

**NINTH CIRCUIT CIVICS CONTEST
2024 CONTEST WINNERS**

70 Years
Later—
The Legacy of

**BROWN V.
BOARD of
EDUCATION**



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, DISTRICT OF ALASKA

U.S. DISTRICT COURT, DISTRICT OF ARIZONA

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
CENTRAL DISTRICT OF CALIFORNIA

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
EASTERN DISTRICT OF CALIFORNIA

U.S. DISTRICT COURT, NORTHERN DISTRICT OF CALIFORNIA

U.S. DISTRICT COURT, SOUTHERN DISTRICT OF CALIFORNIA

DISTRICT COURT OF GUAM

U.S. DISTRICT COURT, DISTRICT OF HAWAII

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
DISTRICT OF IDAHO

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
DISTRICT OF MONTANA

U.S. DISTRICT COURT, DISTRICT OF NEVADA

U.S. DISTRICT COURT, DISTRICT OF NORTHERN MARIANA ISLANDS

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
DISTRICT OF OREGON

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
EASTERN DISTRICT OF WASHINGTON

U.S. DISTRICT COURT AND U.S. BANKRUPTCY COURT,
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

In our ongoing efforts to promote civics education, the Ninth Circuit's Public Information and Community Outreach (PICO) Committee, the U.S. Court of Appeals for the Ninth Circuit and the 15 judicial districts within the circuit sponsor an annual essay and video competition. The competition is for high school-age students who reside within the geographic area of the circuit. Now in its ninth year, the 2024 Ninth Circuit Civics Contest gives students a chance to express themselves through creative writing or video production, while learning about their constitutional rights, landmark rulings, historical events and the federal courts. Both occur as the students do research about the matters that are the basis for the theme of the contest.

The theme of the 2024 contest was “**70 Years Later—The Legacy of Brown v. Board of Education.**” In addressing the theme, students were asked to discuss the impact the decision on law and society in an essay of 500-1,000 words or a 3-5 minute video.

The contest was open to 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 Commonwealth of the Northern Mariana Islands.

There were 737 essay entries and 88 video entries. Of these, 45 essays and 31 videos were selected by the districts throughout the circuit to advance to the preliminary round of the final competition. Based on that review, 12 essays and 10 videos advanced to the final round of judging. Members of the PICO committee, which includes judges, members of the bar, circuit executive staff and court unit executives, participated in the final phase of judging these entries. Based on the results of this review process, students from Arizona, California, Montana, Nevada, Oregon and Washington state were awarded the top prizes.

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

We very much appreciate and are grateful for the teachers and other educators who encouraged students to participate in the contest and to learn more about the third branch of government. The committee thanks all the volunteers and civics contest coordinators throughout the circuit for their exceptional commitment to promoting civics education. We believe that all of the students who participated benefited from doing so, and we are confident that they learned about the essential role of the federal courts in American democracy.

PICO Committee

July 2024

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WINNING ESSAY CONTEST ENTRIES

1st
place

COLIN WILLIAMS DISTRICT OF OREGON



Colin Williams is a rising senior at Sprague High School, located in Salem, Oregon. Colin considers himself a multidisciplinary student, who loves to engage in a variety of subjects including computer science, data science, geography and, of course, constitutional law. He competed in Sprague's "We The People" Constitutional law team as a demonstration team this past year and won the unit award along with his partner, Matthew Meyers. Colin and Matthew are close friends who routinely collaborate

in various competitions (such as the video portion of the Ninth Circuit Civics Contest) and spend countless hours every week conversing in constitutional law as well as the world's geography through the online platform, GeoGuessr. He developed an interest in the Constitution at a young age. Still, his interest didn't develop into a fascination until meeting Matthew after which the two like-minded friends began researching the field and continuously reflecting ideas and positions off of each other. Outside the classroom, Colin is a varsity distance runner in cross country and track and field. Having made all-conference in the Central Valley Conference, he often goes on long runs on weekends to clear his head or to contemplate challenging puzzles he encounters throughout the day. One of his favorite intellectual activities is his study of geography, one he also shares with Matthew. Having been ranked top 50 in the United States on GeoGuessr, Colin loves to spend time memorizing landscapes, agriculture, vegetation, infrastructure and languages of places all around the globe. Colin appreciates how different disciplines employ different frameworks of problem-solving and how approaching the same problem in different ways allows an individual to be better prepared to solve difficult challenges.

The Triumph of *Brown v. Board*

By the 1950s, the NAACP had fully demonstrated its intent to combat all forms of racism and racial inequality, whether it took the form of lynchings or deeply offensive films like *The Birth of a Nation*. In efforts to upend segregation, the NAACP filed numerous lawsuits regarding children whose education had been marred by the practice.¹ Five of these cases reached the Supreme Court at roughly the same time, and the Court, for the sake of cohesion, consolidated them under one name: *Brown v. Board of Education* (1954).²

To appreciate *Brown* we must first understand the relevant constitutional principle. The 14th Amendment, ratified in the Reconstruction era, contains the Equal Protection Clause.³ The clause states that no state can, “deny to any person within its jurisdiction the equal protection of the laws.” Or, as bluntly summarized by the National Constitution Center, “stop[s] states from discriminating against blacks.”⁴ Before *Brown*, the legal precedent, established in *Plessy v. Ferguson* (1896), was that as long as a law required separate facilities to be equal, there was no Equal Protection violation.⁵ Of course, in practice, these facilities were anything but equal. Regardless, under *Plessy*’s “separate but equal” doctrine, they were legally permissible. This *ratio decidendi* (the legal principle a ruling establishes) would remain for 58 years until *Brown* would finally overturn it.

In sunseting *Plessy*, the Supreme Court effectively uprooted six decades of legal precedent. A protective blanket had been cast over segregation, giving states the go-ahead to pass Jim Crow laws to their hearts’ content. The surplus of these laws, from Louisiana’s Separate Car Act of 1890⁶ to the Portland Residential Code of 1924⁷, would further inculcate the “separate but equal” philosophy into American life. Additionally, the ruling in *Plessy* would be reinforced in subsequent cases, such as *Cumming v. Board of Education of Richmond* (1899)⁸ and *Berea College v. Kentucky* (1908).⁹

Although terminating the “separate but equal” doctrine is what *Brown* is most famous for, its legal impact can be observed not only in what it destroyed but also in what it created. Just three years after

the *Brown* decision, the case had already been cited nearly 50 times, serving as a bedrock for other civil rights suits.¹⁰ In that three-year period, the Supreme Court ordered universities to admit qualified black applicants in *Lucy v. Adams* (1955)¹¹ and *Hawkins v. Board of Control* (1956),¹² and continued to strike down segregationist policies such as in *Muir v. Louisville Park Theatrical Association* (1956).¹³

Interestingly, *Brown* not only affected law itself but also the head institution of it: the Supreme Court. Amidst the proceedings, Chief Justice Warren made a concerted effort to unite the other justices under one opinion.¹⁴ Warren believed that landmark decisions made by the court should be unanimous because it demonstrated that the court was confident in its ruling and because such decisions are harder to criticize as politically motivated. He was right on both counts, and this emphasis on consensus would become a signature of the Warren court which also issued unanimous decisions in *Gideon v. Wainwright* (1963)¹⁵ and *New York Times Co. v. Sullivan* (1964)¹⁶ among others.

While it would be difficult to overstate the impact *Brown* had on the Supreme Court and the law itself, it would be nearly impossible to overemphasize its influence on society. Arguably the most important thing *Brown* did was serve as an early catalyst for the Civil Rights Movement. By providing evidence that change was possible, *Brown* helped incite and inspire other aspects of the movement. Dr. Martin Luther King Jr. embodied this sentiment best with a quote from his 1957 *Give Us the Ballot* address describing how *Brown* “came as a great beacon light of hope to millions of disinherited people throughout the world who had dared only to dream of freedom.”¹⁷

Sadly, *Brown*'s social influence was not limited to positive change. In fact, the backlash to *Brown* was more prevalent than the celebration. Segregationists practically foamed at the mouth when critiquing *Brown*. Shortly after the decision, a movement known as Massive Resistance formed. In the words of its founder, Senator Harry Byrd of Virginia, the goal of the movement was to show the rest of the country that “integration is not going to be accepted in

the South.”¹⁸ Attempting to circumvent the *Brown* decision, Virginia enacted the *Stanley Plan*, a policy wherein any public school that desegregated would have state funds withdrawn.¹⁹ Beyond official lawmaking, the fanatic defiance of equal rights in the South also served to discourage integration. Governor George Wallace even went so far as to stand on the steps of the University of Alabama and claim he would personally bar any black students from entering.²⁰

As revolting and heartbreaking as the Massive Resistance Movement was, it did ultimately fail. Perhaps the most memorable example of Massive Resistance concerns the Little Rock Crisis. Falling in line with other Southern leaders, Arkansas Governor Orval Faubus attempted to prevent integration, ordering the Arkansas National Guard to prevent nine students, now known as the “Little Rock Nine,” from attending Little Rock Central High School. In response, President Eisenhower federalized the entire Arkansas National Guard, removing it from Orval’s control, and sent in over 1,000 paratroopers from the 101st Airborne Division to force integration.²¹ For all the effort it took, Little Rock Central High School did desegregate, along with countless other schools across the nation. Despite their protest, Southern states became the most integrated in the nation, and by a considerable margin.²² By 1988, integration reached an all-time high with 45% of black students attending previously all-white schools.²³ While subsequent cases, the Civil Rights Act of 1964, and executive actions like those of Eisenhower deserve their fair share of credit, for this, we ultimately have *Brown* to thank.²⁴

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NATALIE AMIR-LOBEL SOUTHERN DISTRICT OF CALIFORNIA



Natalie Amir-Lobel is a high school student at La Jolla Country Day School in San Diego. She was born in La Jolla, California, and has lived there her whole life with her parents and two older sisters. Aside from a year sabbatical to Tel Aviv, Israel, she enjoys touring the world, meeting people from different cultures, and learning about their lives. This year as a freshman, she was part of her school's community service board, Jewish affinity club, female empowerment group, concert choir, varsity volleyball team and varsity beach volleyball team. Natalie is interested in many areas of study, including business, math, finance and law. She loves learning new languages, and is fluent in English, Hebrew and Spanish. Natalie is very passionate about human rights, and she helps her community by volunteering at local events and taking part in the Israeli-American scouts. In February 2024, Natalie participated in the San Diego Diplomacy Council Binational Youth Summit where she engaged in a simulation of negotiating peace with around 90 other students. Additionally, as an ambassador in her high school, she helped in hosting politicians from the Middle East who sought to learn about the American electoral process. In her little free time, Natalie enjoys playing volleyball, hiking California's beautiful trails, reading classic novels, riding her bike to the beach, writing poems and hanging out with her friends. Natalie was honored to be a part of the Ninth Circuit Civics Contest this year, and she is greatly looking forward to future research opportunities.

THE TIME FOR AFFIRMATIVE EQUALITY: 70 YEARS TO BROWN & THE QUEST FOR RACIAL INTEGRATION IN EDUCATION

Seventy years after the Supreme Court of the United States unanimously delivered the landmark Brown v. Board of Education, holding that racial segregation in public schools is unconstitutional, the nation remains split on the meaning of equality in education and

the role of the Court in directing social change. On June 29, 2023, the Court held that University North Carolina and Harvard violated the Fourteenth Amendment of the United States Constitution and Title VII of the Civil Rights Act by impermissibly considering race in their admissions process.¹ In a split 6-3 decision, the majority opinion in Students for Fair Admissions v. Harvard held that race cannot be a factor in making an admissions decision, even when the goal is to promote the educational benefits of diversity. Interestingly, in the oral arguments and the decision, both sides of the debate claimed to be following *Brown*. This claiming of the legacy of *Brown* by opposite sides of contemporary civil rights litigation underscores *Brown*'s partial success.

At the time it was decided, *Brown* had a profound impact on the collective consciousness of the nation, uniting Americans, solidifying societal commitment to racial equality, and enhancing trust in the moral compass of the Supreme Court.² *Brown* was one of the Court's and the nation's finest moments. In *Brown*, the Court reversed a nearly sixty-year doctrine of "separate but equal."³

The Court held that racial segregation violated the Fourteenth Amendment and was therefore unconstitutional. Chief Justice Warren, writing for the unanimous Court, explained that "separate educational facilities are inherently unequal." Public schools were ordered to begin integration, in "all deliberate speed."⁴ The decision fueled the Civil Rights Movement, subsequent challenges to Jim Crow laws, and a decade later, Congress passed the Civil Rights Act of 1964, expanding equal protection to the private sector, including private schools.⁵

However, in the decades following *Brown*, Americans also witnessed the gap and time-lag between declarations of the Court and impactful structural reforms. Moreover, unlike *Brown*, subsequent decisions have been far from unanimous, reflecting deep divides in our society about what equal protection entails. The question of whether *Brown* meant that the Fourteenth Amendment mandates a color-blind approach or a proactive affirmative effort continues to split the Court and the country.

Integration in K-12 schools has proved incredibly challenging in segregated regions.⁶ Racial wealth divides have meant that neighborhoods often remain segregated and that busing children to other school districts presents challenges.⁷ In 1968, in Green v. New Kent County, the Court held that the time for “all deliberate speed” is over.⁸ Lower courts gave orders requiring busing children to speed up integration. In 1974, in Milliken, in a 5-4 decision, the Court held that desegregation did not require any particular racial balance.⁹ In 1978, in Bakke, rigid racial quotas were deemed unconstitutional, although the Court left the door open to consider race in a more holistic way.¹⁰ In 2003, in Grutter, the Court allowed universities to consider race to achieve educational diversity, though it expressed an aspirational timeline - that in “25 years from now” factoring in race to achieve diversity will be a thing of the past.¹¹ In 2007, a divided Court held in Parents Involved in Community Schools that race-conscious admissions in urban schools were unconstitutional.¹² In the 2023 Harvard/North Carolina case, Chief Justice Roberts wrote that *Brown* brought an end to “making distinctions based on race.”¹³ Justice Sotomayor strongly dissented: “*Brown* was a race-conscious decision that emphasized the importance of education in our society.”¹⁴

The seven decades since *Brown* underscore the fundamental tension within the meaning of constitutional equal protection: Does the Constitution prohibit anti-discrimination, mandating colorblindness? Or does the 14th Amendment demand positive substantive efforts of inclusion to correct the wrongs of the past, as well as the ongoing disparities of socio-economic inequities? These questions are fundamental beyond the education system and span decisions about employment and welfare.¹⁵ In my view, equality necessitates a proactive institutional approach that will promote diversity. As Justice Sotomayor opined, the constitutional guarantee of equal protection requires remedying racial inequality in education, “the very foundation of our democratic government and pluralistic society.”¹⁶ Equal protection entails reversing entrenched injustices and ensuring meaningful opportunities to all. The *Brown* Court relied on the social science evidence that separate but equal was ineffective in achieving a truly equal society because it affects our individual and collective psychology.¹⁷ The *Brown* Court found that

racial segregation cause psychological harm to black school children and thereby affected their path as they continued into adulthood and competed in the market.¹⁸ These understandings should continue to inform constitutional law as well as educational leaders even when segregation is not institutionalized explicitly but is the consequences of past discrimination, unconscious bias, and entrenched social and economic inequities. The legacy of *Brown* includes a continued focus on realizing the promise of equal protection in action and the fundamental rights to inclusive public education.

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⁸ *Green v. County School Board of New Kent County*, 391 U.S. 430 (1968).

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¹⁰ *Regents of University of California v. Bakke* 438 U.S. 265 (1978).

¹¹ *Grutter v. Bollinger*, 539 US 306 (2003).

¹² *Parents Involved in Community Schools v. Seattle School District No. 1* Supreme Court 2007

¹³ *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, 143 U.S. 2141 (2023).

¹⁴ *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, 143 U.S. 2141 (2023).

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¹⁸ Mody, Sanjay. "Brown footnote eleven in historical context: Social science and the Supreme Court's quest for legitimacy." *Stan. L. Rev.* 54 (2001): 793.

3rd
place

KLARA HULICK EASTERN DISTRICT OF WASHINGTON



Klara Hulick is a recent graduate of Hanford High School in Richland, Washington. She graduated in the top 10% of her class with a 3.9 GPA. Additionally, Klara has enough credits to qualify as a college sophomore through high school running start and college programs. Klara participated in her school's Running Start program through Washington State University Tri-Cities, where the history classes she took helped her develop research skills that she used to write the essay for the 2024

Ninth Circuit Civics Contest. Outside of school, Klara interns at Energy Northwest, the local nuclear power plant where she performs administrative and lab tasks for the Environmental and Calibration Departments. Klara is also an active member of the League of Women Voters of Benton-Franklin Counties, which contributed to her interest in civics. She plans to major in environmental studies at the University of Washington, then hopefully intern with the National Park Service or U.S. Forest Service to pursue a career at a national park. In her free time, Klara enjoys reading, taking walks with her family and attempting to re-learn chemistry before starting college in the fall.

The Controversial Legacy of *Brown v. Board of Education*

Brown v. Board of Education's impact is clear even after 70 years. The case, that determined that segregated schools were unequal and spawned the 1955 ruling that ordered schools to be desegregated “with all deliberate speed”¹ had a significant impact on schools. However, the impact of *Brown* goes beyond schools. *Brown's* impact has been controversial, as the case had positive and negative outcomes. This response will note how *Brown* positively affected desegregation cases and the Civil Rights Movement but had unintended negative impacts on education. *Brown* must be studied since we as a society must be conscious of our mistakes to fully realize *Brown's* purpose.

Brown influenced several cases that addressed racial discrimination in education. Notably, the decision prevented several desegregation plans with racist elements from being enacted. For example, *Goss v. Board of Education* prevented a Tennessee desegregation plan from allowing students to transfer into schools where they'd be in the racial majority.² Despite being approved by the District and Appellate courts, the Supreme Court cited the racial factors of the plan as going against its ruling in *Brown*.³ Similarly, the *Green v. County School Board* decision in 1968 noted the “command of *Brown*” when reversing the District and Appellate courts’ decisions that upheld a plan that would have allowed students “freedom of choice” between schools.⁴ *Goss* and *Green* owe their successes to *Brown*. Since the *Green* and *Goss* decisions prevented potentially harmful desegregation plans from being enacted in Southern school districts, the cases can be taken as a positive impact of the *Brown v. Board of Education* case. However, other cases owe their success to *Brown*.

Swann v. Charlotte-Mecklenburg Board of Education also stems from the *Brown* decision. *Swann* took a more assertive stance on desegregation as the Supreme Court vowed to “eliminate... all vestiges of state-imposed segregation” from public schools.⁵ Ultimately, the 1971 decision determined that affirmative action was required for desegregation, offering busing students as an example.⁶ The *Swann* decision shows the powerful impact of *Brown*. While previous cases influenced by *Brown* dealt with the reversal of discriminatory desegregation plans, *Swann* shows how *Brown* led to more aggressive steps being taken to integrate schools. Essentially, the Supreme Court’s decisions in *Goss*, *Green*, and *Swann* all stem from *Brown*, and these rulings led to steps being taken to prevent and actively fight against segregation in education. However, the positive legacy of *Brown* goes beyond the courts.

Brown has another positive legacy in the Civil Rights Movement. *Brown* acted as a spark for the movement as it “fuel[ed] a wave of freedom rides, sit-ins, voter registration efforts, and other actions leading ultimately to civil rights legislation in the late 1950s and 1960s.”⁷ Clearly, *Brown* had an overwhelmingly positive effect on

the movement. Therefore, *Brown* could be considered as a force responsible for the positive outcomes of the civil rights movement. Also, since *Brown* led to the creation of civil rights legislation, it shows how one case from the 1950s created concrete positive change in the form of legislation. Taken with the desegregation cases it influenced, *Brown* helped reduce discrimination through the courts, civil rights activism, and legislation. While *Brown's* positive impact easily can be seen through the desegregation cases of the 1960s and 1970s and its influence on the civil rights movement, recent scholarship questions *Brown's* success in education.

Although *Brown* clearly had a positive impact over the years, recent research notes *Brown's* negative impact on education. For example, multiple sources note that after *Brown*, countless Black teachers and administrators were fired.⁸ Also, *Brown* is credited with causing school systems to shut down, as many people were unwilling to desegregate.⁹ Additionally, *Brown* forced Black students to travel across cities to attend majority white schools (often with racist teachers).¹⁰ Taken together, the firing of Black educators, the closure of school systems, and the hostile conditions of integration all show the negative effects of *Brown*. While *Brown's* promise of integration was well-intended, there clearly were flaws in the decision. The conditions *Brown* created for Black students and educators show the early negative impacts of the case. Compounding matters, recent scholarship also notes *Brown's* influence in the current state of education.

Besides the initial effects of *Brown*, recent sources argue that the case's negative impact led to the current state of racism in education. For example, several articles credit *Brown* with creating a racial achievement gap between Black and white students.¹¹ Additionally, researchers concur that despite *Brown* promising to end segregation in education, schools are still fairly segregated today.¹² Overwhelmingly, the recent scholarship shows how *Brown* allowed for the toxic conditions in today's education. The racial achievement gap suggests a negative effect of *Brown*, while the fact that schools are still segregated shows that *Brown* was, at best, ineffective. Recent scholarship shows a markedly negative impact

of *Brown*, as the case initially led to the firing of Black educators and has created (or failed to stop) discriminatory and harmful conditions in education today.

The impact of *Brown v. Board of Education* is controversial. While *Brown* allowed for Supreme Court cases to be decided in support of desegregation and stoked the Civil Rights Movement, it caused many Black administrators to lose their jobs, subjected Black students to racist conditions in their new schools, and allowed for harmful elements in modern education. While this paper does not cover the ways *Brown* positively impacted education, it attempts to show positive effects on Supreme Court cases and the Civil Rights Movement while showing how even a revered case is not perfect. Despite the imperfect legacy of *Brown*, the case still signifies a step toward equality. It is up to us to continue calling out injustices in education, as that is the only way the potential of *Brown* can finally be realized.

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¹ "Brown v. Board of Education of Topeka (1)," Oyez, accessed March 7, 2024, <https://www.oyez.org/cases/1940-1955/347us483>; "Brown v. Board of Education of Topeka (2)," Oyez, accessed March 7, 2024, <https://www.oyez.org/cases/1940-1955/349us294>.

² *Goss v. Board of Education*, 373 U.S. 683 (1963).

³ *Goss v. Board of Education*, 373 U.S. 683 (1963).

⁴ *Green v. County School Board*, 391 U.S. 430 (1968).

⁵ *Swann v. Board of Education*, 402 U.S. 1 (1971).

⁶ Thomas F. Pettigrew, "School Desegregation and the Pipeline of Privilege," *Du Bois Review* 18, no. 1 (2021): 2, <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1D2D1A7D93227287BFA152EC1864F046/S1742058X21000242a.pdf/div-class-title-school-desegregation-and-the-pipeline-of-privilege-div.pdf>

⁷ Richard Rothstein, "Brown v. Board at 60: Why have We Been So Disappointed? What Have We Learned?," *Economic Policy Institute*, Apr. 17, 2014, 1, <https://files.epi.org/2014/EPI-Brown-v-Board-04-17-2014.pdf>.

⁸ Pettigrew, "School Desegregation," 3; Charley Brooks, "Discursive differences in teaching the *Brown v. Board of Education of Topeka* decision and the preservation of narratives of American progress," *History Education Research Journal* 18, no. 1 (2020): 9; April L. Peters, "Desegregation and the (Dis)Integration of Black School Leaders: Reflections on the Impact of *Brown v. Board of Education* on Black Education," *Peabody Journal of Education* 94, no. 5 (2019): 522; Clint Smith, "School Segregation and Brown v. Board: Crash Course Black American History #33," Crash Course, February 11, 2022, video, 12:28, <https://www.youtube.com/watch?v=NBlqcAEv4nk>.

⁹ Smith, "School Segregation and Brown v. Board," 9.

¹⁰ Brooks, "Discursive differences," 9.

¹¹ Rothstein, "Brown v. Board at 60," 1; Peters, "Desegregation and the (Dis)Integration of Black School Leaders," 526.

¹² Pettigrew, "School Desegregation," 3; Charley Brooks, "Discursive differences in teaching the *Brown v. Board of Education of Topeka* decision and the preservation of narratives of American progress," *History Education Research Journal* 18, no. 1 (2020): 9; Clint Smith, "School Segregation and Brown v. Board: Crash Course Black American History #33," Crash Course, February 11, 2022, video, 12:28, <https://www.youtube.com/watch?v=NBlqcAEv4nk>.

WINNING VIDEO CONTEST ENTRIES

Winning video entries can be viewed by visiting the 2024 Ninth Circuit Civics Contest website: <https://www.ca9.uscourts.gov/civicscontest>.



1st
place

VIVAN PATEL, MIHIR SAHANI & AAYUSH SHAH DISTRICT OF ARIZONA



Vivan Patel is an incoming high school sophomore at BASIS Chandler in Chandler, Arizona. His favorite subjects are math, biology and government, in which he tutors students after school. In his AP U.S. government and politics class, he was introduced to the Ninth Circuit Civics Contest by his teacher, Mrs. DeFoe. Captivated by this year's theme, Vivan was inspired to create a compelling video highlighting the historical significance of Brown v. Board. In addition to his academic pursuits, Vivan has a love for both

the arts and sports. As a percussionist in the high school band, he performs in concerts and pep rallies throughout the year. His skills as a pitcher and first baseman shine on the baseball field. Additionally, Vivan is a valued member of several clubs and organizations on campus, including Red Cross, National

Junior Honor Society, Science Bowl, Science Olympiad, Speech and Debate, and the Bobcat Ambassador Council (Student Council). Outside of school, he devotes his time to community service by volunteering at local food banks and community events such as the Mesa Smoke Alarm Walk, Wreaths for America and blood drives. In his free time, Vivan enjoys outdoor activities such as hiking in the mountains and snorkeling in coral reefs. He loves to spend time with his family, friends and his dog, Tucker. Driven by his passion for community service and a desire to empower underprivileged students, Vivan aspires to pursue a career in law, healthcare or research. He desires to combine his interests in government and science to create meaningful change and contribute to the betterment of society.



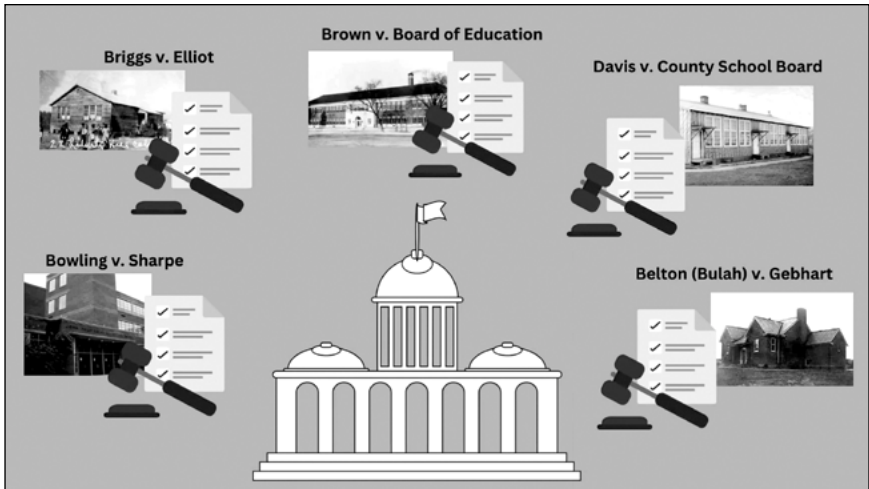
Mihir Sahani was born in Arizona and has had a passion for storytelling from a young age. He has studied the history of many places such as the U.S., Europe and Asia. However, the U.S. has always been the most interesting for him because of its powerful yet controversial history. Mihir has dedicated hours to the study of the legal system and finds the judicial branch the most captivating because of its ability to interpret the law and how the interpretation can change. Due to his interest in politics, Mihir decided

to enter the Ninth Circuit civics competition. In addition, his other interests include engineering, technology, science and martial arts. Mihir also loves to participate in contests, especially trivia and problem-solving contests, having previous experience in science fairs and science bowls. Since he loves addressing big issues, making a video about Brown v. Board clicked with him, especially with the guidance of his AP government teacher, Mrs. DeFoe. To educate himself on policies, Mihir has met with government officials to discuss current events. While government has been a hobby for Mihir, his main interest lies with engineering, with his most notable project being an AI-powered drone that could locate trash around the world. Other than his science interests, he spent several years working toward a black belt in free-style martial arts. He has volunteered in many places and plans to continue serving the community throughout his life. His dream is to create something that will last for generations and truly have an impact on people's lives.



Aayush Shah is a distinguished incoming high school sophomore at BASIS Chandler in Arizona. He has a keen interest in the structure of the government and the principles of democracy. Additionally, through his school's AP U.S. government and politics course, Aayush's passion for civics was enhanced as he learned the importance and functions of our government which also led him to excel in the 2024 Ninth Circuit Civics Contest. This year's prompt, "70 Years Later—The Legacy of Brown v. Board of

Education," enabled Aayush to connect an influential case from 70 years ago to our modern day lives and how it affects us today. Aayush is particularly interested in math and history classes as he enjoys intellectual problem-solving and learning how historical events influence our present-day lives. Beyond his academics at BASIS Chandler, Aayush is involved in clubs such as Science Olympiad, AI Club and National Junior Honor Society, which help him contribute to the school community as he learns leadership, teamwork and communication skills. Furthermore, Aayush is dedicated to community service, actively volunteering at Feed My Starving Children to help provide nutritious meals to underprivileged children around the world. Both inside and outside of school, Aayush tutors many students in various subjects, but he also helps countless students around the world develop skills in the SAT. In his free time, Aayush enjoys playing sports and videogames, balancing his physical activities and entertainment with his schoolwork and extracurriculars. Looking ahead, Aayush aims to continue his journey of making significant contributions to society. With a strong foundation of academic excellence, extracurriculars, community service and various skills, Aayush hopes to make a lasting impact in his future career.



2nd
place

VANESSA LEI, JOAN LI & HANNAH VUONG

DISTRICT OF NEVADA



Vanessa Lei is a rising senior at West Career and Technical Academy in Las Vegas, Nevada. She's currently enrolled in the Certified Nursing Assisting program with the goal of pursuing medicine after high school. On campus, she's involved in HOSA - Future Health Professionals, Science Olympiad, Research Club and Robotics. Vanessa also enjoys volunteering with a local library in the youth section to create craft bags, aid patrons and prepare for annual themed events. In her free time, Vanessa enjoys reading

mystery books, swimming with friends and card-making for various occasions. Her other hobbies include playing piano and violin. On her bucket list is visiting Switzerland with her family, publishing a children's book and slipping on a banana peel. Since middle school, Vanessa has had a keen interest in history, specifically those pertaining to social rights movements and developments. In 2020, she participated in the National History Day contest, exploring the cruelty of child labor and the tireless efforts of muckraker photographer Lewis Hine. She was first introduced to the 2024 Ninth Circuit Civics Contest by her AP U.S. history teacher, Mr. Rawlins. This contest has given her the opportunity to

delve further into early segregation of Black people with the landmark case of Brown v. Board in Topeka, Kansas, alongside her partners Joan Li and Hannah Vuong. From researching the topic to planning and editing the final video, she has learned about the immense impacts a singular court case could have, significantly altering the social landscape of a nation.



Joan Li is a dedicated and enthusiastic student attending West Career and Technical Academy, where she is a student of the biomedical sciences program. Her passion for STEM extends beyond the classroom, reflected in her active participation in the Science Olympiad Club. As the vice president, Joan has found inspiration in the hard work and dedication of her peers, deepening her love for science and engineering. At 16 years old, Joan is an advocate for social justice, particularly in bridging

the gender gap in STEM. Recognizing the male-dominated nature of the engineering field, Joan has taken proactive steps to support her peers through the Women in STEM Club. Her firsthand experience of the challenges faced by female students in engineering classes during her freshman year has fueled her dedication to fostering a community for women in STEM. Joan also enjoys a variety of hobbies. She loves building LEGO because of the little steps involved to create a large project. Additionally, Joan works at a yogurt shop, where she loves to try unexpected combinations (it turns out, peanut butter and cherry cola make a pretty good combination). In her free time, she can often be found climbing trees, playing pickleball or spending quality time with friends. Joan is a blend of academic excellence, leadership and a passion for social justice. Her commitment to making a positive impact both within and outside the classroom is a testament to her character and determination.



Hannah Vuong is a dedicated junior at West Career and Technical Academy, where she is actively engaged in the business management program. Her diverse interests and talents paint a picture of a well-rounded and ambitious individual. Outside the classroom, Hannah finds joy in reading, drawing and spending time at the beach. She cherishes moments spent playing board games with her family and indulging in crafting and calligraphy. A competitive gymnast,

Hannah demonstrates discipline and a strong work ethic. Her competitive spirit also shines through her involvement in public speaking as a member of her school's Future Business Leaders of America team. This summer, she eagerly anticipates traveling with her family and embarking on the exciting journey of exploring potential colleges to apply to during her senior year. An interesting aspect of Hannah's life is her musical talent; she can play the guitar, ukulele and piano. Her love for history, particularly early American and Ancient Egyptian and Greek civilizations, complements her academic pursuits and had driven her to apply to the Ninth Circuit Civics Contest through her AP U.S. history class, showcasing her passion for understanding the past. With a favorite color of purple and a preference for avocado toast, Hannah brings a touch of personality to everything she does. Her multifaceted interests and dedication to both her academic and extracurricular activities make her a standout student and a promising future leader.



3rd
place

TRINITY NICHOLSON DISTRICT OF MONTANA



Trinity Nicholson won first place in the local civics contest in the District of Montana. She is a junior in high school and attends Foothills Community Christian School in Great Falls, Montana. She has attended FCCS since Pre-K. Trinity loves to play volleyball in her free time; she plays the outside position on her school's varsity team and plays club in the off season. She has two jobs that she loves; one at a coffee house/cafe and the other one is working with dogs, assisting a retired veterinarian. She loves to serve her school and her community; she is the historian on her school's student council. Trinity is a vocalist on the praise team and is a yearbook editor for her school. She has served the community with 300+ service hours. Trinity's favorite class in school is video production. She loves working with cameras and has a special spot in her heart for photography. When it comes to video production, Trinity tends to be a perfectionist and will redo any film necessary to get the best shot possible. Her love for journalism started in 7th grade with an advisory class; she has taken video production ever since. She has also made three award winning films for C-SPAN StudentCam.

TOP 12 ESSAY FINALISTS

District of Arizona

Akshita Khanna, BASIS Phoenix,
Phoenix

Central District of California

Michael Isayan, North Hollywood
High School, North Hollywood

Northern District of California

Karthik Subramanian, American
High School, Fremont

Southern District of California

Natalie Amir-Lobel, La Jolla
Country Day, San Diego
Daniel Palacios, Mt. Carmel High
School, San Diego
Raine Wen, Mt. Carmel High
School, San Diego

District of Hawaii

Colbie Bell, 'Iolani High School,
Honolulu
Peter Vahsen, Kaiser High School,
Honolulu

District of Idaho

Addison Branen, Moscow High
School, Moscow
Max Pieper, Moscow High School,
Moscow

District of Oregon

Colin Williams, Charles A.
Sprague High School, Salem

Eastern District of Washington

Klara Hulick, Hanford High
School, Richland

TOP 10 VIDEO FINALISTS

District of Arizona

Anthony Baltazar, Desert Ridge
High School, Mesa
Team of Vivan Patel, Mihir
Sahani and Aayush Shah, BASIS
Chandler, Chandler

Central District of California

Katelyn Cheng, Trinity Pacific
Christian School, Westlake Village
Team of Jayden Mendoza,
Chidike Nwankwo and Chidinma
Ojinmah, Norte Vista High
School, Riverside

Northern District of California

Julia Karsner, Castilleja School,
Palo Alto

District of Hawaii

Teah Simon, 'Iolani School,
Honolulu

District of Nevada

Team of Vanessa Lei, Joan Li and
Hannah Vuong, West Career and
Technical Academy, Las Vegas
Grace Li, West Career and
Technical Academy, Las Vegas

District of Montana

Trinity Nicholson, Foothills
Community Christian School,
Great Falls

Eastern District of Washington

Team of Luke Blue and Eleanor
Weitz, Mt. Spokane High School,
Mead

Below are the names of students from each district who advanced as finalists at the circuit level.

District of Alaska

Essay Winner: First place (\$1,000) – Manning Zhang, West Anchorage High School, Anchorage.

District of Arizona

Essay Winners: First place (\$1,500) – Akshita Khanna, BASIS Phoenix, Phoenix; Second place (\$750) – Prisha Yelamanchili, BASIS Chandler, Chandler; and Third place (\$500) – Chloe Moore, Desert Vista High School, Phoenix.

Video Winners: First place (Total of \$1,500) – the team of Aayush Shah, Mihir Sahani and Vivan Patel, BASIS Chandler; Second place (\$750) – Anthony Baltazar, Desert Ridge High School, Mesa; and Third place (\$500) – Christine Vuong, Mesa High School, Mesa.

Central District of California

Essay Winners: First place (\$1,000) – Justina Liu, Arcadia High School, Arcadia; Second place (\$750) – Michael Isayan, North Hollywood High School, North Hollywood; and Third place (\$500) – Aston Kwon, Northwood High School, Irvine.

Video Winners: First place (\$1,000) – Katelyn Cheng, Westlake Village; Second place (Total of \$750) – the team of Chidike Nwankwo, Jayden Mendoza and Chidinma Ojinmah, Norte Vista High School, Riverside; and (Total of \$500) – the team of Gael Garivay, Roberto Vega- Alarcon and Antoine Cueller-Morgan, Azusa High School, Azusa.

First-place winners and their parent/guardian were invited to attend the 2024 Ninth Circuit Judicial Conference.

Eastern District of California

Essay Winners: First place – Joshua Yang, El Camino Fundamental High School, Sacramento; Second place – Michael Reynoso, El Camino Fundamental High School; and Third place – Brysan Polhemus, El Camino Fundamental High School.

Video Winner: First place – Lauren Richey, Cosumnes Oak High School, Elk Grove.

Northern District of California

Essay Winners: First place (\$2,000) – Jia Aggarwal, Dublin High School, Dublin; Second place (\$1,500) – Shaan Singh, San Leandro High School, San Leandro; and Third place (\$1,000) – Karthik Subramanian, American High School, Fremont.

Video Winners: First place (\$2,000) – Julia Karsner, Castilleja School, Palo Alto; and Second place (Total of \$1,500) – the team of Isabel Sonneborn, Marguerite Walden-Kaufman and Hadassah Krieger, San Rafael High School, San Rafael.

Southern District of California

Essay Winners: First place (\$1,000) – Raine Wen, Mt. Carmel High School, San Diego; Second place (\$500) – Natalie Amir-Lobel, La Jolla Country Day School, San Diego; and Third place (\$250) – Daniel Palacios, Mt. Carmel High School.

Video Winners: First place (\$1,000) – Eva Tieu, Hoover High School, San Diego; Second place (Total of \$500) – the team of Tyler Maula and Diego Contreras, Bonita Vista High School, Chula Vista; and Third place (\$250) – Marcos Hernandez, Hoover High School, San Diego.

District of Guam

Essay Winners: First place (\$300) – Vance Meno, Father Duenas Memorial School, Chalan-Pago-Ordot; Second place (\$200) – Mariana Castro, St. John's School, Upper Tumon; and Third place (\$100) – Angel Samaniego, Simon Sanchez High School, Tamuning.

Video Winners: First place (Total of \$300) – the team of Samantha Pascua and Arianna Cadiz, Simon Sanchez High School, Yigo.

District of Hawaii

Essay Winners: First place (\$1,500) – Peter Vahsen, Kaiser High School, Honolulu; Second place (\$750) – Tiffany Ishida, 'Iolani School, Honolulu; and Third place (\$500) – Colbie Bell, 'Iolani School.

Video Winners: First place (\$1,500) – Teah Simon, 'Iolani School, Honolulu; and Second place (Total of \$750) – the team of Zuri Pagel, Tezeru Kapfer and Soraya Nasseghandi, Kaiser High School.

District of Idaho

Essay Winners: First place (\$1,000) – Max Pieper, Second place (\$500) – Addison Branen and Third place (\$250) – Dylan Taylor. All students are from Moscow High School in Moscow.

Video Winners: First place (\$1,000) – Jacob Nunez, Post Falls High School, Post Falls; Second place (\$500) – Kate Raley, Boise High School, Boise; and Third place (\$250) – Kira Sherman, Post Falls High School.

District of Montana

Essay Winners: First place (\$2,000) – Skylar Pinsondumm, Sentinel High School, Missoula; Second place (\$1,000) – Emma Cashell, Corvallis High School, Corvallis; and Third place (\$500) – Tayler Wolf, Dawson County High School, Glendive.

Video Winners: First place (\$2,250) – Trinity Nicholson, Foothills Community Christian School, Great Falls; and Second place (\$1,250) – Kimber Koteskey, Foothills Community Christian School. The \$500 prize for a third-place winner was equally distributed to the first- and second-place winners since the district did not have a third-place winner.

District of Nevada

Essay Winners: First place (\$1,500) – Auri Fernandez, Incline High School, Incline Village; Second place (\$850) – Jamie Arevalo, West Career and Technical Academy, Las Vegas; and Third place (\$500) – Aeron Pearson, Southwest Career and Technical Academy, Las Vegas.

Video Winners: First place (Total of \$1,500) – the team of Vanessa Lei, Hannah Vuong and Joan Li, West Career and Technical Academy; Second place (\$850) – Grace Li, West Career and Technical Academy; and Third place (\$500) – Evelyn Wu, Southwest Career and Technical Academy.

District of Northern Mariana Islands

Essay Winners: First place (\$200) – Irene Park, Saipan International School, Chalan Kanoa; Second place (\$150) – Gwanpil Son, Marianas High School, Susupe; and Third place (\$100) – Trixia Jhoanne Singca, Marianas High School.

Video Winners: First place (Total of \$200) – the team of Misha Kim and Ayung Lee; Second place (Total of \$150) – the team of Jeongbin Park, Keylie Claveria and Zi Hao Zhou; and Third place (Total of \$100) – Eva Lizunova, Linda Li and Nikki Qiu. All students are from Saipan International School.

District of Oregon

Essay Winners: First place (\$1,000) – Colin Williams, Charles A. Sprague High School, Salem; Second place (\$750) – Dorothy Cui, Lincoln High School, Portland; and Third place (\$500) – Matthew Meyers, Charles A. Sprague High School.

Video Winners: First place (Total of \$1,000) – the team of Colin Williams and Matthew Meyers, Charles A. Sprague High School; Second place (\$750) – Ruby Kara, Milwaukie Academy of the Arts, Milwaukie; and Third place (\$500) – Asher Lee, Sabin-Schellenberg Professional Technical Center, Milwaukie.

Eastern District of Washington

The Eastern District of Washington selected a total of three winners, in essay and video categories combined.

Winners: First place (Total of \$1,000) – the team of Luke Blue and Eleanor Weitz for their video entry, Mt. Spokane High School, Mead; Second place (\$500) – Autumn Kern, essay entry, Mt. Spokane High School; and Third place (\$250) – Klara Hulick, essay entry, Hanford High School, Richland.

Western District of Washington

Essay Winners: First place (\$1,000) – Addison Wooster, Kingston High School, Kingston; Second place (\$750) – Havah Alcorn, Gibson EK High School, Issaquah; and Third place (\$500) – Isaiah Sinclair, Homeschool, Everett.

Video Winner: First place (\$1,000) – Shreya Damodaran, Lake Washington High School, Kirkland.

2024 NINTH CIRCUIT CIVICS CONTEST COORDINATORS

Ninth Circuit

Katherine M. Rodriguez,
Communications Administrator,
Office of the Circuit Executive

District of Alaska

Stephanie Lawley, Chief Deputy
Clerk, U.S. District Court

District of Arizona

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

Central District of California

Pamela Gamble Jackson,
Naturalization & Special Programs,
U.S. District Court

Johanne Remy, Executive
Administrative Secretary, U.S.
Bankruptcy Court

Eastern District of California

Andrea Lovgren, Space &
Procurement Analyst, U.S.
Bankruptcy Court

Northern District of California

Mary Bhojwani, Administrative
Analyst to the Clerk of Court, U.S.
District Court

Southern District of California

Lisa Christensen Souza, Human
Resources Specialist & Civics Outreach
Coordinator, U.S. District Court

District of Guam

Charles B. White, Chief Deputy
Clerk, District Court of Guam

District of Hawaii

Steven K. Uejio, Pro Se Staff
Attorney, U.S. District Court

District of Idaho

L. Jeff Severson, Chief Deputy Clerk,
U.S. District & Bankruptcy Courts

District of Montana

Shannon Sanderson-Moyle,
Management Analyst, U.S. District
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District of Nevada

Heather Magennis, Quality Control
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District of Northern Mariana Islands

Justin X. Poon, Case Administrator,
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District of Oregon

Esther Dunn-Fellows, Attorney
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Eastern District of Washington

Jennifer Harris, Court Services
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Western District of Washington

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2024 NINTH CIRCUIT CIVICS CONTEST

JUDGES

Final Round – Essay Judges:

Circuit Judge Ryan D. Nelson, U.S. Court of Appeals for the Ninth Circuit; Bankruptcy Judge Mary Jo Heston, U.S. Bankruptcy Court, Western District of Washington; Licia E. Vaughn, Executive Director, Lateral Partner Integration, Strategy & Transitions, DLA Piper, Southern District of California; Susan Spraul, Clerk, Ninth Circuit Bankruptcy Appellate Panel; and Jodi L. Kruger, Circuit Librarian, U.S. Court of Appeals for the Ninth Circuit.

Final Round – Video Judges:

District Judge Fernando M. Olguin, U.S. District Court, Central District of California; Magistrate Judge Kathleen L. DeSoto, U.S. District Court, District of Montana; Beth M. Strosky, Attorney, Keller Rohrback Law Offices L.L.P.; Stephen M. Liacouras, Chief Circuit Mediator, U.S. Court of Appeals for the Ninth Circuit; and Renée S. Lorda, Assistant Circuit Executive for Public Information, Conference and Education, Office of the Circuit Executive.

Preliminary Round – Essay and Video Judges:

Circuit Judge Ana I. de Alba, U.S. Court of Appeals for the Ninth Circuit; District Judge Daniel J. Calabretta, U.S. District Court, Eastern District of California; District Judge Robert S. Huie, U.S. District Court, Southern District of California; District Judge Adrienne C. Nelson, U.S. District Court, District of Oregon; Bankruptcy Judge Charles Novack, U.S. Bankruptcy Court, Northern District of California; Chief Magistrate Judge Theresa L. Fricke, U.S. District Court, Western District of Washington; Magistrate Judge Nancy J. Koppe, U.S. District Court, District of Nevada; Magistrate Judge Jolie A. Russo, U.S. District Court, District of Oregon; Gosia Fonberg, Career Law Clerk, and Hannah Pugh and Chantae Simms, Term Law Clerks to Ninth Circuit Judge Danielle J. Forrest; Ruth Thom, Career Law Clerk to Senior District Judge Ralph R. Beistline, District of Alaska; Conference Executive Committee Members—Janet A. Cabral, Assistant U.S. Attorney, Southern District of California; Jonathan H. Eisenman, Deputy City Attorney of City of Los Angeles, Central District of California; Tina Wolfson, Attorney, Central

District of California; Lawyer Representatives Coordinating Committee Members—Dylan M. Aste, Assistant U.S. Attorney, Southern District of California; Gary W. Osborne, Attorney, Southern District of California; Chase A. Scolnick, Attorney, Central District of California; Nicole Torres-Ripple, Attorney, District of Northern Mariana Islands; U.S. Court of Appeals for the Ninth Circuit, Library Staff—Susan Wong Caulder, Librarian, San Francisco; Eric Chapman, Assistant Librarian, Pasadena; Alexandra Franz-Harder, Library Assistant, Phoenix; Daniella Garcia, Fresno Branch Librarian, Fresno; Betty Lim, Librarian, Seattle; Bennett Reeves, Library Technician, San Francisco; Julia O. Sathler, Portland Branch Librarian, Portland; Julia Seiter, Librarian, Los Angeles; and Jill Sturgeon, Tucson; and Office of the Circuit Executive Staff—Bill Cracraft, Communications Specialist; Stella Huynh, Workplace Relations Specialist; Rob Leung, Operations Specialist; and Kevin Morley, CJA Administrative Attorney.

THE PUBLIC INFORMATION AND COMMUNITY OUTREACH
(PICO) COMMITTEE WOULD LIKE TO ACKNOWLEDGE
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CONTEST THROUGHOUT THE NINTH CIRCUIT.



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