


**NORMAN C.  
FRANCIS**

**PRESIDENT,  
XAVIER UNIVERSITY,  
NEW ORLEANS, LA**

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Harvard Graduate School of Education  
Cambridge, MA 02138

Regarding: A Nomination Memorandum for Dr. Norman Francis for the Brock  
International Prize in Education

From: Charles Willie 

Date: May 13, 2002

While scholars such as Richard Herrnstein and Charles Murray ( in "The Bell Curve,"1994) were trying to convince the public that intelligence is "intractable and significantly heritable" and that our society with its multiple racial and ethnic groups should learn how to live with inequality rather than trying to eradicate it with "artificially manufactured outcomes," President Norman Francis of Xavier University in New Orleans was developing Xavier University into one of the most effective learning environments in the United States for all sorts and conditions of people.

Xavier University is the only historically black and Catholic university in the United States. It is a member of the United College Fund and was founded in 1925 by Saint Katherine Drexel and the Sisters of the Blessed Sacrament. It enrolls between 3,700 and 3,800 students, many from families of limited financial resources. Unlike most private institutions of education, Xavier has a low tuition of less than \$10,000.

Xavier offers instruction in several academic and professional fields, has a College of Arts and Sciences, a College of Pharmacy and a Graduate School. Although its educational program emphasizes liberal arts, Xavier is well known for its pharmacy and premedical programs.

The average SAT score was 422 in mathematics for black students in the United States in 1999. This score was lower than the average for other major racial and ethnic groups. Xavier has found ways of overcoming this liability. It has continued to work miracles and break educational records in science and mathematics with the black students in the Xavier student body. Two-thirds of all students enrolled have concentrations in these fields. Between 80 and 90 percent of students in Xavier's premedical program are accepted for graduate professional study in medical and dental schools throughout the nation. Xavier University of Louisiana sends more black students to medical schools for further study than any other college in the country.

The attached chapter to this essay that was copied from a 1997 book by Ellis Cose entitled "Color Blind", tells how Xavier achieves this record. It is a wonderful story of dealing with students where they are, with confidence and respect; after gaining students' trust, Xavier's teachers are able to take them (despite their varying limitations) to heights they never dreamed of ascending. The special Xavier story that is underlined in the text of the attached chapter is one that is beneficial for higher education in general, since our national population and consequently the student bodies of our schools are becoming increasingly diversified.

The teaching strategies used at Xavier University are unique and are a direct reflection of the philosophy of education of its president. This is what President Norman Francis had to say: "From the very beginning, we believe . . . that every youngster [can] learn, that the mind [is] an unlimited facility, that if you [give] the support, provide . . . the environment and the teachers, young people [will] exceed even their own potential." Moreover, he said, "when others...say 'they're not going to make it,' we say, we think they can. And we give them a chance. That's not saying we have open admissions. We don't. We make judgments, . . . we make judgments on a lot of factors. . . And let me tell you, we win more than we lose." As writer Ellis Cose has observed, "once the students are under Xavier's influence, their potential seems to bloom." Xavier's influence includes "cooperative learning," "collaborative competition," "vocabulary building," and much "enthusiastic support"--simple methods but difficult to implement.

Finally, I share with you contributions to education that Dr. Francis has made to this nation. He has been Chair of the Board of the Southern Education Foundation, member of the Board of the National Foundation for the Improvement of Education, member of the Board of the American Council on Education, Past President of the American Association of Higher Education, Chair of the Carnegie Foundation for the Advancement of Teaching, Chair of the Board of Educational Testing Service, member of the Advisory Board of the National Assessment of Educational Progress, member of the National Commission on Excellence in Education, President of the United Negro College Fund, Chair of the Board of the Southern Association of Colleges and Schools (the regional accrediting agency), Chair of the U.S. Department of Education's Title III Advisory Committee on Developing Institutions, member of the Board of the College Entrance Examination Board.

Among his many awards pertaining to education, Dr. Francis has received the "Friends of Public Education Award" from the United Teachers of New Orleans for unselfish giving of his time, energies and talents to the improvement of New Orleans Public Schools. In a 1986 Survey of Higher Education Officials, Dr. Francis was listed as "one of America's 100 most effective college presidents."

What is remarkable about the career of Norman Francis in education is his long-term devotions to duty at one small school dedicated to effectively educating black students in the fields of science and mathematics when others said it couldn't be done. Norman Francis was a student at Xavier University who graduated in 1952 with a concentration in mathematics. His term of work at Xavier began in 1957 as Dean of Men. He moved up the hierarchy to serve as Director of Student Personnel Services, Assistant to the the President in charge of Development, and finally as Executive Vice President before becoming President in 1968, This kind of stability that has fostered cutting-edge innovation is something of value and something remarkable.

In addition to an article about the teaching methods used at Xavier, a biographical sketch of the career of Dr. Francis is attached.





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# Dr. Norman C. Francis

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**Education**                      1952                      Xavier University                      New Orleans, LA  
**Bachelor of Arts Degree**

1955                      Loyola University                      New Orleans, LA  
**Doctor of Jurisprudence**

**Professional experience**                      1968 - present                      Xavier University                      New Orleans, LA  
**President**

Xavier University of Louisiana is the only historically black and Catholic university in the United States founded in 1925 by Saint Katharine Drexel and the Sisters of the Blessed Sacrament.

Prior to his appointment as president, Francis also held the following administrative positions at Xavier:

1967 - Executive Vice President  
1965 - Assistant to the President in Charge of Development  
1964 - Assistant to the President for Student Affairs  
1963 - Director of Student Personnel Services  
1957 - Dean of Men

**Professional memberships**

Chairman of the Board, Southern Education Foundation, Atlanta, GA

Member of the Board of Directors, The Equitable Life Assurance Society of the U.S., New York, NY

Member of the Board, Entergy Corporation, New Orleans, LA

Member of the Board of Local Initiatives Support Corporation (LISC), New Orleans, LA

Chairman of the Board, Liberty Bank & Trust, New Orleans, LA

Co-chair, Committee for a Better New Orleans

Member of the Business Council of New Orleans and the River Region

Member of the Advisory Board, TIMES PICAYUNE Publishing

Company, New Orleans, LA

Member of the Board, LSU Stan Scott Cancer Center

Member of the Advisory Board of the Louisiana Children's Museum

Fellow, The American Academy of Arts and Sciences, Cambridge, MA  
(inducted October 1993)

**FORMERLY SERVED:**

Member of the Board, Piccadilly Cafeterias, Inc., Baton Rouge, LA

Member of the Board, Bank One, New Orleans, LA

Member of the National Advisory Committee on Institutional Quality and Integrity - 1998-99

Member of the Advisory Board, Environmental Management for the Department of Energy, Washington, DC

Member of the National Science Foundation 2000 Advisory Committee - 1998-99

Member of the Board, Brandeis University

Member of the Board, National Foundation for the Improvement of Education (NFIE)

Member of the Board, Metropolitan Area Committee, New Orleans, LA

Member of the Board, First National Bank of Commerce, New Orleans, LA

Member of the Board of Directors of the American Council on Education (1994-96)

Immediate Past President of the American Association of Higher Education, Washington, DC (1991-1993)

Former Chairman, The Carnegie Foundation for the Advancement of Teaching (1990-93)

Former Chairman of the Board, Educational Testing Service, Princeton, NJ (1990-92)

Member of the Advisory Board for Minority Teachers, Education Commission of the States, Denver, CO (1990-92)

Member of the Commission on Pontifical Culture, Vatican, Rome (1989-91)

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Member, Board of Directors, Earl Warren Legal Training Program, New York, NY

Member of the National Advisory Research Resources Council, N.I.H., U. S. Department of Health and Human Services, Bethesda, MD (1986-88)

Member of the Navy Advisory Board on Education and Training, Pensacola, FL (1986-88)

Member of the Advisory Board of the National Assessment of Educational Progress (NAEP), Princeton, NJ (1983-1985)

Chairman, The New Orleans Aviation Board (1986-88)

Chairman of the Metropolitan Area Committee Education Fund

Chairman, Governor Edwin Edwards' Louisiana State Commission on Learning (1984-85)

Member of the Board of Blue Cross/Blue Shield of Louisiana (1986-87)

Chairman, Board of Directors, WLAE-TV, Channel 32, New Orleans (1986-87)

Chairman of the Board, Educational Testing Service, Princeton, NJ (1983-84)

Member of the National Commission on Excellence in Education, The Nation at Risk, 1983.

President of the United Negro College Fund representing the 42 UNCF member colleges and universities (1982-84)

Member of the Committee on Education, U.S. Catholic Conference (1980-82)

Member of the Board, Council on Foundations (1979-83)

Member, Vatican's Pontifical Commission on Justice and Peace (1978-83)

Member, Advisory Board, Society of St. Joseph (1980-83)

Member, Advisory Board of the Association of Governing Boards

Chairman of the Board, Southern Association of Colleges and Schools (regional accrediting agency for more than 11,000 educational institutions in an 11 state area) (1979-81)

Chairman, Department of Education's Title III Advisory Committee on Developing Institutions (1979-81)

Civilian Aide to the Secretary of the Army for the State of Louisiana



## 4/Francis Resume

(1980-82)

Member of the Board, Sloan Foundation Committee on Government and Higher Education (1979-80)

Member of the Board, College Entrance Examination Board (1972-80)

Chairman of the Board, College Entrance Examination Board (1976-78)

Member, Board of Directors, National Merit Scholarship Corporation (1977-1981)

Member of the Board, American Council on Education (1978-80)

Chairman, Executive Council, Commission on Colleges, Southern Association of Colleges and Schools (1977-79)

Treasurer, Association of American Colleges (1974-76)

Board of Directors, National Catholic Reporter (1975-76)

Commissioner, New Orleans Civil Service Commission (1969-76)

Member of the Presidential Commission on School Finance (1972)

Member of the Advisory Council on Developing Institutions/DHEW (1973-75)

Executive Committee, College and University Department, National Catholic Education Association (1969)

Board of Trustees, Catholic University, Washington, DC (1973-75)

Board of Directors, New Orleans Museum of Art (1973-75)

Board of Regents, Loyola University, New Orleans, LA (1971-75)

WYES-TV, New Orleans Educational Television (1969-72)

Louisiana Commission on Human Rights and Responsibilities (1968-70)

President, Urban League of Greater New Orleans (1966-68)

Board Member, National Catholic Council for Interracial Justice (1965-67)

Repertory Theater, New Orleans (1965-67)

Advisory Committees of New Orleans Juvenile Court, DePaul Hospital, and Loyola University Law School – all in New Orleans, LA (1959-63)

State Planning Commission (1962-64)

Chamber of Commerce of New Orleans and the River Region (1970-72)

5/Francis Resume

**Community Honors  
and Awards**

Recipient of the Lifetime Achievement Award of the Greater New Orleans Louis A. Martinet Legal Society, Inc. — May 2002

Recipient of the *Knight Commanders of the Order of St. Gregory* — conferral of Papal Honor by His Holiness Pope John Paul II — January 29, 2000

Recipient of the 1999 *From Whence We Came Award* from All-State Insurance — February 25, 1999

Recipient of the 1998 *Whitney M. Young, Jr. Award* from New Orleans Area Council, Boy Scouts of America - December 2, 1998

Recipient of the 1998 *St. Martin de Porres Social Justice Award* — given by the Southern Dominican Friars Province — November 17, 1998

*Junior Achievement Business Hall of Fame* — 1998 Laureate - May 8, 1998.

*Pioneer in Education Award (1994)* — Recipient of this annual award to an educator whose contributions have made a significant difference in education of African-Americans. (The Institute for Independent Education, Washington, DC — awarded October 1, 1994.)

*The Times Picayune Loving Cup of 1991* — awarded annually to New Orleans citizens who have worked unselfishly for the community without expectation of public recognition or material award.

Loyola University — President's Council — *Adjutor Hominum Award* — October 1991

Plaque presented by the City of New Orleans to Norman C. Francis — In gratitude for the time and effort you have generously given towards the *Success of Martin Luther King, Jr. Sixth National Holiday Observance* — January 21, 1991

American Civil Liberties Union Foundation of Louisiana *1990 Benjamin Smith Award* — In recognition of his life long commitment to racial cooperation, understanding and friendship.

New Orleans Chapter of Public Relations Society of America *Hornblower of the Year* — In appreciation for his continued accomplishment in Higher Education and for his contributions to the City of New Orleans, State of Louisiana — June 1990

*National Alumni Council of UNCF's Distinguished Service Award* — In recognition of exceptional leadership and dedicated service to the higher education community — February 17, 1989

## 6/Francis Resume

New Orleans Chapter of the National Assn. of Christians and Jews — *Weiss Brotherhood Award* — for distinguished service in the Field of Human Relations — November 10, 1988

United Teachers of New Orleans — *Friends of Public Education Award* — for unselfish giving of his time, energies and talents in Improving the New Orleans Public Schools — April 25, 1987

Loyola University — President Council — 10th Annual *Integritas Vitae Award* — to a distinguished leader — 1986

New Orleans Gridiron Show — *Headliner of the Year Award* — 1986

*Jefferson Parish School Board Award* — for leadership in education and commitment to young people to attain a quality education — February 25, 1986

*One of America's 100 Most Effective College Presidents in the United States* — according to a Survey of Higher Education Officials — November 12, 1986

*Metropolitan Area Committee's Special Achievement Award* — for significant contributions to the enrichment and betterment of the quality of life in our community — 1985

Urban League of Greater New Orleans — *Whitney M. Young, Jr. Award* for Community Service — 1982

Commission on Occupational Education Institutions — *Southern Association of Colleges and Schools* — Outstanding Service — 1980

*Monte M. Lemann Award* bestowed by the Louisiana Civil Service League, "Norman C. Francis, New Orleans Educator" in recognition of many years of unselfish devotion to the cause of good government through the merit system of public employment in Louisiana — July 12, 1974

Anti-Defamation League "*Torch of Liberty Award*" — in recognition and appreciation of distinguished service and inspiring leadership in preserving liberty, counteracting bigotry and advancing the cause of human rights, dignity and equal opportunity — December 11, 1971

**Academic honors**

Recipient of 22 honorary degrees from the following colleges and universities:

- Villanova University (Pennsylvania), Doctor of Education, 1969
- College of the Holy Cross (Massachusetts), Doctor of Laws, 1969
- Seton Hall University (New Jersey), Doctor of Humane Letters, 1969
- St. Michael's College (Vermont), Doctor of Laws, 1972
- Marquette University (Wisconsin), Doctor of Laws, 1977

## 7:Francis Resume

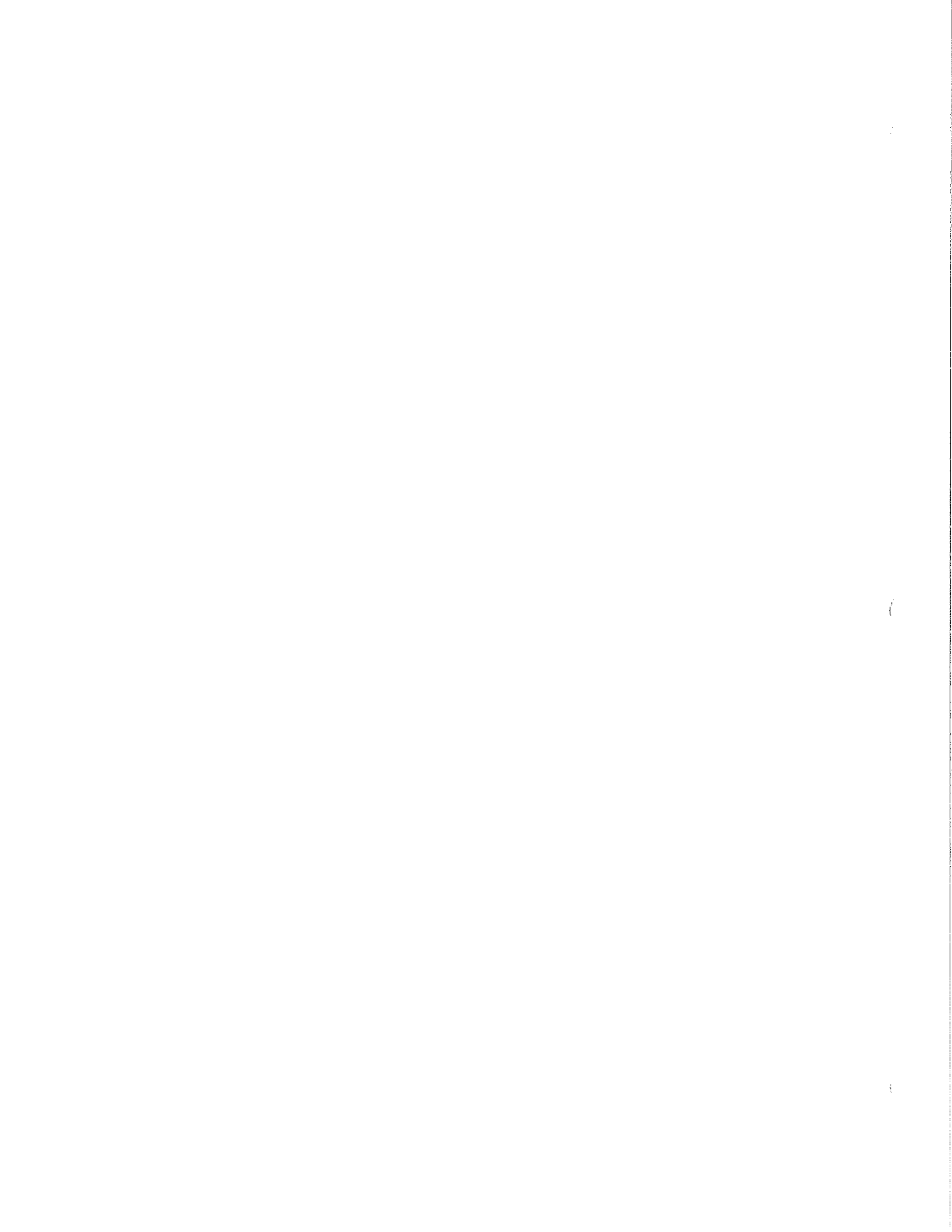
- St. Peter's College (New Jersey), Doctor of Humane Letters, 1977
- Tulane University (Louisiana), Doctor of Laws, 1980
- Loyola University (Louisiana), Doctor of Laws, 1982
- Hamline University (Minnesota), Doctor of Laws, 1983
- University of Pennsylvania (Pennsylvania), Doctor of Laws, 1983
- Miami University (Ohio), Doctor of Laws, 1985
- The Catholic University of America (District of Columbia), Doctor of Laws, 1986
- Hunter College (New York), Doctor of Humane Letters, 1988
- St. Vincent College (Pennsylvania), Doctor of Humane Letters, 1988
- University of Notre Dame (Indiana), Doctor of Laws, 1988
- Johns Hopkins University (Maryland), Doctor of Humane Letters, 1988
- Drexel University (Pennsylvania), Doctor of Humane Letters, 1990
- New York Medical College (New York), Doctor of Humane Letters, 1992
- Rutgers University (New Jersey), Doctor of Humane Letters, 1993
- University of Portland (Oregon), Doctor of Laws, 1994
- Wheelock College (Massachusetts), Doctor of Education, 1995
- Notre Dame Seminary (New Orleans), Doctor of Letters, 1995
- Xavier University (Cincinnati, OH), Doctor of Humanities, 1998
- Our Lady of Holy Cross College (New Orleans, LA), Doctor of Humane Letters, 1998
- Felician College (Lodi, New Jersey), Doctor of Humane Letters, 1998

**Marital Status**

Married to the former Blanche Macdonald and father of six children.

**Military Service**

U.S. Army (Third Armored Division) 1955-57 (Rank SP 4)









# Color- Blind

SEEING BEYOND RACE IN  
A RACE-OBSSESSED WORLD

ELLIS COSE

 HarperCollins Publishers  
1997



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## Achieving educational parity in six simple steps

Those who would encourage academic success must, at the outset, acknowledge a harsh reality: that the line separating success from failure—intellectual life from death—can be tissue thin, especially in places where academic aspirations are more often stifled than encouraged. There are many graveyards for intellectual dreams in black and brown America, places where no one needs to read *The Bell Curve* to understand how little is expected of him or her, places where achievement is considered unnatural and discouragement lurks at every turn—often in the guise of sympathetic condescension from educators who, certain that most of their pupils will never be scholars, don't dare to challenge the Fates.

I learned that fact early, growing up at a time when and in a Chicago neighborhood where a few vocal teachers made one thing clear: Black kids were naturally poor students. One teacher told the class (I believe I was in third grade at the time) that blacks had "lazy" tongues. Another informed us—when I complained that the books were insultingly undemanding—that we were lucky to have those, ragged and inadequate as they might be, since most of us



probably couldn't read anyway. One announced that he didn't care whether we learned anything or not, since he would take his paycheck home whatever we did. And several were content to surrender the class to their charges, purposelessly wiling away the hours, as mayhem—penny pool competitions, card games, and random revelry—exploded all around them until the sound of the final bell.

Still, I consider myself fortunate, for I also had some teachers who cared and managed to get that feeling across and I had parents who made it clear that, whatever anyone else might say, *they* considered learning important. And I was lucky to have picked up the insight, from God knows where, that many people in authority—including teachers—are fools, or at least are incapable of seeing potential in unaccustomed places and therefore are not to be taken seriously.

Things obviously have changed since I was in elementary school, but in some places, things have not changed all that much or necessarily for the better. Many black and brown children are still being told that academic accomplishment is so much beyond them that there is no real purpose in trying. They are receiving that message not only from schools, but, in many cases, from virtually everyone around them. The very atmosphere, in large parts of America, is polluted with notions of intellectual inferiority.

More than a decade ago, when many Americans still believed in school desegregation, social psychologist Janet Ward Schofield spent several years studying a middle school in the Northeast that tried mightily to make it work. No expense was spared on the school's physical facilities. Teachers claimed they treated all children alike. Nonetheless, academic triumph and failure at the school immediately became color coded. Whiteness, as Schofield reported in *Black and White in School*, "became associated with success . . . in the school." Blackness, on the other hand, became linked to academic mediocrity, which left black students with a difficult choice: They could either try to make it as scholars, fully aware that they were expected (and likely) to fail, or they could opt out of academics and accept their designated roles as dunces and troublemakers.

In an adaptation of *The Bell Curve* prepared for the *New Republic*, Herrnstein and Murray pointed to the pervasiveness of presump-



tions of black mental mediocrity as a rationale for publishing their work.

The private dialogue about race in America is far different from the public one, and we are not referring just to discussions among white rednecks. Our impression is that the private attitudes of white elites toward blacks is strained far beyond any public acknowledgment, that hostility is not uncommon and that a key part of the strain is a growing suspicion that fundamental racial differences are implicated in the social and economic gap that continues to separate blacks and whites, especially alleged genetic differences in intelligence. . . . We have been asked whether the question of racial genetic differences in intelligence should even be raised in polite society. We believe there's no alternative. A taboo issue, filled with potential for hurt and anger, lurks just beneath the surface of American life. It is essential that people begin to talk about this in the open.

That passage, like much in *The Bell Curve*, is disingenuous because it offers two rotten alternatives: continue to whisper about black intellectual inferiority in polite company, or shout such suspicions from the rooftop. All who are concerned, Herrnstein and Murray suggested, would be better off with the latter choice—particularly those poor black dimwits who, presumably, would be persuaded to come to terms with their sorry state. Either way, of course, we are left with a society that disparages the intelligence of blacks loudly or quietly and that demands that blacks either take on the daunting task of disproving the demeaning stereotype or accept the possibility that the insinuations are correct. There is another option, on which *The Bell Curve* authors didn't bother to dwell: to reject the mumblings of race-linked inferiority and to agree that since these insinuations have no sound basis and serve no useful purpose, we must treat people, whatever their color, as if they have unlimited intellectual potential.

For years, a relatively obscure, historically black Catholic university in a manifestly unfashionable New Orleans neighborhood has done just that, and the results, by virtually any standard, have been astounding. Xavier University, despite its small size (about 2,600 undergraduates) and meager resources, sends more black graduates

Facts about  
Xavier

to medical schools than any other college in the country, and the vast majority of those students (about 93 percent, according to a 1991 study) stay on track and successfully complete their professional training. Xavier is also the nation's leading producer of black pharmacists and has become such a reliable supplier of science talent overall that in 1995 the National Science Foundation named it one of six "Model Institutions for Excellence in Science."

Xavier's  
secret

Xavier's secret of success lies in its techniques and its philosophy. "From the very beginning, we always believed that every youngster could learn, that the mind was an unlimited facility, that if you gave the support, provided the environment and the teachers, young people would exceed even their own potential," observed Norman C. Francis, president of Xavier University. "Where others would say, 'They're not going to make it,' we say, 'We think they can.' And we will give them a chance. That's not saying we have open admissions. We don't. We make judgments, but we make judgments on a lot of factors. . . . And let me tell you, we win more than we lose."

The  
secret  
of  
Xavier's  
success

Ability, the faculty of Xavier University has learned, can be found in the most unlikely places. Even for those who start out with little confidence and mediocre grades, failure is not a foregone conclusion, for, as university administrators have discovered, it is possible to raise confidence, aspirations, and even test scores. Along the way, the school has become a mecca of sorts for those who want to beat the odds—and a ringing refutation of the nonsense of *The Bell Curve*.

That was not always the case. In the early 1970s, Xavier's record in training students for the sciences was solidly second-rate. Biology and chemistry were taught in a dilapidated building that had served as a barracks during World War II, and the academic results were as uninspiring as the setting. Only a handful of students, four or five a year, were making the leap to medical school. Francis, who had been named president a few years earlier, decided things had to change. He turned to J. W. Carmichael, an energetic, young chemistry professor, and named him the premed adviser. Carmichael's charge was to increase the number of Xavier students who would get on the physician track, which he knew he could not accomplish without energizing the school's science programs overall.

Carmichael and his colleagues attacked the problem with zeal, picking up information and teaching hints wherever they could find them. They tested a range of methods in the classroom, searching for the special combination of elements that would work. As Carmichael acknowledged, "We didn't start from some theoretical base." The theory, however, came quickly, thanks, in large measure, to Arthur Whimbey, a psychologist and testing expert whose book *Intelligence Can Be Taught* was published in 1975 and who shortly thereafter became involved with the Xavier effort.

Whimbey's creed is summed up in his book's title. Intelligence ("skill at interpreting materials accurately and mentally reconstructing the relationships," as Whimbey defines it) can be taught much like skiing or playing the piano. By forcing students to think about every step in the problem-solving process and providing feedback as they go along, one can correct their bad reasoning habits, he insisted. One method is to pair students up and have one solve a mathematics problem aloud (a practice Whimbey calls "thinking-aloud problem solving") as the partner critiques the analysis. Whimbey does much the same with word problems. He will ask two students the same question, such as, "In how many days of the week does the third letter of the day's name immediately follow the first letter of the day's name in the alphabet?" and one student will talk it through as the other listens for errors. "For longer reading selections," he explained in the *Journal of Reading*, "both students read the selection and answer the questions silently. Then they compare answers. Where they differ, students must provide their partners with a detailed explanation of their answers, pinpointing facts or sections in the passage, and reconstructing their chain of reasoning." Whimbey also gives students scrambled sentences and has them arrange them in logical order. The object is to get the students thinking about thinking, not necessarily to have them learn the works of Shakespeare or Chaucer. In the scheme of things, Whimbey said, it's more important that students understand the reasoning process that undergirds clear writing than that they have read and savored good literature.

English teachers, Whimbey acknowledged, may find his approach repugnant and even heretical. "Teachers are saying, 'I love literature. I want students to love literature. I'm not going to



stop teaching literature." All that is just fine, Whimbey believes, but teachers must also realize that assigning literature doesn't necessarily develop reading skills. "It does for a few," but not, he maintains, for most students.

Carmichael and his crew listened closely to Whimbey's advice, but they also recognized that poor abstract reasoning ability was not the only hurdle that many of their students had to overcome. It quickly became clear, Carmichael recalled, that a large part of the problem was that "they just had not read enough in their lives. They didn't know words that are common." The only way to change that situation quickly, Carmichael concluded, was with no-frills vocabulary-building exercises. Carmichael's message to students was direct: "We hope that you gain an appreciation for reading somewhere down the line, but we don't have time to . . . give you an appreciation for reading now. What we're trying to do is quick and dirty remediation. You've got to memorize a bunch of words."

The faculty at Xavier University realized that if their efforts were to have the maximum impact, they needed to start work even before students showed up for their freshmen classes. In 1977, the school launched a summer program called SOAR (for Stress on Analytical Reasoning). Aimed at students who had not yet started college, the program immediately became the foundation of Xavier's educational uplift efforts. Though the university has tinkered with SOAR throughout the years (it went from six weeks, for instance, to four), the basic approach remains much as it was in the beginning.

Participants (generally high school juniors and seniors who, not inconsequentially, given the poverty of many registrants, give up the opportunity to earn money during the summer) are put through what amounts to academic boot camp. "The only excused absence," Carmichael tells the students, "is if I see the Olympia brass band marching in front of your casket." Students are in class from eight in the morning until eight at night, with breaks for meals and required study sessions. They also have organized social activities, but the heart of the program is intense work: on reading skills, mathematics, vocabulary building, and exercises in abstract reasoning—many of which are from a book coauthored by Whim-



bey and J. Lochhead entitled *Problem-Solving and Comprehension*.

The faculty, comprised of Xavier professors, high school teachers, and high-performing Xavier juniors and seniors, turn the typical day into a whirlwind of activities. Teams compete constantly to solve mathematics or word problems. Each week ends with an intensively competitive "quiz bowl" and a social event. Deidre Labat, dean of the college of arts and sciences, sees the competition between groups as an integral part of the experience. "It moves them up a notch." She insists, however, on keeping the rivalry in check: "We never let a single student shine. It's always, 'How did your group do?' The idea of the group is to teach them, 'You can learn as well from one another as you can from the teacher. And when you find yourself being in [difficult] situations, reach out to someone.'"

The program drives home the point that academic achievement should be a source of pride. Once students are accepted in SOAR their photographs are posted at the university, along with the names of their high schools. "We're highlighting their academic achievements. That's just never been done for our kids," said Labat. She recalls one young man who had been advised to go to a community college. Instead, he participated in SOAR and then went to Xavier. Now, he's a physician and an expert in spinal surgery. SOAR "told him how good he was," Labat boasted, smiling broadly.

The strong support given students in SOAR continues for those who attend Xavier University. During the first week of class, the school assigns each student an academic adviser with whom the student is expected to meet at least once a week. If problems arise, they are dealt with early. Long before a student is facing the prospect of academic probation, he or she can be given tutoring or whatever other help is necessary. "We say around here, we can't afford to have anybody fail," Francis noted.

Faculty members are required not only to keep long office hours, but to offer standardized content in lower-level courses: "With our kids coming in underprepared we want to be sure . . . they have a solid foundation," Labat explained. The standardization ensures that when the students get to the upper-level courses, their professors know precisely what they have been taught. By the time they



get to be juniors and seniors, much of the support structure is stripped away. Xavier treats the progression up the academic ladder as a kind of weaning process.

Along the way, students are bombarded with information on careers, particularly in the fields of science and health. They receive brochures, for instance, explaining the requirements for getting into programs for allopathic medicine, veterinary medicine, osteopathic medicine, and dentistry, along with descriptions of each of the fields. The not-so-subtle message is that success is attainable, that becoming a physician is not an impossible dream. That message is reinforced by the university's practice of posting a photograph and a short biography of every student who gets accepted for training in the professions.

The approach seems to work. In 1993, forty-nine graduates of Xavier were accepted to medical schools, moving Xavier ahead of the significantly larger Howard University in the number of black graduates placed on the road to physicianhood. The following year, the number rose to fifty-five, and the year after that, to seventy-seven—putting Xavier far out front of any other university in America in the number of blacks placed in medical schools. "When we started doing these things," Carmichael said, "I never did think, to be honest, that we would be number one, but I knew we could do better."

Xavier's most impressive accomplishment, however, is not in the number of medical school slots it has won, but in its success in fostering an atmosphere of achievement. Most of the students don't begin as academic stars; although they are motivated, their grades and test scores are not the sort one would find at an elite institution. They are solidly in the middle—students whom, as Francis readily acknowledged, many schools would cast away without a second glance. But once the students are under Xavier's influence, their potential seems to blossom. Whimbey, who has continued to track progress at Xavier, noted in 1995 that in one summer in the program, the typical SOAR student gained about three grade levels on the Nelson-Denny Reading Test and the equivalent of 120 points on the Scholastic Aptitude Test (SAT). "This shows that the problem is in the educational system, not in the student's genes," Whimbey stated.

In a September 1993 article in *BioScience*, Carmichael and other Xavier faculty members tried to put their accomplishments into perspective by comparing students at Xavier to those at other institutions. They reported on a study by the Educational Testing Service that found that only 24 percent of African Americans with high ability (roughly those in the top 3 percent of blacks taking standardized tests) obtain a college degree and go on for graduate training. At Xavier, they looked at a much wider range of students (biology and chemistry majors scoring among the top 20 percent of blacks nationally). Nonetheless, with that more diverse group, Xavier's record was more than three times better than the national average. "Because we are comparing the top 3% nationally with the much broader group of those in the top 20% nationally who enrolled at Xavier, our comparison is, if anything, conservative," they crowed, in the diplomatic language of scholarly discourse. Biology professor Jacqueline Hunter made essentially the same point when we spoke in 1996. Of the 80-plus students who had gotten into graduate programs in medicine or the health sciences in 1995, she said, "probably ten may have gotten in no matter where they went to school, but the rest of those probably needed a Xavier."

Detriess Byrd, a freshman at Xavier, attributed much of the university's success to the dedication of the faculty: "The instructors don't hold your hand, but they're there whenever you need them. I mean, if you just need to talk more on a subject after class they're there." If not for such help, she added, "I would probably be on academic probation."

"You know right from the start that somebody here wants you to succeed," added Tamischer Baldwin, who entered Xavier along with Byrd. "They make you feel wanted, and they also make you feel like they're going to support you."

Baldwin looks upon the summer program as an important rite of passage: "It scared me when I was in SOAR. I was intimidated." But the situation changed quickly, she said: "Once you've seen so much difficult material, you don't let it intimidate you. And once it really counts, when it's part of your grade, then it's easy. . . . You get scared early, so you don't have to get scared once you get here." Nor does Baldwin fear what lies ahead: "We all know when we get to medical school that chances are it's not going to be all black. We

know we are going to have to deal with racism, with people telling us that we can't [do the work], or that we took a spot from another white kid who would have been better qualified. We all are aware of that, and they are preparing us for [it]."

Through the years, Xavier University has launched a host of activities to supplement SOAR. Other short-term summer programs—MathStar, BioStar, and ChemStar—prepare younger high school students for work in specific subject areas. Meanwhile SOAR, which is geared toward students who are interested in the health sciences, has been renamed SOAR 1, to distinguish it from SOAR 2, which was initiated to assist students who are intrigued by computers and mathematics.

Many people talk about extending the school year, says Francis, "but we have [done it]. In the summertime we've got twelve hundred high school kids coming [to Xavier to study]." Most of these students may not be candidates for the Ivy League, but if they show some potential (especially if they are male, since a substantial majority of participants are female), Xavier tends to take them. "Is it fair to eliminate someone or not give a kid a chance just because they went to a lousy high school? Or just because they were poor? Or because [they had] a lousy adviser?" Carmichael asked.

Labat made essentially the same point: "Our kids are taught from the first grade up, either openly or subtly, 'You're not a good problem solver. You really shouldn't pursue this course. You really shouldn't go into science. You don't have the aptitude.' We teach them it is doable."

The faculty at Xavier also teach the students not to be apologetic for trying to learn. When we spoke in spring 1996, Francis had recently returned from a ceremony commending Xavier undergraduates who were inducted into Phi Beta Kappa, the national honor society. The students put on a skit, noted Francis, the essence of which was, "Don't ever apologize for being smart, for studying and for achieving." There is no shame, one student later told me in jest, in being a nerd at Xavier because "we have a school full of nerds."

As for why more educational institutions don't adopt a similar approach, Francis shrugged and replied, "It's hard work. You've got to have people who are committed." Xavier University is not alone, however, in demonstrating that academic achievement can be



raised even among those who don't have the best start in life. Marva Collins made a big name for herself in Chicago, turning inner-city youths into motivated, successful, and committed students. As was noted earlier, at both the University of California at Berkeley and the University of Texas, mathematician Philip Uri Treisman reported stunning turnarounds in the achievement of mathematics students, and his success has inspired others to launch similar efforts elsewhere. A number of schools are also applying techniques that are based on or similar to the ones that Xavier has used so well.

A small program has operated in Washington, D.C., since summer 1989, with the express purpose of improving students' ability to take tests. It began in response to an academic embarrassment. In the 1988-89 school year, for the first time in thirty-four years, the city produced no semifinalists in the National Merit Scholars competition. School Superintendent Andrew Jenkins was mortified. He sought out Eugene Williams, then an assistant principal at a local high school, and told him to find a way to generate National Merit Scholars. "I didn't know how we were going to do it," Williams admitted.

Nevertheless, Williams threw together a smorgasbord of activities and established a program that is divided into two phases, one that lasts five weeks and one that lasts six weeks. In the first year of operation, a select group of students who were identified as having high potential spent four hours a day in class during the first phase getting intensive work in honors English and mathematics, as well as in exercises specifically designed to help them do well on tests. The second phase ran for six weeks, during the evenings and Saturdays. With guidance from the Princeton Review SAT Preparation Program, Williams's team drilled students in the types of activities measured by the SAT. The program was an immediate success. The thirty-two students who completed both phases increased their scores, on average, the equivalent of nearly 130 points on the combined verbal and mathematics sections of the SAT.

Williams expanded the program and continued to tinker with it. To him, the basic problem was clear: "While many of our youngsters had the knowledge base, many of them did not have good reasoning skills." He had heard, however, that Xavier University v

doing wonders correcting such problems, that it had significantly raised students' performance on tests that were highly correlated with IQ, and his inquiries eventually led him to Whimbey, who was then living in Albuquerque. Williams brought Whimbey to Washington, where Whimbey shared much of the work he had done with SOAR.

When I visited the program in summer 1995, Whimbey's influence was obvious. Signs reading INTELLIGENCE CAN BE TAUGHT were posted everywhere, and the classrooms were a buzz of activity. Some students were working in pairs on mathematical problems, and others were doing vocabulary exercises. At one point, everyone came together to play a boisterous game of Pictionary—something of a cross between a spelling bee and Charades.

In one class, the subject of the day was Emily Brontë's *Wuthering Heights*. Meta Jones, a thin, quick-witted, recent graduate of Princeton University, was leading a spirited discussion analyzing the relationship between Catherine and Heathcliff. Her enthusiasm was contagious, fueled presumably, in part, by the fact that she had been a member of Williams's first summer enrichment class of 1989. That summer, her test scores had gone up the equivalent of 290 points on the SAT, lifting her performance from the high-average range into the exceptional category. Jones had gone on to become a National Merit Scholar. She has had plenty of company. For the past several years, Williams said, Washington has produced four or five National Merit Scholars annually; three-fourths, he estimated, have been through his Potential National Merit Scholars program.

Other institutions have reported results just as dazzling. Georgia Tech, for instance, noticed in the late 1980s that the performance of its black and Latino engineering students was lagging behind that of white students. The school's remedial activities clearly weren't working. So in 1989, the university jettisoned those activities and put together a tough five-week summer immersion program for minorities. The Challenge Program, as it was called, inundated participants with calculus and chemistry lessons taught by the regular Georgia Tech faculty and encouraged students to study in groups.

The result was a spectacular rise in grades and in retention. Shortly after the program started, minorities were outperforming whites, and the university was making plans to help other engi-

neering schools in the region adopt Georgia Tech's techniques. "The change was in us and what we told them we expected of them," President John Patrick Creche explained to a *New York Times* reporter. "In the past we told them they were dumb, that they needed fixing, and we had them in remedial programs."

"All we've done is assume that intelligence was never the problem but information was; so we just try to provide that," said Gavin Simms of Georgia Tech's Office of Minority Education and Development. During an interview, he acknowledged that Georgia Tech was not exactly working miracles, that after the first year of the Challenge Program, the minority students' performance lagged somewhat behind that of their white peers. Nonetheless, he pointed out, participants in the program graduate at a higher rate than do students who don't go through the program.

Certainly, no short-term program is going to wipe out the effects of years of educational malpractice, but the success of such efforts as Xavier's and Georgia Tech's strongly indicates that something more than good luck is at work. Maxine Bleich, a former executive of the Josiah Macy, Jr., Foundation, said that Xavier's work convinced her that college is not too late to overcome an early poor education. "From my life at the Macy Foundation, what was obvious was that they [Xavier] were making up, in an efficient manner, what was not accomplished in high school. So our view at the Macy Foundation was, 'Could we take those ideas and move them down to high schools?'" Bleich recalled.

In 1990, the Josiah Macy, Jr., Foundation created the New York-based Ventures in Education and named Bleich president. One of her principal tasks was to try to export Xavier's techniques ("cooperative learning," "collaborative competition," "vocabulary building," and lots of enthusiastic support) to high schools in low-performing areas across the United States.

In a 1990 study for the Macy Foundation, outside auditors looked at thirty-nine schools that were participating in foundation programs. These schools (in such places as Arkansas, New York City, and the Navajo Nation in Arizona) were serving more than three thousand students, the majority of whom came from racial or ethnic minority groups and most of whom were poor. The report of the McKenzie Group stated that the targeted students were leaping

ahead of their peers. They were taking more mathematics and science courses and were performing better on standardized tests. Nearly all were headed for college.

More recent reviews have shown the same trends. A 1995 evaluation of Ventures in Education programs by the Wimeyer Group found that nine out of ten of the participants went on to college and that 40 percent were in mathematics- or science-related fields. It also found that the participants were fourteen times more likely to go to medical school than were other minority students. "Untold potential is being wasted because children are being miseducated," Bleich concluded.

Bleich is not alone in her frustration. Labat, of Xavier University, complained, in a moment of exasperation, that it is much easier to get the news media interested in black athletics or in black criminality than in blacks trying to learn. "Come here on a Monday morning in the heat of the summer at seven thirty and [and there will be] a tremendous number of African American kids walking into this building to come in and do academic work," she huffed, but the media, it seems, has little time for that: "No, they don't want to come tape that. They will tape a bunch of them standing on the corner and talk about how trifling they are. We have a quiz bowl every Friday where these kids are hyped up because somebody knew the answer to the number of electrons in a certain element. You know America; they're not interested in that."

Much of the nation "is never going to accept, to the degree that it should, that we have capacities," surmised Francis, president of Xavier. Certainly, many Americans—including many blacks—are not yet at the point where they believe that blacks are as capable as anyone else. A raft of public opinion surveys, most notably those done by the University of Chicago's National Opinion Research Center and the American Jewish Committee, have found that blacks tend to be considered less intelligent and lazier than are whites.

John Ogbu, the University of California anthropologist, is not certain that such perceptions can change unless black Americans force them to. He recalled:

When I was in high school in Nigeria, when someone said "Japan," what came to mind was inadequate-made goods, shoddy things.

When Japan proved they could make goods superior to Americans [that perception changed]. I think that recognition is not something bestowed on you, you earn it. Okay, we have to earn it by demonstrating that we are as smart [as anyone else]. . . . At the moment, we're handicapped, no doubt. Eighty-two percent of the kids that I studied in Oakland, thirteen-hundred-and-something black kids, from fifth grade to twelfth grade, reported that people in their families and communities believe that white people don't think blacks are as smart as whites. So *The Bell Curve* is nothing new to blacks.

Although the ideas presented in *The Bell Curve* are not new, they retain their power to harm, and the damage may be cumulative. Generations of black Americans have labored under—to use the phrase of Stanford University psychologist Claude Steele—a “suspicion of intellectual inferiority.” And though other groups have shouldered a similar burden, none has shouldered it for such a protracted period or with so few places to turn for relief.

In the past, Asians were considered inferior to whites in virtually every sense (so much so that Asian immigration to America was essentially banned for much of the late nineteenth and early twentieth centuries), but they were never enslaved as a group in the United States (though “Chinese coolies” were exported to, and brutally exploited in, countries south of the U.S. border). Hence, Americans were never called on to rationalize or justify the subjugation of Asians. The United States, in other words, never invested quite as heavily in its stereotypes of Asians or Asian Americans as it did in stereotypes of blacks. But even if it had, the impact of such an investment would not have been the same for the simple reason that the Asian population in the United States was so small. As was noted earlier, large-scale Asian migration to the United States did not begin until the 1960s, when the American civil rights movement was at its peak. Indeed, the atmosphere created by that movement was largely responsible for the end of U.S. policies favoring immigrants from Europe at the expense of those from nonwhite countries. Consequently, the arrival of an unprecedented number of Asians in America coincided with a momentous shift in American racial attitudes and with the passage of laws making discrimination illegal. Moreover, as Ogbu and others have pointed



out, immigrants' psychological frames of reference are anchored less in any lingering and unflattering American images than in an independent sense of identity derived from their respective homelands.

On the other hand, black Americans' generations-long passage through a sea of noxious stereotypes ensured that some of those stereotypes would be absorbed, that many blacks would come to believe, as the society insisted, that black brains were somehow deficient. The result is something of a psychological Catch-22. The belief that one is not intellectually inclined can itself be enough to prevent one from becoming academically proficient, which can make it impossible (assuming that one is so disposed) to offer proof that one is not mentally inferior.

Carmichael's eyes filled with tears when he talked of the SOAR participants who thank him for giving them the opportunity, finally, to see a large number of blacks achieving—to see, in effect, that failure by blacks does not have to be the norm. "Children shouldn't have to go through that," he said. The lesson of Xavier University and Georgia Tech, of course, is that they don't have to—not if they can find a way to filter out the drumbeat of voices telling them to turn away from the classroom and telling them that if they have ambitions, they should look to the stage, the ring, or even the streets, but not to the arena of intellectual achievement, where so many of their kind have already washed out.

Neither the faculty of Xavier University and Georgia Tech nor Treisman discovered anything magical, and there is nothing about their methods that is difficult to understand. Their approach can be reduced to six simple steps: (1) find a group of young people motivated to learn or find a way to motivate them; (2) convince them you believe in them; (3) teach them good study skills, including the art of studying in groups; (4) challenge them with difficult and practical material; (5) give them adequate support; and (6) demand that they perform. And, lo and behold, they do.

The second step may be the hardest, for convincing young people you believe in them is not an easy task—unless you really do. Given America's complex views on race, faith in young minority-group students is not always easy to come by. And it is not clear whether acting as if you do is sufficient and whether, as the South

African barrister George Bizos put it, "you become the person whose role you are playing."

Yet there is evidence, from the earliest days of industrial psychology, that people respond to positive reinforcement in the unexpected ways. In a classic experiment carried out at the Hawthorne Works of Western Electric, a team of researchers attempted between 1924 and 1932, to determine how to increase productivity of a small group of workers in a relay assembly test room. Investigators made an array of adjustments to improve working conditions in the room and, as they expected, the workers' productivity went up. But later, after they intentionally made conditions in the room less pleasant, they were astounded to find that productivity continued to increase. Any number of explanations were offered to explain the results, but the one that has endured has the virtue of simplicity: The employees did better work *because they were* interested in the project and became the object of constant concern. They excelled, in short, because they were made to feel worthy.

This is not to say that inculcating a sense of self-esteem ought to be the main focus of educating anyone. The search for educational panaceas has led many down a dead-end road in search of good but scholastically empty enhancers of self-esteem. Such as drug dealers, after all, can feel good about themselves and what they do. Poorly performing students can have plenty of self-esteem if they are convinced that doing well in school is not important. They find their self-respect, instead, in clothes, in games, or in outperforming other children. Nonetheless, feeling good about one's progress in learning, feeling capable of mastering difficult material, and being motivated to do so can be an extremely useful defense against the child who is surrounded by nay-saying and doubt.

Ideally, education should serve as a bridge across the fetid world of low expectations, conveying young people to a universe in which any healthy dream is possible. It should be, to use Whitman's phrase, "an equalizer." For some students, the lucky ones, it does. For too many, the school system does little more than confirm the murmurs of inferiority, rife in society, apparently have a basis

On March 16, 1996, the London *Daily Telegraph* ran an article by Alasdair Palmer entitled "Poor Whites Trashed." The essence

article was summed up in the first paragraph: "On Wednesday Mr. Christopher Woodhead, the Chief Inspector of Schools, announced that white boys from poor and working-class families perform worse at school than any other racial group. More of them leave school earlier, with fewer qualifications, than blacks, Asians—or girls of any description."

The more "white" an inner-city school was, reported Palmer, the worse off its students were likely to be: "In those areas, blacks whose parents emigrated from the West Indies are staying in education longer and doing better. Blacks whose parents emigrated from Africa and Asians are doing better still. Lumbering behind them are the great white dopes.

"Disruptive and lazy immigrant children are thought to be responsible for the poor performance of inner-city schools. Yet it seems [that] the opposite is true: the most frequently disruptive element is not immigrant, but native."

Palmer saw the findings as a strong rebuttal to *The Bell Curve*, but his real interest was in what they said about the underclass—specifically the *white* underclass—and the collapse of pride and self-confidence among white working-class males. That collapse, in Palmer's mind, was connected to the fall of socialism and the rise of contempt for the indigent.

I found Palmer's political analysis significantly less compelling than the phenomenon around which he built his case—the problem of poor academic performance among a particular group of urban white males—and it struck me how easy it would be, had the failing children been other than white, for people to throw up their hands and say with a shrug, "What a shame that these kids just can't learn." The typical first impulse with white children is to assume that they can catch on and that any problems they may have in doing so are fixable. If we are serious about trying to achieve educational parity (or, for that matter, a race-neutral state), we must grant young children of color the same presumptions.







# CATALOG

## 2000 - 2002

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NEW ORLEANS, LA 70125  
504-486-7411  
<http://www.xula.edu>



# General Information

## MISSION STATEMENT

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its students to assume roles of leadership and service in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

## GOALS

So that they will be able to assume roles of leadership and service, Xavier graduates will be:

- prepared for continual spiritual, moral, and intellectual development;
- liberally educated in the knowledge and skills required for leadership and service; and
- educated in a major field so that they are prepared to complete graduate or professional school and to succeed in a career and in life.

## HISTORY

There are 103 historically Black colleges and 222 Catholic colleges in the United States, yet only one is both historically Black and Catholic. That distinction belongs to Xavier University of Louisiana, which strives to combine the best attributes of both its faith and its culture.

Located in New Orleans, the small liberal arts college dates back to 1915, when the coeducational secondary school from which it evolved was founded by Blessed Katharine Drexel and the Sisters of the Blessed Sacrament. Mother Katharine came to the city at the request of the local archbishop to provide Blacks--at the time denied admission to existing local and state Catholic colleges--with opportunities for Catholic higher education.

Although the Sisters maintain a vital presence on campus, today Xavier is governed by an independent, lay/religious Board of Trustees on which the Sisters have representation. Its president, Dr. Norman C. Francis, himself a Xavier graduate, is a nationally recognized leader in higher education.

Even with its special mission to serve the Black, Catholic community, Xavier's doors have always been open to qualified students of any race or creed. Currently more than 60 percent of Xavier's students are of other religious affiliations and 10 percent are not African American.

Recent years have seen a growing influx of out-of-state students, yet one-half of Xavier's more than 3,800 students are from Louisiana. The balance comes from some 37 states, Washington, D.C., the U.S. Virgin Islands, and 35 countries.

Prospective Xavier students can obtain academic support as early as junior high school. Highly popular and successful pre-college programs -- each designed to improve the analytical reasoning skills of students -- are offered each summer in science, mathematics and the humanities.

Enrollment has increased more than 80 percent since 1986, with the freshman class exceeding 700 for the past several years.

Xavier students are nurtured in the type of environment available only at a small college. A full-time faculty of 215 educators, religious and lay, of diverse ethnic and racial origins -- 78 percent of whom hold doctorates -- provides a comfortable student/faculty ratio of 15/1.

Opportunities exist for students to participate in relevant research under faculty mentors. All students are encouraged to supplement their Xavier experience by serving internships or attending summer programs at other colleges and universities.

Xavier's undergraduate curriculum is centered in the liberal arts, with all students required to take a core of prescribed courses in theology and philosophy, the arts and the humanities, communications, history and the social sciences, mathematics, and the natural sciences, in addition to more intensive work in their respective majors.

More than half of Xavier's students currently major in the natural or health sciences, especially in biology, chemistry, and pharmacy. Other popular majors include business, psychology, mass communications, political science and computer science.

Xavier is recognized as a national leader in the field of science education, and has been featured in such national publications as *USA Today*, *The New York Times*, *The Washington Post*, *The Chronicle of Higher Education*, *Black Issues in Higher Education*, *Changing Times*, *Money Magazine*, and *U.S. News & World Report*.

Xavier has educated nearly 25 percent of the 6,000 Black pharmacists practicing in the United States. It is currently one of only 19 schools nationwide which require students to earn a Doctor of Pharmacy degree as their first professional degree.

For the last five years, Xavier has awarded more undergraduate physical science degrees and placed more African Americans into medical school than any other college in the United States. A full 92 percent of those Xavier graduates who enter medical and dental school go on to become practicing physicians and dentists.

Although Xavier is best known for its various science programs, there are also very strong programs in the non-science areas. Xavier's education program is NCATE accredited; faculty in the growing creative writing program have received very prestigious national awards for their work, as have faculty in art and music. Mass communications majors have developed the *Xavier Herald* into the only student newspaper from a Historically Black College that is a member of the Associated Collegiate Press Hall of Fame.

Xavier graduates can be found in virtually every state and several countries. They teach and administer at schools on every level of education; they direct large corporations and small businesses; they hold leadership roles in national, state and local government; they command in the armed services, and they serve in the



judicial system. They are actors, musicians, writers, engineers, counselors, social workers, and much more.

Xavier's College of Arts and Sciences, College of Pharmacy, and Graduate School offer preparation in more than three dozen fields on the undergraduate, graduate, and professional degree level. Approximately 40 percent of Xavier's students continue their education by attending graduate or professional school.

Xavier is a member of the Gulf Coast Athletic Conference, which is affiliated with the National Association of Intercollegiate Athletics (NAIA). It offers three intercollegiate sports -- basketball, tennis and cross country -- with equal opportunities for both men and women.

Tuition and room and board compare quite favorably with that of other private institutions. A variety of academic scholarships, student grants, and loans are available. More than 75 percent of all Xavier students receive some form of financial aid.

## LOCATION

It's easy to fall in love with New Orleans. One of the great cities of the world, it is internationally revered for its food, music, festivals, and people.

New Orleans' culture, like Xavier's, demonstrates unity in diversity. In New Orleans, African American traditions creatively combine with traditions as diverse as that of the Native American and the French American to create a cultural environment unlike any other in the world.

The diversity is manifest in a variety of ways. In the shadow of a growing skyline of modern skyscrapers, streetcars run on the oldest trolley line in the U.S., and charming buildings of another era stand, with their wrought iron balconies and leafy courtyards -- vivid reminders of the French, Spanish, and African influence on the city.

New Orleans continues to feel the impact of other countries, as the nation's second largest port and the gateway to South and Central America. Spanish, for example, has replaced French as the city's second language.

New Orleans is living history which is not lost in the tempo of today, either in its bustling port commerce, its oil industry concentration, its growing center of financial institutions or its expanding tourist and convention activity.

Life in New Orleans has rich vitality. It can be sensed from jazz played in the city of its birth and the varied styles of New Orleans musicians.

New Orleans fosters the arts. Museums are becoming increasingly responsive to all people. Theaters thrive. There is lively interest in ballet. A full season of opera and symphony performances is also offered.

New Orleans has sports and recreational outlets too. The Louisiana Superdome is home to the N.F.L. Saints, while Zephyr Field and the Municipal Auditorium play host to popular minor league baseball and hockey teams, respectively. Audubon and City Parks and Lake Pontchartrain are counted among the city's recreational offerings. The Audubon Zoo and the Aquarium of the Americas are among the best of their kind.

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\* See inside front cover.

People from all over the world come to be treated at New Orleans...



The campus is a short distance from downtown, with its commercial, entertainment and sports offerings. A student can see the Louisiana Superdome from his or her dormitory window. Xavier is conveniently located for cross-registration at other universities and research experiences in the city's well-known hospitals and research centers. It lies adjacent to an inner city area, which serves as a learning and service site for the urban-oriented university.

The new Academic/Science Complex Addition, the Library/Resource Center, and the Living/Learning Center give the impression of a very modern campus. Yet earlier buildings, massive structures of Gothic design, give a feeling of permanence and history.

Two quadrangles -- one formed by the distinctive limestone architecture of the original campus buildings and the other formed by more recent state-of-the-art construction--make up the heart of the main campus. It is here where students meet, communicate between classes, and develop lasting friendships.

All residential students live in modern residence halls, with pleasant living quarters and facilities for studying, entertaining, and TV viewing. A cafeteria and recreational areas are located in the Student Center.

A redesigned gymnasium is the home of the Gold Rush and Gold Nuggets basketball teams. Lighted tennis courts are available for students, for classes, informal play and intramural competition. An indoor covered pool is available for swimming classes and for recreational swimming.

Because Xavier is an inner city university, special care is given to providing security for its students, faculty, and staff. The campus is well lighted, and its buildings and parking areas are patrolled 24 hours a day by campus police. Central offices in each residence hall are staffed 24 hours a day. Campus security personnel also provide information and seminars about crime prevention.

# Xavier University

## ACCREDITATION

Xavier University of Louisiana is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelors, masters, and the Doctor of Pharmacy degrees.

Xavier University of Louisiana is also accredited by the National Council for Accreditation of Teacher Education, the State of Louisiana Department of Education and the National Association of Schools of Music

## APPROVED

American Chemical Society

## AFFILIATION

New Orleans Consortium

## MEMBERSHIPS

American Association of Colleges of Teacher Education  
American Council on Education  
Association of American Colleges  
Association of Catholic Colleges and Universities  
National Commission on Accrediting  
Association of College Unions  
United Negro College Fund, Inc.  
Catholic Commission on Intellectual and Cultural Affairs  
Cooperative College Development Program

# College of Pharmacy

## ACCREDITATION

American Council on Pharmaceutical Education

## MEMBERSHIP

American Association of Colleges of Pharmacy