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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

FEB 16 1979

MEMORANDUM TO THE PRESIDENT

FROM: Joe Califano

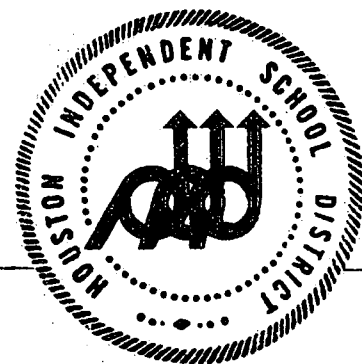
A handwritten signature in dark ink, appearing to read "Joe Califano", is written over the printed name.

The students of Houston's High School for the Engineering Professions, which I visited this past week, asked me to forward the attached letter to you. This is a magnet school--part of Houston's desegregation plan--which is doing a fine job in giving its students intensive instruction in math, science, and engineering. The students are getting into the top colleges, are scoring well on national competitive examinations, and one is in the final competition to be a Presidential Scholar.

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THE HIGH SCHOOL FOR ENGINEERING PROFESSIONS

"Tomorrow's High School Today"



February 6, 1979

The President
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Mr. President:

In a time when our country's educational system is constantly criticized, we, the students of Houston's High School for the Engineering Professions, would like to share with you our feelings of pride in our school and invite you to visit in the near future.

Our program demands a great deal from us. Almost all of us travel across town in a bus to get to school. We leave home between 6:00 and 7:00 in the morning, and do not return until 5:00 or 6:00 in the evening. Then, since we attend seven classes everyday, we have quite a bit of homework to do, to say nothing of the jobs that many of us must have. The fact that we do all of this voluntarily should suggest to you how we feel about our school.

We have a remarkably successful integration program. Our students compete with other schools in the Houston area, and we do well in such events as the city science fair and the math contests. Five percent of our seniors are National Merit Scholarship finalists; ten percent are National Achievement Scholarship semifinalists. And this year one of our seniors is a candidate for Presidential Scholar.

These are only a few of the facts that we think the President of our country should be aware of. We would be honored, Mr. President, to have you as a guest in our school. Please consider making a visit here the next time you travel to this part of the country. Since H.S.E.P. is a model for other schools across the nation, we think you would find the visit worthwhile. Most important, you would find that America's youth--- black, brown, yellow, and white--- do care!



THE HIGH SCHOOL FOR ENGINEERING PROFESSIONS



What Is It?

The High School for Engineering Professions is a secondary school with a major emphasis on applied mathematics and science which is oriented toward providing a superior academic performance for highly talented college-bound youth who may wish to major in engineering. The students are not, however, locked into only this one possible career. The curriculum also includes strong components in communications skills and the humanities and constitutes an excellent preparation for law, medicine, business, or any of the sciences.

This school opened in the fall of 1975 with approximately 100 students enrolled in grades 9 and 10 only. Grade 11 was added in the fall of 1976 and grade 12 in the fall of 1977. It is anticipated that the enrollment of students and the physical facilities of the school will expand in accordance to the needs of the District.

There are several very similar schools for highly talented youth in some of the other major cities in the United States; for example, the Bronx School of Science and the Brooklyn Technical High School in New York and the Baltimore Polytechnic Institute. These schools have had an illustrious history and have provided an unusually large share of science talent search winners over the last 30 - 50 years.

PRIMARY OBJECTIVE

The primary objective of this high school is to develop resourceful self-activating, well-rounded graduates who can analyze new situations, make well thought out decisions, and communicate their ideas effectively - young men and women who will be responsible, well-adjusted citizens in the complex society of 2000 A.D. This emphasis dictates that the curriculum be oriented toward the discernible needs of the future rather than those of the past.



Opportunities In The Engineering Professions

The major justification for this specialized high school is that the opportunities in engineering appear to be unusually bright. *The U.S. Labor Department Occupational Outlook Handbook, 1974 - 75*, predicts engineering openings averaging 53,000 a year through the mid 1980s. This number represents almost 50% more engineers than are being graduated annually today. Last year, the number of job offerings for engineers on the nation's campuses went up by 9% whereas most other professions declined. According to the college placement council, salaries offered bachelor degree candidates in 1974 were consistently higher for an engineering student than for those in any other field. Although in the past almost all engineers were white males, today there are great opportunities for both women and minorities. In fact there is a very strong movement today by industries to encourage more minority students to go into an engineering profession, and the National Academy of Engineering is organizing a scholarship program to provide financial support to minority students in engineering.

An engineering degree often opens the door to advancement in management. About half of the industrial managers in this country have a degree in engineering or a closely allied technical field. Persons with engineering degrees are also favorite candidates for other graduate programs. For example, a bachelor's degree in engineering is the single, most desirable, under-graduate degree for applicants to leading graduate schools of business and medicine.

Engineers have always prided themselves on the contribution their profession makes to human welfare. The coming generation of engineers may face even greater challenges than its predecessors, particularly in the fields of energy, housing, sanitation, transportation, and pollution, especially in the urban cities.



High School for Engineering Professions
Mr. Franklyn Wesley, Principal
119 East 39th Street @ Yale
Houston, Texas 77011



Curriculum

The High School for Engineering Professions will have seven periods per day instead of six. This means that most students will earn 7 credits per year; thus a student who starts in ninth grade will complete all of the regular high school requirements by the end of the eleventh grade. The twelfth grade will consist of Advanced Placement and enrichment courses.

A Typical Student Model

A course offering for the accelerated program would be similar to the following:

Grade 9

First Quarter:	Second Quarter:	Third Quarter:
Alg. 1A	Alg. 1B	Alg. 1C
English 1A	English 1B	English 1C
World Hist. 1A	World Hist. 1B	World Hist. 1C
Phy. Sci. 1A	Phy. Sci. 1B	Phy. Sci. 1C
Typing	P. E.	Geom. A/B
Eng. Drawing A	Eng. Drawing B	Eng. Lab A
Mini-Courses (Number Sense, Reading and Language Dev.)		

Grade 10

First Quarter:	Second Quarter:	Third Quarter:
English 2A	English 2B	English 2C
American Hist. 1A	American Hist. 1B	American Hist. 1C
Biology 1A	Biology 1B	Biology 1C
Geom. B/C	Alg. 2A/B	Alg. 2B/C
P. E.	Adv. Design A	Adv. Design B
Computer 1	Computer 2A	Computer 2B
Mini-Courses (History of Math, Speed Reading, Language Dev.)		

Grade 11

First Quarter:	Second Quarter:	Third Quarter:
English 3A	English 3B	English 3C
Govt. A	Govt. B	Economics
Chemistry A	Chemistry B	Chemistry C
Trig.	Elem. Analysis A	Elem. Analysis B
P. E. A.	P. E. B	Psy./Sociol. or Intro to Architecture
Electronics A	Electronics B	Eng. Lab B
Mini-Course (Logic, Language Development) Technical Writing		

Grade 12

First Quarter:	Second Quarter:	Third Quarter:
A. P. English or Selected Topics	A. P. English B or Selected Topics	A. P. English C or Selected Topics
A. P. Calculus A	A.P. Calculus B	A. P. Calculus C
A. P. Physics A	A. P. Physics B	A. P. Physics C
A. P. Amer. Hist. A or Selected Topics	A. P. Amer. Hist. B or Selected Topics	A.P. Amer. Hist. C or Selected Topics
Eng. Analysis A	Eng. Analysis B	Eng. Analysis C
P. E. A	P. E. B	Probability & Statistics
	Computer 3	Computer 4

Instructional Techniques

Where appropriate, this school utilizes some of the newer individualized instructional techniques that have been demonstrated to be particularly effective with high ability students. In particular, the mathematics and English programs incorporate continuous progress systems which permit these high ability students to progress as fast as they are able to demonstrate mastery of the material. Some students complete a quarter's course in much less than the usual time. In such a case, the student may immediately start on another course, or may concentrate on his remaining courses.

This school does not endorse the "hands off" policy of allowing students to go at their own pace. Specific goals will be set for each student and the student will be expected to meet the goals.

The program includes diagnosis and placement procedures to insure that a student will be neither bored by repetitious drill or material he already knows nor frustrated by failure because he lacks the necessary prerequisites.

Faculty

The faculty has been selected on the basis of an excellent preparation in their discipline, a demonstrated capacity to interest and stimulate their students, an enthusiasm to try new methods, and a strong desire to continually revise and improve their effectiveness.



Teacher/Student Interaction

Each student will meet individually at least once every week with his faculty advisor. Through such frequent contact the faculty member gets to know the student well enough to know his strengths, to recognize his problems, to help him set reasonable goals in terms of his ability, to analyze the difficulty when the student is not fulfilling his potential, and to serve as a friend and advocate whenever he is needed.

Grading

The students' transcript will indicate letter grades for each course in the traditional manner. Students are never graded on a curve nor is the grade ever used as a disciplinary measure.

How To Apply

Any student presently enrolled in the eighth or ninth grade living within the Houston Independent School District may apply by returning the attached form. All applicants having a satisfactory school record will be notified of the time and place of the competitive examination.

Location

This High School for the Engineering Professions is located at the Booker T. Washington High School at 39th and Yale. It is an independent school within a school, having its own coordinator and its own faculty. The engineering high school students will have the privilege of participating in the athletic, music, art and other elective programs of the entire high school — opportunities that would not be feasible if a school of this small size were established as a separate entity.

Transportation

Transportation will be provided to students accepted into the program and who live outside the B. T. W. attendance zone.

HSEP Corporate Community Supporters

Atlantic Richfield Company	Houston Natural Gas Corporation
Brown & Root, Inc.	IBM Corporation
Brown Foundation, Inc.	Lockheed Electronics
Cameron Iron Works, Inc.	Metils, Inc.
Diamond Shamrock	Pullman Kellogg
Dow Chemical, U.S.A.	Shell Companies Foundation, Inc.
DuPont Company	Alfred P. Sloan Foundation
Ethyl Corporation	Tenneco Oil Company
Exxon Company, U.S.A.	Texaco, Inc.
Fluor Corporation	Union Carbide Corporation
Gulf Oil Foundation	United Gas Pipe Line Company



APPLICATION HIGH SCHOOL FOR ENGINEERING PROFESSIONS

Ms. Susan Sclafani, Coordinator
119 East 39th Street @ Yale
Houston, Texas 77018
Phone: 694-9443
(PLEASE PRINT)

Name of applicant _____

Address _____

Phone _____

Birth Date _____

Sex _____

Black ___ Mex-Am ___ Anglo ___ Other _____

School presently attending _____

Present grade level _____

Name of counselor _____

Name of parent or guardian _____

Address _____

Phone _____

Signature of student _____

Signature of parent _____

Magnet Program Office 623-5546

LETTER TO PRESIDENT CARTER

Joy Cortez

Karen Young

Bridget Hatwood

Brenda May

Rodrigo Gutierrez

Angele Wormley

Gloria Demas

Marvin K. Miller, Jr.

Jonathan Henderson

Jose M. Montemayor

Camela R. Brown

Jose Herrador

Geri S. Dunham

Sir William DeHayne Board III

Ronnie William Buys Pres. Student Council

Adrian Jones

John Mayfield

Reginald K. Zoocy

Charles Johnson

Tatton Bank

Raynard White

Thomas Gardiner

Marcia White

A. de la Serna

Albert Ayala

Diedrich Neussome

Carlotta R. Bugas

Gwen Smith

Nutt Smith

SIMONE SIMON

Andrew Jackson

Michael Brown

F.R. CONLEY

Arnold Contreras

July Lamm

Elis Salcedo

Waywood Stormston, Student President

Suzan C. Parker
Thomas R. Manney Jr.
Bridgitte Woodson
Ayman Sobran
Jaim Wilson
Allie Pittman
Daryl R. Simon
Bernard Mc Afee
Bennett Field
Matthew Joseph
Ramiro Larza
Lardena J. Freelon
Jay Drummond
M. Yvette Fontenot
Yolanda Osborne
Reneald Jackson
Anna Herrador
Arnold Franco
Charlatte English
Bridgette Jeffers
Estell Loughbridge
Mike Castello
Christopher Picardo
Bill Stoze
Delmer Hunter
Terrence Thompson
Edward Berndt

Vincent C. Dobb
Victor De Leon
Maury Lawson
Donald McZabin
Lubaine Canble
Carl B. Ott
M. J. [unclear]
Kerel Heslip
Nadine Marsh
Matthew J. [unclear]
RODERICK CUBER
Angela Lopez
Monica Y. Dubose
~~[unclear]~~
Vanessa Hargnes
Lacy Mitchell
Leah Simon
Ronald Denmon
Lucy P. Scott
Randy Walters
Frank Whiffin
Blake W. [unclear]
Charles Palmer
Thomas [unclear]
Evette Adams
Barbara Robertson
 Sylvia Jones

Reginald Stewart
Daryl Sherman
Richard Foster
Pamela Clarens
Charles Francis
Ms. Linda J. Criss
Daryl Bonner
Ronny Gambrell
Ray B. Evans
Richard Gosselin
Sammy Jones
Holly Courtwright
Juan Arreaga
Ruby Contreras
Keith Nemece
Marcela Lombert
David Schmidt
John H. Henricks
Lisa Howard
Loretta G. [unclear]
Opette Alban
Chris Struble
Rhonda Hyman
Shelia Swanson
Freddie Platte

Jammy Reese
Monica Lund
Juana Jackson
David Luo
Simonetta Henry
Arturo Roman
Javier Rodriguez
Andrea Hopkins
Romona D. Lake
Theron Johnson
Teofilo Romero
Abraham Riser, Jr.
Rene Albanan
Jolanda Gott
Patricia Jackson
Jonathan Beach
Darryl Smith
Lucia B. Greer
David A. Klingler
Josef Pauli
Calathria Cole
Roy Soliver
Kenneth Bilton
Angela Dorsey
Gloria Hilde
Thomas Carnick

Sincerely yours,

The students of H. S. E. P.:

Arce Wallace
Ray Edwards

Daryl Williams

Roberto Reyes
Jerie Kempt

Jose D. Lopez

Ed ~~Contreras~~

Dolores Contreras

Pam Jones

Carol Lazard

GAIL MARTIN

Jacqueline P. Skinner

Renaé Batts

Darrell D. Lake

Shirley A. Lewis

Iselone A. Brown

Collette M S Queen

Kevin Wootert

Michael Osborne

Just Diederich

Shirley C Davis

Nana Kuo

Adrian Samish

~~Robert~~

Cathy Bladwell

Chandler M. Smith

Jimmie Robinson

Napoleon M. Lawson

Lee Bell

Ovey Jordan

RAMONA BRINSON

Musea Williams

Lappery Eli

Rebecca Ramos

Elyzabeth Casas

Melba Robledo

Baron Lutz

William Kempt

Ray Villareal
Michael W. Burg

Jon Saldana

Carole Fellichet

Cesar J. Arreaga

David B. Proske

Susan Sclafani
HSEP Coordinator
119 E.39th St.
Houston, Texas 77018

The President
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Date: 2/14 79

MEMORANDUM

7-10 Days

FOR ACTION:

FOR INFORMATION:

EIZENSTAT - *Hold per K's 2/20*
 BRZEZINSKI - *Hold for revised com*
 SCHULTZE
 MOORE - *w/ll comment - w/ll late*
 MCINTYRE - *del. decision until 1*
 KAHN *of the 1st Fed*

THE VICE PRESIDENT
 JORDAN
 WATSON
 WEXLER
 RAFSHOON

w/ll K's

FROM: Rick Hutcheson, Staff Secretary *Force can be used - maybe not w/ll*

SUBJECT:

REVISED SCHLESINGER MEMO RE ALLOWING EXPORTS OF ALASKAN NORTH SLOPE OIL

YOUR RESPONSE MUST BE DELIVERED
 TO THE STAFF SECRETARY BY:

TIME: NOON

DAY: FRIDAY

DATE: 16 EB 79

ACTION REQUESTED:

Your comments

Other:

STAFF RESPONSE:

I concur.

No comment.

Please note other comments below:

~~SECRET~~

DECLASSIFIED

E.O. 12356, SEC. 3.4(b)

WHITE HOUSE GUIDELINES, FEB. 24, 1983

BY *Jerry* NARS, DATE *5/8/80*

PLEASE ATTACH THIS COPY TO MATERIAL SUBMITTED.

If you have any questions or if you anticipate a delay in submitting the required

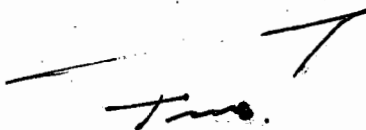
Department of Energy
Director
Office of the Secretary

February 15, 1979

NOTE TO BILL SIMON

Pursuant to our discussion, attached is Appendix III which should have been attached to Jim Schlesinger's Memorandum of the 12th of February entitled "Allowing Exports of Alaskan North Slope Oil."

Thanks.



Frank R. Pagnotta

Attachments

cc to Kelly
2/15

APPENDIX III

MEASURES TO SATISFY THE REQUIREMENTS OF THE EXPORT ADMINISTRATION ACT

Crude oil can be exported under the Export Administration Act only if the President makes a finding, among others, that exports "will have a positive effect on consumer oil prices by decreasing the average crude oil acquisition costs of refiners."

If ANS exports were authorized before the Export Administration Amendments expire, the entitlements system can be adjusted so that this finding can be made. ANS producers would be required to purchase entitlements in proportion to the amount of oil they export. The proceeds from these purchases would then be distributed through the entitlements system to reduce the average acquisition cost of oil sold domestically. Assuming these lower costs were passed along to consumers, the requirements of the Export Administration Act would be met by this entitlements plan.

Alternatively, ANS producers could be required to discount the price of oil they sold in the U.S. as a precondition to receiving an export license. The value of the discount would be determined by the level of each producer's exports. The benefit from the discount would be distributed equitably to all refiners through the entitlements system, lowering average refiner acquisition costs and satisfying the Export Administration Act's requirements.

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MEMORANDUM

THE WHITE HOUSE

WASHINGTON

February 14, 1979

TO: BILL SIMON

FROM: LES FRANCIS

SUBJECT: CL Comments on "Revised Schlesinger Memo
Re Allowing Exports of Alaskan North
Slope Oil"

We have received several heated comments on this issue. We MUST have at least one week to do Congressional consultations before we can make an informed recommendation. There are very strong feelings on this in the Senate.

House reaction will be hostile and predictably negative. We urge that no decision be made until we make further consultations and report back.