

A Pragmatic Analysis of Nelson Mandela's Speech at Harvard University

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ABSTRACT

This article studies Nelson Mandela's speech at Harvard University to understand his rhetorical skills. In this speech, he talks about how South Africans face disparities and injustice due to their race. He emphasizes the need for reconceptualization and redefining the economic system's precepts, which could benefit all regardless of race, gender, and ethnicity. The speech has been analyzed using Leech's Maxims of Politeness and Aristotle's Theory of Persuasion to investigate how rhetorical and politeness strategies have been used. The analysis shows that Mandela used Leech's Maxims of Politeness as complementary to Aristotle's strategies of persuasion to achieve desired communicative goals. He uses different strategies of logos and ethos to build a persuasive discourse. Besides, he uses modesty and approbation maxim and humour at the cost of self as the main strategies of politeness. Politeness complements his persuasive appeals and makes them more effective.

Keywords: *Mandela's oratory, pragmatics, politeness, public speaking, rhetorical strategies.*

1. Introduction

Oratory is a powerful and effective communication tool to inform, persuade, motivate, and influence the audience. Aristotle classified oratory into deliberative, epideictic, and forensic oratory. Deliberative oratory deals with the subjects like defense and politics. Its primary purpose is to persuade the audience to think and act in a certain way. Epideictic oratory deals with the subjects like commemorating and eulogizing people or institutions. Such speeches are delivered on formal occasions, such as death, inauguration, coronation, etc. Forensic oratory deals with legal discourse like accusation and defence in the court of law. Its primary purpose is to prove or falsify certain claims. (Kennedy, 2007, pp. 15-16)

Mandela's speech was meant to be epideictic as it was delivered formally after receiving an honorary doctorate. As an epideictic speech, thanking, showing gratitude, and praising the university was its purpose. Since Mandela was a politician, he used the opportunity to promote

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Received 27 March, 2023; Accepted 13 April, 2023. Available online: 25 April, 2023.

Published by SAFE. (Society for Academic Facilitation and Extension)

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the South Africans' cause of justice and equality, to which he dedicated his whole life. As a result, this speech turned out to be an epideictic speech with a political touch. The speech is political as Mandela talks about existing disparities in the precepts of the world economy that favour the rich. It becomes even more political when he mentions the Anti-Apartheid Movement and calls for the audience's co-operation and collaboration to promote justice and equality worldwide. Public speeches are the sites where the best instances of persuasion and politeness can be found. Orators use politeness strategies to increase their social acceptance and build rapport with the audience. Politeness strategies complement persuasive strategies because any persuasion is possible only when there is mutual trust and rapport between the speaker and the hearer. Yule (1996) defines politeness as "the means employed to show awareness of another person's face" (Yule, 1996, p.60). What he means by 'face' is a person's self-worth or self-image. Politeness maintains friendly relations and social equilibrium (Leech, 1983, p. 82). Thus, all those strategies used to please the hearer and mitigate the possibility of offense come under politeness. It would be interesting to see how a seasoned politician like Nelson Mandela used rhetorical and politeness strategies in his oratory. For this purpose, I have analyzed his speech delivered at Harvard University on the occasion of receiving an honorary Ph.D. from Harvard University on September 18, 1998.

2. Review of literature

Nelson Mandela is a well-researched orator whose speeches have been studied by linguists, political analysts, and researchers in communication studies. Faris (2014) studied Mandela's speech "No Easy Walk to Freedom" to understand his ideological standing and political commitment. Dwivedi (2015) studied Mandela to investigate the linguistic devices used in select political speeches that he used to persuade the South African people. Ekpang (2017) studied Mandela's speech "I am prepared to die" to understand his ideology and persuasive skills. Naqeeb (2018) studied Nelson Mandela's speech on February 11, 1990 to investigate its stylistic features and expressionistic techniques. Aldosari (2020) did a critical discourse analysis of Mandela's speech "I am prepared to die" to investigate the relationship between power and ideologies implemented in his speech. Mandela's address at Harvard University on September 18, 1998, has not been studied from the perspective of rhetorical politeness. Therefore, it would be a fruitful endeavor to study this speech to highlight the strategies of rhetorical politeness and their effect on the audience.

3. The Research Questions

This study analyses Mandela's speech to answer the following research questions:

- (a) How have various rhetorical and politeness strategies been used in the speech of Nelson Mandela?
- (b) How have different politeness strategies complemented the rhetorical strategies in the speech of Mandela?

4. Methodology

I have used a multimodal approach to study this speech and studied it from the rhetorical and politeness perspective. My analysis model is based on Aristotle's theory of persuasion and Leech's (1983) Maxims of Politeness. The idea of dividing the speech into parts is based on Mohan's (2016) Discourse Dissection Model (DDM).

4.1 Aristotle's Theory of Persuasion

In his famous work *Rhetoric*, Aristotle describes three means of persuasion: ethos, logos, and pathos. The strategies of ethos aim at establishing the speaker's trustworthiness, the strategies of logos seek persuasion through appeal to the audience's logic, and the strategies of pathos persuade the audience through emotional appeals. Aristotle believed that people behave differently in different states of mind. (Kennedy, 2007, pp. 38-40).

The speaker establishes the credibility of his/her character by associating with trustworthy persons, mentioning past good deeds and future good intentions, and quoting trustworthy sources (Mohan, 2019, pp. 81-83). According to Aristotle, appeal to logic can be maintained by using enthymemes and paradigms. An enthymeme is like a pithy assertion that is supported by reasonable arguments, while a paradigm is the use of stories and anecdotes (Kennedy, 2007, 113). Speakers appeal to the audience's emotions by using emotive metaphors, a certain tone

of voice, mentioning incidents or people which correspond with the intended emotions of the audience, etc. (Mohan, 2019, 97-99).

4.2 Leech's Maxims of Politeness

Leech (1983) listed six maxims of politeness. They are tact, generosity, approbation, modesty, sympathy, and agreement. The tact maxim says 'minimise the cost to other' and 'maximise benefits to other' while the generosity maxim says 'maximise the cost to self' and 'minimise benefit to self.' The approbation maxim says 'maximise praise of other' and 'minimise dispraise of other' while the modesty maxim says 'minimise the praise of self' and 'maximise the dispraise of self.' The sympathy maxim says, 'maximise sympathy between self and other' and 'minimise antipathy between self and other'. The agreement maxim says 'maximise agreement between self and other' and 'minimise disagreement between self and other.' In short, politeness is in pampering the hearer's ego and self-image and keeping them happy by minimising cost to the hearer and maximising cost to self. (Leech, 1983, 131-139)

5. Analysis

Nelson Rolihlahla Mandela was the first President of South Africa. He served as president from 1994 to 1999. He was a lawyer, an anti-apartheid revolutionary, a philanthropist, and a political leader. He was the first president elected in a fully representative democratic election in South Africa. In the struggle to champion the cause of the Anti-Apartheid Movement, he was imprisoned for twenty-seven years for treason. He also served as the eleventh African National Congress Party president from 1991 to 1997. He was awarded many prestigious awards and honors, including Nobel Peace Prize in 1993, Lenin Peace Prize in 1990, and Bharat Ratna in 1990. Many prestigious universities, including Harvard University, awarded him honorary doctorate degrees.

Nelson Mandela delivered this speech on the occasion of receiving an honorary Ph.D. degree in a special convocation at Harvard University on September 18, 1998. Having been introduced by the university president Neil L. Rudenstine, Mandela delivered this speech in front of an august gathering at the Tercentenary Theatre of the University. This twenty-two minutes long address comprises 1961 words in 69 sentences. This speech can be divided into six parts on the

basis of six distinctive objectives. Each part has been analyzed regarding pragmatic and rhetorical features to gain insight into Mandela's oratory.

5.1 Analysis of Part I

The first part of the speech runs from sentence number 1 to 13. The speaker's objective in this part is to connect with the audience, build rapport, and enhance the credibility of his character. To communicate with the audiences, orators generally use strategies like addressing by name and designation, sharing goals, showing association, greeting, and thanking (Mohan, 2016, 68). Mandela uses the strategy of addressing the audience by name and designation when he addresses the audience as "Mister President, members of the Convocation, members of the University, distinguished guests, ladies and gentlemen" (S1). By using this popular strategy, Mandela catches the audience's attention and connects to them directly. For rapport building, the speaker relies on the use of light humor. For this purpose, he narrates two short anecdotes. In the first anecdote, he describes the incident of a lady who comes to see Mandela precisely to know what a man of seventy looks like (S1-3). He interprets the anecdote in the present audience's context, hoping they might not have come there to know what "a man of eighty looks like" (S2). This anecdote reveals the speaker's good sense of humor on the one hand and the other hand, inviting the audience to listen to him attentively. In the second anecdote, the speaker prepares the background for the award of a Ph.D. by recalling how a lady challenged his academic qualification. She doubted whether Mandela had even metric qualifications (S4-12). So, Mandela earnestly wishes for the lady's presence on being awarded the honorary Ph.D.

The source of humor is in both Mandela's and the lady's insistence upon knowing the names of each other first and the lady's remark on Mandela's qualification. His wife's request not to repeat the story also causes humor at the cost of himself. Arousing humor at the cost of self can be called polite as the speaker uses the modesty maxim, which means 'maximise dispraise to self' and 'minimise praise to self.' Martin et al. (2003:54) put 'humour at the cost of self' under the 'self-defeating style of humour' strategy, where speakers use self-disparagement to arouse laughter.

It can be understood that the audience could be expecting a speech of high seriousness from an octogenarian president. The tactful use of humor easily breaks the psychological defenses, and

the speaker and the audience find themselves on a common platform. Light humor from a great person like Mandela looks charismatic and quickly endears the audience.

5.2 Analysis of Part II

The second part of the speech runs from sentences 14 to 21, where the speaker's objective is to celebrate the occasion and highlight the importance of the award. For this purpose, Mandela uses the approbation maxim. It is when a speaker maximizes the praise to others and minimizes the praise to self. Therefore, when he identifies Harvard University as one of the greatest institutions in the world, values the award, and mentions its glorious alumni base, he enhances the public self-image of the host and the people affiliated with the university. For instance: "There could not be a more moving start to the visit than one which included being honoured in this way by one of the great educational institutions of this nation and of the world". (S14)

By praising the university, Mandela positively disposes of the host and the university officials himself and makes them receptive to his further suggestions.

He further uses the strategy of ethos when he recognizes the struggles and efforts of the South African people behind winning the award when he says: "I know that through this award, you are not so much recognising any individual achievement but are rather paying tribute to the struggles and achievements of the South African people as a whole" (S15). It has been observed if a person gives credit for his success to his people, he is considered good. Therefore, Mandela endeared the South African audience and enhanced his credibility as a good leader.

Further, Mandela uses the ethos strategy when he shows his association with great leaders of American history. He says: "To join George Washington and Winston Churchill as the other recipients of such an award conferred at a specially convened Convocation is not only a singular honour" (S17). He said it was a double honor to be awarded a Ph.D. from Harvard because great leaders like George Washington and Winston Churchill also received the awards. Showing association with great personalities has been one of the effective strategies to establish trustworthiness. Thus, by showing association with George Washington and Winston Churchill, Mandela enhances his credibility at the world level.

5.3 Analysis of Part III

The third part of the speech runs from S22 to S34, in which Mandela promotes social justice and equality. In this part, he talks about the equal political status and development of South African people regardless of gender, caste, or creed. He uses the sympathy maxim when he shows gratitude towards all the people and the countries that supported him in the Anti-Apartheid Movement and freedom struggle of South Africa. The sympathy maxim says, ‘maximise sympathy between self and other’ and ‘minimise antipathy between self and other’. Therefore, Mandela uses this maxim when he minimises antipathy between self (the South African people) and the white people by showing gratitude towards those who supported the African cause (S22). Furthermore, he maximizes sympathy between self and the world when he implicitly calls for international help to uplift the South African people and all the people facing disparities based on race, gender, and ethnicity (S23).

Further, Mandela uses a strategy of ethos when he does not regard individual success as true success, which shows his faith in development and equality for all. A person who seeks the development of all is considered a philanthropist. Thus, he establishes himself as a hero of the South African people and those fighting for freedom and equality when he says,

“If in individual life we all may reach that part of the long walk where the opportunity is granted to retire to some rest and tranquillity, for humanity the walk to freedom and equality seems, alas, still to be long one ahead”. (S24)

Further, Mandela enhances the public self-image of the host by using the maxim of approbation. Approbation maxim is when the speaker maximizes praise of the hearer and minimizes praise for self. Therefore, Mandela uses the approbation maxim when he praises Harvard University for its “spirit of universality” and its members by calling them “men and women of learning.” By doing this, he endears the host and the audience. Thus, he motivates them to cooperate and collaborate with him in his mission of social equality in the world. For instance, “Wherever men and women of learning and thought gather, its name and work are known.” (S26) “It embodies that spirit of universality which marks great universities.” (S27)

Further, Mandela uses logos to persuade the audience about the need for reformation in democracy. As strategies of logos, he uses proverbs. A proverb is a traditional saying that expresses some obvious truth or familiar experience (“Proverb definition and meaning,” n.d.). So, when he says: “where men and women and children go burdened with hunger, suffering from preventable diseases [...] talk of democracy and freedom that does not recognise these material aspects, can ring hollow [...]” (S31). The proverb is an effective strategy of logos as

they speak of a general truth. Therefore, by putting his thoughts in a proverbial sentence, he appeals to the audience's logic and persuades them to collaborate in building a world of social equality. In this way, Mandela calls for international support in eradicating existing disparities in the educational sphere and realizes his goal of appealing to the world to join him in the cause of equality and justice.

5.4 Analysis of Part IV

The fourth part runs from S35 to S38, wherein Mandela talks about shaping a people-centric world. In this part, Mandela uses different strategies of logos to persuade the audience on various issues. Humans are rational beings. They need logical arguments to accept or reject something. As a strategy of logos, Mandela uses claims and premises. Premises are the supporting arguments or evidence that led the audience to the intended conclusion. Mandela gives premises S22-S34 that lead the audience to accept his claims that the world economic system has “structural defects” (S36). To clarify his claim, he explicates that the world economic system is biased toward the powerful and the rich (S37). Thus, by exposing the defects in the existing system, he emphasizes the need for reconceptualizing the world economic system to address the problems, such as discrimination and inequality (S39). Moreover, by discussing equality and social justice, Mandela enhances his trustworthiness and positively disposes the international audience towards himself. After persuading the audience about the faulty world economic system, he uses directive sentences to invite the USA to cooperate in building a society of equal opportunities (S38).

5.5 Analysis of Part V

This part runs from S40 to S49, wherein Nelson Mandela discusses the political relations between Harvard University and South Africa. He uses the ethos strategy to strengthen the international bonds with the USA. For this purpose, he tells the audience about the glorious history of the relationship between Harvard University and South Africa. It functions as a trust-building strategy. It is observed that people get positively drawn toward those who acknowledge their relations as positive. Therefore, he establishes trust and friendship between the two by identifying the relationship between South Africa and Harvard University as “a

relationship of mutual respect and cooperation” (S44). Further, Mandela uses the approbation maxim when he appreciates the people of the university. He mentions quality education that changed the lives of the South African people by making them able to cope with local challenges and problems and get good jobs in civil societies. “There are many names that one could mention of persons now holding office in government or in institutions of civil society who spent time at Harvard or benefited from programmes conducted jointly with this institution” (S41)

Further, Mandela uses the modesty maxim to identify his country as fledgling democracy and the South African people needing continuous support. He also shows gratitude towards Harvard University as a strategy of politeness when he says, “For that, our fledgling democracy faced with enormous tasks of reconstruction and development owes your institution a great debt of gratitude” (S42). Thus, he endeared the officials of Harvard University, which encouraged them to continue the healthy relationship with South Africa.

5.6 Analysis of Part VI

The sixth and last part of the speech runs from S50 to S68, in which Mandela gives his concluding remarks. In this part of the speech, he uses approbation and modesty maxim. Mandela uses the approbation maxim when he praises the awards by identifying it as a “great honour” (S50) and the USA by identifying it as “the developed” and “partner in building a world order that equally benefits all the nations and people of the world” (S50). On the contrary, he identifies South Africa as “developing” (S50). Approbation maxim says ‘maximise praise of other’ and ‘minimise dispraise of other’. Therefore, by praising the award as a great honour, the USA as a developed country, and South Africa as a developing country, Mandela used the approbation maxim. By doing this, he enhances the positive image of Harvard University and the USA.

From S63-S68, he concludes by striking the chords of humor. Mandela attempts humor at the cost of self when he shares an incident with an impolite and arrogant lady who comes to meet him and calls him “a stupid old man” (S67). The source of humor lies in the uncalled-for bluntness of the lady in the anecdote and Mandela’s appeal to the audience to be more diplomatic than the lady, even if they felt the same. It shows the speaker’s humbleness which can be considered polite as a part of the use of the modesty maxim.

6. Discussion

The analysis shows that Mandela mainly focuses on four things. Firstly, he connects and builds rapport with the audience, which is necessary for any speaker to realize the goal of the speech. For this purpose, he uses rhetorical and politeness strategies. Under the rhetorical strategy, he uses ethos to establish trustworthiness by mentioning trustworthy persons like George Washington and Winston Churchill and showing the good intention of promoting justice and equality. To build rapport, he uses light humor and the rhetorical strategy of addressing the audience by name and designation. When a great speaker like Mandela uses humor, it breaks psychological defenses and brings the speaker and the audience to a common platform. He uses the approbation maxim as a politeness strategy when he praises Harvard University for its role in making the South African people able to cope with many problems. Secondly, Mandela is grateful to Harvard University for conferring upon him an honorary Ph.D. For this purpose, he uses the approbation maxim by praising the quality of education and the university's role in social reformation. Mandela also builds rapport with the host using the approbation maxim when he praises the "Emerging Africa" project. Thirdly, he criticizes the existing world economic system and suggests the need for reconceptualizing the precepts of economics. For this purpose, Mandela uses inductive reasoning as a rhetorical strategy of logos to support his central claim, i.e., the world economic precepts need to be changed. Further, he appreciates the host by using the maxim of approbation as a politeness strategy. He appreciates Harvard University's long association with and contribution to South Africa's development. By presenting arguments logically and showing politeness, Mandela makes his claim more effective. Finally, he uses humor to connect with the audience and invite them to cooperate to build a world of equal opportunities. The light use of humor at the cost of self is perceived as polite.

7. Conclusion

On the basis of the analysis, it can be said that Nelson Mandela was a seasoned orator who understood his audience well. He strategically used rhetorical and politeness strategies keeping in mind the importance of audience, occasion, and context. In this speech, Mandela used the approbation and modesty maxim as politeness strategies. Besides, he used humor to build rapport with the audience by removing power differences and arriving at a common platform.

In all cases, his humor was at the cost of self, which is considered polite according to Leech's generosity maxim. He used the Aristotelian strategy of ethos and logos to establish his trustworthiness as a good president and construct logical arguments for persuasive effects, respectively. The strategies of logos enabled him to question existing precepts of the world economy, which according to him, are biased in favor of the rich. Therefore, it can be concluded that Mandela's oratory had a natural flow of thought and ease of expression.

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Appendix: Mandela's Speech at Harvard University on September 18, 1998

1. Mister President, Members of the Convocation, Members of the University, Distinguished Guests, ladies and Gentlemen, when I was in prison a young lady who is now principal of a leading university in South Africa came to see me, she did not beat about the bush.

2. She said if my father was still alive (she) he would have been seventy. You are seventy and I came here to see how a man of 70 looks like. Now I am 80. (Applause 2:30-2:38)

3. and I'm very encouraged to see many people who have turned up, but I'm not so sure whether many of you not come here to see how a man of 80 looks like.(applause and laughing 3:00-3:10)

4. I keep on asking my wife and my colleagues who accompany me to this meeting that they must excuse me from telling the same story but you will see how appropriate it is for me to repeat the story.

5. That is when I found someplace in my country and a lady answer the telephone, I then asked to whom am I speaking.

6. She said, “You are speaking to me.” I said, “Well lady, I know I’m speaking to you, but what’s your name?”
7. She said, “Who are you to ask for my name? What’s your name?”
8. I say (said), well lady as soon as you tell your name, I will tell mine”, but as we argued to who should tell his or her name, she became very close and she said, “you seem to be a backward person, have you passed your metric?”
9. Now metric in our country is a university entry examination and I said, well lady, you must be careful because if the qualification to speak to you is the possession of Metric certificate, I might work hard and pass my metric and be in the same class as you are. That was treason.
10. She said, “You will never be in my class”, and wanged the telephone.
11. Now I wish, she were here today. (Applause 5:09-5:26).
12. She would now discover that I have achieved more (than) that was my metric.
13. Ladies and Gentlemen, This may very well be our last official visit to the United States before retiring from office next year.
14. There could not been a more moving start to the visit than one which included being honored in this way by one of the great educational institutions of this nation and of the world.
15. I know that through this award you are not so much recognizing any individual achievement but are rather paying tribute to the struggles and achievements of the South African people as a whole.
16. I humbly accept the award in that spirit, while at the same time wishing you to know that we are not unaware of, nor unmoved by the great compliment you pay us by conferring this degree at a specially convened Convocation.
17. To join George Washington and Winston Churchill as the other recipients of such an award conferred at a specially convened Convocation is not only a singular honour.
18. It also holds a great symbolic significance: to the mind and to the future memory of this great American institution, the name of an African is now added to those two illustrious leaders of the Western world. (Applause 7:44-8:25)

19. I have said before that one of the striking features of the modern times is the emergence of men and women and indeed of institutions that have chosen the world as the theatre of the operation as the platform from which to ventilate their thinking and their ideas.
20. Few people will deny that the University of Harvard is one of the institutions that have chosen the entire world in order to bring strength and hope to those who otherwise would have had no future at all.
21. And I wanted to congratulate this university for this telling effort it has made in order to ensure that those who have been denied opportunities for decade can now show.
22. If in these latter years of a life lived in pursuit of equality, we can not last look upon our own country as one in which citizens, regardless of race, gender or creed, share equal political rights and opportunities for development, we do so with great gratitude towards the millions upon millions all around the world who materially and morally supported our struggle for freedom and justice.
23. Together with those freedom- and justice-loving citizens of the world, we do at the same time, however, note that at the end of this century - a century which humanity entered with such high hopes for progress - the world is still beset by great disparities between the rich and the poor, both within countries and between different parts of the world.
24. If in individual life we all may reach that part of the long walk where the opportunity is granted to retire to some rest and tranquility, for humanity the walk to freedom and equality seems, alas, still to be long one ahead.
25. This august institution gains its standing and reputation also from the manner in which it has conducted, and continues to conduct, itself as an international presence.
26. Wherever men and women of learning and thought gather, its name and work are known.
27. It embodies that spirit of universality which marks great universities.
28. To join the ranks of its alumni is to be reminded of the oneness of our global world.
29. The greatest single challenge facing our globalised world is to combat and eradicate its disparities.

30. While in all parts of the world progress is being made in entrenching democratic forms of governance, we constantly need to remind ourselves that the freedoms which democracy brings, will remain empty shells if they are not accompanied by real and tangible improvements in the material lives of the millions of ordinary citizens of those countries. (Applause 12:53-13:05).

31. Where men and women and children go burdened with hunger, suffering from preventable diseases, languishing in ignorance and illiteracy, or finding themselves bereft of decent shelter, talk of democracy and freedom that does not recognise these material aspects, can ring hollow and erode confidence exactly in those values we seek to promote.

32. Hence our universal obligation towards the building of a world in which there shall be greater equality amongst nations and amongst citizens of nations.

33. The disparity between the developed and developing world, between North and South, reflects itself also in the sphere of educational and intellectual resources.

34. When in Africa we speak and dream of, and work for, a rebirth of that continent as a full participant in the affairs of the world in the next century, we are deeply conscious of how dependent that is on the mobilisation and strengthening of the continent's resources of learning.

35. The current world financial crisis also starkly reminds us that many of the concepts that guided our sense of how the world and its affairs are best ordered have suddenly been shown to be wanting.

36. They are seen to have hidden real structural defects in the world economic system.

37. The precepts of the economic theorists who could so confidently prescribe to all, now appear to have drawn much of their apparent intellectual validation from having been unchallenged by the day-to-day operations of a system that operated in the interests of the powerful and not the poorest of the poor (applause 15:33-15:42).

38. Not only does this crisis call for fundamental rethinking and reconceptualisation on the part of the theorists of the North, it more particularly and urgently emphasises the need for thinkers and intellectuals of the developing world to sharpen their skills and analyses, and for a genuine partnership between those of the North and the South in helping shape a world order that answers to the shared and common needs of all the peoples, and not just the rich.

39. This university already has had a long partnership of learning and teaching with the South African people.
40. There are many names that one could mention of persons now holding office in government or in institutions of civil society who spent time at Harvard or benefited from programmes conducted jointly with this institution.
41. For that, our fledgling democracy faced with enormous tasks of reconstruction and development owes your institution a great debt of gratitude.
42. As South Africans play their role in helping to conceptualise and give content to the African Renaissance, we continue to draw upon the intellectual skills nurtured and honed here.
43. The United States of America and democratic South Africa have in the course of these last four years built a relationship of mutual respect and co-operation, each country respecting the sovereignty of the other while co-operating as partners.
44. As part of this relationship the scholars who had the benefit of studying here, returned better equipped to deal with the local challenges and problems as Africans.
45. It is therefore a source of great encouragement and inspiration for us to learn about the "Emerging Africa" research project housed in the newly-created Center for International Development at Harvard.
46. Its objective of undertaking an appraisal of Africa's economic, social and political history, as well as the problems facing the continent, is timely and to be greatly welcomed.
47. That it will be doing this in collaboration with African research institutions and scholars will serve to strengthen and build African intellectual capacity to take charge of its reconstruction and regeneration.
48. I am confident that it will also strengthen and build your own understanding of African reality and your capacity to analyze that reality as part of our shared world.
49. Mister President, we accept this great honour bestowed upon us today as a symbol of how South Africa and the United States, Africa and the West, the developing and the developed world, are reaching out and joining hands as partners in building a world order that equally benefits all the nations and people of the world.

50. For three hundred years this great institution has served its nation with distinction.
51. We enter the new millennium in the hope that the rich fruits of learning, science and technological progress will in this coming century truly be shared by all in this global village in which we live.
52. We are confident that this institution, of which we are now a proud member will play a leading role in achieving that.
53. Well, I have given you a glimpse of what some South African think of the president; I think it would be unfair to close this address without getting a more vivid picture of what some South African think of this man.
54. When I turned 75, a young lady was, it was reported that there was a young lady of about five head gate of my house and they say, “She wants to see you.”
55. I said, “Let her come in”.
56. They said, “Sorry to say Mr. President, she is very cheeky.”
57. I said, “Precisely for that reason, let her come in” (laughing 21:15-17).
58. She came in and indeed, she was a great lady.
59. She did not note she did not greet.
60. She just said, “How old are you?”
61. I said, “Well, I cannot remember but I was born long-long ago.”
62. She said, “Two years ago?”
63. I said, “No, longer than that.”
64. Then she suddenly switched subject and said, “Why did you go to jail?”
65. I said, “No. I did not go to jail because I like some people sent me there who people don’t like me.”
66. And she said, “How long did you stay there?” I said, “Well, I again, I cannot remember, but it was very-very long time.”
67. She then said very calmly and confidently, “You are a stupid old man, aren’t you?”

68. Well, ladies and gentlemen, if you think like that lady at the address I have delivered today here, makes me really a stupid man, please be a little more diplomatic than that young lady; Thank you.