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Mars Jan. 14, 1999 HRC Speech  
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To

**Clinton Presidential Records  
First Lady's Office**

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Speechwriting

Mars Project Launch - 1/14/99  
[OA/ID 24625]



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## **Mars Millennium Project Kick-Off**

### **Remarks by First Lady Hillary Rodham Clinton**

**National Air & Space Museum  
January 14, 1999**

Thank you very much. I am delighted to be here with all of you for the kickoff of this Mars Millennium Project. Many people have been acknowledged, and I will mention a number of you in my remarks. But I am pleased that we are joined by two members of Congress as well—Representative Tim Romer and Representative John Larson. Because this truly is an effort to bring together the American community on behalf of the Millennium theme: "Honor the past and imagine the future." And there's nothing that entices children and adults as much as the idea of space travel and colonization with respect to imagining the future.

I want to recognize a group of students who were with Donna Shirley and me just a little while ago from the Anne Beers Elementary School here in Washington. I can't see anybody out there, but I know they're out there. I wish all of you could have been with us, because they asked wonderful questions that Donna answered absolutely beautifully and extremely clearly. And they also gave me a book of some of the preliminary work they have done about what kind of community they would want to build on Mars and the kinds of requirements that would have to drive that effort. Starting next school year, students from all over the country will be able to take off on their own journeys of imagination to Mars. They will imagine that it is the year 2030 and that they are one of the first 100 human beings arriving on Mars. Their challenge will be to look at their own communities and use the lessons learned there to create on Mars the kind of place they'd like to live in.

Now perhaps they'll imagine and design a place where all of the dreams we have here in our country will actually be part of the fabric of their communities. That, for example, they'll have 100 percent voter participation. They might imagine voting is a birthright so literally, it starts from birth. Or a place where you can breathe the air and drink the water, even though they're going to be up against some very difficult conditions to make that possible. Certainly they can dream that it will be a place where all children get a good education and where everyone in the community can enjoy and participate in the creative process—music and painting and art of all kinds.

Now this project that will enable all of these young people around our country to engage in this feat of imagination would not have been even a glimmer of a dream without the support of the people in this auditorium. I want to start by thanking Donna Shirley. I want to thank her for her introduction. But more than that I want to thank her for representing that incredible American spirit that doesn't know barriers, that overcomes them when they are confronted; and for helping our nation—and, indeed, the entire world—unlock the mysteries behind Mars. And she's done it by shattering the glass ceiling every step of the way. I am delighted that she has

*Final*



lives, we have seen this extraordinary, breathtaking pace of change, and for our children we know it will be even faster. How will we as human beings cope with this change? How will we keep what is best and honored from our past, and how will we imagine and create a future that will be able to withstand this onslaught of change?

As young people decide what to bring to Mars from their own communities, maybe they will take a copy of our Constitution, or a favorite song or whatever they choose that will in some way reflect what they value. And they'll have an opportunity then to think about what those choices represent. They'll have to worry about the kind of government that will govern life on Mars, they'll have to worry about education, they'll have to worry about their environment. They will be facing the same worries that the first people who came to this land, whether it was across the land bridge, across the Barren Strait—10, 12, 20 thousand years ago—or whether it was coming in ships many, many centuries later. We will all be reliving through these young people's imaginations what it means to create a new world.

When you look at popular culture today, positive images of the future are often hard to come by. You look at the movies that have tried to predict what will happen in the future, and we often see a lot of death and destruction and environmental degradation. It's not just that people might live under domes on Mars, but they would have to live under domes here on this planet because of what we will have done to our environment. Or whether we will have to join together as human beings to stave off attacks from aliens in outer space, and then we'll have to put aside our really petty differences—differences in our own country and differences among people around the world—to stand up for our common humanity.

The logo of the Mars Project challenges us to picture a different kind of future. Not the one that is portrayed in the movies of our popular culture or in our worst nightmares, but instead one that really is filled with hope and possibility. By enlisting young people, we're going to not only ask them to imagine a future on Mars, but to do some hard thinking about what is valuable here, right where they live—how they wish to treat one another and what kinds of efforts they are willing to make for their own futures.

Thanks to the support of M&M Mars, starting this month we will have a poster that will be sent to every school in America. And this poster will introduce the project to the education community and ask teachers and principals and students and everyone else to think about getting involved. Now starting in March, teachers—as they start to plan next year's curriculum—will be able to get information, will be able to get guides that will help them bring this project to their students.

I want to thank the Association for Supervision and Curriculum Development for helping to develop the guides that will be sent out. As of today students and teachers who want to participate can simply click on the web. When they type in [www.mars2030.net](http://www.mars2030.net), they'll be able to sign up for the project; they'll find one-stop shopping for information about the arts, math, science, everything they'll need to plan their trip and their colony on Mars. Periodically students



Ellen

THE WHITE HOUSE  
WASHINGTON

January 13, 1999

THE MARS MILLENNIUM PROJECT  
ANNOUNCEMENT OF NATIONAL YOUTH EDUCATION INITIATIVE

**DATE:** January 14, 1999  
**LOCATION:** Smithsonian Air and Space Museum  
Washington, DC  
**TIME:** 1:30 p.m.  
**FROM:** Ellen McCulloch-Lovell  
Sarah Howes

**I. PURPOSE**

You are announcing the launch of the Mars Millennium Project, a national two-year youth education initiative that challenges teams of students, teachers and community members to imagine and design the first community of 100 humans on Mars for the year 2030. You will acknowledge the leadership of the White House Millennium Council, the U.S. Department of Education, the National Endowment for the Arts, NASA/Jet Propulsion Laboratory and the J. Paul Getty Trust in developing this project.

You will announce the participation and support of some of the committed contributing partners including: M&M Mars, Copernicus Interactive, America On-Line, the Association of Supervision and Curriculum Development, Mattel Inc., U.S. Postal Service, Discovery Communications, National Geographic and Binney & Smith, Inc. These announcements include the project poster that is being sent this month to all schools, both public and private, in the country. This will alert teachers and administrators to the project and offer them the opportunity to sign up to participate. Another announcement includes the launch of a web site where teachers and students can enter the project on-line and be pointed toward other on-line resources.

**II. BACKGROUND**

The Mars Millennium Project is a partnership between the White House Millennium Council, the U.S. Department of Education, the National Endowment for the Arts, NASA and its Jet Propulsion Lab, and the J. Paul Getty Trust. The project marries the arts, sciences, humanities and technology in a creative project that will demonstrate how interdisciplinary learning can take place within schools and across communities and how it prepares students for the 21st century. The Mars Millennium Project will:



Tour  
**Jim Zimbelman**  
**Greeters**

Planetary Geologist, Smithsonian

Discussion  
**The First Lady**  
**Donna Shirley**  
**16 students**

4th, 5th and 6th grades at Anne Beers Elementary School in Washington, DC.

Program  
**Michael Heyman**  
**Richard W. Riley**  
**Daniel Goldin**  
**William Ivey**  
**Dr. Ted Mitchell**

Secretary, Smithsonian Institution  
Secretary, U.S. Department of Education  
Administrator, NASA  
Chairman, National Endowment for the Arts  
Vice President for Education and Strategic Initiatives, The J. Paul Getty Trust  
former Manager of the Mars Exploration Program at the Jet Propulsion Lab in Pasadena, CA. President of Managing Creativity

**The First Lady**

#### IV. SEQUENCE OF EVENTS

1:25 pm      YOU arrive at the garage of the Air and Space Museum and proceed to elevator.

1:30 pm      YOU arrive on the second floor of the Air and Space Museum to the "Where Next, Columbus?" exhibit.

As YOU proceed into the exhibit, YOU proceed through the "Life on Mars" exhibit to the entrance of the Marscape where YOU will meet up with six students.

While the other program participants are lead to their seats, YOU and Ms. Shirley hold with the six students.

Ms. Shirley will lead YOU to the exhibit with the Mars Lander ("Sagan" - for Carl Sagan) and Rover ("Sojourner.") She describes the exhibit briefly to YOU and the students and leads YOU to the discussion area.

YOU will be seated in a circle with Ms. Shirley and 16 students in the 4th, 5th and 6th grades from Anne Beers Elementary School in Washington, D.C.



Ms. Shirley opens with a few minutes of background on her involvement with the Mars Exploration Program and then turns to YOU to begin the discussion. The discussion will replicate, to a degree, the kinds of discussions that teams of students will be having while participating in the project.

Questions may include:

- Who wants to go to Mars?
- What would you expect it to be like on Mars?
- Given what you've learned about Mars, what would it be like to play sports or dance on Mars? (Mars has  $\frac{3}{8}$  the gravity Earth has. Mars has a little over twice the gravity of the Moon.)
- What would your community look like? (They will show their pictures.)
- What kinds of arts would you want to take with you to Mars?
- How would the group govern itself?

(They have prepared artwork with their images of what their community on Mars will look like. They will want to show you some of the pictures.)

2:00 pm Ms. Shirley closes the discussion and escorts YOU back out the way YOU entered to hold. The other principals hold in the discussion room.

2:05 pm YOU proceed to Einstein Planetarium with other program participants.

2:10 pm YOU enter Planetarium with program participants unannounced. YOU will sit to the right of the stage as YOU approach it in the first seat from the aisle in the front row. Secretary Riley will be next to YOU.

Secretary Heyman proceeds directly to the podium and invites audience to "go to Mars." The house lights dim and projections of Mars fill the dome for about one minute.

House lights return to half power and a spot light shines on all remaining speakers.

Secretary Heyman makes welcoming remarks and introduces Secretary Riley.

Secretary Riley makes brief remarks and introduces Mr. Goldin.

Mr. Goldin makes brief remarks and introduces Chairman Ivey.



*What shall we bring to the future so that our children will know  
that we were thinking of them at this memorable time?*

President Bill Clinton



1904 -- Perciville Lowell he was convinced that there was a civilization on Mars desperately trying to save itself from extinction by building canals to bring the water from the polar caps down to the equator. The inference was that the planet was drying up, losing water, and this advanced civilization was trying to save itself by bringing water through the canals to the equator where the sunlight is more direct (warmer) and they could survive.

H.G. Wells, Sci Fi writer picked up on Lowell's writing and wrote about the War of the Worlds and made the leap that if they couldn't save their water they would look around to find a place with enough water to spare. That was how and why the martians came to invade earth.

Present day situation is that space crafts have verified that there is frozen water at the poles. We know now that water could not have existed as a liquid -- either as a gas or in the form of ice.

Pathfinder: surprises were in the composition of the rocks (still controversial) and especially that they were not what others were expecting based on previous travel. Compositions were different than what people had assumed. Gives hope for all the information we still need to understand this planet.

Life may actually live in the subsurface rather than as a plant -- there is hope that microscopic life could be living on Mars. It is exciting to think that conditions might be conducive for life -- they can look in places they didn't think of looking.