

119TH CONGRESS
1ST SESSION

H. R. 6712

To award posthumously a Congressional Gold Medal to Robert Parris Moses, in recognition of his achievements and contributions to advancing American education and civil rights.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 15, 2025

Mr. ESPAILLAT introduced the following bill; which was referred to the
Committee on Financial Services

A BILL

To award posthumously a Congressional Gold Medal to Robert Parris Moses, in recognition of his achievements and contributions to advancing American education and civil rights.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Robert Parris Moses
5 Congressional Gold Medal Act”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds that:

1 (1) Robert Parris Moses was born in Harlem,
2 New York City, on January 23, 1935.

3 (2) Robert Parris Moses is regarded as an in-
4 fluential civil rights activist, peace activist, public
5 education advocate, and math literacy educator.

6 (3) Moses grew up in Harlem River Houses and
7 was one of only a handful of Black students at the
8 time who was admitted to Stuyvesant High School.

9 (4) Moses earned a scholarship to Hamilton
10 College in Clinton, New York, and subsequently ob-
11 tained a master's degree in philosophy from Harvard
12 University in 1957.

13 (5) His doctorate studies in mathematics were
14 halted due to the death of his mother and the hos-
15 pitalization of his father.

16 (6) In 1959, Moses helped with the second
17 Youth March for Integrated Schools in Washington,
18 DC.

19 (7) Moses visited Mississippi in the summer of
20 1960, and met with local National Association for
21 the Advancement of Colored People (NAACP) lead-
22 ers who indicated the need to focus on voter reg-
23 istration. He returned to Mississippi after teaching
24 the 1960–1961 school year in New York, where he

1 organized and registered thousands of poor, illit-
2 erate, and rural Black residents to vote.

3 (8) As a leader of the Student Nonviolent Co-
4 ordinating Committee, in 1964, Moses helped orga-
5 nize the Mississippi “Freedom” Summer Project.

6 (9) Dr. Martin Luther King, Jr., called Moses’
7 “contribution to the freedom struggle in America”
8 an “inspiration”.

9 (10) After Moses married Janet, they started a
10 family in Tanzania. He spent nearly a decade there
11 teaching mathematics and working with the Ministry
12 of Education.

13 (11) Moses returned to the United States in
14 1976, and continued his doctoral studies in Philos-
15 ophy of Mathematics at Harvard. He received a
16 MacArthur Fellowship in 1982, which he used to
17 promote the Algebra Project.

18 (12) In founding the Algebra Project, Moses
19 stated that K–12 math literacy, like voting literacy,
20 is key to full citizenship for Americans from poor
21 and minority communities as our society shifts from
22 the Industrial Age to the Information Age.

23 (13) The Algebra Project is a non-profit dedi-
24 cated to helping students from historically
25 marginalized communities, including Black, Brown,

1 and youth living in poverty, who often hail from low-
2 income households. Students develop math literacy
3 skills, which Bob Moses viewed as the path to per-
4 manently improving their life circumstances, as well
5 as the social and economic conditions of their com-
6 munities.

7 (14) The Algebra Project uses mathematics lit-
8 eracy as an organizing tool to guarantee quality pub-
9 lic-school education for all children in the United
10 States.

11 (15) The Algebra Project is one of the few
12 mathematics education initiatives to originate in the
13 African-American community.

14 (16) Since its inception in 1982, the Algebra
15 Project has helped more than 40,000 students in
16 hundreds of schools nationwide.

17 (17) In 1996, the Young People's Project was
18 launched by Algebra Project graduates from Cam-
19 bridge, MA, and Algebra Project middle school stu-
20 dents from Jackson, Mississippi. The Young Peo-
21 ple's Project recruits and trains high school and col-
22 lege age "Math Literacy Workers" to facilitate en-
23 richment workshops for younger students in mathe-
24 matics.

1 (18) For his work, Bob Moses has been hon-
2 ored, including with an Honorary Doctor of Science
3 from Harvard University and Ohio State University,
4 an Honorary Doctor of Laws from Princeton Uni-
5 versity, the John Dewey Prize for Progressive Edu-
6 cation, a Lifetime Achievement Award from the Na-
7 tional Council of the Teachers of Mathematics, and
8 was inducted to the American Academy of Arts and
9 Sciences.

10 (19) Moses wrote about his vision for education
11 and experiences. He was co-author of *Radical Equa-*
12 tions—Civil Rights from Mississippi to the Algebra
13 Project (2001), and co-editor of *Quality Education*
14 as a Constitutional Right—Creating a Grassroots
15 Movement to Transform America’s Schools (2010).

16 (20) Moses wrote in *Radical Equations* that
17 “the most urgent social issue affecting poor people
18 and people of color, is economic access. In today’s
19 world, economic access and full citizenship depend
20 crucially on math and science literacy. I believe that
21 the absence of math literacy in urban and rural com-
22 munities throughout this country is an issue as ur-
23 gent as the lack of registered Black voters in Mis-
24 sissippi was in 1961.”.

1 (21) Bob Moses passed away in Hollywood,
2 Florida, on July 25, 2021.

3 **SEC. 3. CONGRESSIONAL GOLD MEDAL.**

4 (a) PRESENTATION AUTHORIZED.—The Speaker of
5 the House of Representatives and the President pro tem-
6 pore of the Senate shall make appropriate arrangements
7 for the posthumous presentation, on behalf of the Con-
8 gress, of a gold medal of appropriate design in commemo-
9 ration of Robert Parris Moses, in recognition of his
10 achievements and contributions to American education
11 and civil rights.

12 (b) DESIGN AND STRIKING.—For purposes of the
13 presentation referred to in subsection (a), the Secretary
14 of the Treasury (referred to in this Act as the “Sec-
15 retary”) shall strike a gold medal with suitable emblems,
16 devices, and inscriptions, to be determined by the Sec-
17 retary. The design shall bear an image of, and inscription
18 of the name of, Robert Parris Moses.

19 (c) AUTHORIZED RECIPIENT.—Following the award
20 of the gold medal under subsection (a), in honor of Moses,
21 the gold medal shall be given to Maisha Moses, Robert
22 Parris Moses’ daughter.

23 **SEC. 4. DUPLICATE MEDALS.**

24 The Secretary may strike and sell duplicates in
25 bronze of the gold medal struck under section 3, at a price

1 sufficient to cover the cost thereof, including labor, mate-
2 rials, dies, use of machinery, and overhead expenses.

3 **SEC. 5. STATUS OF MEDALS.**

4 (a) NATIONAL MEDALS.—The medals struck under
5 this Act are national medals for purposes of chapter 51
6 of title 31, United States Code.

7 (b) NUMISMATIC ITEMS.—For purposes of sections
8 5134 and 5136 of title 31, United States Code, all medals
9 struck under this Act shall be considered to be numismatic
10 items.

11 **SEC. 6. AUTHORITY TO USE FUND AMOUNTS; PROCEEDS OF**
12 **SALE.**

13 (a) AUTHORITY TO USE FUND AMOUNTS.—There is
14 authorized to be charged against the United States Mint
15 Public Enterprise Fund such amounts as may be nec-
16 essary to pay for the costs of the medals struck under
17 this Act.

18 (b) PROCEEDS OF SALE.—Amounts received from the
19 sale of duplicate bronze medals authorized under section
20 4 shall be deposited into the United States Mint Public
21 Enterprise Fund.

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