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(Original Signature of Member)

118TH CONGRESS  
1ST SESSION

**H. R.**

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To award a Congressional Gold Medal to Joan Trumpauer Mulholland in recognition of her unique and substantial contributions to American life through her life-long commitment to social justice and equality for all citizens, exhibited both through direct action, at great personal risk, and through ongoing educational activities.

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IN THE HOUSE OF REPRESENTATIVES

Mr. BEYER introduced the following bill; which was referred to the Committee on \_\_\_\_\_

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**A BILL**

To award a Congressional Gold Medal to Joan Trumpauer Mulholland in recognition of her unique and substantial contributions to American life through her life-long commitment to social justice and equality for all citizens, exhibited both through direct action, at great personal risk, and through ongoing educational activities.

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

**1 SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Joan Trumpauer  
3 Mulholland Congressional Gold Medal Act”.

**4 SEC. 2. FINDINGS.**

5 Congress finds the following:

6 (1) Joan Trumpauer Mulholland was born on  
7 September 14, 1941, in Washington, D.C., to Merle  
8 (Chandler) Nelson of Oconee, Georgia, and Ealton  
9 “Bud” Nelson of Essex, Iowa, and went on to di-  
10 rectly challenge America’s racial segregation prac-  
11 tices in the American South during the student-led  
12 nonviolent civil rights movement of the early 1960s  
13 and became a lifelong educator on the benefits of a  
14 multi-cultural, pluralistic society.

15 (2) Her expressed Christian faith and under-  
16 standing of America’s founding documents led the  
17 young Joan to believe, that “all men are created  
18 equal” in the eyes of her Creator as well as on the  
19 scales of Justice. As a 10 year old girl, Joan’s eyes  
20 were opened to the extreme inequality of the races  
21 when, while visiting her grandmother in rural Geor-  
22 gia, she came upon a dilapidated wooden shack that  
23 served as the schoolhouse for the community’s Black  
24 children and compared it to the newly constructed  
25 block and brick school for the community’s White  
26 children. She vowed then that if she ever had a

1 chance, she would work to change this separate but  
2 unequal system.

3 (3) Joan graduated from Annandale High  
4 School in Northern Virginia in the spring of 1959  
5 and began attending Duke University in Durham,  
6 North Carolina, that fall. On February 1, 1960, dur-  
7 ing her second semester at Duke, four young Black  
8 college students entered Woolworth's five and dime  
9 store in Greensboro, North Carolina, and challenged  
10 its segregated dining policy by sitting in at the  
11 Whites-only lunch counter. That event set off a na-  
12 tionwide reckoning over Southern segregation prac-  
13 tices. When students from North Carolina College  
14 visited her church to speak on their experiences chal-  
15 lenging the established norms, they invited those  
16 present to join the fight. Joan attended that presen-  
17 tation and decided this was her chance to help  
18 change things and immediately began sitting in with  
19 other like-minded students at downtown Durham's  
20 five and dime stores, leading to her first arrest. She  
21 also joined the newly formed Student Non-Violent  
22 Coordinating Committee (SNCC) and committed  
23 herself to working for racial equality through non-  
24 violent means, eventually working alongside such  
25 Movement luminaries as John Lewis, Julian Bond,

1        Robert Moses, Fannie Lou Hamer, and Dorie and  
2        Joyce Ladner.

3                (4) During the summer of 1960, Joan worked  
4        with a DC-affiliate of SNCC, the Non-Violent Action  
5        Group, to protest local segregation policies in the  
6        National Capitol Region, integrating establishments  
7        in all 3 locales, including those in her own commu-  
8        nity of Arlington, Virginia. In addition, Joan joined  
9        the staff of Senator Clair Engel of California and  
10        worked in his office on Capitol Hill until the Free-  
11        dom Movement once again called for her deeper in-  
12        volvement.

13                (5) In the spring of 1961, Joan joined the Con-  
14        gress of Racial Equality (CORE) Freedom Rides,  
15        working to integrate interstate travel facilities  
16        throughout the South. CORE sent her by plane to  
17        New Orleans and then by train to Jackson, Mis-  
18        sissippi, where she was arrested and placed first in  
19        local jails, where she kept a secret diary of her expe-  
20        riences—now considered an important historical ar-  
21        tifact of the Freedom Rider era. After two weeks in  
22        local jails, Joan was sent to Parchman Penitentiary  
23        where she, along with other committed activists, was  
24        held on death row for challenging the established  
25        policies of segregation. Joan was held in the peniten-

1       tiary for more than 60 days until she “worked off”  
2       her court fine and was released.

(6) In the fall of 1961, Joan was accepted to the Historically Black Tougaloo College on the outskirts of Jackson to further her education as well as to continue challenging the existing segregated order. She became the first full-time matriculating White student in the history of the college, garnering headlines in national newspapers and magazines for what was then regarded as “reverse integration”. Also, Joan, along with other Freedom Riders who decided to remain in Jackson, became part of the vanguard of the movement for civil and voting rights in the state of Mississippi. She helped form the Non-Violent Jackson Movement, which immediately began challenging segregation on city buses and in public buildings, including courtrooms. It became her mission to help the South move on from its polarized and self-defeating system of racial segregation and learn to build a more equitable social order.

1 (8) Joan also committed herself more deeply to  
2 the non-violent philosophy of protest through her  
3 reading of works by Henry David Thoreau and  
4 Mohandas Gandhi. Joan's commitment to non-  
5 violence was sorely tested during the May 28, 1963,  
6 Jackson Woolworth's sit-in, which she joined after  
7 one of her classmates was knocked from his stool  
8 and brutally kicked by a violent bystander and then  
9 arrested by the police. Joan took his place at the  
10 counter and for the next two-and-a-half hours faced  
11 the ire of a gathering mob as they jeered and then  
12 punched, pulled, and assaulted the demonstrators,  
13 dousing them with ketchup and mustard, salt and  
14 sugar, and calling them all manner of racist slurs as  
15 attempted to maintain their "Southern Way of  
16 Life". Joan and her colleagues held their positions  
17 at the counter and their refusal to strike back at  
18 those assaulting them won the hearts of many who  
19 saw the now-iconic photograph of the Jackson sit-in  
20 and helped turn the tide in the fight for equal treat-  
21 ment of all Americans.

22 (9) The Jackson Woolworth's sit-in triggered  
23 additional massive nonviolent demonstrations for  
24 civil rights within the city of Jackson in which more  
25 than 1,000 youth, including Joan, were arrested for

1 challenging segregation. For her role in the Jackson  
2 Movement, Joan was targeted for death by the local  
3 Ku Klux Klan, as were a number of her colleagues,  
4 including NAACP leader Medgar Evers, who would,  
5 indeed, be assassinated two weeks to the day after  
6 the Woolworth's sit in at his home in Jackson. Dur-  
7 ing the summer of 1963, Joan moved back to Wash-  
8 ington, D.C., where she attended Evers's burial at  
9 Arlington Cemetery.

10 (10) In all, Joan participated in more than  
11 three-dozen direct action campaigns throughout the  
12 South during her college years, including those in  
13 Rock Hill, South Carolina and Baltimore, Maryland,  
14 before graduating from Tougaloo College in the  
15 spring of 1964 and moving back to her native Vir-  
16 ginia to begin her adult life. She started her working  
17 career as a clerk for the Smithsonian Institution be-  
18 fore transferring to join the newly forming Commu-  
19 nity Relations Service, "America's Peacemaker",  
20 first housed in the Department of Commerce and  
21 later with the Department of Justice. During this  
22 time, Joan remained active in the civil rights field,  
23 participating in the Selma to Montgomery March in  
24 1965 and in the March Against Fear in 1966.

(11) Joan eventually married and left public service to start a family. Once her five boys were school-age, Joan rejoined the workforce as a teacher's assistant in the Arlington County Public Schools, where she became known for encouraging a multi-cultural approach to learning, pulling from her many world travels and her knowledge of sociology to help immigrants appreciate their own cultures while helping them integrate into the American way of life. After more than 30 years as an educator, Joan retired and embarked on a third career as a civil rights ambassador, traveling the country talking about her experiences and encouraging others to get involved in public life to make a difference.

1 itable role in the civil rights movement of the 1960s  
2 and her ongoing commitment to educating others  
3 about equality and social justice". In May of 2023,  
4 she was awarded an honorary Doctorate of Humane  
5 Letters by her alma mater, Tougaloo College, for her  
6 service to humanity.

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

8 (a) PRESENTATION AUTHORIZATION.—The Speaker  
9 of the House of Representatives and the President pro  
10 tempore of the Senate shall make appropriate arrange-  
11 ments for the presentation, on behalf of the congress, of  
12 a gold medal of appropriate design to Joan Trumpauer  
13 Mulholland in recognition of her unique and substantial  
14 contributions to American life through her life-long com-  
15 mitment to social justice and equality for all citizens, ex-  
16 hibited both through direct action, at great personal risk,  
17 and through ongoing educational activities.

18 (b) DESIGN AND STRIKING.—For the purposes of the  
19 award referred to in subsection (a), the Secretary of the  
20 Treasury (hereafter in this Act referred to as the "Sec-  
21 retary") shall strike a gold medal with suitable emblems,  
22 devices, and inscriptions, to be determined by the Sec-  
23 retary.

**1 SEC. 4. DUPLICATE MEDALS.**

2 The Secretary may strike and sell duplicates in  
3 bronze of the gold medal struck pursuant to section 3, at  
4 a price sufficient to cover the cost thereof, including labor,  
5 materials, dies, use of machinery, and overhead expenses.

**6 SEC. 5. STATUS OF MEDALS.**

7 (a) NATIONAL MEDALS.—The medals struck pursu-  
8 ant to this Act are national medals for purposes of chapter  
9 51 of title 31, United States Code.

10 (b) NUMISMATIC ITEMS.—For purposes of sections  
11 5134 and 5136 of title 31, United States Code, all medals  
12 struck under this Act shall be considered to be numismatic  
13 items.

**14 SEC. 6. AUTHORITY TO USE FUND AMOUNTS; PROCEEDS OF  
15 SALE.**

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

21 (b) PROCEEDS OF SALE.—Amounts received from the  
22 sale of duplicate bronze medals authorized under section  
23 4 shall be deposited into the United States Mint Public  
24 Enterprise Fund.