having been in marching band since freshman year, Jiatian is the section leader of the drumline and will establish his own legacy within the program. He plans to major in history or economics to elevate his critical thinking and communication skills—hopefully, supporting his entrance into law school and beyond.

DISTRICT WINNERS WHO ADVANCED TO THE CIRCUIT AS FINALISTS

District of Alaska

Essay Winners: 1st place (\$1,000) – Yule Zhang of South Anchorage High School; 2nd place (\$500) – Lillian Yang of West Anchorage High School; and 3rd place (\$250) – Libbey Gionet of Grace Christian School.

District of Arizona

Essay Winners: 1st place (\$1,000) – Hannah Cluroe of Hamilton High School in Chandler; 2nd place (\$500) – Amiya Lotun of BASIS Oro Valley in Oro Valley; and 3rd place (\$250) – Ian Sherwood of Dobson Montessori School in Mesa.

Video Winners: 1st place (Total of \$1,000) – the team of Marc Garba and Jiatian Yin of Desert Mountain High School in Scottsdale; 2nd place (\$500) – Juan Carrasco of Mesa High School in Mesa; and 3rd place (\$250) – Karina Lamadrid of Cesar Chavez High School in Phoenix.

Central District of California

Essay Winners: 1st place (\$1,000) – Nefertari Hammant of Magnolia Student Center-Springs Charter School in Riverside; 2nd place (\$750) – Laura Pham of Oxford Academy in Cypress; and 3rd place (\$500) – Grace Yue, also of Oxford Academy.

Video Winners: 1st place (\$1,000) – Ariana Perez of Troy High School in Fullerton; 2nd place (Total of \$750) – the team of Simone Chan, Yixi Chen and Shihui Huang of Arcadia High School in Arcadia; and 3rd place (\$500) – Viren Mehta of Oxford Academy in Cypress.

Eastern District of California

Essay Winners: 1st place – Elizabeth Pena of Chico High School in Chico; 2nd place – Jamie Casden of Benicia High School in Benicia; and 3rd place – Avalon Keene, also of Benicia High School.

Northern District of California (not ranked)

Essay Winners: Aditya Dawar of Amador Valley High School in Pleasanton; Madeline Day, also of Amador Valley High School; and Kevin Guo of Cupertino High School in Cupertino. Each student will receive \$600.

Video Winners: The team of Lauren Bausley and Ella Kopper of Northgate High School in Walnut Creek and the team of Myung Suh Choi, Juno Kim and Katherine Lee of Monta Vista High School in Cupertino. Each team will receive a total of \$600.

Southern District of California

Essay Winners: 1st place (\$1,000) – Noah Trepanier of Del Norte High School in San Diego; 2nd place (\$500) – Gillian Celis of Eastlake High School in Chula Vista; and 3rd place (\$250) – Azúl Del Castillo of High Tech High Chula Vista Charter School in Chula Vista.

Video Winners: 1st place (\$1,000) – Ali Hussain of Central Union High School in Imperial; 2nd place (\$500) – Sebastian Avila, also of Central Union High School; and 3rd place (Total of \$250) – the team of Jeremy Byrd and Taylor Rickert of Foothills Christian High School in El Cajon.

District of Guam

Essay Winners: 1st place (\$150) – Jin Chung of St. John's School in Tumon; 2nd place (\$100) – Kasey Xu, also of St. John's School; and 3rd place (\$50) – Azía Pilar of the Academy of Our Lady of Guam in Hagåtña.

Video Winners: 1st place (Total of \$100) – the team of Elizabeth Chua, Jin Chung and Alexander Gayle of St. John's School and 2nd place (\$50) – Kelvin Lee, also of St. John's School.

District of Hawaii

Essay Winners: 1st place (\$1,000) – Abby Suk of 'Iolani School in Honolulu; 2nd place (\$500) – John Vierra, also of 'Iolani School; and 3rd place (\$250) – Bella Dadzie of West Hawaii Explorations Academy in Kailua-Kona.

Video Winners: 1st place (\$1,000) – Teah Simon of 'Iolani School in Honolulu; 2nd place (Total of \$500) – the team of Moana Chun-Rivas and Logan Doi of Henry J. Kaiser High School in Honolulu; and 3rd place (\$250) – Peilin Sun, also of Henry J. Kaiser High School.

District of Idaho

Essay Winners: 1st place (\$1,000) – James Giffen of Timberline High School in Boise; 2nd place (\$500) – Austin Giffen of East Junior High School in Boise; and 3rd place (\$250) – Charlotte Brockman of Gooding High School in Gooding.

Video Winner: 1st place (\$1,000) – Austin Giffen of East Junior High School.

District of Montana

Essay Winners: 1st place (\$2,000) – Leah Veress of Gardiner High School in Gardiner; 2nd place (\$1,000) – Landen Conner of Corvallis High School in Corvallis; and 3rd place (\$500) – Frances Carrasco, also of Corvallis High School.

Video Winners: 1st place (\$2,000) – Brenden Bird, 2nd place (\$1,000) – Josie Arganbright and 3rd place (\$500) – William Ullery. All students are from Fort Benton High School in Fort Benton.

District of Nevada

Essay Winners: 1st place (\$1,000) – Hridika Khundkar, 2nd place (\$750) – Amanda Gant and 3rd place (\$500) – Shannon Bradley. All students are from Reno High School in Reno.

Video Winners: 1st place (\$1,000) – Matthew Vogel of Advanced Technologies Academy in Las Vegas and 2nd place (\$750) – Sahi Chundu of Ed W. Clark High School in Las Vegas.

District of the Northern Mariana Islands

Essay Winners: 1st place – Katherine Avendano-Woodruff of Mount Carmel School in Saipan; 2nd place – Richard Steele, also of Mount Carmel School; and 3rd place – Vivien Liu of Marianas High School in Saipan.

Video Winners: 1st place – The team of Katherine Avendano-Woodruff, Brandee Hunter and Connie Zhu of Mount Carmel School.

District of Oregon

Local winners in the District of Oregon will receive cash prizes to be determined by the district.

Essay Winners: 1st place – Kate Bingham of Lincoln High School in Portland; 2nd place – Yixian Liu, also of Lincoln High School; and 3rd place – Brandon Sa of Clackamas High School in Clackamas.

Video Winners: 1st place – The team of Bailey Armstrong, Tara Subramaniam and Nora Wu of Lincoln High School in Portland and 2nd place – Peyton Coleman of Beaverton High School in Beaverton.

Eastern District of Washington

Essay Winners: 1st place – Lauryn Kunkel of Deer Park High School in Deer Park; 2nd place – Taylor Voelker of East Valley High School in Spokane Valley; and 3rd place – Natalie McQuade of Delta High School in Pasco.

Video Winners: 1st place – Byran Cook of Garfield-Palouse High School in Palouse; 2nd place – the team of Alexandria Pereira and Anika Walter of Delta High School in Pasco; and 3rd place – the team of Megan Foertsch, Lauren Green and Jordan Holso of College Place High School in College Place.

Western District of Washington

Essay Winners: 1st place (\$800) – Isabella Widrow of Olympia High School in Olympia; 2nd place (\$500) – Matthew Gardiner of Shorecrest High School in Shoreline; and 3rd place (\$300) – Sophia Calandrillo of Shorewood High School in Shoreline.

Video Winners: 1st place (\$800) – Sophia Calandrillo of Shorewood High School in Shoreline; 2nd place (\$500) – Jeremy Ryoo of Bothell High School in Bothell; and 3rd place (\$300) – Mary Vertetis of Bellarmine Preparatory in Tacoma.

2021 NINTH CIRCUIT CIVICS CONTEST COORDINATORS

Stephanie Lawley, *Chief Deputy Clerk II, Alaska*

Ellen Weber, *Judicial Assistant to the Honorable Bridget S. Bade, Ninth Circuit Court of Appeals, Arizona*

Jessica Garibay, *Project Specialist, Central District of California*

Kim Daffin, *Executive Assistant, Eastern District of California*

Lisa Christensen, *Human Resources Specialist and Civics Outreach Coordinator, Southern District of California*

Charles White, *Chief Deputy Clerk, Guam*

Michelle Rynne, *Clerk of Court, Hawaii*

Sharon Hardin, *Financial Specialist II, Nevada*

Amanda Hayes, *Judicial Chambers Administrator, District of the Northern Mariana Islands*

Magistrate Judge Jolie Russo, *Oregon*

Jennifer Harris, *Court Services Specialist, Eastern District of Washington*

Johanna E. Moody-Gatlin, *Judicial Assistant to the Honorable Carolyn R. Dimmick, Western District of Washington*

Special thanks to the following people for supporting their court's civics coordinators:

Circuit Judge Bridget S. Bade, *Ninth Circuit Court of Appeals, Phoenix*

Bankruptcy Judge Sandra R. Klein, *Central District of California*

Wayne Blackwelder, *Bankruptcy Court Clerk, Eastern District of California*

Debra Kempf, *District Court Clerk, Nevada*

Chief Bankruptcy Judge Tom Renn, *Nevada*

Renea Grogan, *Chief Deputy, Eastern District of Washington*

Jessica Harmon, *Deputy Clerk, Western District of Washington*

2021 CIVICS CONTEST JUDGES

Essay Winner Selection:

William “Bill” Cracraft, *Communications Specialist, PICO staff, Office of the Circuit Executive*; Bankruptcy Judge Mary Jo Heston, *Western District of Washington, PICO member*; Edward Hosey, *Interim Circuit Librarian, Ninth Circuit Library*; Kelli L. Sager, *PICO member, Central District of California*; Magistrate Judge Autumn D. Spaeth, *PICO member, Central District of California*

Video Winner Selection:

Laura Apperson, *Human Resources Director, Ninth Circuit*; Kari Kelso, *Public Education and Community Outreach Administrator, PICO staff, Office of the Circuit Executive*; Bankruptcy Judge Sandra R. Klein, *PICO member, Central District of California*; Stephen Liacouras, *Chief Circuit Mediator, Ninth Circuit Mediation*; Chief Bankruptcy Judge Margaret M. Mann, *PICO member, Southern District of California*

Preliminary Judging of Essay and Video Entries:

Sandy Andrews, *Policy and Research Analyst, Office of the Circuit Executive*; Eric Christensen, *Emergency Preparedness and Security Officer, Office of the Circuit Executive*; Alex Clausen, *Audio and Visual Specialist, Office of the Circuit Executive*; Rollins Emerson, *Archival Specialist, Ninth Circuit, San Francisco*; Daniella Garcia, *Librarian, Ninth Circuit Library, Fresno*; Peter Gayatinea, *Branch Librarian, Ninth Circuit Library, Honolulu*; District Judge Sharon Gleason, *District of Alaska*; Jenna Halai, *Branch Librarian, Ninth Circuit Library, Sacramento*; Stella Huynh, *Workplace Relations Specialist, Office of the Circuit Executive*; Misty Perry Isaacson, *Chair-Elect of Lawyer Representatives Coordinating Committee, Central District of California*; Circuit Judge Kenneth K. Lee, *San Diego*; Magistrate Judge Linda Lopez, *Southern District of California*; Rob Leung, *Operations Specialist, Office of the Circuit Executive*; Robyn Lipsky, *Executive Director, Ninth Judicial Circuit Historical Society*; Shannon Lynch, *Librarian, Ninth Circuit Library, Reno*; Chief Bankruptcy Judge Joseph M. Meier, *District of Idaho*; Circuit Judge Eric D. Miller, *Seattle*; Holly Parker, *Lawyer Representative, District of Nevada*; Julia O. Sathler, *Librarian, Ninth Circuit Library, Portland*; Kathleen V. Shoemaker, *Lawyer Representatives Coordinating Committee, Western District of Washington*; Susan Spraul, *BAP Clerk*; Evan Thomas-Arnold, *Policy and Research Analyst, Office of the Circuit Executive*; Chandan Toor, *Internet/ Intranet Administrator, Office of the Circuit Executive*; Licia E. Vaughn, *Lawyer Representatives Coordinating Committee, Southern District of California*

The Public Information and Community Outreach (PICO) Committee would like to acknowledge the judges, lawyers and judiciary staff from throughout the Ninth Circuit who contributed their time to ensure the success of the civics contest.



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