

2025 NINTH CIRCUIT CIVICS CONTEST

When Duty Calls: Why Exercising the Rights and Responsibilities of Citizenship is Important to Me



*10th
Anniversary
Competition*

ESSAY & VIDEO 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, 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

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 the Ninth Circuit Civics Contest, an annual essay and video competition for high school-age students who reside within the geographic area of the circuit. Now in its 10th year, the contest provides students an opportunity to express themselves through creative writing and/or video production and learn about their constitutional rights and the role of the federal courts as they do their research on the theme of the contest.

The Ninth Circuit received 885 essays and 126 video entries from students addressing the theme, "When Duty Calls: Why Exercising the Rights and Responsibilities of Citizenship is Important to Me." Of these, 45 essays and 39 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 12 videos advanced to the final round of judging. PICO committee members participated in the final phase of judging these entries. A list of the district winners are on page 23 of this booklet.

The contest was open to all students in grades 9-12 in public, private, parochial and charter schools, and home-schooled students of equivalent grade status, in Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington state, the U.S. Territory of Guam and the Commonwealth of the Northern Mariana Islands.

The PICO Committee is grateful to all teachers, other educators and parents who encouraged their students to join the contest. We thank all volunteers who promoted the contest and took part in the judging process at the district and circuit level, and the civics contest coordinators for their unwavering commitment to promoting civics education. We hope that students gained a better understanding of their constitutional rights and the fundamental role of federal courts in U.S. democracy.

**Honorable John A. Kronstadt, PICO Chair, Senior U.S. District Judge,
Central District of California**

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

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U.S. District Court, Central District of California

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Johanna Hartwig (Liaison), Ninth Judicial Circuit Historical Society

Robin Cole (Staff), Ninth Circuit Office of the Circuit Executive

WINNING ESSAY CONTEST ENTRIES



COLTON HONG WESTERN DISTRICT OF WASHINGTON



Colton Hong is a rising senior at Anacortes High School in Anacortes, Washington. Colton is an avid debater and enjoys exploring diverse philosophical frameworks, from existentialism to moral relativism. He developed an interest in the U.S. government after writing a debate case about John Locke's social contract and is curious to learn more about the relationship between citizens and their government. Colton is captain of the AHS debate team and was recently crowned Washington State

Lincoln-Douglas Debate Champion. This June, he is headed to the National Speech and Debate Tournament in Des Moines, Iowa, to debate whether violent revolutions are a just response to political oppression.

Outside of debate, Colton is a member of Washington's Legislative Youth Advisory Council, which is sponsored by the Office of Washington Lieutenant Governor as the official youth voice in the Washington legislature. As part of LYAC, Colton advises legislators on student-related matters and drafts legislation. He is also the Washington State Chapter Head of the SPRING Group, a national youth think tank. He has co-authored briefs on the top two primary system and the impact of the Ukraine invasion on children. Last summer, Colton spent six weeks studying Russian in Bishkek, Kyrgyzstan, on a full scholarship sponsored by the U.S. State Department through the National Security Language Initiative for Youth, sparking his interest in a possible career in international relations.

Additionally, Colton is vice president of his school's math team, represents his student body as a class officer, and plays No. 1 singles on the varsity tennis team. He is also an avid foodie and loves to vacuum to relax!

Rights and Responsibilities of Citizenship

In 1776, the Declaration of Independence built a foundation for a magnificent nation. While its ideals originated in Ancient Greece and Rome, this document was the first of its kind and produced the enduring basis of a new sovereign nation. The foundation laid at that time has never been outdated, instead evolving with each additional amendment to endure as eternal truths in our government.

Just 11 years later, the world's longest-lasting governing document was born in Philadelphia: the Constitution. Through its emphasis on inalienable natural rights (partly influenced by the European Enlightenment ideals of John Locke and Montesquieu), this charter would for ever transform the relationship linking citizens and their government.¹ The Constitution represented a compromise between states' rights and federal control, as illustrated by the strong national government proposed in the Virginia Plan and its weaker counterpart in the New Jersey Plan. Eventually, the delegates made concessions for the sake of progress.²

The Constitution defines and protects the rights of American citizens through a "social contract," in Locke's words. This "contract" stands at the crux between rights and responsibilities: citizens give up certain freedoms in exchange for conditional protection from the government for their remaining rights (which must be exercised responsibly).³ Locke never explicitly defined a comprehensive list of "rights," only referencing the importance of "life, liberty, and property."⁴ Fortunately, the Bill of Rights, the first ten amendments to the Constitution, fills in the gaps by spelling out the specific civil rights guaranteed to American citizens. First and foremost is the right to free speech, a tribute to humans' incredible ability to communicate with each other.

As a high school debater, the right to speak freely is a constitutional right that I do not take lightly. Participating in formal debate has shown me the pivotal role of open civic discourse in forming bridges over division. I see the First Amendment akin to a pressure valve on a steam engine - pressure builds up if citizens are unable to express themselves freely, with the potential for explosive consequences. Honest dialogue opens the valve and allows pent-up anger to dissipate. Public discourse creates channels

of communication between citizens and government officials – essential in a democracy, in which governments must rule with the consent of their citizens. As noted by Confucius, one of history’s greatest teachers, governments must bend to the will of the people, much like grass sways in the wind.⁵

Open discourse within a diverse citizenry is a powerful tool in finding common ground and transcending ideological and perceptual differences. In an ever-polarized political climate, we must build, not burn, bridges. As proven by various court cases, the First Amendment does more than only protect open discussion: freedom of dissent in *West Virginia State Board of Education v. Barnette* (1943); freedom of assembly from *Edwards v. South Carolina* (1963); freedom of expression regarding clothing at school in *Tinker v. Des Moines Independent Community School District* (1969); and freedom of press against censorship as demonstrated by *New York Times Co. v. United States* (1971).^{6,7,8,9} I experienced the value of these rights when hosting a youth action day in Olympia as a member of the Washington Legislative Youth Advisory Council (LYAC). Listening to current issues roundtables and speaking one-on-one with student advocates from across Washington State broadened my perspective, demonstrating how the power of cooperation and communication is key for progress.

In the future, I am most excited about exercising my right to vote - a constitutional right not fairly afforded to every American. Especially after the Union’s victory in the Civil War, the right to vote has long been contested in our country. Initial voting rights granted to African-American men were met with backlash, resulting in a series of measures to discourage voting, from poll taxes to gerrymandering and even police dogs.¹⁰ Fortunately, pivotal court cases began to turn the tide in favor of disenfranchised voters, with *Guinn v. United States* (1915) removing the notorious grandfather clause and *Smith v. Allwright* (1944) invalidating Texas’ practice of whites-only primaries.^{11,12} Progress continued over the next few decades, with *Harper v. Virginia Board of Elections* (1966) ending poll taxes, *Baker v. Carr* (1962) establishing the principle of “one person, one vote” to ensure fair redistricting, and *Reynolds v. Sims* (1964) mandating legislative districts to have approximately equal populations.^{13, 14, 15} Pro-voter advocacy still continues today with battles

over redistricting in Louisiana with *Callais v. Landry* (2025) or ballot accessibility in Texas with *OCA-Greater Houston v. Paxton* (2025).^{16,17} The battle for the ballot is a testament to its transformative influence. Though not quite of voting age, I have used tools at my disposal to promote voting rights and responsibilities.

Learning that voter participation from the ages of 20 to 24 was down 8% in the November election compared to the 2020 primary motivated me to advocate for voter education.¹⁸ As a page in the Washington State Legislature, I discovered that testifying, lobbying, and drafting legislation are strategies available to future voters like me. Using my position on the Washington LYAC, I drafted Senate Bill 5637 which updates outdated high school civics course content in Washington State to include more robust resources on voter registration and other political tools at young citizens' disposal. I understand voting as a valuable privilege and as the most direct way for a citizen to influence the political process. Legislators agree as SB 5637 passed the Washington Senate with a unanimous vote and is now making its way through the House.

Freedom of speech, press, and assembly have been long celebrated as essential for democratic governance. Our founders laid the ground for the world's most prosperous and free nation by guaranteeing fundamental rights to its citizens. With each new enhancement in our government and laws, we reinforce that foundation and amplify its importance. We must continue to exercise our rights and responsibilities regardless of new challenges to best safeguard America's democratic foundation that is synonymous with hope across the globe.

¹ CFR Education. "What Is the Enlightenment and How Did It Transform Politics?" *Council on Foreign Relations*, February 17, 2023. <https://education.cfr.org/learn/reading/what-enlightenment-and-how-did-it-transform-politics>.

² National Archives. "Constitution of the United States—a History." *National Archives*, 2018. <https://www.archives.gov/founding-docs/more-perfect-union>.

³ Locke, John. *Two Treatises of Government*. Awnsham Churchill, 1689, 106-8.

⁴ Locke, *Two Treatises*, 140-42.

⁵ Smith, Huston. *The World's Religions*. Bronx, NY: Ishi Press International, 1991, 178-79.

- ⁶ West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943).
- ⁷ Edwards v. South Carolina, 372 U.S. 229 (1963).
- ⁸ Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).
- ⁹ New York Times Co. v. United States, 403 U.S. 713 (1971).
- ¹⁰ National Museum of African American History & Culture. “150 Years and Counting.” *National Museum of African American History and Culture*, October 7, 2020. <https://nmaahc.si.edu/explore/exhibitions/reconstruction/voting-rights>.
- ¹¹ Guinn v. United States, 238 U.S. 347 (1915).
- ¹² Smith v. Allwright, 321 U.S. 649 (1944).
- ¹³ Harper v. Virginia Bd. of Elections, 383 U.S. 663 (1966).
- ¹⁴ Baker v. Carr, 369 U.S. 186 (1962).
- ¹⁵ Reynolds v. Sims, 377 U.S. 533 (1964).
- ¹⁶ ACLU. “Callais v. Landry.” *American Civil Liberties Union*, February 20, 2025. <https://www.aclu.org/cases/callais-v-landry>.
- ¹⁷ ACLU. “OCA-Greater Houston v. Paxton|American Civil Liberties Union.” *American Civil Liberties Union*, October 12, 2024. <https://www.aclu.org/cases/la-union-del-pueblo-entero-v-gregory-w-abbott>.
- ¹⁸ Sanford, Nate. “WA Voter Turnout Dropped, Especially Among Youngest Voters.” *Seattle’s Child*, November 14, 2024. <https://www.seattleschild.com/wa-youth-voter-turnout-decreased-especially-among-youngest-voters/>.



TYLER HILL EASTERN DISTRICT OF WASHINGTON



Tyler Hill graduated in June as valedictorian with a 4.0 GPA from Hanford High School in Richland, Washington. He enjoys studying math and science to learn how the world works—the patterns of numbers and atoms. Similarly, Tyler enjoys studying government and history to understand how humanity works—the patterns of societies. These universal patterns in the minutiae of everyday life have always fascinated Tyler, and he cannot wait to continue his life experience to find

and understand more. Outside of school, Tyler has been playing the piano for nearly 14 years and recently performed at Washington State Solo and Ensemble for solo piano at the state level. There, he also performed in a large string ensemble and played the cello with his orchestra. Practicing the cello also allowed him to participate as a member of the pit orchestra for a few of Hanford's musicals, including "Matilda" and "Hello, Dolly!"

Michael also participated in the Hanford Marching Band on the drumline for four years and has enjoyed the wonderful community he's found in the many facets of Hanford's music and arts program. After graduating from high school, Tyler will serve a two-year mission for The Church of Jesus Christ of Latter-day Saints in the Scotland/Ireland Mission. Following his mission, he will resume his education at Brigham Young University in Provo on a full-tuition scholarship, where he hopes to study medicine and music.

Living Our Pledge

Since kindergarten I have stood with my class each day and recited the Pledge of Allegiance, always beginning with “I pledge allegiance to the flag of the United States of America.”¹ But what is our flag really, and why should it have my allegiance? Our standard of stars and stripes is our banner to the world, setting us apart from other countries. We are united as “one nation...with liberty and justice for all.”¹ Each day, I pledge to live in such a way that upholds and celebrates our natural rights as members of the human family.

Such rights as we think of them have their origin in the Enlightenment of the 18th century and greatly influenced the individuals now known as the Founding Fathers. The two key principles of government are the Social Contract and Popular Sovereignty.² Together, they determine that the power of government is derived from the governed populace. This principle is clearly stated in the opening line of the Constitution, “We the People of the United States,”³ and further clarified in Lincoln’s Gettysburg Address, a “government of the people, by the people, for the people.”⁴ It is from individuals that government, especially this representative democracy, derives its power. In practice, this means that the population gives up some of their raw liberties to invest in representatives and an organization that provides stability, order, and a measure of safety. In contrast, rights are liberties that cannot and should not be sacrificed in the name of stability, for doing so would rob an individual of their individuality and a human of their humanity. Such rights have been carefully delineated by the framers of the Constitution in the Bill of Rights and other aspects of this core document of law.⁵ As time and understanding have expanded, this document has been amended via the representatives of the populace to further encompass the myriad cultures, advancements, and situations that the original framers did not include.

While there are many rights laid out in the Constitution, only a few are actively practiced regularly. Two in particular stand out: religion and speech, the first rights listed in the Bill of Rights. The framers clearly state: “Congress shall make no law respecting an establishment of religion... or abridging the freedom of speech.”⁵ Religious liberty may not seem like much at first glance, just the right to attend a church service on

Sundays, yet it's much more than that. In that First Amendment, we are reserved the freedom to choose a moral code with which to live our lives, the means of worship we want, and the principles that guide our decisions. Religion, even without a focus on any deity, is the driving force of all energy and action. When understood as such, it's obvious why the framers prioritized religious freedom over even that of speech. First, we have the right to hold opinions, and *second*, the right to express them. This natural progression of rights essentially allows me to be an individual rather than a dogmatic follower of some program. In my life, this means that I get to choose for myself what I think a successful "good" life means and then exercise my personal liberties, such as speech, to follow that ideal. This means, yes, attending church, but also serving others, building a community, and then taking responsibility for my actions.

In contrast to constitutionally defended rights, which protect actions I can do for myself, the responsibilities of citizenship are things I *must* do for others. Such responsibilities include taxes, voting, and jury duty (there's a fun list). While such activities may not be exciting or sensational, they are an integral part of our democracy. Taxes are simple; we, as the people of the United States, empower a select few individuals to act as representatives to govern the population, so by extension, we must fund such government as well. Congress is constitutionally empowered to tax the people thanks to Article I Section 8.⁶ Through the appropriate use of taxes, the government may act with authority and power to defend the natural rights and civil liberties of the people. A second fundamental responsibility of citizenship is voting. The purpose of a representative democracy is to carry out the will of the people, and the will of the people is made known mostly via elections. As a newly-turned 18-year-old, my right to vote as established in the 26th amendment came into force, and I had the opportunity to vote in the 2024 presidential election.⁷ In so doing, I was able to assess my views on current issues and cast my vote for the candidate that best represented my opinions. It was a rather exhausting process, but especially important to the founding principles of this country. Regardless of the outcome, I am now represented in the election as a citizen of the United States and have eliminated the chief complaint of the Revolutionary War: namely, taxation without representation.⁸ Thus, the constitution is upheld and our social contract continues to work by popular sovereignty. Finally, there's Jury Duty, arguably the

most important duty as a Citizen (albeit the most annoying). In criminal court cases, the decision regarding conviction does not rest on an expert of the law as in some elitist societies but rather on a jury of citizens.⁹ It's a constitutional right to be tried by an impartial jury, as spelled out in the Eighth Amendment. Service on a jury, rather than being about *me* exercising *my* rights, is about defending others' rights. Regardless of guilt or innocence, they, as citizens, have the right to a fair trial by an impartial jury. As a cohesive society, we agree to defend our own rights but also to uphold others'; in this case, we defend others' right to a trial by jury.

By exercising my rights and responsibilities, I fulfill my pledge of allegiance in upholding inherent human rights, both my own and others.

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³ U.S. Constitution - The Preamble | Resources | Constitution Annotated | Congress.Gov | Library of Congress, constitution.congress.gov/constitution/preamble/. Accessed 10 Mar. 2025.

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⁵ "The Bill of Rights: A Transcription." National Archives and Records Administration, National Archives and Records Administration, www.archives.gov/founding-docs/bill-of-rights-transcript. Accessed 9 Mar. 2025.

⁶ "Overview of the Taxing Clause | Constitution Annotated | Congress.Gov | Library of Congress." Constitution Annotated, constitution.congress.gov/browse/essay/artI-S8-C1-1-1/ALDE_00013387/. Accessed 10 Mar. 2025.

⁷ "The Constitution: Amendments 11-27." National Archives and Records Administration, National Archives and Records Administration, www.archives.gov/founding-docs/amendments-11-27. Accessed 9 Mar. 2025.

⁸ McCullough, David. John Adams. Simon & Schuster, 2002.

⁹ "Washington State Courts - Jury Duty." Welcome to Washington State Courts, www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.faq. Accessed 9 Mar. 2025.



Michael Isayan graduated in June from North Hollywood High School in the San Fernando Valley. He has actively participated on his school's National Moot Court team for all four years of his high school experience, winning recognition as a regional champion in San Diego and as a legal brief writing champion nationally. He deeply enjoys the study of constitutional law beyond the (mock) courtroom, creating a podcast on the Supreme Court's attitude toward the

Establishment and Free Exercise clauses of the First Amendment for a history competition with a team of two classmates.

In addition, his interest in the law and public service has led him to be involved at various levels of local government, serving as an intern at his state assemblymember's office and before then as a councilmember on Los Angeles' Olivia E. Mitchell Youth Council. In fall 2025, Michael will attend Harvard College, where he plans to pursue a joint concentration in government and economics — although courses on philosophy or classics may well catch his attention instead! In Cambridge, he hopes to remain involved in local government and explore ways to make a positive social impact, be it through academia, social impact organizations, a continued study of the law or a combination thereof.

The Legacy of Tinker: Students' First Amendment Rights and the Civic Responsibility of Participation

The United States is remarkable in world history for the scale of its democratic experiment. In 1789, Founding Father and future president Thomas Jefferson wrote that "if every individual participates... the government will be safe,"¹ and although the young republic was no beacon of societal egalitarianism, it did guarantee a set of civic rights, including to assembly, petition, and later voting,² rarely seen elsewhere theretofore.

Jefferson's view was, thus, as salient then as it is now: in order to fully enjoy the various liberties which the Constitution protects, Americans have the responsibility of exercising their civic rights to engage with policy.

Traditionally, it has been that third civic right—voting—which sits at the forefront of the American public consciousness. But what about those citizens of a democracy who cannot make their contribution at the ballot box? By 1965, U.S. involvement in Vietnam had given new life to the famous slogan “old enough to fight, old enough to vote,”³ but a similarly monumental push for greater civic responsibility was the anti-war protest of students even younger than draft age—and thus certainly younger than voting age. In one famous case, a group of Iowa students wore black armbands protesting the war to their high and junior high schools; four years later, the Supreme Court held in *Tinker v. Des Moines Independent Community School District* that their “symbolic” speech, being as it was undisruptive of “the schools’ work or... the rights of other students,” was protected under the First Amendment.⁴

Tinker was a watershed decision precisely because it recognized this right in an educational context. As Justice Fortas wrote, “[i]t can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate,” breaking from the Court’s prior narrower interpretation of the applicability of First Amendment rights to children.⁵ The implications for First Amendment jurisprudence were swift. By 1974, lower courts found in favor of high school students seeking to publish anti-war messages in print, advocating a review of the laws regarding marijuana, and addressing the politically fraught subject of abortion, all through school-sponsored means of communication, uniformly citing the *Tinker* protection in their decisions.⁶ And the Supreme Court itself returned to the symbolic speech issue, protecting a pro-police reform cartoon depicting policemen raping the Statue of Liberty and a peace in Vietnam symbol attached to an upside-down American flag.⁷ (Unlike the lower court cases, both these Supreme Court decisions concerned university students, but they nonetheless relied on *Tinker* in their reasoning.) Writing in a progeny case of *Tinker*, Circuit Judge Irving Goldberg articulated the doors that this widespread shift in First Amendment interpretation opened for student civic involvement: “students should become informed of... significant issues that face the

citizenry.”⁸ This awareness of political issues, together with the further commentary, assembly, and petition it empowered, was particularly important for the group concerned in *Tinker* itself—high school students—who could not express their political views and thus discharge their civic responsibility of democratic participation through the vote.

Social impact shortly followed. Emboldened by the Supreme Court’s, and later the lower courts’, expansive reading of the First Amendment, students across the country organized to leverage their right to free speech and expression to a political end on an unprecedented scale. Perhaps the most famous example came just a year after the Supreme Court’s ruling: in response to the expansion of the Vietnam War into Cambodia in 1970, students from hundreds of high schools across the country staged shows of opposition on and directly adjacent to campus. These attempts to influence the Nixon Administration’s foreign policy-making process, of course, primarily relied on their First Amendment rights to assembly and petition, but just as significant were the artistic leaflets, films, vigils, and effigies that the students displayed to that political end.⁹ Such symbolic expression went notably far in San Francisco, where a group of eighty students flew North Vietnamese flags—a country which was still at war with the U.S.—as symbols promoting an end to U.S. involvement in the conflict.¹⁰ In each case, the high schoolers relied on their constitutional right to symbolic expression in schools, directly protected under the *Tinker* Court’s interpretation of the First Amendment.

Students have continued to be a powerful force in politics in the decades since: some of the highest-profile political movements in the United States today, ranging from climate change to gun regulation issues, are spearheaded by high school student organizations at both the local and national levels.¹¹ It is true that *Tinker* and the right to symbolic speech it codified for underage students are not be-alls and end-alls for such student political involvement—for one, the Supreme Court has since declined to issue a blank check for *all* speech in schools, even if that speech would be protected under the First Amendment in a different setting.¹² But they *do* certainly continue to provide a broad constitutional safeguard for students’ ability to carry out perhaps the most important civic responsibilities American citizens have: making their voices heard in the political process. Symbolic expression is a broad facilitative means to that end; it can range

from a quiet show of support for an already well-publicized cause, as it was in Des Moines in 1965, to a central visual component of protest action as it was five years later in schools across the country. It is with good reason that legal scholars have characterized *Tinker* as the case in which “the Supreme Court expanded citizenship to children.”¹³ However the right to symbolic expression be employed, its importance lies in this scope: in affording an avenue to political participation to those who cannot participate at the ballot box, it extends an opportunity to carry out the civic responsibility Jefferson described more than two centuries ago. And ultimately, that means building a more representative, more just, America.

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¹ Thomas Jefferson, *Notes on the State of Virginia* (London, United Kingdom: John Stockdale, 1787), 156.

² U.S. Const. amend. I; U.S. Const. amend. XV, §1; U.S. Const. amend. XIX; U.S. Const. Amend. XXVI, §1.

³ “‘Old Enough to Fight, Old Enough to Vote’: The WWII Roots of the 26th Amendment,” The National WWII Museum, October 28, 2020. <https://www.nationalww2museum.org/war/articles/voting-age-26th-amendment>.

⁴ *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503, 504-5, 508-9 (1969).

⁵ *Tinker v. Des Moines*, 393 U.S. at 506, 515; *Ginsberg v. New York*, 390 U.S. 629, 638, 649-50 (1968).

⁶ *Zucker v. Panitz*, 299 F. Supp. 102 (S.D.N.Y. 1969); *Riseman v. School Committee of the City of Quincy*, 439 F.2d 148 (1st Cir. 1971); *Shanley v. Northeast Independent School District*, 462 F.2d 960 (5th Cir. 1972); *Bayer v. Kinzler*, 383 F. Supp. 1164 (E.D.N.Y. 1974).

⁷ *Papish v. Board of Curators of University of Missouri*, 410 U.S. 667 (1973); *Spence v. Washington*, 418 U.S. 405 (1974).

⁸ *Shanley v. Northeast Independent School District*, 462 F.2d at 972.

⁹ Amanda Miller, “May 1970 Student Antiwar Strikes,” Mapping American Social Movements Project, University of Washington. https://depts.washington.edu/moves/antiwar_may1970.shtml; Aaron G. Fountain, “The War in the Schools: San Francisco Bay Area High Schools and the Anti-Vietnam War Movement, 1965–1973,” *California History* 92, no. 2 (2015): 36–37. <https://doi.org/10.1525/ch.2015.92.2.22>.

¹⁰ Fountain, “The War in the Schools,” 37.

¹¹ See, for example, “Home,” This is Zero Hour. <https://thisiszerohour.org/>; “On the Ground,” March For Our Lives. <https://marchforourlives.org/on-the-ground/>.

¹² *Bethel School District v. Fraser*, 478 U.S. 1986 (1986); *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988).

¹³ Aaron G. Fountain, “Building a Student Movement in Naptown: The Corn Cob Curtain Controversy, Free Speech, and 1960s and 1970s High School Activism in Indianapolis,” *Indiana Magazine of History* 114, no. 3 (2018): 203. <https://doi.org/10.2979/indimagahist.114.3.02>.

WINNING VIDEO CONTEST ENTRIES

Winning video entries can be viewed by visiting the 2025 Ninth Circuit Civics Contest website: <https://www.ca9.uscourts.gov/civicscontest>



1st place

SRINIDHI PUNNAM AND NEHA SANTHOSH DISTRICT OF ARIZONA



Srinidhi Punnam is an incoming sophomore at BASIS Chandler in Chandler, Arizona. Some of her favorite subjects in school include AP U.S. government and politics, where she enjoys learning about the complexities of the American government, and her calculus class, where she loves learning about numerous theorems. Srinidhi is a valued member of numerous clubs and organizations at school, such as She's the First, Science Bowl, Mock Trial and Chemistry Olympiad.

Outside of school, she plays chess competitively at an international level and is also a member of the BASIS Chandler Varsity Chess Team. Additionally, she volunteers at numerous food banks and cultural associations.

In her free time, she can be seen swimming, playing piano or the viola, practicing chess, baking or watching “Modern Family.”

Srinidhi was inspired to participate in the Ninth Circuit Civics Contest when Mrs. DeFoe, her AP government teacher, introduced it to her. She found this contest the perfect opportunity to express her values on civic duties and rights that she had recently learned about in her government class. In the future, Srinidhi aspires to pursue a career in law, finance or business. She enjoys eating anything with the word “tiramisu” in the name, especially tiramisu cheesecake.



Neha Santhosh is an incoming sophomore at BASIS Chandler High School in Chandler, Arizona. Some of her hobbies include playing piano and grinding tennis, which she has done for 12 years, or destroying boards with taekwondo. Neha’s favorite subject in school is biology where she is captivated by the numerous processes of the human body and AP government where she found the various mechanisms of government

extremely interesting. She is a valued member of several clubs including BASIS Chandler Red Cross, served recently on the board of the National Junior Honor Society (NJHS) of the Chandler Unified School District and was a Science Olympiad participant.

Apart from school, Neha is a dedicated member of the varsity tennis team which secured second place in the state. She has a double black stripe in taekwondo and loves playing and walking with her dog in her free time. Neha was inspired to partake in the competition after hearing about it from her AP government teacher, Mrs. DeFoe. She found the contest to be a perfect opportunity to inform others about the importance of civic duty which aligned with her views. In the future, Neha aspires to pursue a future in healthcare, specifically pediatrics. A random fact about her is that she loves anything caramel flavored, especially caramel ice cream.



2nd place VANESSA LEI AND HANNAH VUONG DISTRICT OF NEVADA



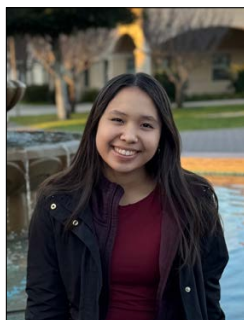
Vanessa Lei graduated in May from West Career and Technical Academy in Las Vegas, where she was enrolled in both a Certified Nursing Aide and Medical Assisting accreditation program. At school, she was involved in Science Olympiad, HOSA-Future Health Professionals, and Operation Outbreak Club. Vanessa plans to study biology on the pre-med track at the University of California, Los Angeles (UCLA).

In her free time, Vanessa enjoys reading mystery novels, crocheting for gifts and plucking the stems off button mushrooms.

Outside of science, Vanessa has a keen interest in history, especially social rights movements and civil liberties. In middle school, she participated in National History Day, researching child labor and the work of photographer Lewis Hine. In 2024, she entered the Ninth Circuit Civics Contest and explored segregation in early American society through *Brown v. Board of Education*. She was eager to work with her teammate, Hannah

Vuong, again this year, focusing on a more personal topic about individual rights and responsibilities.

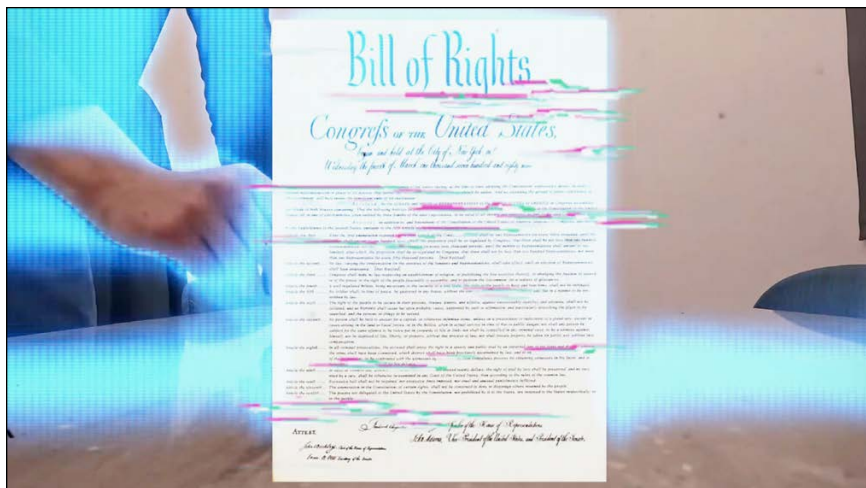
Vanessa appreciated the chance to engage deeply with the topic—from brainstorming and gathering insight from teachers to scripting and editing the video. The project gave her a meaningful way to reflect on history, responsibility and the impact of informed voices.



Hannah Vuong graduated in May from West Career and Technical Academy in Las Vegas, where she has distinguished herself as a high-achieving student and engaged leader. In the fall, Hannah will attend the University of Southern California to major in business administration with a concentration in finance. While there, she will begin training in the Space Force ROTC program, combining academic rigor with a commitment to national service.

Throughout high school, Hannah has actively participated in a range of extracurriculars, including Civil Air Patrol, Future Business Leaders of America, and We the People. She also serves as an intern for the Volunteer Income Tax Assistance (VITA) program, helping community members file their taxes while gaining hands-on experience in financial literacy. A competitive gymnast, she brings discipline, resilience and focus to both athletics and academics.

Hannah's favorite subjects, calculus and American history, reflect a unique blend of analytical thinking and deep appreciation for the foundations of civic life. These interests support Hannah's long-term goal of becoming either a corporate or constitutional lawyer, where she hopes to combine strategic insight with a passion for justice and service. Outside of school and training, Hannah enjoys reading, crafting and playing card games with her family. She enjoyed showcasing her creativity in this year's Ninth Circuit Civics Contest.



3rd
place

EVERETT PIASKOWSKI AND SEBASTIAN YOUNG DISTRICT OF ALASKA



Everett Piaskowski was born in Palmer, Alaska, as a fourth generation Alaskan whose great grandfather was sent to Alaska during the 1935 experimental farm program, formally known as the Matanuska Valley Colony. He lives in a small off-grid log cabin that he helped restore on his parents' 50 acres of Alaskan wilderness. Throughout his homeschooled education, Everett has taken an active role in developing a love of learning, along with his four younger

sisters. Everett is passionate about bushcraft, archery, leather working, videography, snow machining and dirt biking. He especially enjoys perfecting his outdoor survival skills and hanging out with his friends.

While watching a YouTube video on how to build survival shelters, Everett was inspired to make his own videos and share his knowledge and experiences with others. So, at age 13 he started his YouTube channel, "Ev Living Wild Alaska." Two years later, Everett was asked to film an educational documentary for the Museum of Alaska. The museum

is extracting a fin whale which washed up off the silty shores near Anchorage, the bones of which will be displayed at the museum along with his film for future generations. This project opened the opportunity to work with the curator for the museum to restore an old original 1970s Mad River canoe. Everett and his family live a subsistence lifestyle, hunting and fishing in the great Alaskan wilderness. His future plans include earning his bush pilot license and sharing his adventures in the Last Frontier with others.



Sebastian Young is a ninth grade homeschooler in Alaska. His favorite thing to do is make movies with his friends. His interest in cinematography began with Lego stop motion at around 8 years old. He enjoys putting together slide shows and promos for organizations in his community. Sebastian loves everything about the filmmaking process from pre-production to post-production and hopes to direct feature films as a career.

Sebastian has spent the last year focusing his studies on U.S. history and government. He had the opportunity to join a Christian history intensive in Virginia last summer and learned a lot about the Founding Fathers and their vision for America. He also looks forward to Teen Pact every year where he practices engaging government and political processes. Combining his love for film with his government studies for this Ninth Circuit Civics Contest made this project a lot of fun for him. He and his teammate, Everett, had a great time putting their entry together and were delighted to win first place in the Alaska division.

Sebastian volunteers weekly sharing the gospel in Good News Clubs for children and helping in the Awana Cubbies class at his church. He is a proponent of independent homeschooling and volunteers with his state homeschool organization's convention every year.

TOP 12 ESSAY FINALISTS

► District of Arizona

Delaney Boyd, Shadow Mountain High School, Phoenix

► Central District of California

Michael Isayan, North Hollywood High School, Los Angeles

Jessica Zhang, Sage Hill School, Newport Coast

► Eastern District of California

Shubneet Kaur, Lathrop High School, Lathrop

► Northern District of California

Vikram Mahajan, Mission San José High School, Fremont

► Southern District of California

Charlotte Lourey, Valhalla High School, El Cajon

Linda Yu, Canyon Crest Academy, San Diego

► District of Guam

Offeia Yordy, St. John's School, Tumon

► District of Northern Mariana Islands

Jia Ross Nicdao, Marianas High School, Saipan

► District of Oregon

Emilio Conley, Northwest Academy, Portland

► Eastern District of Washington

Tyler Hill, Hanford High School, Richland

► Western District of Washington

Colton Hong, Anacortes High School, Anacortes

TOP 12 VIDEO FINALISTS

► District of Alaska

Team of Everett Piaskowski and Sebastian Young, Homeschooled, Willow and Wasilla

► District of Arizona

Team of Srinidhi Punnam and Neha Santhosh, BASIS Chandler, Chandler

Team of Zunairah Sadeq, Catalina Prest and Saanvi Sharma, BASIS Chandler, Chandler

► Central District of California

Team of Nina Branicio, Natalie Chan and Drexel Ngo, Mark Keppel High School, Alhambra

Dan "Jolie" Thanh Nguyen, Northwood High School, Irvine

► Eastern District of California

Team of Anya Brown, Makenna Hogland and Madison McLellan, Truckee High School, Truckee

► District of Hawaii

Kelsey Hebert, Kalāheo High School, Kailua

► District of Nevada

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

Joan Li, West Career and Technical Academy, Las Vegas

► District of Oregon

Team of Avery Connelly, Ian Conine Reyes, and Anika Rigby, Lincoln High School Portland

► Eastern District of Washington

Ellie Henshaw, Mt. Spokane High School, Mead

► Western District of Washington

Team of Martin Demchenko and Hannah Oomen, Skyline High School, Sammamish

DISTRICT WINNERS WHO ADVANCED TO THE CIRCUIT AS FINALISTS

Students who won in each district and advanced as finalists for the preliminary round of judging at the Ninth Circuit level.

► District of Alaska

Essay Winners: First place (\$1,000) – Mariah Abbott, Upstream Learning, Glennallen; Second place (\$500) – Mallory Raun, West Anchorage High School, Anchorage; and Third place (\$250) Kylie Woodhead, Mat-Su Career & Tech High School, Wasilla.

Video Winners: First place (Total of \$1,000) – the team of Everett Piaskowski and Sebastian Young, Homeschool, Willow and Wasilla.

► District of Arizona

Essay Winners: First place (\$1,500) – Maya Joffe, Arizona College Prep High School, Chandler; Second place (\$750) – Bran’nu Brown, Brophy College Preparatory, Phoenix; and Third place (\$500) – Delaney Boyd, Shadow Mountain High School, Phoenix.

Video Winners: First place (Total of \$1,500) – the team of Srinidhi Punnam and Neha Santhosh; Second place (Total of \$750) – the team of Zunairah Sadeq, Catalina Prest and Saanvi Sharma; and Third place (Total of \$500) – the team of Vivan Patel, Mihir Sahani and Aayush Shah. All students are from BASIS Chandler in Chandler.

► Central District of California

Essay Winners: First place (\$1,000) – Aashka Bhuptani, Redondo Union High School, Redondo Beach; Second place (\$750) – Jessica Zhang, Sage Hill School, Newport Coast; and Third place (\$500) – Michael Isayan, North Hollywood High School, Los Angeles.

Video Winners: First place (Total of \$1,000) – the team of Nina Branicio, Natalie Chan and Drexel Ngo, Mark Keppel High School, Alhambra; Second place (\$750) – Zayanna Mejico, Vista del Lago High School, Moreno Valley; and Third place (\$500) – Dan "Jolie" Thanh Nguyen, Northwood High School, Irvine.

Central District's first-place winners and their parent/guardian were invited to attend the 2025 Ninth Circuit Judicial Conference.

► Eastern District of California

Essay Winners: First place – Shubneet Kaur, Lathrop High School, Lathrop; Second place – Annelise Borer, Forest Lake Christian School, Auburn; and Third place – Alia Hamdani, C.K. McClatchy High School, Sacramento.

Video Winner: First place – the team of Anya Brown, Makenna Hogland and Madison McLellan, Truckee High School, Truckee.

► Northern District of California

Essay Winners: First place (\$2,000) – Vikram Mahajan, Mission San José High School, Fremont; Second place (\$1,500) – Filipp Dmitriev, Amador Valley High School, Pleasanton; and Third place (\$1,000) – Meital Zayats, Mountain View High School, Mountain View.

Video Winners: First place (\$2,000) – the team of Finlay Hayes, Shai Ring and Bryan Thompson, Burlingame High School, Burlingame; Second place (\$1,500) – Zachary Bethune, Emerald High School, Dublin; and Third place (\$1,000) – Ryan Chou, Westmoor High School, Daly City.

► Southern District of California

Essay Winners: First place (\$1,000) – Charlotte Lourey, Valhalla High School, El Cajon; Second place (\$500) – Eesha Dumbre, Mt. Carmel High School, San Diego; and Third place (\$250) – Linda Yu, Canyon Crest Academy, San Diego.

Video Winners: First place (Total of \$1,000) – the team of Kimberly Chan and Kelly Gutierrez; Second place (\$500) – Julary Rebolledo; and Third place (\$250) – Jewel Parker. All students are from Hoover High School in San Diego.

► District of Guam

Essay Winners: First place (\$300) – Hailey Pangelinan, Simon A. Sanchez High School, Tamuning; Second place (\$200) – Offeia Yordy, St. John's School, Tumon; and Third place (\$100) – Marianne Clare Vitug, Simon A. Sanchez High School, Tamuning.

Video Winners: First place (Total of \$300) – the team of Liam Sarangay and Gracie Serrano; Second place (Total of \$200) – the team of Jake Ren Hoya and Alexander Lance Paguio; and Third place (\$100) – Rhian Elyza Macaldo. All students are from Simon A. Sanchez High School in Tamuning.

► District of Hawaii

Essay Winners: First place (\$1,500) – Kaiden Lee; Second place (\$750) – Rand Gushiken; and Third place (\$500) – Sibel Badawi. All students are from 'Iolani School in Honolulu.

Video Winners: First place (Total of \$1,500) – the team of Caroline Croft, Alana Gamez and Leilani Ricks; Second place (\$750) – Kelsey Hebert; and Third place (\$500) – Alina Rudnitsky. All students are from Kalāheo High School in Kailua.

► District of Idaho

Essay Winners: First place (\$1,000) – Honey Samantha Reid, Idaho Home Learning Academy, Malad; Second place (\$500) – Victoria Frazier, Moscow High School, Moscow; and Third place (\$250) – Ariella Reagan, Moscow High School, Moscow.

Video Winners: First place (\$1,000) – Kate Raley, Boise High School, Boise; Second place (\$500) – Maliah Clawson, Boise High School, Boise; and Third place (Total of \$250) – the team of Stormy Garcia and Shyanne Steele, Post Falls High School, Post Falls.

► District of Montana

Essay Winners: First place (\$2,000) – Eva Skibicki, Helena High School, Helena; Second place (\$1,000) – Kimber Koteskey, Foothills Community Christian School, Great Falls; and Third place (\$500) – Josephine Casey, Capital High School, Helena.

Video Winners: First place (\$2,250) – Mairyn Agostinelli, Sentinel High School, Missoula; and Second place (\$1,250) – Trinity Nicholson, Foothills Community Christian School, Great Falls; and (\$500) Anna Bauer, Foothills Community Christian School, Great Falls.

► District of Nevada

Essay Winners: First place (\$1,500) – Jamie Anne Arevalo, West Career and Technical Academy, Las Vegas; Second place (\$850) – Logan Wheeler, Explore Knowledge Academy of Public Speaking, Las Vegas; and Third place (\$500) – Camden Zeiler, Lone Star Academy (Homeschool), North Las Vegas.

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

► District of Northern Mariana Islands

Essay Winners: First place (\$200) – Jia Ross Nicdao, Marianas High School, Saipan; Second place (\$150) – Julia Taitano, Marianas High School, Saipan; and Third place (\$100) – Jessica Kim, Saipan International School, Saipan.

Video Winners: First place (Total of \$200) – the team of Jiho Kong, Dong Gyu Lee and Dong Hyun Lee, Saipan International School, Saipan; Second place (\$150) – Misha Kim, Saipan International School, Saipan; and Third place (Total of \$100) – the team of Kenny Zhang, Jie Yi Zheng and Maria Zheng, Marianas High School, Saipan.

► District of Oregon

Essay Winners: First place (\$1,000) – Emilio Conley, Northwest Academy, Portland; Second place (\$750) – Roy Jones, Baker Web Academy, Baker City; and Third place (\$500) – Kiran Logue, Cleveland High School, Portland.

Video Winners: First place (Total of \$1,000) – the team of Avery Connelly, Ian Conine Reyes, and Anika Rigby, Lincoln High School Portland; and Second place (\$750) – Michelle Ortiz, Forest Grove High School, Forest Grove.

► Eastern District of Washington

Essay Winners: First place (\$1,000) – Tyler Hill, Hanford High School, Richland; Second place (\$500) – Maeve Korthuis, Lind-Ritzville High School, Ritzville; and Third place (\$250) – Liam McCruden, Lewis and Clark High School, Spokane.

Video Winners: First place (\$1,000) – Ellie Henshaw, Mt. Spokane High School, Mead; Second place (\$500) – Madeleine Morrison, Mt. Spokane High School, Mead; and Third place (\$250) – Julianna Monroe, Hanford High School, Richland.

► Western District of Washington

Essay Winners: First place (\$2,000) – Colton Hong, Anacortes High School, Anacortes; Second place (\$1,000) – Jack DeForest, Bothell High School, Bothell; and Third place (\$500) – Ramsey Mesiwala, Seattle Academy of Arts and Sciences, Seattle.

Video Winner: First place (\$2,000) – Xavier Gatlin, Lakeside School, Seattle; Second place (Total of \$1,000) – the team of Martin Demchenko and Hannah Oomen, Skyline High School, Sammamish; and Third place (Total of \$500) – the team of James Miller and Mindon Siegel, Sky Valley Education Center, Monroe.

2025 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

Jennifer S. Dale, Administrative
Coordinator, U.S. District Court

Southern District of California

Sarah Luna, Administrative
Assistant, 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
& Bankruptcy Courts

Logan Parker, Executive
Coordinator, U.S. District and
Bankruptcy Courts

District of Nevada

Sharon Hardin, Assistant to Clerk
of Court, U.S. District Court

District of Northern Mariana Islands

Justin X. Poon, Case Administrator,
U.S. District Court

District of Oregon

Esther Dunn-Fellows, Attorney
Advisor, U.S. District Court

Eastern District of Washington

Jennifer Harris, Court Services
Specialist, U.S. District Court

Western District of Washington

Eric L. Smits, Chief Deputy Clerk,
U.S. District Court

Tracy M. Morris, Executive
Director, Federal Civil Rights Legal
Clinic, Federal Bar Association,
Western District of Washington

2025 NINTH CIRCUIT CIVICS CONTEST JUDGES

Final Round

Essay Judges

District Judge Krissa M. Lanham

U.S. District Court, District of Arizona

Bankruptcy Judge Mary Jo Heston

U.S. Bankruptcy Court, Western District of Washington

Bankruptcy Judge Madeleine C Wanslee

U.S. Bankruptcy Court, District of Arizona

Magistrate Judge Autumn D. Spaeth

U.S. District Court, Central District of California

Beth M. Strosky, Kehler Rohrback LLP, Western District of Washington

Video Judges

Senior District Judge John A. Kronstadt (PICO Chair)

U.S. District Court, Central District of California

Circuit Judge Daniel J. Forrest

U.S. Court of Appeals for the Ninth Circuit

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

Licia E. Vaughn, DLA Piper, Southern District of Washington

*Final Round judges are members of the Public Information and Community Outreach (PICO) Committee.

Preliminary Round

Essay Judges

U.S. Court of Appeals for the Ninth Circuit Judges—Senior Circuit Judge Marsha S. Berzon, Senior Circuit Judge Carlos T. Bea, Circuit Judge Johnnie B. Rawlinson, Circuit Judge Eric D. Miller, Circuit Judge Salvador Mendoza Jr., and Circuit Judge Anthony D. Johnstone; District Judge Michelle Williams Court, U.S. District Court, Central District of California; Chief Bankruptcy Judge Benjamin P. Hursh, U.S. Bankruptcy Court, District of Montana; Bankruptcy Judge Barrett Marum, U.S. Bankruptcy Court, Southern District of California; Magistrate Judge Maximiliano Couvillier III, U.S. District Court, District of Nevada; Anne Perry, Assistant Chief Immigration Judge, Imperial and Otay Mesa Immigration Courts; Ruth D. Thom, Career Law Clerk to Senior District Judge Ralph R. Beistline, U.S. District Court, District of Alaska; U.S. Court of Appeals for the Ninth Circuit Library Staff—Daniella Garcia, Branch Librarian, Fresno; Jenna Simon Halai, Branch Librarian, Sacramento; Julia O. Sathler, Branch Librarian, Portland; Susan Caulder, Librarian, San Francisco; Betty Lim, Librarian, Seattle; and Julia Seiter, Librarian, Los Angeles; and Ninth Circuit Office of the Circuit Executive Staff—William J. Cracraft, Communications Specialist, and Kevin Morley, CJA Supervising Attorney.

Video Judges

U.S. Court of Appeals for the Ninth Circuit Judges—Circuit Judge Morgan Christen, Circuit Judge John B. Owens and Circuit Judge Daniel A. Bress; District Judge Dena M. Coggins, U.S. District Court, Eastern District of California; District Judge Angela M. Martinez, U.S. District Court, District of Arizona; Gosia Fonberg, Law Clerk to Senior District Judge Michael W. Mosman, U.S. District Court, District of Oregon; U.S. Court of Appeals for the Ninth Circuit Mediation Staff—Circuit Mediators Roxane G. Ashe, Paula D. Raffaelli and Steven Saltiel; and Ninth Circuit Office of the Circuit Executive Staff—Stella Huynh, Workplace Relations Specialist, Kari C. Kelso Ph.D., Public Education and Community Outreach Administrator, and Rob Leung, Operations Specialist.

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 THROUGHOUT THE NINTH CIRCUIT.



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