

AN EXPLORATION OF ARISTOTELIAN PROOFS IN COMMENCEMENT CEREMONY
SPEECHES AT THE UNIVERSITY OF NAMIBIA, 2004-2018: THE CASE OF PROFESSOR
LAZARUS HANGULA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

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ABSTRACT

Good public speaking is an art, and in order to convince or persuade an audience, one needs to master the skills for this art of oratory. This ability is often enhanced by employing a variety of communication strategies, among them Aristotle's proofs of persuasion (Aristotle, 1976, & Yenawine, 1997). This study explored the usage of Aristotelian proofs of persuasion in commencement ceremony speeches delivered by Professor Lazarus Hangula, the second and former Vice-Chancellor (VC) of the University of Namibia (UNAM), from 2004 to 2018. Rhetorical ethos, pathos and logos when used in speeches effectively have been credited with profound impact of persuasion on the audience (Borg, 2004 & Yenawine, 1997). This study, thus, explored how Aristotle's proofs of persuasion - *ethos*, *pathos*, and *logos* = are used in the commencement ceremony speeches at the University of Namibia to persuade members of staff and students to be dedicated to their work.

The study is grounded on Aristotle's Theory of Rhetoric (Aristotle, 1976), which identifies ethos, pathos, and logos as a means of persuasion. Vastly employed for the analysis of speeches, the theory examines emotion, authority, and logic, which are essential parameters for an effective speech (Borg, 2004). It also helps to determine the effectiveness of persuasion; a rhetorician should consider in discourse when addressing an audience. The study employed a qualitative document analysis research design in which five commencement ceremony speech samples by Professor Lazarus Hangula were explored. The study, in identifying and interpreting the usage of ethos, pathos and logos in the speeches using Aristotle's theory of rhetoric, largely observes that the speeches make extensive use of the proofs of persuasion in negotiating meaning and proposals with the audience.

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DEDICATION

I would like to dedicate this thesis sincerely and profoundly to my Aunt Cecilia Nahambo Musimba zaSikerete, who saw potential in me and paid for my private education, during a difficult period in the family. Thank you, Auntie!

DECLARATION

I, **Christoph N. Hamurenge**, hereby declares that this study is a true reflection of my own research, and that this work or part of thereof, has not been submitted for a degree in any other institution of higher education.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

The study explored Aristotelian Proofs (*ethos*, *pathos*, and *logos*) in commencement ceremonial speeches delivered by Professor Lazarus Hangula. He is the second former Vice-Chancellor (VC) of the University of Namibia (UNAM), who served in the position for the longest time from 2004 to 2018 (14 years). The position of VC is like the Chief Executive Officer of the university who provides institutional leadership that drives the mission, strategies, and the advancement of the institution.

In any given academic institution, commencement ceremonial speeches are deemed instrumental in winning people's minds. Institutional leaders would use the speeches to explain to the intended audience the annual sense of direction (McCormack, 2014). Thus, it can be implied that the speeches have the capability of providing the institution community and its stakeholders with a sense of direction for that specific academic year.

Aristotle (1991), as cited in Mbenzi & Kangira, 2015 defines rhetoric as “the faculty of observing in any given case the available means of persuasion” (p.130). Mbenzi and Kangira (2015) and Burke (1969) consolidate this definition further by stating that rhetoric is the art of persuasion available to any given situation. Rhetoric as defined above should be understood in the context of this study as it is applied in the definitions.

This study explore the use of the classic Aristotelian Proofs in the commencement ceremonial speeches of Professor Lazarus Hangula to appeal and persuade the university of Namibia community, which was his audience, to be dedicated to their work and to work harder. To properly understand the essence of the Aristotelian Proofs in Prof Lazarus Hangula's commencement ceremonial speeches, one has to study the speeches. This study, therefore, examines the use of *ethos*, *pathos*, and *logos* in Prof. Lazarus Hangula's commencement speeches. McCormack (2014) states that these classic rhetoric, if used effectively in speech, has a greater impact on persuasion.

1.2 Statement of the problem

It is traditional that a VC of UNAM should deliver a commencement speech at the beginning of each academic year to respond to any rhetorical situation for inspiration in the academic year ahead. In honouring this custom, Professor Lazarus Hangula as the VC of UNAM had to deliver some persuasive commencement speeches to respond to rhetorical situations to mark the beginning of each of the academic years at UNAM during his tenure. Scholars such as Amakali (2018); Chissano (2016) and Mbenzi and Kangira (2015) are the leading academics of Rhetoric at UNAM and they have published numerous articles in this regard. These scholars' works are on parliamentary discourse, presidential inaugural speeches, and religious discourse. Literature on the use of Aristotelian Proofs in a speech of a VC at UNAM to appeal and persuade an audience is not available. Thus, a gap exists in the literature in Namibia and has therefore prompted the need for this study.

1.3 Objectives of the study

The study fulfils the following objectives:

- 1.3.1 Exploring how *ethos*, *pathos* and *logos* are used in commencement speeches to persuade UNAM's members of staff and students to be dedicated to their work;
- 1.3.2 Examining how the Aristotelian Proofs intertwine in their use for an appeal to persuade members of staff and students at UNAM.

1.3 Significance of the study

The purpose of the study is to contribute to the current body of literature on the use of *ethos*, *pathos*, and *logos* in commencement ceremonial speeches to appeal and persuade an audience. The study examined the use of Aristotelian Proofs in commencement ceremonial speeches by Prof Lazarus Hangula to persuade members of staff and students to work harder. There is no available literature in studies to demonstrate the use of *ethos*, *pathos*, and *logos* by a VC of UNAM effectively in a commencement ceremonial speech in Namibia and at UNAM in particular to appeal and persuade to the University audience. The findings of the study contributes to scholarly knowledge on the use of *ethos*, *pathos*, and *logos* effectively in a commencement speech of a VC to appeal and persuade his or her staff and students.

1.5 Limitations of the study

This study explores the use of the Aristotelian Proofs in commencement ceremonial speeches to appeal and persuade staff members and students. It should be borne in mind that the findings of the study were subjective due to the fact that the study adopted a purposive sampling procedure to select the samples. Purposive sampling allows the researcher to select those documents, which

provide the richest information and most interesting to manifest the characteristics of interest to the researcher. The study was limited to the use of Aristotelian Proofs in commencement ceremonial speeches by Prof Lazarus Hangula at UNAM. The study did not examine all rhetoric themes as it explored only five commencement speech samples. Thus, the findings of the study could not be generalised to all university commencement speeches and all commencement speeches of all Vice-Chancellors of UNAM.

1.6 Delimitations of the study

The study is of a qualitative nature and the researcher did an in-depth examination of the commencement ceremonial speech samples in its relation to literature of the Aristotelian Proofs to appeal and persuade an audience. A purposive sampling procedure enabled the researcher to select those documents, which provided the richest information and most interesting to manifest the characteristics of interest in the study area. In this regard, the researcher selected and studied Professor Lazarus Hangula's commencement ceremonial speeches only for this study as he was the longest serving VC amongst the three incumbents who have held the position of VC of UNAM from independence till 2018.

1.7 Conclusion

This chapter has proffered and discussed the background of the study, statement of the problem, research objectives, significance of the study, limitations of the study as well as the delimitation of the study. The next chapter is a review of related relevant literature.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

2.0 Introduction

This chapter reviews relevant and related literature that shows how to win souls and discover a particular case in a speech to appeal and persuade an audience to respond to a rhetorical situation. The study does this as it looks at definitions of rhetoric, the history of rhetoric, branches of rhetoric, the canons of rhetoric, the art of rhetoric, rhetorical situations, the proofs of rhetoric, and finally the art of persuading an audience.

2.1 Definitions of rhetoric

Rhetoric has been defined by many scholars in literature over the years and they all seem to have come to the same understanding. Therefore, a repeat of these definitions here would be redundant. However, this study recaptures the definitions of rhetoric made by other scholars. The honorary father of rhetoric, Plato, defines it as the art of winning the soul. After Plato, later on in 384BC-322BC Aristotle defined it as the faculty of discovering in any particular case all the available means of persuasion. Quintilian (as cited in Kangira & Mungenga, 2012) define it as the art of speaking well, and Cicero believed it to be a speech designed to persuade.

2.2 Rhetorical Situation

Blitzer (1968) defines a rhetorical situation as the context in which speakers or writers create a rhetorical discourse. Chissano (2016) posits that rhetorical discourse comes into existence as a

response to a rhetorical situation. He says a rhetorical discourse emerges in the same way that an answer comes into existence to respond to a problem. Prof Lazarus Hangula observed a certain rhetorical situation at UNAM in order to create a rhetorical discourse. To respond to the rhetorical situation identified, he created a rhetorical discourse in his commencement speeches.

2.3 Characteristics of rhetoric

Burke (1996) states that most characteristics concerned with rhetoric are the manipulation of men's beliefs for political ends. He asserts further that the basic function in rhetoric is to use words as a speaker to evoke attitudes or induce action in your audiences. Thus, it is therefore evident that rhetoric concerns itself mostly with the speaker, the audience and the context which changes the attitude to induce an action. It is, therefore, only fair from the definitions to argue that a rhetorical discourse is created for a specific purpose, which is to appeal and persuade an audience. The main function the speaker would create the discourse is with the intent to induce action in an audience to follow the speaker's intended attitude or action.

Whether it is to win souls, to discover a particular case in a speech for persuasion or to respond to a situation, this study sought to demonstrate the use of *ethos*, *pathos*, and *logos* by Prof Lazarus Hangula in his commencement speeches at UNAM. The goal of rhetoric in the study is for the speaker to appeal and persuade an audience. Thus, the researcher in this study explores how Aristotelian Proofs were used in commencement ceremonial speeches by Prof Lazarus Hangula to appeal and persuade members of staff and students at UNAM to be dedicated to their work.

2.4 The history of rhetoric

Hallo (2004) states that the origin of rhetoric was in the earliest civilisation of Mesopotamia. However, studies have indicated that classic rhetoric was first observed in the ancient city of Athens, the birth place of democracy. The Greek law at the time required that every citizen should be given a chance to be heard in prosecution or defence. Thus, every Athenian citizen had to learn rhetoric to be an effective public speaker. As a result, the school of rhetoric began to emerge, with the first school of rhetoric commencing in the 5th century BC. Among the first teachers of rhetoric were the Sophist who made an immense contribution to the growth of rhetorical consciousness (Kennedy, 1999).

Kennedy (1999) states that pure Sophists were teachers of rhetoric teaching their students theory. The Philostratus point-out that pure Sophist at the time seemed to have emphasised their teachings more on declamation, that is, speech delivered with passion and strong emotion. These teachers, the Sophist, were capable of winning a debate of any kind of subject even if they had no clear understanding of the topic. They would simply confuse their opponents through analogies, flowery metaphors, and clever wordplay. The Sophist's main focus was simply on style and presentation in speech at the expense of the truth.

Kennedy (1999) suggests that during the years 436-338 BC, Isocrates began to teach public speaking to perfect it, but his teachings differed with that of the Sophists. He insisted on formal training because he believed it made men more skilful and more resourceful in discovering the possibilities of a subject. In turn it teaches men to take from a studied source the content which he would otherwise hit upon in a haphazard fashion (Isocrates, 1980). Isocrates believed that practice

in public speaking contributes to an improvement on the speaker's characters. His contribution came in by way of showing his students how to write their own speeches in a poetic style, which he inspired in many of them to desire fame through civic leadership.

After Isocrates in the years 427-347 BC Plato emerged as a philosopher in classic rhetoric and established an academy in the city of Athens. Isocrates and Plato made a distinction between true and false rhetoric in many dialogues. Isocrates like his predecessor dismissed the sophists' notion of the art of persuasion existing independently from the art of dialectic. Plato suggested the possibility that a typical rhetoric can be based on the knowledge produced to appeal to the main character to take up philosophical dialectic.

In the years 384-322 BC Plato's student Aristotle, who is arguably the best known rhetorician, made his contribution on the treatise of rhetoric, which are still effective today. Aristotle, like his teacher, criticized the Sophists' abuse of rhetoric. He saw rhetoric as an art of helping the audience to understand and uncover the truth. Aristotle (1991) states that a system for an effective persuasion includes the three principles of rhetoric (invention, arrangement, and style); the three proofs of persuasion (ethos, pathos and logos); the three branches of rhetoric (deliberative, forensic and epideictic); the parts of speech and lastly the effective use of style.

After Aristotle, in the years 106-43 BC Cicero, who emerged as a political theorist and orator, made contributions regarded as the most significant masterpieces. The masterpieces of his all timework are the influential text titled the "*De Inventione*" usually read along with "*Ad Herennium*". The two are fundamental texts of rhetorical theory together with the "*De Oratore*".

He wrote many speeches and letters which stabilised eloquence and style for generations. Cicero was very instrumental in the teaching of Greek Rhetoric which influences many fields of study and underline the importance of all forms of rhetorical appeals.

Cicero's predecessor, Quintilian in the years 35-100 AD, emerged and like his former predecessors, he also made an influential impact on classic rhetoric. Quintilian worked on "*Institutio Oratoria*" a treatise that laid out the training of an orator. In it he discussed good training of an orator from birth to old age. The "*Institutio Oratoria*" established the five canons (invention, disposition, elocution, *pronuntiatio* and *memoria*) of rhetoric which are still useful today.

2.5 Branches of rhetoric

Jones (2004) states that unlike classic rhetoric, modern rhetoric conforms to the dynamics and norms of a particular era and general rhetoric is the broader category of language which includes a social component. According to Linford and Ede (1982), both classic and modern rhetoric put man as a language using being who unites reason and emotion in a discourse with others. However, they continue to say consideration should be made about the later because the argument made above is based on oral language as in the modern era, print language has become the dominant discourse. The latter being the case for both eras of rhetoric, provides a dynamic methodology whereby both the speaker and the audience have to jointly have access to knowledge to be effective in its use. The scholars draw the conclusion that in both eras, rhetoric has the potential to clarify and inform activities in numerous fields that are related.

A case study by Crowley and Hawhee (2004) on ancient rhetoric for contemporary students, which investigated interrelation between classic and contemporary rhetoric found that Aristotelian classic rhetoric relies more on artistic truths of ethos, pathos, and logos whereas, contemporary rhetoric relies more on science facts or inartistic principles. The current practice in political speeches still show signs of classic rhetoric being dominant. The scholars then relate their finding to Foucault, a well-known contemporary rhetorician. Foucault concludes that in the two eras the distinction is mainly to be made on language, culture, and the interplay between the two. Therefore, a conclusion can be drawn that the only thing which gives language meaning is the frame built around it.

According to Orwenjo (2010), Aristotelian rhetoric identifies three branches of rhetoric namely deliberative rhetoric, forensic rhetoric, and epideictic rhetoric. He says deliberative or political/advisory rhetoric is concerned with the discussion of public affairs and anything that has to do with politics. Deliberative discourse seeks to persuade someone to do something or to accept a certain political or public opinion. It was initially oriented toward policy as it considered the future of the policy being made, as whether the given law will benefit or harm society.

Orwenjo (2010) says Forensic or judicial rhetoric is concerned with judgment. It mostly deals with events of the past and the audiences have the opportunity to judge the orator's ethos. Corbett (1990) adds in ancient times the judicial orator would make an argument of past events on two special topics of invention, the justice, and the injustice. Corbett puts it that judicial rhetoric is the oratory of lawyers in the courtroom but can also be extended to cover some discourse into which a person may seek to defend or condemn someone's action. He states an example of this can be

found in a closing argument to be made at a criminal trial, to try and persuade a jury to convict or exonerate a defendant.

Epidictic or ceremonial rhetoric deals with the events of the current moment. An example of this discourse is a rhetoric discourse to address a rhetorical situation. This rhetorical discourse can be equated to a speech by Professor Lazarus Hangula addressing the University of Namibia to mark the beginning of an academic year. According to Osborn and Osborn (1994) ceremonial speeches stress sharing of identities and values that unite the communities together. WynSculley (2004) adds that an epidictic speech does not seek to present an argument in a case where deliberative elements do exist, but the epidictic speech represents values and vision. These genre of speeches seek to unify people under a common set of values.

Valenzano and Braden (2012) state most importantly that epidictic rhetoric seeks to achieve four goals: namely for speaker to try and attempt to commemorate the occasion or object; speaker to establish a connection between the people gathered and the event that brought them together; speaker to construct a narrative about the commemorated event and to be presented in a positive light; and finally speaker to convey the importance of the act by paying tribute to the event.

Simply argued, rhetoric to most modern minds is a 'smack' of cunning the empty polemic, self-aggrandisement of a political figure or even perhaps the crafty prose of a present-day sophist selling an overpriced and unnecessary product to the unlearned. However, to those who have researched a bit into classical rhetoric it is the liberal art, the top of the trivium, the noble art of

persuasion, a skill in the tradition of Plato and Paul, Cicero, and Augustine which since ancient times has been practiced and applied for a noble purpose.

2.6 Canons of rhetoric

Kangira and Mungenga (2012) point out that there are five important canons of classic rhetoric. The five canons of rhetoric give five general principles, or divisions which if understood and applied will make communication more effective. They say these principles are commonly labelled as invention, disposition (arrangement), elocution, *memoria*, and *pronuntiatio* (delivery).

Invention is the process of coming up with what to say and its root is from the Latin word ‘*inventio*’, meaning to find or discover. In order to write or say something, one needs to have something to write or say. Pudewa (2016) states the practice came from the ancient rhetoric exercises known as the *progymnasmata*, which carried the task of not to think of something to say but to retell a fable. The art deems it fit that imitation is vital to the learning of the skill. Pudewa (2016) further continues to state that, in invention one cannot get something out of the mind that is not there from the start, i.e. one cannot think of something that one is incapable of thinking. This is why memory is very fundamental in this discourse. Kangira and Mungenga (2012) add that ‘*inventio*’ is synonymous to invention or discovery and mainly is concerned with a system or method of finding an argument.

According to Corbett (1990), there are two kinds of arguments a speaker can use. There is the non-artistic or non-technical persuasion and the artistic or technical persuasion. Nordquist (2019) says non-artistic persuasion is an argument that needs no skill or real effort to be created. It rather

simply needs to be recognised and to be “taken off the shelf” as it were, and to be employed by a speaker i.e. material from different sources may have to be put together by considering the subject under several headings or topics.

Non-artistic persuasions are not invented by the speaker as they are already in existence. What is required of the speaker is to make use of them effectively to deliver the intended message to the audience. Non-artistic persuasions are the opposites of artistic persuasions which are laws, witness, contracts, torture, and oaths. The latter needs skill and effort in order to be brought into being.

Pudewa (2016) states that disposition/arrangement mainly deals with planning and the order of material. It is usually despised by modernists because of its rigidity in things like story sequence, paragraph structure and a paragraphed essay, it is considered formulaic or oversimplified. However, in writing and speaking the ordering and framing of ideas can make the difference between something pleasant and enjoyable to read and something haphazard and confusing. Hussey (1992) adds disposition translated ‘disposition’, ‘arrangement’, or ‘organisation’ rhetoric is concerned with the effective and orderly arrangement of written or spoken discourse.

Elocution mainly deals with the way something is said, as the vocabulary, sentence structure, and expressions used have an effect on the audience’s perception of the idea (Pudewa, 2016). It should be understood that memory has a critical role to play because the power of expressive language has a function of the great database on language in the brain. Elocution, which is the third principle of rhetoric deals with ‘style’. Thus, it is referred to as ‘style’ because of the choice of words the speaker may use to show correctness, purity, simplicity, clarity, and appropriateness.

Pudewa (2016) states that memory is where it all begins and ends, as it was most often done in ancient times when rhetoric was spoken rather than written. In classic rhetoric it was critical that a speech be well memorised and practiced for a powerful delivery. Aristotle (1991) adds the fourth principle which is *memoria* which deals with memorising the speech, as it mainly deals with discourse written to assist with strategies to improve the memory of the orator. However, the function of memory as a component of rhetoric goes far beyond than just memorising a speech.

Thus, the modern educationists who would condemn memorisation as useless, boring, rote, tedious and harmful have failed to notice that if one had not memorised anything, one would not know anything. As a result of the latter, the ancients' orators called memory the furnishing of the mind (Aristotle, 1991). The language and vocabulary, sentence patterns and syntax, imaginative schemes, and tropes that one stored in the mind is through memory, both informal through casual exposure and formal through repetition. These are the stuff from which all our written and spoken discourses are made possible.

Pronuntiatio or as it is loosely translated 'delivery', according to Hussey(1992), is concerned with effective delivery of speech to have that maximum persuasive approach i.e. it mainly focuses on the mechanics presenting the speech or composition created. This principle of rhetoric is equally important as the first four other principles because it demonstrates that a good speech on paper alone is nothing unless it is delivered effectively. When a speech is not delivered effectively the message might get distorted during the transmission process. Therefore, delivery of the speech requires that a speaker be able to have certain skills like voice management and gestures to

correctly connect effectively with an audience. Thus, these sets of skills demands that the speaker or orator adhere to correct modulation of voice, proper pitch, volume, correct gesturing e.g. stance and body posture, eye management and facial expression. Hence, delivery is very important in effecting the goal set in the delivery of speech.

According to Pudewa (2016), many speeches are well prepared and written. However, these speeches still fail to have that impact they are intended to have because there is no inept in the delivery. He says the best way that a speaker can make up on this short fall is to relay on the style and taking charge of the delivery. Padewa (2016) adds that during the Middle Ages memorising and delivery were deemed very important as speeches were mainly delivered orally. Later, style or the ornament of elocution took centre stage because silent reading became more prominent and style was particularly being used for elaboration, illustration, and amplification in a written discourse.

Bull and Wells (2000) state that language is an important tool in getting an immediate message across in a public speaking scenario because it can vary both in formulation and delivery of audible speeches which may lead to change in affective, cognitive, and behavioral response of an audience. Bull and Wells (2000) add that language and delivery of a speech affects an audiences' behavior. The implicit assumption of this is that language can achieve an in-tendered effect by increasing immediate attention of an audience. A research on Media Information processing shows that for an audience to attend to a message automatically that particular audience must be motivated to do so in different ways. Lang (2006) states that if a message contains a warning, an audience will pay attention to verify whether or not they should take immediate action. However, if the message

contains a desirable offer an audience is activated to learn how they can obtain it. These different types of motivational relevant content leads to an automatic attention which influences information processing.

Entman (1993) states that public messages can be framed when speakers select specific words to make a particular aspect more salient. Valence framing is a form of framing in which a stance is expressed explicitly with a description of it being whether exclusively positive, or exclusively negative (De Vreese & Boomgaarden, 2003). Valence framing is not only characterised by a single message but by an entire speech for it to be characterised as positive or negative in terms of a language used. According to Fridkin and Kenney (2004), the effects of valence framing are not balanced between positive and negative valence because negative attracts attention and affects the audience's evaluation of the speaker more positively.

According to Quintilian (2001), since the days of antiquity, rhetoricians have made a strong connection between the use of rhetorical formulation and an effective speech. Rhetoricians have made classifications of numerous rhetorical figures, without performing an empirical research of an audience effect. Quintilian (2001) says rhetoricians claim that having good ethos is crucial for public speakers and not all rhetoricians approve of negative naming. However, everyday speech have shown that negative naming is often used because of its effectiveness.

McCormack (2014) says speech is influential in winning people's mind because the language used in speeches is credited on the impact it has on an audience. As already highlighted in the statement of the problem above, there is still scarce empirical research in this area to fully establish the

effective use of Aristotelian Proofs in commencement ceremonial speech to persuade an audience at the University of Namibia. Also as noted earlier, scholars such as Amakali (2018); Chissano (2016) and Mbenzi and Kangira, (2015) have so far carried out studies on rhetorical criticism in Namibia. The works of these scholars were on parliamentarian discourse, presidential inaugural speeches, and religious discourse. However, there is no available literature that demonstrates how ethos, pathos and logos is effectively used in commencement speeches at UNAM. Thus, a gap exists in literature which prompted the need for this study.

Keller (2004) states that rhetoric was an integral part of the grammar school curriculum and anyone who had basic education in England during the period 1550-1750 had to undergo training in public speaking to absorb some of its techniques. Speakers were expected to employ some stylistic device to make their speeches appealing or convincing to an audience. However, many of speakers faced a challenging task of using the power of language effectively in order to convince an audience. A need to explore the use of rhetoric in literary speeches grew with the aim to unearth the role played by rhetoric in such speeches.

According to Blair (1968a), speech is never created in a vacuum, but a rhetorical situation creates the rhetorical discourse. Therefore, a rhetorical discourse comes about as a result of complex personal events, objects and relations representing an actual or potential exigence which can be completely or partly removed. A rhetorical discourse introduced in the situation can constrain the decision which will bring about significant modification. Blitzer (1968) states understanding the rhetorical situation is important because it invites and largely determines the form of rhetorical

discourse that would respond to it. He maintains that rhetorical discourse comes into existence as a response to a situation, in a way an answer comes into existence to respond to a question.

However, as many situations might exist not all situations can be classified as rhetorical in nature. This is because a rhetorical discourse cannot be the only resolution to a problem or question. Blitzer (1968) points us to the Kairos that must talk to a discourse to be a resolution to a problem or question. He says the Kairos as made up of occasion of historical circumstances which make up a situation existence; oral or written discourse of the form fit for the occasion; manner of delivery of which an audience anticipates for and an audience's attitudes toward the speaker and the outside world.

2.7 Proofs of rhetoric

In the early works of Aristotle, he proposed the three modes of persuasion of ethos, pathos, and logos as the cornerstones of an effective communication. Aristotle believes that out of the three Rhetorical Proofs, ethos is the most powerful. He makes this recognition because of the impact ethos has on an audience and it is challenging to establish ethos's three components of *phronesis*, *arete* and *eunoia*. Crick (2014) agrees that the most distinction of the three Rhetorical Proofs is ethos because of its practical wisdom (*phronesis*), virtue (*arete*) and goodwill (*eunoia*). Magyar (2010) adds that ethos is that art of using the credibility of a person or group to persuade an audience because ethos appeals to the mind, ethics, morals standards, values, and principles.

Ethos has to do with an appeal and persuasion of an audience, the strategy is to use ethos effectively and to appear convincing to an audience. An audience should be made to feel that the speaker is

trustworthy and that whatever is being said to them will not affect them negatively. Jarray (2013) asserts that for the speaker to be deemed correct and not misleading there should be a high level of transparency and intention to show the truth. Dlugan (2010) says that there are plenty of ways to build credibility. He points to the fact that to build credibility a speaker should always ask whether he/she is respected by an audience. Secondly, whether an audience sees the speaker as a good character and last but not least, whether the speaker believes in the content of the speech.

According to Aristotle, pathos is an appeal to the audience's emotional sensibilities. Crick (2014) states that to understand someone's emotions, a speaker is required to make three descriptions of their state of mind; the people, object, events, or action which manifest the state of mind and the reason why the person feels the way he/she does. Crick (2014) adds that by possessing the knowledge of an audience's emotion a speaker can then reproduce the emotion in an audience by speaking about it in a way that brings about the desired state of mind.

To bring about the desired state of mind in an audience, the emotion of a speaker should be guided by pleasant or unpleasant feeling depending on the emotion a speaker wants to evoke from the audience. Dlugan (2010) says that pathos is triggered whenever emotions are evoked because it is the aspect of persuasion which appeals to the emotion of the audience. He goes on to state that the aspect that should be considered when pathos is involved are arousal of any kind of emotion like love, sympathy, or fear; the evocation of compassion or envy; and evocation of hate or contempt.

The last of the three Aristotelian Proofs is logos. Logos appeals to the logic, numbers, explanations, and facts. Magyar (2010) states that logos appeals to logical reasoning with the understanding that

the argument being made must appear sound to the audience as it makes use of inductive or deductive reasoning. Dlugan (2010) claims Aristotle says that logos is superior in appeal among all other Proofs. He says logos should be the only persuasive appeal that a speaker needs. However, Crockroft (2004) disputes his claims and insists on the fact that Aristotle believes it is ethos, which is the most powerful appeal as it shows the values expressed by a speaker to convince an audience by establishing a relationship. Despite the argument from the two scholars, research has shown that all the three Aristotelian Proofs (ethos, pathos, and logos) work effectively well together to appeal and persuade an audience.

Aristotle (1991) summarises the three modes of persuasion in one of his speeches in the following words:

- The technical means of persuasion in the character of the speaker is referred to as ethos,
- Which is in the emotions of the hearer, which he terms pathos, and
- Which is in the argument itself, is logos.

Covino and Jolliffe (1995) explored how the three classical modes of persuasion (*ethos*, *pathos*, and *logos*) can achieve a persuasive goal and states that:

- *Ethos* refers to ethical appeal (the speaker's image). Meaning, the speaker should demonstrate honest, intelligence, common sense, and goodwill.
- *Pathos* refers to the emotions. The speaker should demonstrate emotional fallacies.
- *Logos* refers to reason and logic, which should include deductive and inductive reasoning.

The Aristotelian Proofs form part of classic rhetoric of the 16th century as the renaissance rhetorician like Cicero and Quintilian had their own interpretation of the proofs. The renaissance believe that the speaker's intent to persuade an audience had to be concerned not only with logic, but also with evoking the right emotion in an audience and inducing the audience's confidence in a speaker's sense of good will and virtue.

These persuasive strategies are normally used in arguments to support claims and respond to an opposing argument. Shipale (2012) adds that logos often depends on the use of inductive and deductive reasoning to support a claim and respond to an opposing argument. Inductive reasoning takes a specific fact and then draws a generalised conclusion from it. Hence, deductive reasoning begins from a generalised case and applies it to a specific case.

2.8 The Art of reading and audience

Cronick (2002) states that the study of rhetoric is used to explore how people use language to achieve a certain goal which could be to convince others; establish power structures; or to make people do what you want them to do. Hussey (1992) points out that it is naturally important to persuade an audience, but the argument should also be convincing and attractive. He says this could be achieved by formality and eloquence which would invite the listener to accept your submission after submitting it to a rigorous test of logic and reason.

Therefore, a speech should be presented in a clear and accurate manner to an audience. Hussey (1992) furthermore points out that rhetoric is the hallmark of not only a speaker but also the subject matter. As a disorganised and unplanned speech will not only discredit a speaker's reputation but

will also discredit the speaker's opinion of reason and judgement to the audience and in a worst case scenario the fact in the message might also be distorted.

According to Fahnestock and Secor (2004), the technical means of persuasion should be the character of a speaker. They say there are two kinds of ethos to be demonstrated in a persuasive discourse. The persuasive discourse can either be extrinsic or intrinsic. The extrinsic persuasive is derived from the reputation that the speaker brings to the occasion. This would be what image that an audience has of the speaker before a word is uttered by a speaker. The intrinsic persuasive is the impression a speaker leaves an audience with after a word is uttered. This impression is made irrespective whether an audience knows anything about a speaker. The impression would be purely created from what an audience hear from a speaker.

Fahnestock and Secor (2004) state that a speaker should exhibit a good sense, good morals, and a good will. When a speaker is trusted by an audience it is because an audience believe a speaker knows the content and has no ulterior motives or reason to deceive. In such a case when an audience trust a speaker an audience is more likely to pay attention, and an audience is favorable to be disposed toward what a speaker has to say to be persuaded.

Aristotle (1991) points out that in every speech there is a presenter, an audience, and some form of text. He recommends going through the classic technical mean of persuasion with every speech if a speaker wants to appeal and persuade an audience. The ethos of the speaker allows an audience to trust the words uttered by a speakers as words are taken as coming from a presenter with sound judgment. Good ethos can be conveyed with knowledge and common sense, by showing concern

towards others above your own selfish interest. Good ethos gives an audience a faster route to gain the trust of the speaker and failing to gain the trust of an audience. It is not easy for a speaker to persuade an audience. Thus, a speaker who has good ethos exhibits all three qualities of good sense, good moral and good will

In the case of pathos, it is required of a speaker to consider what one may need from the audience and set the appropriate goals by deciding the emotion to evoke in an audience. For example to use anger to move people to act, which is a common technique used by Aristotle. In many talk-radio host or social media, people have figured out how to tap into beliefs, which can be used to get people enraged and to want change.

Fahnestock and Secor (2004) say that unlike ethos, pathos would not depend on the speaker's character or subject matter but mainly on the audience's attitudes when they receive a speech. A speech is judged on how a speaker incites the emotion of an audience either by arousing pity, indignation, hopefulness, or fear. Crowley and Hawhee (2004) state that if a speaker wishes to persuade an audience, he/she should meet three criteria to help understand which emotions are to be aroused or quelled. Therefore, a speaker should understand which state of mind an audience is in, whether is it anger, joy or indignation. Secondly, a speaker should know how to incite those emotions in people and finally understand the reason why an audience would become emotional available to be persuaded.

To conclude, the objective of this study was to explore how Aristotelian Proofs are used in commencement ceremonial speeches; and examine how Aristotelian Proofs intertwine in their use to appeal and persuade members of staff and students at UNAM. Rong-gen (2012) says some lexical and rhetoric feature that a speech may normally use to create a vivid and emphatic effect to evoke profound persuasion may include but not limited to similes, metonymies, paradoxes, allusions, hyperboles, understatements, synecdoche, personifications, and ironies. Smit (2010) adds that a substantial influence from metaphor can be expected in texts that are intended to persuade an audience. Metaphors are rhetorical device that a speech can employ to appeal and persuade an audience. He emphasizes that metaphors are important to explain, clarify, describe, express, evaluate and entertain when chosen in order to communicate whatever a speaker thinks and feels about a certain situation.

This study is grounded on Aristotle's theory of rhetoric, which identifies ethos, pathos, and logos as the classic technical means of persuasion (Aristotle, 1991). This theory is to be taken in this context and be understood along the view that a speech should appeal to the audience's sense of emotion, authority, and logic to determine its effectiveness to persuade. The theory is a famous method of analysing speeches to examine emotion, authority, and logic, which is an essential parameter for an effective persuasive speech. The theory helps to determine the effectiveness of speech to appeal and persuade an audience in a rhetorician situation. Aristotle (1991) argues that "an audience is more important than the speaker because it is an audience that determines the speech's effectiveness in communication" (p. 67).

2.2 Conclusion

This chapter reviewed related and relevant literature by way of exposing the definitions of rhetoric, the history of rhetoric and discourse, modern rhetoric and discourse, branches of rhetoric and discourse, the canons of rhetoric and discourse, the art of rhetoric and discourse, rhetorical situation in discourse, the proofs of rhetoric in discourse and the use of speech to persuade an audience. The next chapter deals with the research methodology adopted for this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used to collect, analyse, interpret and present the data in the study. The study makes use of content analysis to interpret and present results extracted from five commencement ceremony speeches of Prof Lazarus Hangula. Data was analysed using a narrative descriptions method to arrive at results guided by the objectives of the study. The study used Aristotle's theory of rhetoric in which critical concepts and issues in the commencement speech samples were identified and interpreted to examine how ethos, pathos, and logos were used to appeal and persuade the university audience. The Results were then presented as they appear in the speech samples, followed by narrative descriptions guided by the objectives of the study.

3.2 Research design

The study employs a qualitative, document analysis design, whereby five commencement ceremonial speeches by Prof Lazarus Hangula were analysed. Bell and Bryman (2014) state that qualitative research is the collection and analysis of primarily non-numerical data. The study uses Aristotle's theory of rhetoric to explore how Aristotelian Proofs are used in commencement speech samples. The data was interpreted, and results were presented as they were used in the commencement speech samples.

3.3 Population

The population of the study is all the fourteen (14) commencement ceremony speeches presented by Professor Lazarus Hangula at UNAM. The speeches are from the time he served as UNAM's Vice-Chancellor during the period of 2004 to 2018.

3.4 Sample

The study has a sample of five commencement ceremonial speeches from the year 2004 to 2018. A purposive sampling procedure was used as a sampling technique to select those ceremonial speeches in which Prof. Lazarus Hangula spoke on issues that had a lasting impact on the UNAM audience. A criterion of sampling technique was used to select the samples of the study. Best and Kahn (2006) state that the purposive sampling technique allows the researcher to select those documents that will provide the richest information which are most interesting to manifest the characteristics of most interest to the researcher.

3.5 Data collection procedure

The process began with collecting the commencement ceremonial speeches from UNAM's Marketing and Communications office. The commencement ceremonial speeches were purposively selected and content analysis was used to analyse the data so that the data could manifest the characteristics most interesting to the researcher.

3.6 Data presentation and analysis

As intimated above, content analysis was used to interpret data and results are presented in a narrative format as it appeared in the commencement speeches with descriptions guided by the objectives of the study. The study examined data using Aristotle's theory of rhetoric on how ethos, pathos, and logos were used in the commencement ceremonial speeches presented by Prof. Lazarus Hangula during his tenure as VC of UNAM. The exploration of ethos, pathos and logos employed in the speeches are examined using document analysis to search for results through the interpretation of what was implied in the given speeches in relation to Aristotle's theory of rhetoric. The speeches were examined for categorisation and organisation of data in search of patterns, and meaning that emerged during the analyses.

3.7 Research ethics

The study did not make use of human beings as participants, but it used commencement ceremony speeches that were in the public domain. However, taking cognisance of the fact that the speeches were written by a human being, permission to use these speeches was sought and given by the UNAM. The speeches were objectively examined for their contents without ridiculing the author and the institution the author represented. Moreover, research results in the study are not manipulated and misrepresented. The researcher observed and respected the data collected by accurately acknowledging all sources used. The data collected were only used for the purpose of the study and an ethical clearance was acquired prior to the commencement of data collection procedures.

3.8 Conclusion

This chapter discussed the methodology which was used in the study. The chapter also explained the research approaches and research procedures used to explore the Aristotelian Proofs in commencement ceremonial speech samples by Prof. Lazarus Hangula, the former Vice-Chancellor of UNAM. The chapter also explained some ethical considerations which were observed in order to carry out the study.

CHAPTER 4

INTERPRETATION AND PRESENTATION OF THE RESULTS

4.1 Introduction

The chapter examines a rhetorical exploration of the commencement ceremonial speeches selected for the study. The primary purpose of this research was to explore to what extent Prof. Lazarus Hangula used the Aristotelian rhetorical proofs of ethos, pathos, and logos in his commencement ceremonial speeches to persuade his UNAM audience as per the two research objectives of this study. The speeches were coded with appendices found at the end of the study. The main reason the speeches were coded was to give reference to the readers when they follow the citations.

The speeches are coded as follows: Vice-Chancellor's opening speech for 2005 is coded Appendix 1; commencement ceremony 2008 is coded Appendix 2; statement by Prof. Lazarus Hangula, Vice Chancellor of the University of Namibia, on the occasion of the 2011 academic year commencement is coded Appendix 3; speech by UNAM Vice Chancellor, Prof. Lazarus Hangula, on the occasion of the commencement of the academic year 2015 is coded Appendix 4; and UNAM academic commencement 2018 statement by the Vice Chancellor, Prof. Lazarus Hangula, on the occasion of the 2018 academic commencement of the University of Namibia (all campuses, 14 February 2018) is coded Appendix 5.

4.2 Rhetorical situation

Modern rhetoric involve the dynamics and norms of a particular era, which view humanity as a language using being who unites reason and emotion in discourse with others. Modern rhetoric

provides a dynamic methodology where both the speaker and the audience would have to jointly have access to knowledge that has the potential to clarify and inform activities in the field. A rhetorical situation is a complex of personal events, objects and relations that represent an actual or potential exigency. The exigency is important as it invites and determines the form of rhetorical discourse which would respond to it.

Prof. Lazarus Hangula was the second Vice Chancellor of UNAM. He served from 2004 to 2018. He replaced Professor Peter Katjavivi, who left UNAM to become an ambassador for Namibia to the European Union in Brussels. He joined the University through NISER in February of 1993 four months after UNAM's official establishment. As stated earlier, the purpose of this study was to explore the use of Aristotelian proofs in Prof. Lazarus Hangula's commencement speeches, to establish how he used them as persuasive modes to persuade the university community to find passion that would define their annual activities.

According to Covino and Jolliffe (1995), the three classical modes of persuasion of ethos, pathos, and logos can achieve any persuasive goal stated. Ethos appeals to ethics i.e. the speaker's image. Therefore, the speaker should demonstrate honest, intelligence, common sense, and goodwill on the subject matter. Pathos appeals to the emotion of the audience. Therefore, for the speaker to appeal and persuade they should enact the emotional fallacies in the audience. Logos uses reason and logic to appeal and persuade. The speaker can appeal through logical reasoning using deductive and inductive strategies. To persuade his audience, as an institutional leader, Prof.

Lazarus Hangula used commencement ceremonial speeches to provide an annual sense of direction for each academic year, to unify the audience under a common set of values.

Ceremonial rhetoric concerns itself with the rhetorical situation of the present. Hussey (1992) states that to unify people under a common set of values the ceremonial speech needs to achieve four goals. These are, to commemorate the occasion; establish a connection between the people and the event; construct a narrative about the commemorated event; and convey the importance of the act by paying tribute to the event. However, to achieve these goals the speaker needs a good understanding of the rhetorical situation at hand to determine a more befitting rhetorical discourse that will respond to it.

In the five commencement speeches by Prof Lazarus Hangula, which were used in this study, the researcher identified the following rhetorical situation.

- 4.1.1 In 2005 the UNAM commenced her academic year under signs of special and justified optimism.
- 4.1.2 In 2008 UNAM commenced her academic year after having reached a number of positive milestones in terms of achievements.
- 4.1.3 In 2011 UNAM commenced her new academic year with a hive of activities.
- 4.1.4 In 2015 UNAM commenced her new academic year with the number of students who registered having increased by 9.9% from 19,506 the previous year to 19,824.

- 4.1.5 And finally in 2018 UNAM commenced her academic year with a reminder of the University's mandate, which was grounded in a perennial mission that ought to be carried out in perpetuity and with steady improvement.

Therefore, to mark the beginning of every academic year, Prof. Lazarus Hangula used the commencement speeches to encourage his audience to work hard. He used the rhetorical situations identified in his commencement speeches to appeal for a shared identity and values, and persuaded the audience to be confident and work hard. This hard work would replicate to benefit the Namibian nation and the global village at large.

4.3 The proofs of rhetoric

To respond to the rhetorical situations identified, the ceremonial speech appeals to the audience's sense of emotion (pathos), the speakers' authority (ethos) and logic reasons (logos) for its effectiveness to persuade. According to Aristotle (1991), ethos, pathos, and logos are the classical technically effective means of persuasion. This study explored Prof Lazarus Hangula's commencement ceremonial speeches to examine how emotions, authority and logic were used as essential parameters to persuade his audience. The study examined how Aristotelian proofs were used in Prof. Lazarus Hangula's commencement ceremonial speech to respond to the rhetorical situation identified, and define the direction of the proceeding activities in each of the academic years during his tenure.

4.3.1 Ethos in Prof. Lazarus Hangula's speeches

Ethos forms one of the three classical rhetorical modes of persuasion. Ethos refers to an ethical appeal i.e. the speaker's image which must demonstrate honesty, intelligence, practical wisdom, common sense, virtue, and goodwill of the subject matter. Crick (2014) says the more credible the speaker is perceived by the listeners, the greater the success is to win their respect and confidence. Some speakers are more credible than others because of their competence, poise dynamism, moderation, goodwill, sincerity, and concern. All these characters are identified in Prof. Lazarus Hangula's commencement speeches chosen for this study, as he appealed to the audience to understand that the Namibian government had set up UNAM so that its citizens may receive good academic education to prepare for the professional world and be able to play a meaningful role in society. For instance in his commencement speech to mark the beginning of the year 2005, he had the following to say to the students,

Dear students, make use of the university infrastructure, the professors and lecturers, and your relatively privileged status to study. (Appendix 1)

He called on the students to act and focus on making use of the university infrastructure to develop their careers to be able to contribute to the betterment of the living conditions, and the conditions of their loved ones, and of the society at large.

Prof. Lazarus Hangula in his discourse in this study, reveals that there are repetitive structures and imperative sentences used to draw the interest of the audience to facts and ideas presented. For example he said,

The Romans used to say: *carpe diem*, grab the opportunity; please be mindful of HIV/AIDS, avoid going and sleeping around; and remain focused and faithful to your dreams for the future (Appendix 2).

The effective use of the rhetorical appeal of a repetitive structure and imperative sentences is a strategy to draw the audience's interest to the facts and ideas to be persuaded. Ethos, being the ethical appeal to the speaker's image to demonstrate honesty, intelligence, practical wisdom, common sense, virtue, and goodwill on the subject matter, was also used.

In his 2018 commencement speech, Prof. Lazarus Hangula used his credibility of the ethos he had as a member of the Namibia Delimitation Commission. The Namibian Delimitation Commission is a body which was established by government to advise on the country's administrative division. This was a roll which he was honoured with which is a most distinguished order of Namibia, second class on Heroes' day of 2014. To persuade the audience with the creditable idea that it is his sincere belief that his appointment to head the national institution became his main concern. He told his audience,

Ladies and gentlemen, it is my sincere belief that, when one is appointed to head a national institution, the institution becomes one's concern. (Appendix 5)

Thus, he told the audience he took UNAM to be his national concern as he lived for UNAM, dreamt UNAM, prayed for UNAM and defended UNAM's interests and rights at all cost with dedication and zeal.

Magyar (2010) adds that when ethos is used effectively the speaker will appear convincing and the audience will be made to feel the speaker is trustworthy and whatever is said will not be construed negatively.

In his 2008 commencement speech Prof. Lazarus Hangula demonstrated his credibility as he appealed to the minds, standards, and values of the UNAM community to always be mindful of the fact that UNAM was a national project, which was not yet done, but needed to be nurtured to grow, flourish, and bear the intended fruits for the benefit of the country and the rest of humanity (Appendix 2).

He continued to appeal and persuade his audience that at its very young age UNAM had already been able to attract students and lecturing staff from all the five continents. Thus, he encouraged his audience to trust him and know that UNAM was projecting a true image of a world university on the Namibian soil. Therefore, he asked his audience to have confidence in him especially when he told them that it was an achievement that any real academician worthy of the name of UNAM should be proud of as they had brought the university that far (Appendix 2).

With regards to achievements made by the UNAM, Prof. Lazarus Hangula appealed for more hard work, and asked the university community not to relent and sink to a third class university syndrome and be classified as third or second class professors or lecturers.

In addition, Prof. Lazarus Hangula also demonstrated his knowledge of the subject matter in one of his 2005 commencement speech by outlining the fact that UNAM was a national project which was not yet done. He used his authority to call on everyone to be mindful of the fact that the national project needed to be nurtured to grow, flourish and to bear the intended fruits, to benefit the nascent nation and the rest of its humanity (Appendix 1).

Prof. Lazarus Hangula asked the university community to embrace the national projects entrusted to UNAM' care., namely the Agricultural Colleges of Neudamm and Ogongo to be integrated into the Faculty of Agriculture and Natural Resources and the establishment of UNAM's Faculty of Engineering and Information Technology at Ongwediva as part of UNAM Northern Campus. The academic and administrative business of the new campuses of former Colleges of Education were also to be incorporated into UNAM

Prof Hangula demonstrated his competence and authority by highlighting how he had risen through different ranks of UNAM structures to be the university's Vice chancellor. He used the credibility of the ethos as the second Vice Chancellor of UNAM after he replaced Professor Peter Katjavivi, who left to become an ambassador for Namibia at the European Union in Brussels, as noted earlier. He reminded the audience that prior to his appointment as Vice Chancellor, he served in various other roles at UNAM, among them as Pro Vice-Chancellor for Academic Affairs and Research.

Therefore, all the credibility attests to his knowledge of UNAM as he celebrated a humbling silver jubilee from the beginning of February 2018 on his service of the national academic institution,

which he joined through NISER in February of 1993 four months after UNAM's official establishment. The appointment spanned from his initial assignment as a DANIDA hired by UNAM as a development researcher. He not only became one of the first Namibian social sciences staff members but also headed the same nascent division. In the ranks of UNAM, he later became the Director of the then newly established Multidisciplinary Research Centre, then PVC: Academic Affairs and Research until later on when he was appointed as UNAM's Vice Chancellor.

During the opening ceremonial speech of the 2011 academic year, Prof. Lazarus Hangula continued with his approach to use such opportunities to encourage, persuade and praise his audience. He used the credibility of honest as a speaker to honour the presence and sincerely welcomed the International University of Management Vice Chancellor and her deputy as special guests of UNAM on behalf of the entire university staff, students and management. To this end, he said,

We feel very honoured by the presence and through the special gesture of the leadership of IUM which decided to grace UNAM's academic commencement with their presence.

(Appendix 3)

The presence of IUM leadership was a special gesture to grace UNAM's academic commencement ceremony. Prof. Lazarus Hangula used the opportunity to express what the presence of IUM leadership meant. He told his audience the gesture not only underscored the warmth of the partnership between the two institutions but also held a promise for a close collaboration between IUM and UNAM in areas of common interest.

Crick (2014) says ethos is a classical mode of persuasion for intelligence, practical wisdom, common sense, virtue, and goodwill of the subject matter. It can be used to appeal and persuade an audience, Prof. Lazarus Hangula used credibility as one of his tactic in order to appeal and persuade as a distinguished academic with an M.A and Ph.D. both obtained with *cum laude* from the Johannes Gutenberg University of Mainz in Germany. He demonstrated the trait in the speeches by incorporating Latin, Greek, French, and Kiswahili phrases in his English commencement speeches when he was addressing his audience. For example, in his 2008 commencement speech he said,

What is needed is commitment, hard work and discipline, which are the *sine qua non* of any success. (Appendix 2)

Dear University of Namibia students: I thank you for choosing UNAM as your *Alma Mater*... (Appendix 2)

You came here primarily to learn – not to run the university or waste your precious time. So *carpe diem* – grab the opportunity - and avoid regret for a time wasted... (Appendix 2)

Further exploration of the Prof. Lazarus Hangula's commencement speeches reveal that the Vice Chancellor made use of pronouns such as 'our', 'we' etc. He said,

As **we** start yet another academic year 2005 on this valentine day (Appendix 1)

The use of pronouns in the speech suggests moderation and togetherness. The together words also show that the speaker and the audience share the same beliefs and values. Through a tactical use of the pronouns in his commencement speeches, the VC was establishing a bond between himself and the university community, and at the same time he was claiming his authority as the head of the administrative staff at UNAM. The tactical use of pronouns in his speeches also indicate accountability to show his interest in the well-being of the institution. By using “we” and “our,” Prof. Lazarus Hangula was emphasising the importance of the value of unity in his speeches. Emphasises of unity is a vital element for the implementation of common objectives. This encourages the audience to believe that it is a collective task and responsibility to work together.

Magyar (2010) states that ethos also appeals to the mind, ethics, morals, standards, values and principles. This study revealed that Prof. Lazarus Hangula used his credibility of morals, standards, values, and principles to appeal to his audience. For example, in his 2005 commencement speech, Prof. Lazarus Hangula used ethos to point out work ethics and workload. He observed that,

Now that the workload for all staff members has been commensurably defined, UNAM expects that all staff members will give account on their work and whereabouts. (Appendix 1)

He therefore appealed to all staff members to give account of their work and whereabouts. He used his authority to warn his audience that it was not expected to hear from the public saying members of UNAM staff were permanently at receptions in town or were busy carrying out their private

businesses during UNAM working hours. He warned the audience that it was unethical and tantamount to a breach of one's contract of service at UNAM.

Prof. Lazarus Hangula used his honesty to sincerely express his appreciation and deep gratitude to different associations for giving UNAM an opportunity. He informed the audience that as a member and Executive Board of the Association of African Universities (AAU), UNAM was requested to host the leadership training workshop for Presidents, Vice Chancellors, Rectors, and other management staff members of higher learning institutions in Africa. He told them the AAU training workshop was the first of its kind.

UNAM also hosted the prominent visit by the President of the University of Oulu, Finland, and his delegation of seven senior academics and a senior administrative officer to discuss the expansion of the excellent Oulu-UNAM collaborative links in the context of North-South-South academic cooperation.

The GTZ' Country Director, the Faculty of Engineering and Information Technology secured 8 million Euros for the construction of a wing for a Department of Civil and Transport Engineering, and an additional 5 million Euros for laboratory equipment with the assistance of Prof. Semar. Prof. Lazarus Hangula, on behalf of UNAM, used his authority as the head administrator of the institution to welcome the donation. He said,

I wish to thank Prof Semar for his efforts in securing this generous German donation.
(Appendix 3)

Fahnestock and Secor (2004) state that ethos as a classical technical means of persuasion is the character of the speaker and it can be distinguished into two kinds of persuasive modes namely, extrinsic, and intrinsic. Fahnestock and Secor (2004) adds that the extrinsic is derived from the reputation that the speaker brings to the occasion. This is an image that the audience makes of the speaker before a word is uttered. However, the intrinsic would be the impression the speaker leaves the audience with after a word is uttered.

These traits according to Fahnestock and Secor (2004) should manifest irrespective of whether the audience know anything about the speaker or not. This impression that the speaker leaves the audience with, is purely created from what the audience hear i.e. based on what is spoken. Thus, the ethos of the speaker determines whether or not the audience will accept the ideas being sold to them based on the degree on which the speaker can be trusted.

Aristotle (1991) states that ethos is the most important constituent of any speech, because even before any word is uttered, persuasion is achieved by the speaker's personal character. This is to say, what the public thinks of the speaker is of utmost importance to the way in which a speech will be received. A speaker's image is directly linked to his/her success to persuade. Therefore, the ethos of the speaker determines whether or not an audience will accept the ideas put forward based on the degree to which he/she can be trusted.

Prof. Lazarus Hangula demonstrated his ethos of honesty, trustworthiness, intelligence, practical wisdom, common sense, virtue, and goodwill of the subject matter as he appealed to his audience to persuade them at the commencement of each academic year.

It can be argued that Prof. Lazarus Hangula's ethos in this regard was one of his greatest assets, as he was one of the most senior staff members of the UNAM who had served the institution in different roles and was at the helm of the institution for the longest time. Therefore, he had the traits to appeal and persuade his audience using his ethos.

4.2.2 Pathos in Prof. Lazarus Hangula's speeches

Crick (2014) says pathos is a form of classical persuasion where the speaker taps into the emotional states of the audience in order to win their respect and confidence i.e. it is a form of emotional appeal which addresses the audience's emotional sensibilities. Crick (2014) adds further that, effective appeal requires that the speaker understands the audience's emotions which manifests the state of mind and the reason why the audience feels the way they do to try and reproduce the same emotion in the audience to be persuaded. The success of the persuasive efforts depends on the emotional disposition of the audience because human beings do not judge in the same way when we grieve and rejoice or when we are friendly and hostile.

During his tenure, Prof. Lazarus Hangula was required to address staff and students at the beginning of each academic year. In the addresses, it was required of him to appeal to his audience's mind to persuade them by instilling a sense of direction for that academic year. Prof.

Lazarus Hangula used different verbal tactics to appeal to the emotions of his audience to persuade them, such as fear and psychological appeal.

For the emotional appeal to be achieved effectively the speaker will first have to identify the rhetorical situation. While in possession of the knowledge of the rhetorical situation, a speaker can then reproduce the emotions in his audience by speaking about it in a way that brings about the desired state of mind. Crick (2014) says the aspect of appeal should be considered when emotions like love; sympathy or fear; compassion or envy; and hate or contempt etc. are involved.

In 2005, Prof. Lazarus Hangula addressed the University of Namibia which started its academic year under signs of special and justified optimism. Prof. Lazarus Hangula appealed for confidence to rescind fear about the future of UNAM because he was confident that the university had successfully managed the leadership transition. The academic year was to be a year of hard work because the new generation of Deans, Directors and Heads of Departments stood to continue building on the UNAM edifice of the solid foundations laid. Prof Lazarus Hangula was also confident that after successfully managing the leadership transition at UNAM and with almost every member on board, the academic year was to be a year dedicated to hard work.

Prof. Lazarus Hangula, in his exordium of his 2005 commencement speech warned prominent students to use their time wisely, to nurture a culture of reading and studying hard and warned them that without that no academic culture is possible (Appendix 1).

Speaking on behalf of management he assured the audience that the university management was looking forward to working with the new leadership to consolidate the work of the university and transform UNAM's image to attain an academic trade mark not only in the country but also in the region and the whole world. He persuaded the university community that it had the intellectual capability; relatively good infrastructure; academic freedom; peace and stability and a staff which was fairly well paid. Therefore, they should work harder not to relent and sink to a third class university syndrome and be classified as third or second class professors or lecturers.

He further went on in his 2005 commencement speech to rescind fears and appealed for patriotism towards the national university. He said UNAM staff was made up of 95% men and women of integrity who were highly dedicated to their work and who attended to the needs of the students as they were always reachable when needed. To this effect he said,

I therefore take my hat off for you, colleagues, and encourage you to continue the good work. (Appendix 1)

He appealed to his audience that collectively the university could defend its reputation by exposing and expurgating from its midst those elements who did not care about UNAM other than their own interests. He further appealed to students to work harder toward their future by studying to develop their careers in order to be able to contribute to the betterment of their living conditions and that of their loved ones and that of the society as a whole.

In 2008 UNAM commenced her academic year having reached a number of positive milestones and achievements. Prof. Lazarus Hangula addressed the staff and students in his commencement speech by appealing for a continuation on the positive and successful effort reached.

Prof. Lazarus Hangula began by revoking a malicious, unfounded, and anonymous propaganda as he appealed to his audience that the end of the last academic year witnessed the appointment of new leadership for UNAM faculties, academic centres and departments. He dismissed the anonymous propaganda saying, contrary to it, faculties and academic centres were not 'entirely run by expatriates'. He assured the university community saying those expatriate academics, who have been entrusted with such a noble task, are those who have proven here and elsewhere that they are able to assist UNAM in its quest to attain new academic heights.

He argued that what the anonymous propagandists do not say is that there are a number of Namibians who were approached to lead these departments but declined the offer. He, therefore, assured his audience that he was not selling out UNAM. Prof. Lazarus Hangula appealed to the audience saying contrary to that, he only wanted Namibia to have one of the best university, if not the best university in Africa and in the world. To this end he told the audience,

Be mindful of the fact that UNAM is a national project, which is not yet done, but needs to be nurtured to grow, flourish, and bear the intended fruits for the benefit of this country and the rest of humanity. (Appendix 2)

He warned his audience that the university management was very firm on the matter of indulging in minimalism and wanting UNAM to be a “mickey mouse” university, because it must only cater for jobs for Namibians.

Prof. Lazarus Hangula, in his 2008 commencement speech, used another form of fear as he appealed to his audience’s emotions by encouraging them to work harder. He told the new Deans, Academic Directors and Heads of academic Departments that UNAM could only help Namibia to realise its developmental goals through them as they were the ones sitting in the engineering room of human resource production!

He appealed to the new Deans, Academic Directors and Head of Academic Departments that as managers of academic units of the national university, they had to lead by example. They pledged in writing to take special troubles to ensure UNAM reached new heights of quality education and academic culture. He told them,

I believe in you and your academic credentials attest to your capabilities. (Appendix 2)

He continued by psychologically appeal to all UNAM academic and administrative staff that the same duty applies to them also. He cautioned that what was needed was commitment, hard work and discipline as it was the *sine qua non* of any success.

Prof Lazarus Hangula, in his 2008 commencement speech appealed to students to work hard in order to successfully reach for their goals. At the same time he asked the students to seriously reflect on what their contribution to the pool of human knowledge will be and how humanity could profit from it? He encouraged them to,

Think big; dream big! (Appendix 2)

Prof. Lazarus Hangula assured students that UNAM was ready to help them by putting at their disposal a number of professors, lecturers, lecture rooms, libraries, books, journals, and some equipment to assist them to realise their professional career and/or academic dreams. He however warned the students that the professors and lecturers, will only be able to help unleash the potential in them if they worked hard. They had to do the learning themselves by researching, reading, discussing, and not sitting outside and chatting most of the time.

In 2011, when Prof Hangula addressed the university community, the year commenced with a hive of activities. He began by appealing to his audience to redouble its efforts to build on the successes of the previous year and to improve on its shortcomings. He told them,

The biggest room in the world is the room for improvement. (Appendix 3)

The new academic year saw the implementation of new plans, projects, and programmes.

In his 2011 commencement speech, Prof. Lazarus Hangula appealed for compassion with students on their plight with accommodation. He sympathised with the students that he was aware of this

pertinent issue of accommodation which continued to haunt the university. He sadly acknowledged that in a young country like Namibia with a nascent academic culture, the majority of the students hailed from remote rural areas of the vast land of Namibia. However, when they come to the big cities in search of education, the situation is that the university can only accommodate a maximum of 10% of its students and relegates 75% of its student population to the informal settlements of Windhoek or Oshakati. The situation he said made the state of affairs a heartbreaking challenge.

He appealed to students that despite the situation they found themselves in, they should be content with themselves and focus on their primary goal for which the University of Namibia exists. He acknowledged that he understood the students' situation, but they should remember that their main objective of coming to UNAM was primarily to gain knowledge through studying and working hard until they graduated. He appealed that they should take their studies very seriously from day one if they ought to realise the dreams and the goals they had set for themselves in life.

Prof. Lazarus Hangula averred that the students should not waste their precious time in futile exercises and secondary things. He cautioned them that time wasted never returns and also the opportunity for them to repeat was very limited. He told them,

Carpe Diem grab the opportunity while it is available! (Appendix 3)

He also warned them to avoid HIV and AIDS as it had the potential to shatter and derail great dreams.

In pathos, the speaker deals with the emotional states of the audience in order to win their respect and confidence.

In 2015 UNAM commenced her new academic year with the number of students who registered having increased by 9.9% from 19,506 the previous year to 19,824. Prof. Lazarus Hangula once again was compelled to tap into his audience's emotion to appeal and persuade them by highlighting the importance of this increase.

Prof. Lazarus Hangula used psychological delight to effectively appeal to his audience's emotions. He addressed the university community by appealing to them that it was very pleasing to note that UNAM was increasingly becoming the university of choice for many citizens of the world, because the university had become a more visible institution. He told the audience,

Students of UNAM's 2015 academic year hail from different socio-economic backgrounds and come from forty-three (43) countries. (Appendix 4)

He assured his audience that the increase in student number could only mean one thing and one thing only. There was quality in the education and training the national university was providing to her students. He said apart from the increase in student numbers, UNAM also ranked higher among African higher education institutions.

He was very delighted with the growing number of UNAM's own alumni who went through intensive capacity building training and academic upward mobility through teaching, research, publication, and service to the wider community. Prof. Lazarus Hangula announced that, many are being recommended for promotion to associate or full professorship by their international academic peers around the globe. He told the audience, that, as UNAM's Vice Chancellor, he was extremely happy to see that the number of Namibians who had been promoted in recent years to senior academic positions i.e. Senior Lecturers, Associate Professors and Full Professors had significantly increased. He told the audience,

This shows that the institution has come of age. (Appendix 4)

Prof. Lazarus Hangula continued to employ the technique of fear by remanding all staff members that the increase in the number of students meant they were carrying out their duties with utmost dedication. He warned the audience, by telling them that it was like everything else which was subject to the laws of nature. He said UNAM too was subjected to the natural laws of historical contingency, because the higher up the university was exposed the greater was the different forces of gravity. Thus, he said the increase in the number of UNAM students postulates a commensurate increase in the number of staff and infrastructure in order to match the number of students and the quality of education that these students were looking for to enable them to navigate the complex world.

Prof. Lazarus Hangula registered his unhappiness with the fact that the current situation of not being able to match infrastructure and the human resources to the ever increasing number of

students, as one of the real challenges the University of Namibia was facing for years. Despite this situation, he assured his audience that UNAM Council and Management would make a titanic efforts to secure additional financial resources from government, to develop the much needed academic infrastructure to adequately resource lecturing halls and laboratories and all working bays for the staff.

He however warned his audience to take cognisance of the fact that UNAM was not the only institution which was the objective of government's attention and care. He appealed to everyone to continue doing their best by carrying out their duties with utmost dedication with what they had. Prof. Lazarus Hangula appealed using psychological tactics by stating that UNAM Management greatly valued and appreciated the successful contributions staff members were making to deliver quality education and training. He assured them that management was trying its level best to ensure that staff members are provided with the most conducive working environment, resources could permit.

Prof. Lazarus Hangula further went on to remind the students that they should feel privileged of the fact that many among them had the opportunity of being higher education students or young scholars but did not make it. He told them,

There are many people in our society and the world over who had wished to have the chance you have but they were not so lucky. (Appendix 4)

He told the students to grab the opportunity with both hands as it was their chance to become someone in life, and to be able to assist their countrymen and other fellow human beings wherever they were to find themselves few years from then. He encouraged the students to use their energy positively and let the sky be the limit of what they could achieve, and run away from all vices.

In 2018 the university commenced an academic year with a reminder of its mandate, which was grounded in a perennial mission that ought to be carried out in perpetuity and with steady improvement. Prof. Lazarus Hangula reminded the university community of its mandate by appealing to them that the mandate of the University of Namibia established under the motto “Education, Service, and Development”, was to spearhead the agenda of national development. Thus, he told the audience his fervent wish was to see the 2018 academic year building on the achievements of the previous academic years by improving what was good and correcting what might have been wrong in the quest of moving forward.

Prof. Lazarus Hangula further reminded the audience that the establishment of the University of Namibia as a comprehensive national university, barely two years after the birth of the Namibian state meant that *ab initio* UNAM was intended to be the partner in the development of the nascent Republic. He warned the university community that UNAM’s primordial moment should spare no efforts to ensure all critical areas of Namibia's human resources needs are considered and embedded in the architectonic of her academic plan of faculties, schools, departments and curricular programmes.

Prof. Lazarus Hangula further warned the university community that in as much as there was good reason to celebrate UNAM's past achievements. There was a resounding clarion call for all to redouble their efforts in order to take the institution to the next level of performance, achievement and success which were the main objectives of UNAM's restructuring process. He said,

To attain the envisioned level of the restructuring, each and every one needed to 'pull up' their socks, work hard and make things happen. (Appendix 5)

Prof. Lazarus Hangula went on to appeal to the university community that his fervent wish was to see that UNAM's novel research will increase, to usher in research and development driven by senior academics and postgraduate students. In an effort to realise UNAM's dream of the envisioned research and development community, he told the audience that, was the concept he urgently expected to be implemented by UNAM working hand in hand with interested institutions in both public and private sectors. He said the main purpose of the dream was primarily to generate and increase UNAM's patents and provide solutions to real socio-economic problems, to create wealth for the national communities, and the national economy.

Pathos as a classic persuasion mode used by the speakers taps into the emotional states of the audience in order to win their respect and confidence. Aristotle (1991) concurs by suggesting that pathos can be used to stir certain emotions because our judgement, when pleased and friendly are not the same as when in pain and hostile. In a rhetorical persuasion, asserting pathos in ethos and logos components of a rhetorical situation, the speaker will be attempting to put the audience in a certain frame of mind. Prof. Lazarus Hangula, in his selected speeches, used all these emotional

states of the audience in order to win their respect and confidence to appeal and persuade his audience at the commencement of each academic year.

4.2.3 Logos in Prof. Lazarus Hangula's speeches

In Geek, *logos* is loosely translated as “word”. Magyar (2010) states that *logos* as a means of persuasion appeals to the logic, numbers, explanations, and facts. The appeal of *logos* involves logical reasoning with the understanding that the argument being made appears sound to the audience to be persuaded. The speaker makes use of inductive or deductive reasoning to explain and present facts. Logical appeals may be argued by providing examples and testimonies. Prof. Lazarus Hangula used a lot of deductive tactics to appeal and persuade the audience to work harder in each academic year.

In 2005 the University of Namibia commenced its academic year under signs of special and justified optimism. Prof. Lazarus Hangula made logical arguments giving examples to justify these signs of special and justified optimism by giving testimonies to a number of successes from the previous academic year. He stated that the implementation of the recommendations of the audit which was done was already showing very good results. He said,

I am pleased to say that UNAM has now started slowly but surely implementing the recommendations of the Audit, and with very good results already. (Appendix 1)

Prof. Lazarus Hangula announced to the university community that the previous year on 26 March 2004, the new UNAM Council elected its Chairperson and Vice-Chairperson. He told the audience the two council member elected are very busy public figures but have accepted to serve and guide UNAM with dedication and passion during the critical period of its consolidation.

Prof Hangula also told the university community in the academic year that started under signs of special and justified optimism in the 2005 commencement speech that the term of office of the Chancellor was extended for another six more years. He then went onto congratulate the Chancellor for his re-appointment as a sign that he was doing a great job that the university felt the need to extend his term of office.

As a result of the positions of Vice-Chancellor, Pro-Vice Chancellor for Academic Affairs and Research and Registrar becoming vacant, Prof Hangula announced to the audience that a joint committee of Council and Senate was established to spearhead the process of selecting and appointing a new Vice-Chancellor, Pro-Vice Chancellor for Academic Affairs and Research and a new Registrar for the University of Namibia. He said,

The process has been concluded and there were no more “actors” in these positions.

(Appendix 1)

The positions are very important in the university organs’ day to day operations. Having the right and well qualified people in those positions make the operations of the university to run with ease.

Furthermore, in his 2005 commencement speech, Prof. Lazarus Hangula announced to the audience that in the Faculties and Academic Centres, elections were held which facilitated the selections and appointments of Deans, Directors, and their Deputies as well as Heads of Departments. He told the university community all acting positions at the management, faculties and academic centres level had become effective. Thus, he was confident that after successfully managing the leadership transition, there was an understanding that almost every member was on board. He believed the academic year was going to be a year dedicated to hard-work. He continued to thank all the Deans, Deputy-Deans, Directors and Deputy-Directors and Heads of various academic departments whose terms of office had come to an end the previous academic year for their vigour and commitment.

In his 2005 commencement speech, Prof. Lazarus Hangula concluded by appealing with testimonies that in the year under review UNAM had registered three students from the disadvantaged San community. The registration of San students at UNAM showed that the university was not streamlined but that it was becoming diverse in accommodating every citizen of the Republic of Namibia.

In the 2008 academic year, UNAM commenced the New Year after having reached a number of positive milestones in terms of achievements. Prof. Lazarus Hangula used the rhetorical situation to deductively appeal and persuade the university community, making logical arguments and explained the positive milestones and achievements with a positive outlook.

Prof. Lazarus Hangula began by pointing out the achievements and by letting the university community know that UNAM was ranked 16th best African university among more than three thousand institutions of higher learning in Africa. He therefore asked, the audience to consolidate what was done to initiate or archive the good work from the last year so that UNAM could gain more in height and academic stature.

Prof. Lazarus Hangula added on the positive accolades by pointing out that UNAM as a member and Executive Board member of the Association of African Universities (AAU) was requested to host the leadership training workshop for Presidents, Vice Chancellors, Rectors, and other management staff members of higher learning institutions in Africa. He told his audience this was AAU first training workshop of its kind. The task given to UNAM by the AAU was the motivational factor which Prof. Lazarus Hangula was looking for to appeal and persuade his audience to do even better seeing that the university was being valued because of its good reputation made possible by its own staff.

The very same year Prof. Lazarus Hangula, as part of his deductive strategy, pointed out how UNAM was fortunate to host the prominent visit of the President of a partner University of Oulu, Finland, and his delegation of seven senior academics and a senior administrative officer to discuss the expansion of the Oulu-UNAM collaborative links of North-South-South academic cooperation. The discussions were of the consultative and collaboration in the fields of engineering and medicine or the Engimed Project.

Prof. Lazarus Hangula also informed his audience that during 2007 UNAM experienced a frenetic work of her academics towards a wholesale review of the curricula to elevate them to level 8 on the NQF. He further informed the university community that during the same period, negotiations took place between UNAM and Government ministries led by the Ministry of Education on the transfer of Agricultural Colleges of Neudamm and Ogongo to UNAM and the integration of the said campuses into the Faculty of Agriculture and Natural Resources. Prof. Lazarus Hangula told the audience that all was possible because of the huge trust UNAM enjoyed from government as a national university to lead in research, development, and education.

Prof. Lazarus Hangula explained to his audience by pointing out the positive achievements made during the year 2007 in which the University of Namibia reached a number of positive milestones and achievements. These included the groundbreaking ceremony for the establishment of UNAM Faculty of Engineering and Information Technology at Ongwediva as part of UNAM Northern Campus. The other main highlight of the previous academic year which set an important milestone was the UNAM Engimed Project.

In his 2008 commencement speech, Prof. Lazarus Hangula, made a logical presentation of UNAM's positive accolades. He acknowledged the fact that at the end of the 2007 academic year, the university witnessed the appointment of new leadership for faculties, academic centres and departments. A tradition he said would bring in a new crop of academic leaders to take the university forward. The academics are entrusted with a noble task to assist UNAM in its quest to attain new academic heights.

Prof. Lazarus Hangula, in his 2008 commencement speech, informed his audience that the university was successful in securing capital funds for the erection of a number of infrastructural facilities. As an example he highlighted buildings, laboratories, the setting up of the Faculty of Engineering and student hostels both at main campus and the northern campus. He told the audience the allocation of the financial resources to UNAM by Government of the Republic of Namibia sent a clear message that:

- (a) UNAM must deliver quality goods that is scientists and other human resource experts for Namibia and that consequently,
- (b) The milestones and goals of ETSIP, NDP3 and Vision 2030 must be attained.

In 2011 UNAM commenced her new academic year with a hive of activities. Prof. Lazarus Hangula appealed to his audience by asking that that hive of activity had to be done with dedication. He began by pointing out that UNAM would see the implementation of new plans, projects and programmes.

Prof. Lazarus Hangula told his audience that UNAM had effectively taken over both the academic and administrative business of its new campuses of former Colleges of Education. He said it was expected that with the help of the merger committee, all the stakeholders would start the re-engineering process to ensure that other university programmes were brought closer to the communities that were living in the neighbourhood of the new campuses.

Prof. Lazarus Hangula, through his deductive strategies, pointed out that the Faculty of Education had introduced an Early Childhood Development Programme as a responsive measure and in compliance with the ETSIP requirements. The faculty was to establish a Continuous Professional Development Centre to respond to the need to overhaul basic and secondary education in Namibia.

Prof. Lazarus Hangula announced that the Faculty of Agriculture and Natural Resources had introduced a Pre-Veterinary Programme. He told the audience that the Ogongo Campus through the Faculty of Agriculture and Natural Resources was to step up the training of the communities in rice cultivation to replicate the Kalimbeza experience in Kavango, Omusati and Oshana regions. The training, he said, was to be done for the communities to gain knowledge and ensure food security for the country.

Prof. Lazarus Hangula, through his deductive strategies, informed the audience that the School of Medicine in the Faculty of Health Sciences is to see the inauguration of the Medical Campus on 29 April that year. He told the audience it was the university's long envisioned dream, which was finally being realised. Making it such a huge achievement for national university in a nascent Republic.

Prof. Lazarus Hangula, also in his 2011 commencement speech, gave testimony that the Computer Science Department in the Faculty of Sciences had just inaugurated a Centre of Excellence for

ITC. He told the audience that the Centre was made possible by I-TECH/University of Washington friends and partners. He further continued to inform the audience that the multimedia unit had acquired and installed a video and teleconferencing bridge henceforth to enable UNAM staff members in one campus to have simultaneous video and/or teleconferencing connectivity with all other campuses across the country and abroad.

Prof. Lazarus Hangula, in his narrative on the hive of activities to be expected in the new academic year, informed the audience that a more formalised, institutionalised and better restructured UNAM Press was to be launched to start working on manuscripts which were piling up. He also informed the university community that the University of Namibia's fourth strategic plan of 2011-2015 was to see the light of the day in the first half of the academic year. He told the audience in the same academic year the institution was to do a self-evaluation process or internal audit which in part will inform the external evaluation of the National Council for Higher Education (NCHE).

Prof. Lazarus Hangula continued with his deductive strategies in his 2011 commencement speech by informing his audience that at the end of the academic year as part of the dynamics of the institution's self-governance process. The academics who had been serving as Deans and Directors of Academic Centres and their deputies were to complete their four years' term of office. Therefore, new leadership would take over the reins the following year. He said the changing of the guard was an important exercise that served to create governance capacity within a given unit while at the same time it gave those who may be stuck with management work the opportunity to grow to academic seniority through publications and/or staff exchanges.

Prof. Lazarus Hangula, in his 2011 commencement speech, logically pointed out how the university staff development Programme was bearing abundant fruits. He said many Namibians were acquiring postgraduate degrees. He asked them not to relent but to engage in research and in publications to attain adequate levels of academic seniority as required by the academic peer review mechanisms.

Due to the growing importance, visibility, and diversity of UNAM national and in international relations, linkages and partnerships, Prof. Lazarus Hangula informed the audience that the international office was expanded and strengthened and was to be headed by a senior academic at the level of a director.

He concluded his 2011 speech by saying that in view of the ever growing number of campuses, academic programmes and projects and in line with the restructuring process there was a dire need of a Director of Academic Affairs to assist the PVC Academic Affairs and Research.

In 2015 when UNAM commenced her new academic year with the number of students registered having increased by 9.9% from 19,506 the previous year to 19, 824. Prof. Lazarus Hangula appealed to his audience deductively explaining the increase. He said the increase was very pleasing to note because it meant UNAM was increasingly becoming the university of choice for many citizens of the world.

He continued by explaining what the increase meant, telling the audience, the increase did not only mean that UNAM had become a more visible institution, but it also meant that there was quality in the education and training that the national university provided to her students which attested to the level of ranking the institution enjoyed among other African higher education institutions.

Prof. Lazarus Hangula also told the audience that he was pleased to note that 2015 would witness UNAM's first batch of students of Pharmacy becoming Pharmacy graduates, while the first batch of students of the Bachelor of Medicine and Bachelor of Surgery (MBChB) programme, having completed five years of medical training at the School of Medicine. They will be entering intensive practical training in hospitals as medical student interns. He said, worth noting also was that the University of Namibia was for the first time, to graduate the first batch of graduates with Bachelor of Education in Pre- and Lower Primary, as well as Bachelor of Education in Upper Primary. The graduations in Pre- and Lower Primary, as well as in Upper Primary was a very significant achievement in the education sector considering that there was an urgent need to strengthen pre- and lower primary education provision in the country.

With the aim to adequately respond to the national need to step up research in the field of Information Technology, Prof. Lazarus Hangula informed the university community that UNAM had decided to upgrade the Computer Science Department in the Faculty of Science to a School of Computing effective from 2015. He continued saying the Department of Military Science has been upgraded to a School of Military Science, effective from 2015 academic year also. While the

department of Public Health in the School of Nursing and Public Health was to become the School of Public Health effective from 2016.

Prof. Lazarus Hangula then announced that UNAM had established an E-Learning Centre to provide the very much needed IT supported and blended approach to the teaching and learning environment across all campuses. He told the audience that it was noteworthy to mention that UNAM's partnership with Cardiff University of UK was to collaborate with the School of Medicine as well as the School of Computing to train the much needed anesthesiologists and IT specialists in Namibia.

Prof. Lazarus Hangula further went on to report to the university community that the Veterinary Council of Namibia had approved the curriculum for UNAM's Bachelor of Veterinary Medicine degree programme. He stated that the Bachelor of Veterinary Medicine degree programme was the very first of its kind to be offered at UNAM for the first time since the inception of the university by an act of parliament.

Prof. Lazarus Hangula also expressed his delight to the fact that a growing number of UNAM's own alumni who had gone through intensive capacity building training and academic upward mobility through teaching, research, publication, and service, were being recommended for promotion to associate or full professorship by their international academic peers around the globe. Thus, as UNAM's Vice Chancellor, he was extremely happy to see that the number of Namibians

who had been promoted to senior academic positions had significantly increased. He said it testified that the institution had come of age.

Prof. Lazarus Hangula, in his 2015 commencement speech, appealed that the university strove to spread the achievements to all campuses across the country. He wished to thank the council of the University of Namibia for its unparalleled dedication, guidance, and foresightedness, and for being the only one national governing body which provided its supervised institution with an elaborate capacity building policy, programme and funds. To ensure that in the long run UNAM's faculties, schools and departments had critical mass of indigenous as well as endogenous human resource capacity capable of transforming Namibia into a knowledge-based society. He said,

Our Council members are the giants on whose shoulders the University Management sits and tries to look far ahead. (Appendix 4)

Prof. Lazarus Hangula told the university community that the foregoing bore witness to the fact that in as much as UNAM had remained ontologically the same, it had *de facto* grown in size and bounds. He said to highlight UNAM's improved identity and vitality, the Directorate of communication and marketing set in motion a tedious but successful process of rebranding after getting a go-ahead from the university Management and Council.

Prof. Lazarus Hangula also deductively warned that as it was with everything that was subject to the laws of nature, UNAM too was subject to the natural laws of historical contingency; and the higher the university climbed, the more it was exposed to different forces of gravity. He said,

The increase in the number of UNAM students, especially Namibian young people hailing from secondary schools, in turn, postulates a commensurate increase in the number of staff and infrastructure in order to match the number of students and the quality of education that these students are looking for to enable them to navigate the complex world of today.

(Appendix 4)

He was frank with his audience on the situation of matching infrastructure and the human resources to the ever increasing number of students as one of the real challenges the University of Namibia has been faced with for some years.

In 2018 UNAM commenced her academic year with a reminder of the university's mandate grounded in a perennial mission to be carried out in perpetuity and with steady improvement. Prof. Lazarus Hangula deductively appealed to persuade his audience by reminding the university community of the University of Namibia's mandate grounded in a perennial mission that ought to be carried out in perpetuity and with steady improvement.

Prof. Lazarus Hangula appealed to the university community that his fervent wish to the 2018 academic year was for him to see that the university builds on the achievements of the previous

academic years. He explained that this was to be done by improving on what was good and correcting what might have been wrong in the quest of moving forward.

Prof. Lazarus Hangula explained to his audience that the mandate of the University of Namibia, which was established under the motto “Education, Service, and Development”, was that of spearheading the agenda of national development. He told the audience

Indeed, the establishment of the University of Namibia as a comprehensive national university, barely two years after the birth of the Namibian State, meant that *ab initio* UNAM was intended to be the partner in development of our nascent Republic. (Appendix 5)

Thus, he reminded the university community it was for this reason, from her primordial moment that UNAM should spare no efforts to ensure all critical areas of Namibia's human resources needs were considered and embedded in the architectonic of UNAM's academic plan in the form of faculties, schools, departments and curricular programmes.

Prof. Lazarus Hangula reminded his audience that in 2017 UNAM celebrated 25 years of her existence and took stock of a number of her notable achievements. He said those achievements signaled her coming of age and affirmed her standing as a university of choice for many would be students from different parts of the world. He told the university community that UNAM had

registered about 23,000 students from the African, American, Asiatic and European countries, and since the registration was still continuing, the figures were only preliminary.

Prof. Lazarus Hangula warned that inasmuch as there was enough reason for the university to celebrate its achievements, there was also a resounding clarion call for all to redouble efforts. In order to take the institution, on which so many hopes and aspirations of the people were pegged to the next level of performance, achievement and success were the main objectives of UNAM's restructuring process. He told the university community that to attain the envisioned level of restructuring staff members and students alike needed to pull their socks, work hard, and make things happen. He said,

Each one of our professors in all our faculties, schools and centres will henceforth be expected to have a certain number of postgraduate students under his or her supervision.

(Appendix 5)

He continued pointing out that going forward the performance of the leadership of faculties i.e. its Deans, Deputy Deans, Associate Deans and Heads of Departments will inter alia be judged by the number of postgraduates, publications, and professors each units produces.

Prof. Lazarus Hangula strategically and deductively appealed that it was his fervent wish that UNAM's novel research would increase. He said,

Ushering in a research and development (R&D) drive of our senior academics and their postgraduate students in an effort to realize UNAM's dream of the envisioned "Research and Development Campus" concept that is expected to be implemented by UNAM working hand in hand with interested institutions in both public and private sectors and with the primary objective to generate and increase UNAM's patents; provide solutions to real socio-economic problems; and, lastly, create wealth for our communities and the national economy. (Appendix 5)

Prof. Lazarus Hangula informed the university community that he was happy because many public and private institutions were joining hands with UNAM in an effort to produce well rounded and highly employable graduates. He highlighted the successful agreement between the Ongwediva Med Park Hospital and Onandjokwe Lutheran Hospital. He told the audience that UNAM had also recently signed partnership agreements with the Switzerland based Bern University Hospital, the Windhoek based Rhino Park Hospital, Walvis Bay based Welwitchia Hospital, and the Ondangwa Private Hospital. He said the aim of all these partnerships was for the private hospitals to provide internships and professional training attachment opportunities to senior students at the National Medical School. He also informed the audience that similar efforts were being pursued through the office of Industry and Cooperative Education with regards to other fields of studies.

Prof. Lazarus Hangula told his audience that he was indeed happy that:

More and more companies in the private sector (such as the mines) are opening their doors to our students for training attachments. (Appendix 5)

He said such inter-and intra-sectoral collaborations had the unique advantage of bringing the collaborating institutions symbiotic benefits, of high quality service to the industry. On the one hand gain professional skills and competencies for the students. He informed the audience the aim of the synergetic engagement is primarily to prepare students for the world of work as it also prepares Namibia for real industrial production.

For a number of years UNAM had been deferring the implementation of critical courses such as Dentistry, Architecture and Urban Planning as well as Anesthesiology, amongst others. Prof Lazarus Hangula announced to the university community that UNAM was most grateful to the Cardiff Team which had made it, financially and human resource-wise, possible to start implementing the anesthesiology courses.

Prof. Lazarus Hangula explained to the audience the architecture and urban planning courses, were geared towards the production of a minimum quantum needed of urban planners to assist government in the planning and layout of towns and suburbs. He told the audience it ensures adherence to standards of housing construction and transportation planning in an effort to lay timelines and create an implementation outlook for Vision 2030.

He was however doubtful because of the fact that resources permitting UNAM might not be able to make it possible to implement the course at the start of the next semester. He explained that Anesthesiology was aimed at increasing the number of Namibian anesthetists to ensure that the

country had at least the minimum number of required anesthetists to reduce the time and backlog of patients waiting to be operated on in national hospitals.

Prof. Lazarus Hangula strategically and deductively used all these facts to appeal to the audience through logical reasoning to persuade the audience at the commencement of an academic year to be dedicated to hard-work. Aristotle (1991) comments that *logos* is effected through the speech itself when proven truth or apparent truth is a means of persuasive appeal. Logos appeals effectively to those who are able to reason logically. Prof. Lazarus Hangula argued with facts in his speeches using testimonies.

Reason is context based as it has a variety of different meanings. Therefore, the speaker has a specific intention for the audience to determine the type of reasoning to employ. Prof. Lazarus Hangula being one of the most senior academic staff members knew UNAM very well. Thus, the type of reasoning he chose to give increase his ethos because the reasons were relevant to the rhetorical situations.

4.3 Conclusion

In this chapter, an analysis of the purposively chosen commencement speeches by Prof. Lazarus Hangula was given. An assessment of these chosen speeches was done following the three Aristotelian rhetorical proofs of ethos, pathos, and logos. From the foregoing document analysis and discussion, it became clear that Prof. Lazarus Hangula, used all of Aristotle's rhetorical proofs to persuade his audience.

CHAPTER 5

PRESENTATION OF FINDINGS

5.1 Introduction

This chapter presents the findings of this study. The data was analysed using Aristotle's theory of persuasion by examining rhetorical situations which came into existence in the five commencement speech samples by Prof. Lazarus Hangula. The presentation of results explores how Prof. Lazarus Hangula attempted to persuade the university community as he established four goals of ceremonial speeches. The presentation of results also considers how Prof. Lazarus Hangula used the Aristotelian proof in his speeches to persuade his audience.

5.2 Epideictic rhetoric

Epideictic rhetoric deals with the events of the current moment, an example of this discourse is a rhetoric discourse to address a rhetorical situation. The rhetorical discourse can be equated to the commencement speeches of Professor Lazarus Hangula addressing the University of Namibia to mark the beginning of each academic year. Ceremonial speeches like the ones analysed in this study, play a major rhetorical role in stressing a shared identity and value to unite the community together as it was evident in the five commencement speeches explored. Epideictic speech does not seek to present an argument in a case where deliberative elements do exist, but the epideictic speech represents values and vision. The genre of speeches seek to unify people under a common set of values. The study reveals that Prof. Lazarus Hangula used the Aristotelian rhetorical proofs of *ethos*, *pathos*, and *logos* in the five commencement speeches delivered during his tenure as the Vice Chancellor of the University of Namibia to address unity, value, and vision to persuade his audience.

Furthermore, an examination of the five commencement speeches also established that the rhetorical situations came into existence because of situations which had created it. The existence of these five rhetorical situations dictated that Prof. Lazarus Hangula establish different rhetorical discourses to respond to each one. As is evident in the presentation of results each was unique and different from the other in its own settings.

The study further reveals that to respond to the rhetorical situations, Prof. Lazarus Hangula created a rhetorical discourse employing the Aristotelian proofs in his commencement ceremony speeches to address the situations as he appealed to persuade his audience to be dedicated and work hard for each academic year. He addressed the rhetorical situation in his epideictic speeches of five commencement speeches used in the study as the head of the institution leadership to provide the intended annual sense of direction. Epideictic speeches are deemed key in addressing fairly current situations.

The study also reveals that the strategies used to develop the structure of the speeches and the rhetorical strategies are closely connected. The speeches can be divided into five parts, which are the introductory part to evoke the audience's interest to the topic. The developing stories are according to the definite structural patterns, discussed with reference the ethos, pathos and part of the stories were organised logically using logos.

5.3 Rhetorical situation

Further analysis of the commencement ceremonial speeches revealed that each academic year came with its rhetorical situation. Prof. Lazarus Hangula, as the administrative head of the institution, had the duty to appeal for confidence and unity from his audience in order to persuade the university community to work harder. For Prof Lazarus Hangula to achieve the intended confidence and unity to persuade, his commencement ceremonial speeches had to fulfil four goals in his discourse.

These goals were, to commemorate the occasion; established a connection between the people and the event; construct a narrative about the commemorated event; and convey the importance of the act by paying tribute to the event. As it is evident from the analysis of the speech, Prof. Lazarus Hangula created the needed discourse in his commencement ceremonial speech. In the discourses of his five commencement speeches examined in this study, the study reveals how Prof. Lazarus Hangula was able to achieve the four goals needed to create confidence and to unify, appeal and persuade the audience as presented in the result.

Furthermore, the study reveals that Prof Hangula as the administrative head of the institution employed ethos to strengthen his credibility with the audience by using strategic tactics such as his competence, dynamism, moderation, goodwill, sincerity, and concerns in his speeches because the university community was looking at him to guide them each academic year. Thus, in his annual sense of guidance Prof. Lazarus Hangula stressed issues of collaboration, research, improvement, innovations, enrichment of communities, nation building etc. to appeal and persuade his audience to be confident, united, and work harder.

Prof. Lazarus Hangula showed sincerity, concern and goodwill in his commencement speech samples on infrastructures, the plight of student accommodation, and the future of the students. For example he used the tactic of goodwill when he expressed his opinion about consolidating the university to transform UNAM's image and attain an academic trade mark not only in the country but also in the region and the whole world. He appealed to the audience's emotions as he expressed his sincerity about a young country like Namibia with a nascent academic culture; and the majority of the students hailing from remote rural areas of this vast land. And the fact that the university could only accommodate a maximum of 10% of its students, relegating 75% to the informal settlements of Windhoek or Oshakati, disturbed him. The state of affairs, he said, was a heart breaking challenge for all.

There is also evidence that Prof. Lazarus Hangula was sincere with his audience when he acknowledged the problem of the increase in the number of UNAM students. Especially young Namibian people hailing from secondary schools in turn, postulates a commensurate increase in the number of staff and infrastructure in order to match the number of students and the quality of education that these students were looking for to enable them to navigate the complex world of today. He said, the matching of infrastructure and the human resources to the ever increasing number of students was one of the real challenges the University of Namibia had been faced with for some years.

Prof. Lazarus Hangula appealed to his audience with authority using the ethos of his credibility as a distinguished academic. He acknowledged the roles he played by stating that at the beginning of February in 2018 he celebrated a humbling silver jubilee in the service of the great national academic institution (the University of Namibia) which he joined through the National Institute for Social and Economic Research 25 years ago in February 1993, four months after UNAM's official establishment. The journey of twenty-five years, spanning from the initial assignment as a DANIDA-hired but UNAM based Development Researcher who not only became one of the first Social Sciences Division Namibian staff members and head of the same nascent division later on. He also become the Director of the then newly established Multidisciplinary Research Centre; PVC: Academic Affairs and Research and, and later UNAM Vice Chancellor.

In addition, Prof Hangula used the ethos of his credibility as a member of Namibia's Delimitation Commission, which was a body that was advising on the country's administrative division, and as the VC of UNAM. His credentials as the holder of both an M.A and Ph.D. both *cum laude* from the Johannes Gutenberg University of Mainz in Germany enabled him to incorporate Latin, Greek, French, and Kiswahili phrases in his English speeches. Prof Hangula used this ethos of his authority in the commencement speeches to persuade his audience as he presented himself as trustworthy to appeal to the minds, standards, and values of the university community.

In addition, the study reveal that Prof. Lazarus Hangula's commencement speech used pronouns such as 'our', 'we' etc. in the discourse, suggesting moderation and togetherness. The together words show that he and the audience shared the same beliefs and values. The use of this ethos in

the discourse suggests moderation and togetherness i.e. it indicates that he was establishing a bond between himself and the university community he was appealing to persuade his audience.

Prof. Lazarus Hangula also used pathos, the emotional appeal in his commencement speech in response to the rhetorical situations to persuade the university community. For instance, in 2005 Prof. Lazarus Hangula addressed the University of Namibia at the academic year which commenced under signs of special and justified optimism. He used the audience's emotions to appeal for confidence and rescind fear about the future of UNAM. He assured the audience that he was confident after successfully managing the leadership transition at UNAM and with almost every member on board.

The academic year was to be a year of dedication to hard-wok. As the university management was looking forward to working with everyone in the consolidation of the university to transform its image and attain an academic trade mark not only in the country but also in the region and the whole world. He was pleased with the fact that the university had the intellectual capability; a relatively good infrastructure; academic freedom; peace and stability; and the staff was well paid.

Similarly, in 2008 UNAM's commenced academic year after having reached a number of positive milestones and achievements. Prof. Lazarus Hangula used this rhetorical situation in his pathos to address the staff and students in his commencement speech by appealing for a continuation of the positive and successful efforts made in the previous academic year. He appealed that in that year the university would consolidate what was done, initiate or achieve more than what was achieved

in the previous year which included gaining more height and academic stature sooner than later and to be rated on a one-digit scale in the university rankings.

In 2011 the university commenced its new academic year with a rhetorical situation pegged on a hive of activities. Prof. Lazarus Hangula appealed to the audience's emotions as he addressed the rhetorical situation for the audience to double the efforts. He called on the audience, "dear colleagues *Sursum corda!* Let us all double our efforts and build on the successes of the previous year to improve on its shortcomings (Appendix 3). He gave an example of better management of exams, more professionalism and responsibility by top faculty leadership on matters concerning the admission of students, etc. he told the university community that the biggest room in the world is the room for improvement.

In the same speech the study also establishes that he appealed on the sense of emotion of his audience when he showed compassion for the plight of the student's pertinent issue of accommodation which continued to haunt the university.

In 2015 UNAM commenced her new academic year with the number of students who registered in the year having increased by 9.9% from 19,506 the previous year to 19,824. Prof. Lazarus Hangula appealed to the audience's sense of emotion by highlighting the importance of this increase. He expressed his pleasure saying, it was very pleasing to note that UNAM was increasingly becoming the university of choice for many citizens of the world. He said the increase in the number of students did not only mean that UNAM had become a more visible institution. It also meant that there was quality in the education and training which the national university was

providing to her students as it was attested to the level of the ranking among African higher education institutions.

In 2018 the university commenced with a reminder of its mandate, which was grounded in a perennial mission to be carried out in perpetuity and with a steady improvement. Prof. Lazarus Hangula appealed to the university's community sense of emotion by reminding it of the university mandate. He reminded the audience to understand the mandate of the University of Namibia, which was established under the motto "Education, Service, Development", as being that of spearheading the agenda of national development.

The establishment of the University of Namibia as a comprehensive national university, two years after the birth of the Namibian state, meant that UNAM was intended to be the partner in development of the nascent Republic. It was for that reason that from her primordial moment, UNAM spared no effort to ensure that all critical areas of Namibia's human resources needed were considered and embedded in the architectonic of her academic plan in the form of faculties, schools, departments and curricular programmes.

Prof. Lazarus Hangula appealed and persuaded his audience by using the three classic Aristotelian Proofs. This study revealed that Prof. Lazarus Hangula appealed and persuaded his audience by responding to the rhetorical situations identified by employing logic. Logic is mainly used as a strategy in *logos*. Prof. Lazarus Hangula used *logos* to logically appeal with explanations, and facts to the university community. This study also established that Prof. Lazarus Hangula appealed and

persuaded his audience with reasons using various deductive tactics such as examples, testimonies in the speeches to complement his *logos*.

For example, in his 2005 commencement speech, Prof. Lazarus Hangula address the university community explaining, and presenting facts about a number of successes from the previous academic year. He pointed out that UNAM had completed her audit work and submitted it to the office of the Vice-Chancellor. He told the audience that the university was implementing the recommendations of the audit and that very good results were already being realised.

Prof Hangula informed the audience that after the UNAM Council constituted itself formally on 26 March 2004, the new UNAM Council elected its Chairperson and Vice-Chairperson. He then told his audience that the university was thankful to the two leaders and other Council members because they were very busy public figures and yet had accepted the invitation to serve and guide UNAM with dedication and passion during the critical period of its consolidation.

Furthermore, the study found that Prof. Lazarus Hangula used deductive tactics to express his confidence after successfully managing the leadership transition at UNAM. He reminded everyone that since almost every member was on board after successfully managing the leadership transition, the academic year was to be a year dedicated to hard-wok. He thanked all the Deans, Deputy-Deans, Directors and Deputy-Directors and Heads of various academic Departments whose term of office had come to an end for their vigour and commitment. He told the audience that the university acknowledged what they had built, and called on the new generation of Deans,

Directors and Heads of Departments to stand and continue building the UNAM edifice on the solid foundations laid.

Secondly, In 2008 Prof. Lazarus Hangula appealed to the university community logically arguing that in the course of the previous year UNAM had reached a number of positive milestones in terms of achievements.

In his speech, he told the audience that UNAM was ranked the 16th best African university among more than three thousand institutions of higher learning in Africa. He said the ranking was done months before UNAM could celebrate the 15th anniversary of her existence as Namibia's first university. He deductively argued that the university should consolidate on what was done, initiated, or achieved during the previous year, so that UNAM can gain more in height and academic stature and sooner than later be rated on a one-digit scale.

Prof. Lazarus Hangula gave testimony that UNAM, as a member and Executive Board member of the Association of African Universities was requested to host the leadership training workshop for Presidents, Vice Chancellors, Rectors, and other management staff members of higher learning institutions in Africa. He told the audience that it was AAU's first training workshop of its kind.

In complementing his logical statistics to present positive milestones reached, Prof. Lazarus Hangula informed the audience that UNAM, had embarked on an aggressive staff development

drive to create Namibian capacity. He was very pleased to note that UNAM had already been able to attract students and lecturing staff from all the five continents. Thus, he argued it projected a true image of a world university on the Namibian soil.

Prof. Lazarus Hangula logically appealed by presenting facts to the university community that in 2007 UNAM had also experienced a frenetic work of her academics towards a wholesale review of the curricula to elevate it to level 8 of the NQF.

In 2011 UNAM commenced her new academic year with a hive of activities. The study revealed that Prof. Hangula deductively asked his audience to redouble their efforts because the academic year would see the implementation of new plans, projects and programmes.

He numerically outlined them as: firstly, UNAM had effectively taken over both the academic and administrative business in its new campuses of former Colleges of Education. All the stakeholders would soon start the re-engineering process in all earnest to ensure that other university programmes were brought closer to the communities that were living in the neighbourhood of the new campuses, as planned.

Secondly, the School of Medicine in the Faculty of Health Sciences, was to see the inauguration of the Medical Campus, welcoming the new programme and Department of Pharmacy.

Thirdly, a more formalised, institutionalised and better restructured UNAM Press was to be launched to start working on manuscripts which were piling up.

Fourthly, The University of Namibia fourth Strategic Plan was to see the light of the day in the first half of the year.

Fifthly, at the end of the academic year and as part of the dynamics of the institution's self-governance process, academics who had been serving as Deans and Directors of academic centres and their deputies were to complete their four years term of office. A new leadership was to take over the following year.

Finally, he announced in view of the ever growing number of campuses, academic programmes, and projects and in line with the restructuring process there was a dire need of a Director of Academic Affairs to assist the PVC: Academic Affairs and Research.

In 2015 UNAM commenced her new academic year with the number of students registered having increased by 9.9% from 19,506 to 19, 824. Prof. Lazarus Hangula appealed deductively that it was very pleasing to note that UNAM was increasingly becoming the university of choice for many citizens of the world. He explained that the increase did not only mean that UNAM had become a more visible institution, but it also meant that there was quality in the education and training that the national university provided to her students. He gave an example of the level of ranking among African higher education institutions as evidence of it.

This study also revealed that Prof. Lazarus Hangula gave testimonies of the training that the university was providing to her student saying, 2015 would witness UNAM's first batch of students of pharmacy becoming pharmacy graduates, while the first batch of students of the Bachelor of Medicine and Bachelor of Surgery programme, having completed five years of medical training at the School of Medicine, were to enter intensive practical training in hospitals as medical student interns.

Furthermore, the University of Namibia was also, for the first time, to graduate the first batches of graduates with Bachelor of Education in Pre- and Lower Primary, and Bachelor of Education in Upper Primary, following the successful introduction of these new degree programmes in 2011, after the integration of the former Colleges of Education into the Faculty of Education. He told the audience that it was also very important to note that for the first time Hifikepunye Pohamba campus, Khomasdal campus, Katima Mulilo campus, and Rundu campus were to produce degree graduates since becoming part of the UNAM system. It was a very significant achievement in the education sector considering that there was an urgent need to strengthen pre- and lower primary education provision in Namibia.

In complementing his *logos*, he told his audience he was very delighted of the fact that a growing number of UNAM's own alumni who went through intensive capacity building training and academic upward mobility through teaching, research, publication, and service to the wider

community were being recommended for promotion to associate or full professorship by their international academic peers around the globe.

Finally, in 2018 Prof. Lazarus Hangula used his deductive tactics to remind his audience to build on the achievements of the previous academic years. He reminded his audience with a similar call that in 2017 UNAM celebrated 25 years of her existence and took stock of a number of her notable achievements which signaled her coming off age and affirmed her standing as a university of choice for many to be students from different parts of the world.

The study also found Prof. Lazarus Hangula's clarion call to redouble efforts inasmuch as there was enough reason to celebrate UNAM's achievements. He told the audience there was a resounding clarion call for all to redouble efforts in order to take the institution, on which so many hopes and aspirations of the people pegged the next level of performance, achievement, and success.

He said, to attain the envisioned level of the restructuring, each and every staff member and students alike, needed to work hard and make things happen. He warned each one of the professors in all faculties, schools to have a certain number of postgraduate students under their supervision. He stressed that it followed therefore, going forward that the performance of the leadership of faculties i.e. Deans, Deputy Deans, Associate Deans and Heads of Departments were to be judged by the number of postgraduates students, publications, and professors that the units were to produce.

To conclude, in complementing his *logos*, Prof. Lazarus Hangula announced to his audience the fact that he was very happy. As more public and private institutions were joining hands with UNAM in an effort to produce well rounded and highly employable graduates.

5.3 Conclusion and Findings

This study established that Prof. Lazarus Hangula, as the administrative head of the institution, was required to give guidance and direction at the beginning of each academic year. The Executive leader of the institution should provide institutional leadership to drive the mission, strategies, and the advancement of the university. Thus, this study established that to guide, Prof. Lazarus Hangula had to appeal for unity. In addition, the analyses of the five commencement speeches, in this study revealed that there were rhetorical situations which emerged.

Commencement speeches in any given institution are instrumental in winning people's minds. Prof. Lazarus Hangula's commencement ceremonial speech samples analysed in this study, successfully achieved this goal, as it was his approach of the way he structured the speeches to present the concepts and ideas to appeal and persuade. Prof. Lazarus Hangula demonstrates the virtuous used in the rhetorical appeals and persuasion in the development and presentation of his commencement ceremonial speeches drew the attention of his audience to the significant concepts and ideas.

It is also worth noting that he effectively delivered his five commencement speeches with maximum persuasive approach. Prof Lazarus Hangula focused on the mechanics of presenting his

commencement speeches. The principle of his rhetoric was important because it demonstrates that his good speeches on papers alone were nothing unless delivered effectively. In any case if, his commencement speeches were not delivered effectively the messages would have been distorted during the transmission process. The delivery of the speeches required that as a speaker, Prof. Lazarus Hangula had to have certain skills like voice management and gestures to correctly connect effectively with the audience. The set of skills demanded that Prof. Lazarus Hangula adhered to correct modulation of voice, proper pitch, volume, correct gesturing e.g. stance and body posture, eye management and facial expression.

Thus, the study concludes that Prof. Lazarus Hangula used the Aristotelian proofs of *ethos*, *pathos*, and *logos* to address the emerging rhetorical situations of each academic year. He effectively responded to the rhetorical situations by creating a discourse (the commencement speeches) to appeal and persuade the university community, which was his audience to be dedicated and to work hard. He achieved the intended confidence and unity to persuade his audience to work hard, because his epideictic speeches achieved the goal. The study further, established that the three Aristotelian proofs were used effectively together in the five commencement ceremonial speeches to appeal and persuade the audience to work hard.

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APPENDICES

Appendix 1: VICE-CHANCELLOR'S OPENING SPEECH FOR 2005

Appendix 2: COMMENCEMENT CEREMONY 2008

Appendix 3: STATEMENT BY PROF. LAZARUS HANGULA, VICE CHANCELLOR OF THE
UNIVERSITY OF NAMIBIA, ON THE OCCASION OF THE 2011 ACADEMIC
YEAR COMMENCEMENT

Appendix 4: SPEECH BY UNAM VICE CHANCELLOR, PROF L. HANGULA, ON THE
OCCASION OF THE COMMENCEMENT OF THE ACADEMIC YEAR 2015

Appendix 5: UNAM ACADEMIC COMMENCEMENT 2018 STATEMENT BY THE VICE
CHANCELLOR, PROF. LAZARUS HANGULA, ON THE OCCASION OF THE
2018 ACADEMIC COMMENCEMENT OF THE UNIVERSITY OF NAMIBIA
(ALL CAMPUSES, 14 FEBRUARY 2018)

VICE-CHANCELLOR'S OPENING SPEECH FOR 2005

BY PROF LAZARUS HANGULA

Thank you very much, Director of Ceremonies, Prof Kiangi, Pro-Vice Chancellor for Academic Affairs and Research;

Chairperson of the University of Namibia Council, Prof F Dr Amaambo
Vice-Chairperson Dr Angolo-Amutenya; Prof K Mshigeni and all Members of the University Council present,
Mr Z. Kazapua, Pro-Vice Chancellor for Administration and Finance, and all Members of UNAM Management,
Distinguished Deans of Faculties, Directors of Academic Centres, Professors and Lecturers; all UNAM Staff Members,
The President and all Members of the SRC,
Dear Students,
Ladies and Gentlemen,

General welcoming remarks

As we start yet another academic year 2005 on this Valentine Day, I would like to welcome you all to the main campus, and for our new staff members and students, to the University of Namibia (UNAM) as a whole.

I would also like to extend a special welcome to all our new students from all the 13 regions of Namibia, the SADC region, Africa and from other continents. Please mingle, interact and study with one another as members of one big academic family. UNAM is not only there to provide you with education that will help you to mould your professional future but can also serve as a ribbon of friendship that will bind you together and unite you across the spectrum of ethnic, racial and national divides, and help you to better serve humanity.

The prominent student

Let me at this juncture and *in absentia*, due to pressing national commitments, also welcome in a special way our dear Chancellor, His Excellency Dr Sam Nujoma, who is joining UNAM as a prominent student of Geology!

That His Excellency chose to continue his studies at UNAM after he spent decades fighting for freedom and building the Namibian nation and its social fabric,/ and after spending more than a decade and countless hours of his free time building UNAM as its Founding Chancellor,/ speaks volumes for the level of confidence he has in our national university and in its capacity to deliver the goods and contribute to the country's socio-economic development.// His presence on the campus is certainly a challenge to all of us in many ways. But all in all,/ it is cause for jubilation for all members of UNAM Council, Management, staff and his new colleagues, the students, as well. We are very happy to have him as an alumnus. We welcome him with an open heart! We also hope that,/ having inspired many people in Namibia, in Africa and the world over through his life history, courage and determination, his presence at UNAM and in the Faculty of Science in

particular, will encourage and inspire UNAM students to use their time wisely, to nurture a culture of reading and studying hard - without which no academic culture is possible.// Ladies and Gentlemen, with great pleasure please join me in welcoming His Excellency as a student of the University of Namibia!

An academic year under signs of optimism

Ladies and Gentlemen, this year the University of Namibia starts the academic year 2005 under signs of special and justified optimism:

Firstly, after two years of a process of self-analysis UNAM,/ through the Institutional Audit Team (under the able leadership of Prof A. du Pisani and Dr. Becky Ndjoze-Ojo) completed its audit work and submitted the **Institutional Audit Report** to the Vice-Chancellor, who,/ in turn, shared it with the Faculties as well as Council and Senate. I am pleased to say that UNAM has now started slowly but surely implementing the recommendations of the Audit, and with very good results already.

I would like to take this opportunity to thank the entire Internal Audit team for the job well done. I also wish to thank the Pro-Vice Chancellor for Academic Affairs, Prof G. Kiangi, and the Dean of the Faculty of Medical and Health Science, Dr Haoses-Gorases, for the commendable way they are guiding the process of the Audit implementation.

Secondly, after constituting itself formally on 26 March 2004, the new UNAM Council elected Prof Dr F. Amaambo and Dr N. Angolo-Amutenya as its **Chairperson** and **Vice-Chairperson** respectively. We thank these two leaders and other Council members who are very busy public figures and yet have accepted to serve and guide UNAM with dedication and passion during this critical period of its consolidation.

Thirdly, the term of office for the **Chancellor** was also extended for another term of six years. We congratulate the Chancellor for his re-appointment.

Fourthly, a Joint Committee of Council and Senate was established to spearhead the process of selecting and appointing a new **Vice-Chancellor, Pro-Vice Chancellor for Academic Affairs and Research** as well as a new **Registrar** for the University of Namibia. This process has been concluded and we have no more “actors” in these positions.

Fifthly, in the Faculties and Academic Centres elections were held to facilitate the selection and appointment of **Deans, Directors** and their **Deputies** as well as **Heads of Departments**. All ‘acting’ positions at the Management, Faculties and Academic Centres level have now become effective. I thank the entire UNAM community for the participation and tranquility that characterized the entire process.

Sixthly, this year UNAM is especially pleased to have registered three students from the disadvantaged San community: two first year and one second year students. They are **Mr Jacobus Thaniseb** –2nd year, Agriculture; and **Bornface Mate**, 1st Year B. Juris; **Thomas Kariseb**, 1st year Pre-Med (*Can you stand up please!*). We hope next year a lady will join them!

I am thus confident that,/ after successfully managing the leadership transition at UNAM and now that we have almost every member on board,/ the academic year we are starting today will be a year of dedication to hard-work. I would like to thank all the Deans, Deputy-Deans, Directors and Deputy-Directors as well as Heads of various academic departments whose term of office came to an end in December for their vigour and commitment. We acknowledge what you built, and it is on that that a new generation of Deans, Directors and Heads of Departments will stand to continue building the UNAM edifice on the solid foundations you have laid. I would also like to congratulate and welcome the new Deans, Deputy-Deans, Directors, Deputy-Directors and Heads of academic Departments.

Ladies and Gentlemen, the Management is looking forward to work with you in the consolidation of our University so as to transform UNAM's image and attain an **academic trade mark** not only in the country but also in the region and the whole world. We have the intellectual capability;/ we have a relatively good infrastructure;/ we have academic freedom;/ we have peace and stability;/ we are fairly well paid./ Let us now concentrate on our work.

Commitment and support of the UNAM Council

The University Council intends to introduce benchmarks/ to be able to measure the successes of its assistance to, and input into, the work of UNAM. To that end it intends to actively support our own efforts towards establishing and/or consolidating UNAM science –based programmes, including the **Foundation** Programme and the **ENGIMED** Programme, amongst others. I also got encouraging signs from the Executive of UNAM's **Alumni Association** that they are making themselves ready to be able to raise funds for their *Alma Mater*, UNAM. In reaction to this, my office entered in consultations with the American Cultural Center and with Indiana University to devise ways and means to help the Alumni Association establish itself and develop the skills needed for the mobilization of the alumni and for the fundraising.

Nurturing the culture of debate

Towards the end of last year the Vice-Chancellor Appointed a *Committee on Professorial Inaugural Lectures, Public Lectures and Panel Discussions* to spearhead the scientific discourse at UNAM and usher UNAM in the culture of academic debate. This Committee is under the stewardship of the Pro-Vice Chancellor: Academic Affairs and Research and has already started activities. We were greatly honoured to have His Excellency **Professor van Ginkel**, Rector of the United Nations University in Tokyo (Japan), to be the first speaker on 10th February 2005 in these public lecture series, which will be published. It is my belief that these activities will greatly stimulate academic genius at UNAM.

As you may know, Prof van Ginkel,/ who is also an Under Secretary General of the United Nations,/ was here to, amongst others, sign a research collaboration agreement between the University of Namibia and the United Nations University.

Research

This year UNAM has also increased the budget amount earmarked for research in general. Although the amount of N\$1 million is still very little for a national university, the only one for that matter, it nevertheless represents an increase of 100%. We also hope that researchers and scientists in every Faculty and Centre will bring in additional research funds and equipments through other sources. Please allow me at this point to mention the example of one of our youngest but promising scientists, Dr Eino Mvula of the Chemistry Department who, last year alone, brought in close to N\$1 million in research project funds. I would like to encourage you all to follow the example of many colleagues present here to bring in additional funds and equipments. It is imperative that UNAM becomes the centre of knowledge creation *par excellence* in Namibia. In the knowledge that, if we do not play our part, **Vision 2030** will not be fulfilled, let us also try our utmost best to support all the ministries and other departments in the public and private sectors that approach us for assistance, be it for the training of their staff, be it in the area of research and consultancy.

Student attachments

I have tested and found out that various institutions in our country both in the public and private sectors are willing to accommodate UNAM students for attachments and for them to acquire practical skills on the job. Should there be any UNAM student who does not find a place for attachment, I am ready to go anywhere to the Namibian government and industry to beg for a placement. I ask all the Deans to do the same.

Ethics of commitment to work

Let all of us be men and women of commitment to our work. We are now well paid; we have our Ministers, Permanent Secretaries and many leaders of our public and private institutions coming to us to learn. What else do we want in order to feel fulfillment through our job as teachers of the nation?

Now that the workload for all staff members has been commensurably defined, thanks to the audit, UNAM expects that all staff members will give account on their work and whereabouts. I do not want to hear the public telling me: such and such member of UNAM staff are permanently on receptions in town or are busy carrying out their private business during UNAM working hours. That is unethical and is tantamount to breach of contract and abscondement. Management is going to resist the thinking that one has more rights than commensurate obligations.

Ladies and Gentlemen, I know that 95% of UNAM staff are men and women of integrity who are highly dedicated to their work and to the need of the students; and who are always on reach when needed by their supervisors and/or students. I therefore take my *hat off for you*, colleagues, and encourage you to continue the good work. Collectively though we need to defend our reputation by exposing and expurgating from our midst those elements who don't care about UNAM lest about their own interests.

Ladies and Gentlemen, although to have work, that is, employment, is considered to be a fundamental right, considering the number of unemployed people in our country and elsewhere, those of us who have work should feel privileged. I therefore urge all our staff members, including

leaders of our trade unions, to work hard so as to transform UNAM into a centre of excellence through highly qualified staff and enviable teaching, research and publication and not to make it a second class university. We should also avoid demanding more and more when considerable number of our people has no single income.

Please allow me at this juncture to mention an act of altruism that impressed me so deeply. Two weeks ago the Dean of Science, Prof Kiremire, a Non-Namibian, having discovered that in his faculty and department there was a very promising Namibian orphaned student who didn't have money to pay for his studies, decided and made arrangements with UNAM to pay for him from his salary – with the only justification that the student “*has a great intellectual potential as a future great scientist*”. This is humanism in action! God bless, Prof Kiremire.

Message to the students

Dear students, the Namibian Government and people have set up UNAM and are funding and equipping it annually so that you may receive good academic education to prepare you for the professional world to be able to play a meaningful role in the society. We in Management hope that you will make use of the University infrastructure, the professors and lecturers, and your relatively privileged status (when compared with that of other young people in our society) to study, develop your careers so as to be able to contribute to the betterment of the living conditions of your loved ones and of the society as a whole. The Romans used to say: *carpe diem*, grab the opportunity! If you waste it, it is gone for ever; it will never come back. Please don't waste your time in phone calls, sitting idle and constant chats.

The professors, doctors and other lecturers you see here or will meet in the classroom managed their studies by making wise use of their time. **Time** is the most **precious commodity** students have. Use your time to **study** and **consult** your lecturers. This advice is also meant for the members of the SRC. They are also students. Please be mindful of HIV/AIDS. Avoid going and sleeping around. Remain focused and faithful to your dreams for the future.

During your time at UNAM, please try to familiarize yourselves with all the **Rules and Regulations** governing your **rights** as well as **obligations** at UNAM, including paying your bills. Apart from studying the Constitution of the SRC, please also familiarize yourselves with the **University of Namibia Act** and the **Statutes** in order to ascertain the different levels of competency, responsibilities and operations within the institution. That will ease understanding, encourage consultations and avoid unnecessary confrontation. The University Management will not hesitate to implement and enforce the rules of the institution.

All in all, my dear students, the entire staff of the University of Namibia is at your disposal to help you make the best out of your stay at UNAM. Let us together make your stay at UNAM memorable and successful, so that your future and the future of the whole society you hail from is promising.

Thank you.

COMMENCEMENT CEREMONY 2008

Pro-Vice Chancellor: Academic Affairs and Research, Prof OD Mwandemele

Pro Vice Chancellor: Administration and Finance, Mr Z Kazapua

Deans and Deputy-Deans of Faculties, Directors and Deputy-Directors of Academic Centres;
Heads of Departments; Professors; Lecturers:

Academic and Administrative Staff of all UNAM Campuses and Centres throughout the Country;
President and Members of the SRC,

Dear UNAM Students

Ladies and Gentlemen:

First, I would like to welcome you warmly to UNAM at the Commencement of the Academic Year 2008. Please allow me also to say a special word of welcome to the new academic leadership and to all UNAM 2008 first year students.

Secondly, I would like to thank the outgoing Deans and Directors, as well as their Deputies and Heads of Departments, for the good work they did for the Faculties, Academic Centres and Departments that were entrusted to them for the past three years, and for meticulously spearheading the very taxing curriculum review exercise UNAM went through last year. In the same vein, I would also like to express my heartfelt gratitude to the Pro-Vice Chancellor: Academic Affairs and Research, Prof Mwandemele, and the Director of the Teaching and Learning Improvement Unit (TLIU), Dr E Maass, for providing excellent leadership during this very important exercise.

Ladies and Gentlemen:

In the course of last year the University of Namibia reached a number of positive milestones in terms of achievements of which I will only touch on a few. First, UNAM was ranked 16th best African university among more than three thousand institutions of higher learning in Africa. The ranking was done months before UNAM could celebrate the 15th anniversary of its existence as Namibia's first university. This year we want to consolidate what was done, initiated or achieved last year so that UNAM can gain more and more in height and academic stature and sooner than later it is rated on a one-digit scale.

As a member and executive board member of the Association of African Universities (AAU) UNAM was requested to host the leadership training workshop for Presidents, Vice Chancellors, Rectors and other management staff members of higher learning institutions in Africa. This was AAU first training workshop of its kind.

UNAM was also fortunate to have hosted the prominent visit of the President of our partner University of Oulu, Finland, and his delegation of seven senior academics and a senior administrative officer to discuss the expansion of the excellent Oulu-UNAM collaborative links in the context of North-South-South academic cooperation. A very important outcome of these consultative discussions was a close collaboration in the fields of engineering and medicine or Engimed Project.

As alluded to earlier, during the 2007 UNAM also experienced a frenetic work of our academics towards a wholesale review of the curricula to elevate them to level 8 of the NQF. Furthermore,

also UNAM worked out an elaborate implementation plan for its Third Strategic Plan. I would like to thank Prof P. Mihyo and Dr Mutumba for their outstanding role in this whole exercise.

During the same period, negotiations took place between UNAM and Government ministries led by the Ministry of Education on the transfer of Agricultural Colleges of Neudamm and Ogongo to UNAM and their integration into the Faculty of Agriculture and Natural Resources. Now that these negotiations have been crowned with success, let us warmly welcome our colleagues and friends from Neudamm and Ogongo into UNAM big academic Family. The groundbreaking ceremony for the establishment of UNAM Faculty of Engineering and Information Technology at Ongwediva as part of UNAM Northern Campus was also one of the main highlights of the last academic year and sets an important milestone in the UNAM Engimed Project. UNAM Faculty of Engineering will be one of the best, if not the best, engineering school in our region.

The groundbreaking ceremony was preceded by unexpected events. On the one hand, there was a premeditated disruption of a very promising funding from the Millennium Challenge Account; on the other hand, there was the abrupt end of the special arrangements that existed between UNAM and some South African universities concerning UNAM Pre-Engineering students. Because of all this UNAM had to seek an alternative source of funding for the engineering project while it had also to start negotiations with universities in Finland, Ghana, Kenya, Nigeria and Tanzania to ensure that UNAM Pre-Engineering and Pre-Medical students find enough placements. At the same time UNAM had also to start making the necessary preparations to have the training of Namibian professional engineers and medical doctors done at home in Namibia. In this regard, we are thankful to our Chancellor, H.E the Founding President of the Republic of Namibia, Dr Sam Nujoma, for his inspiration and encouragement, and to our Government for their undivided support.

The end of the last academic year also witnessed the appointment of new leadership for UNAM faculties, academic centres and departments. Contrary to malicious, unfounded and anonymous propaganda, everybody can see that the faculties and academic centres are not 'entirely run by expatriates'. Even those expatriate academics, who have been entrusted with such a noble task, are those who have proven here and elsewhere that they are able to assist UNAM in its quest to attain new academic heights. What the anonymous propagandists do not say is that there were a number of Namibians who were approached to lead these departments but declined the offer. So, Hangula is not selling UNAM out. Hangula only wants Namibia to have one of the best universities, if not the best university, in Africa and in the world. The University management is very firm on this no matter how strong the efforts of those who indulge in minimalism and want UNAM to be a Mickey Mouse university, apparently only there to cater for jobs for Namibians, are.

Colleagues, we must always be mindful of the fact that UNAM is a national project, which is not yet done, but needs to be nurtured to grow, flourish and bear the intended fruits for the benefit of this country and the rest of humanity. I am therefore very pleased to note that at its very young age, apart from embarking on an aggressive staff development drive to create Namibian capacity, UNAM has already been able to attract students and lecturing staff from all the five continents, thus also projecting a true image of a world university on the Namibian soil. This, truly, is an achievement that any real academician worthy of this name can be proud of; and I thank all of you, colleagues, who have brought UNAM thus far. Let us not relent nor sink to third word or third

class university syndrome where we could be classified as third- or second-class professors or lecturers.

The University of Namibia also saw success in securing capital funds for the erection of a number of infrastructural facilities, including buildings, laboratories as well as the setting up of the Faculty of Engineering and student hostels both here and the Northern Campus. In this regard and in a special way, I would like to thank the Director of Estate Services, Mr J Kwenani, as well as the UNAM ETSIP implementation team for the job well done.

Ladies and Gentlemen: The University management has promised to revamp the laboratories and overall to improve teaching aids so as to create an environment that is conducive to a better teaching and learning as well as research for our academics and students. UNAM is well on course on this although the full implementation hereof might take some time to be realized. We are also restructuring the Office of the Dean of Students (ODS) to enhance efficiency in its overall operations.

Ladies and Gentlemen:

By allocating the abovementioned considerable financial resources to UNAM, as from the current academic year, the Government of the Republic of Namibia has not only heard UNAM complaint about the need for adequate infrastructure, but has also sent UNAM a clear message, namely that:

- (a) UNAM must deliver quality goods, that is, scientists and other human resource experts for Namibia; and that, consequently,
- (b) The milestones and goals of ETSIP, NDP3 and Vision 2030 must be attained.

However, my dear and distinguished Deans, Academic Directors and Heads of academic Departments: UNAM can only help Namibia to realize its developmental goals through you; for you are sitting in the engineering room of human resource production! A good number of UNAM staff was involved in the design of those government development plans that also informed the redesign of our curricula. It will therefore not be difficult to relate to them during your training exercise.

Moreover, in accepting your new responsibilities as managers of academic units of this national university, you pledged in writing that you would take special troubles to ensure that UNAM reach new heights of quality education and academic culture. I believe you; and your academic credentials attest to your capabilities. The same applies to that of all UNAM academic and administrative staff. What are needed are commitment, hard work and discipline, which are the *sine qua non* of any success.

All of us are employed to give an undivided attention and loyalty to UNAM and its business. All consultancies must be strictly carried out within the letter and spirit of UNAM Consultancy Policy and in coordination with UCCB. Any member of staff is free to have membership in a political party of his or her choice. However, the University Council has once again made it categorically clear that, in accordance with UNAM policies () University of Namibia staff members are not allowed to engage and participate in active party politics. Those who want to engage in active party politics should, rather take unpaid leave and operate from their party headquarters or parliament and not from a UNAM office. We must ensure that we succeed in whatever we do.

Dear University of Namibia students: I thank you for choosing UNAM as your *Alma Mater*. I wish to assure you that after having been accepted at UNAM you are fully UNAM students – with all the rights and obligations. Whether you are Namibians or you hail from another country or continent, please know: There are no first or second-class students at UNAM. By leaving your family, your region and/or your country and by coming to UNAM you have decided to embrace a very interesting culture of *academe*, which is a restless and an inquisitive culture where people are never satisfied with what they know, have achieved or have accomplished. It is because of that that the world has wondrous pieces of arts, nice poems, radios, cellphones, airplanes, medicine, etc., that informs, define and shape modern life.

At the outset of this academic year, I want you to seriously reflect on what your contribution to that pool of human knowledge will be and how humanity could profit from you. UNAM is ready to help you by putting at your disposal a number of professors, lecturers, lecture rooms, a library, books and journals and some equipments to assist realize your professional career and/or your academic dreams. But, according to Socrates, professors and lecturers are not going to make you learn. They will only be able help you to unleash the potential that is in you. You have to do the learning yourselves by researching, reading and discussing – and not by sitting outside and chatting most of the time. You came here primarily to learn – not to run the university or waste your precious time. So *carpe diem* – grab the opportunity - and avoid regret for a time wasted. It will never come back. Beware of HIV/AIDS. Think of the bright future in front of you as future lecturers, professors, deans, directors and vice-chancellors of this university, or presidents, ministers and functionaries of our national institutions. Think big; dream big. For you have not spent time, energy and resources going through primary, secondary and now tertiary education just to end up dieing so young. Come on; have a dream and focus on it. I wish each one of you, my dear UNAM students, a good academic year full of promise for yourselves, your family, for the ‘land of the brave’ or any society you hail from.

Thank you.

STATEMENT BY PROF. LAZARUS HANGULA, VICE CHANCELLOR OF THE UNIVERSITY OF NAMIBIA, ON THE OCCASION OF THE 2011 ACADEMIC YEAR COMMENCEMENT

- Pro Vice Chancellor: Academic Affairs and Research, Prof OD Mwandemele
- Pro Vice Chancellor: Administration and Finance
- Members of the University Management
- Deans, Directors, Deputy Deans and Deputy Directors
- Heads of Departments, Professors, Lecturers
- All administrative, technical and support staff of the University of Namibia
- The SRC President and her entire Council across all UNAM campuses
- Dear UNAM Students at all our campuses and Centres throughout the country
- All our Distinguished Invited Guests
- Members of the Media
- Ladies and Gentlemen:

We feel very honoured by the presence and through the special gesture of the leadership of IUM which decided to grace UNAM's academic commencement with their presence. It is a gesture that not only underscores the warmth of the partnership between our two institutions but also holds promise for a close collaboration between IUM and UNAM in areas of common interest. Madam Vice Chancellor of the International University of Management, Mrs Virginia Namwandi, as well as your Deputy Prof. Opale and other IUM colleagues, thank you and *karibu sana* indeed!

UNAM Staff Members and Students:

First of all I would like to extend a warm welcome to all of you at the commencement of the new academic year 2011 and to its hive of activities!

To the old UNAM staff members my welcoming is coupled with votes of thanks and appreciation for your good and exemplary work that put UNAM in the regional, continental and world maps through your dedication to teaching, research, publication, consultancy and community service as well as fundraising and nurturing of partnerships, or through venturing into product development through innovation and patenting. For some of you this might have come with a heavy price – that of being almost burned out. Your sacrifice was not in vain though as through it the University of Namibia was able to cover new grounds and lay new milestones. Many thanks to you all indeed for the job well done!

For those for whom this academic year is their first commencement at UNAM, I would like you to feel at home and be truly members of UNAM academic community. Despite difficulties you might encounter here and there, you have here an opportunity to contribute and help this institution

to grow academically and in the process also develop yourselves while making a difference in the life of your students and Namibia as well as Africa at large. With your loyalty and dedication to a common cause the University of Namibia will thus be able to reach new heights and even excel.

To all of you, dear colleagues: *Sursum corda!* Let us all double our efforts and build on the successes of last year as we improve on its shortcomings (e.g. better management of exams, more professionalism and responsibility by top faculty leadership on matters concerning the admission of students, etc). As they say: “The biggest room in the world is the room for improvement”.

This academic year will also see the implementation of new plans, projects and programmes:

- (a) UNAM has effectively taken over both the academic and administrative business in its new campuses of former Colleges of Education. Although the process is still continuing, please allow me at this juncture to wholeheartedly welcome all our colleagues and students in these new UNAM campuses. I also thank the Merger Committee and the now extended Faculty of Education for the job well done. It is now expected that, with the help of the Merger Committee chaired by the Director of Communication and Marketing, Mr E. Tjiramba, all the stakeholders will soon start the *re-engineering* process in all earnest to ensure that other university programmes are brought closer to the communities that are living in the neighbourhood of our new campuses, as planned.

The Faculty of Education is also introducing an *Early Childhood Development Programme* and *Department* as a responsive measure and compliance to the ETSIP requirements. The Faculty will also establish a *Continuous Professional Development Centre* in response to the need to overhaul basic and secondary education in Namibia. This Centre will initially be funded to the tune of N\$14.4 million through the *Millennium Challenge Account Namibia* and through the Ministry of Education.

- (b) The Faculty of Agriculture and Natural Resources (Neudamm Campus) has introduced *Pre-Veterinary Programme* following enriching consultations with the Ministry of Agriculture, Water and Forestry as well as the industry and partner universities across the globe.
- (c) Through the Ogongo Campus the Faculty will step up the training of the communities in rice cultivation and is geared to replicate the Kalimbeza experience in Kavango, Omusati and Oshana regions for the sake of knowledge gain for the communities and food security for the country.
- (d) The School of Medicine in the Faculty of Health Sciences, which will see the inauguration of the *Medical Campus* at the end of April (specifically on 29 April) this year, is welcoming the new *Programme* and *Department of Pharmacy*.

- (e) The Computer Science Department in the Faculty of Sciences has just inaugurated a *Centre of Excellence* for *ITC*. The Centre which is starting small was established and will be run with the assistance of *Telecom Namibia* which donated an ITC research laboratory and is providing scholarships for promising UNAM Namibian IT graduates to do industry-relevant research towards postgraduate studies in IT.
- (f) Thanks to our I-TECH/University of Washington friends and partners the Multimedia Unit has acquired and installed a video-and teleconferencing *bridge* that will henceforth enable UNAM staff members in one campus to have simultaneous video-and/or teleconferencing connectivity with all other campuses across the country and even abroad. Efforts are now being made to install the videoconferencing equipments in the recently merged campuses.
- (g) A more formalised, institutionalised and better restructured *UNAM Press* will soon be launched to start working on manuscripts that have started piling up already. It is hoped that our academics will seize the opportunity to publish their research findings right here at UNAM. *Publish or perish* is a well known jargon for academics who have less inclination to publish.
- (h) The University of Namibia fourth *Strategic Plan (2011-2015)* will also see the light of the day in the first half of this year.
- (i) In the course of the year the institution will engage in a self-evaluation process or *internal audit* which will in part also inform an external evaluation by the National Council for Higher Education (NCHE). It is always good to look into a mirror and see where one might need a bit of oil or powder to round up the beauty. So let us all be ready for this upcoming exercise which will be initially spearheaded by CEQUAM!
- (j) At the end of this academic year and as part of the dynamics of the institution's self-governance process, our academics who have been serving as Deans and Directors of academic centres as well as their deputies will complete their four years term of office. A new leadership will take over the following year. The *changing of the guard* is an important exercise that serves to create governance capacity within a given unit while at the same time it gives those who may be stuck with management work the opportunity to grow to academic seniority through publications and/or staff exchanges.
- (k) Our *Staff Development Programme* is bearing abundant fruits. More and more Namibians are acquiring postgraduate degrees. I want to encourage them not to relent but to engage in research and in publication to attain adequate levels of academic seniority as required by academic peer review mechanisms.

- (l) Due to the growing importance, visibility and diversity of UNAM's national and international relations, linkages and partnerships the *International Office* was expanded and strengthened; and is now being headed by a senior academic at the level of a director.
- (m) In view of the ever growing number of campuses, academic programmes and projects and in line with the restructuring process there is also dire need of a Director of Academic Affairs to assist the PVC: Academic Affairs and Research who of late has been no longer having lunch breaks and weekends.

Ladies and Gentlemen: Let me also at this juncture thank all those UNAM staff members or departments such as the UCCB, MRC, UNAM Foundation and School of Nursing and Public Health, amongst others, who through their own efforts raised considerable funds, vehicles or equipments for the University. Please keep up the good work because nowadays no government is able to fully fund higher education which is diverse and highly specialised.

Through the assistance of **GTZ'** Country Director, Prof Dr Eng. Heinrich Semar, who is also UNAM's Honorary Professor of Civil Engineering, the Faculty of Engineering and Information Technology has secured 8 million Euros for the construction of a building wing for a Department of Civil and Transport Engineering, and an additional 5 million Euros for laboratory equipment, etc. I wish to thank Prof. Semar for his efforts in securing this generous German donation. We also thank Prof Kavishe and especially the *German Government* for this generous donation that will certainly also accelerate the collaboration between our Faculty of Engineering and a number of German technical universities. This is in addition to a comprehensive research and capacity building endeavours also funded by Germany and starting soon between UNAM and the University of Bremen and the Centre for Ocean and Coastal Environment Studies; and will initially involve UNAM's Faculties of Law, Engineering and Information Technology, Sciences and SANUMARC.

Ladies and Gentlemen: I now have the singular honour to welcome and introduce to you a great friend and partner of UNAM, the Managing Director of *NamPower* whom I dare to cosily call *Mr Light* and who made a generous contribution of three million Namibia dollars to the Faculty of Engineering to set up and equip the Electrical Engineering Department *laboratory* and a *non-active station* for training in addition to students attachments at NamPower facilities across the country - Mr Paulinus Shilamba!

More than anybody else, Mr Shilamba is the person who worries most about power in Namibia. Mr Shilamba, we thank you heartily for honouring our partnership with such a generous donation to support the Faculty of Engineering. We know that you too, don't have enough resources; yet you decided to share the little you have with UNAM. We are also grateful that you accepted to come and grace UNAM's academic commencement with your presence. As I thank you and NamPower for the generous support to our partnership toward the training of engineers for

Namibia, I also wish to assure you that through its various programmes the Faculty of Engineering and Information Technology will indeed endeavour to do its part to assist NamPower in the development of more power in Namibia.

Ladies and Gentlemen, I am further delighted and indeed very encouraged to note that *leading private industries* in Namibia are also slowly seeking partnership with UNAM on important long term projects.

Ladies and Gentlemen, UNAM continues to attract many Namibian and foreign students who want to do their studies at this institution. Although the majority of these students qualify to be admitted, the institution can hardly admit all of them due to *limited classroom* and *laboratory space*. Adding to that is the now perennial problem of accommodation. These are serious infrastructural challenges that might end up becoming endemic as the growth of the student number being admitted is exponential whereas that of the infrastructure runs geometrically!

The issue of *lack of accommodation* is well known to UNAM Management and Council as well as to Cabinet. Despite our disappointment with the demonstrated inability of those whom UNAM has already awarded a tender to build some hostel accommodations, we are nevertheless encouraged by the new plans of the Ministry of Education with higher education institutions in this regard. Furthermore, UNAM continues open to discuss with the private sector to come and set up new hostel complexes. Indeed, although UNAM has no funds of its own to build hostels, it has enough land that can be allocated to those who are willing and able to build hostels for UNAM students in Windhoek or at any other UNAM campus where there is need of hostels.

Ladies and Gentlemen, in a young country like ours with a nascent academic culture and where the majority of the students hail from remote rural areas of this vast land and where the university can only accommodate a maximum of 10% of its students, relegating 75% to the informal settlements of Windhoek or Oshakati, this state of affairs is a heartbreaking challenge for all of us!

Madam SRC President, dear Students: You are the main reason why the University of Namibia – your university of choice - exists. Therefore your main objective in coming here is primarily to gain knowledge through studying and hard work until you graduate. Thus, my advice to you all is that you should take your studies very seriously from day one if you ought to realise your dreams and the goals you have set for yourselves in life, namely that of becoming somebody –leaders, scientists, professors of Namibia or of any of your respective nations. Do not waste your precious time in futile exercises and secondary things. They say: ‘Time wasted never returns’. Also the opportunity for you to repeat is very limited. So *carpe diem* – grab the opportunity while it is available! Avoid HIV and AIDS as it has the potential to shatter and derail your great dreams.

Apart from those that I have just outlined, other challenges will certainly appear along the way of your stay here. Management and SRC were established to address such challenges collectively. Let us therefore work constructively, together. Leadership is shown in the manner in which one is

able to raise to the occasion when unforeseen challenges strike; not through panicking and disarray or finger pointing.

In conclusion, Ladies and Gentlemen: I wish you all - both individually and collectively - good health and enough stamina as well as courage and determination to succeed in the task ahead. And may the academic year 2011 be a prosperous one for all of us as UNAM community and as partners!

Thank you.

SPEECH BY UNAM VICE CHANCELLOR, PROF L. HANGULA, ON THE OCCASION OF THE COMMENCEMENT OF THE ACADEMIC YEAR 2015

- Director of Ceremonies
- Dear Rev Gurirab
- Distinguished Council members here present
- PVC: Academic Affairs and Research, Prof. Osmund Mwandemele
- PVC: Administration and Finance (acting), Mr A Fledersbacher
- UNAM Management colleagues (the Bursar, the University Librarian and the Acting Registrar)
- Our Special Guest of Honour and UNAM's Alumnus, Mr Sam Shivute
- Distinguished Deans, Directors, HODs, Professors, Lecturers, all UNAM Academic and Administrative Staff Members
- Members of UNAM Alumni Association
- The SRC President and all Student Representative Council Members
- Dear UNAM Students
- Invited Guests
- Members of the Media
- Ladies and Gentlemen

It gives me a great pleasure to be able to welcome all of you present here and all members of the University of Namibia community at all our UNAM twelve campuses across the country. This welcome is extended to all UNAM staff and students on this very auspicious occasion as we resume our noble duty - that of making Namibia an educated and more enlightened nation.

A special word of welcome goes to those staff members and students who have joined UNAM for the first time this year. Whatever UNAM campus you find yourselves in, you are all warmly welcome to UNAM and to the academic year 2015.

Ladies and Gentlemen,

The number of students who registered to study at UNAM this academic year has risen from 19,506 last year to 19,824 (equivalent to an increase of 9.9%). In the case of the Southern Campus the student number even quadrupled! Students of UNAM 2015 academic year hail from different socioeconomic backgrounds and come from the following forty-three (43) countries, namely Afghanistan, American Samoa, Angola, Antigua & Barbuda, Argentina, Botswana, Brazil, Burundi, Cameroon, China, Congo (Brazzaville), Czech Republic, DRC, Egypt, Finland, Germany, Ghana, India, Indonesia, Italy, Kenya, Korea (South), Lesotho, Liberia, Libya, Malawi, Mozambique, Netherlands, Nigeria, Pakistan, Rwanda, South Africa, Sudan, Swaziland, Sweden, Taiwan, Tanzania, Uganda, United Kingdom, USA, Zambia, Zimbabwe and, of course, Namibia.

It is, thus, very pleasing to note that UNAM is increasingly becoming the university of choice for many citizens of the world. This does not only mean that UNAM has become a more visible institution; it also means that there is quality in the education and training that our national university provides to her students as it is also attested by the level of our ranking among African higher education institutions.

Moreover, I am also pleased to note that 2015 will witness UNAM's first batch of students of pharmacy becoming pharmacy graduates, while the first batch of students of the Bachelor of Medicine and Bachelor of Surgery (MBCChB) programme, having completed five years of medical training at the School of Medicine, will be entering intensive practical training in hospitals as medical student interns as required by the Medical and Dental Council Act (of 2004).

The University of Namibia will also, for the first time, be graduating the first batches of graduates with Bachelor of Education in Pre- and Lower Primary, as well as Bachelor of Education in Upper Primary, following successful introduction of these new degree programmes in 2011, after the integration of the former Colleges of Education into the UNAM Faculty of Education. It is also very important to note that this is also the first time that Hifikepunye Pohamba campus, Khomasdal campus, Katima Mulilo campus, and Rundu campus will be producing degree graduates since they became part of the UNAM system. This is a very significant achievement in the education sector considering that there is an urgent need to strengthen pre- and lower primary education provision in our country.

Director of Ceremonies, Ladies and Gentlemen,

With the aim to adequately respond to the national need to step up research in the field of information technology (IT) and to contribute to innovation and development, UNAM has decided to upgrade the Computer Science Department in the Faculty of Science into a School of Computing effective from 2015 academic year. Similarly, the Department of Military Science in the same faculty has been upgraded to a School of Military Science which will also henceforth *inter alia* integrate all security programmes that are currently taught at UNAM, also effective from 2015 academic year; while the department of Public Health in the School of Nursing and Public Health will become the School of Public Health with effect from 2016. These, ladies and gentlemen, are developments of great national significance.

UNAM has also established an E-Learning Centre to be able to provide the very much needed IT supported and blended approach to the teaching and learning environment at UNAM across all its campuses, particularly for our students who are registered through the Centre for External Studies (CES). Also noteworthy is UNAM's partnership with Cardiff University of UK to collaborate with the School of Medicine as well as the School of Computing in the training of the much needed anaesthesiologists and IT specialists in Namibia respectively.

Ladies and Gentlemen

I am also happy to report that the Veterinary Council of Namibia has approved the curriculum for UNAM Bachelor of Veterinary Medicine degree programme. This is a result of excellent cooperation and commitment by all stakeholders, namely, UNAM, the Ministry of Agriculture, Water and Forestry (MAWF) and, of course, the Namibian Veterinary Council (NVC), to ensure that this national project succeeds.

I am also very delighted to note that a growing number of UNAM's own alumni who went through intensive capacity building training and academic upward mobility through teaching, research, publication and service to the wider community are more and more being recommended for promotion to associate or full professorship by their international academic peers around the globe. Thus, as UNAM Vice Chancellor, I am extremely happy to see that the number of Namibians who

have been promoted in recent years to senior academic positions (i.e. Senior Lecturers, Associate Professors and Full Professors) has significantly increased. This shows that the institution has come of age.

As we strive to spread these achievements to all our campuses across the country, we wish to thank the Council of the University of Namibia for their unparalleled dedication, guidance and farsightedness, and for being the only one national governance body that provided its supervised institution with an elaborate capacity building policy, programme and funds so as to ensure that in the long run UNAM faculties, schools and departments have a critical mass of indigenous as well as endogenous human resource capacity capable of transforming Namibia into a knowledge-based society. Our Council members are the giants on whose shoulders the University Management sits and tries to look far ahead.

The foregoing bears witness to the fact that, in as much as UNAM has remained ontologically the same, it has *de facto* grown in size and bounds. To highlight UNAM's improved identity and vitality, our Directorate of Communication and Marketing set in motion a tedious but successful process of rebranding after getting a go-ahead from the University management and Council. We congratulate them for a job well done!

Ladies and Gentlemen,

As it is with everything that is subject to the laws of nature, UNAM too is subject to the natural laws of historical contingency; and the higher we climb, the more we are exposed to different forces of gravity. The increase in the number of UNAM students - especially Namibian young people hailing from secondary schools - also, in turn, postulates a commensurate increase in the number of staff and infrastructure in order to match the number of students and the quality of education that these students are looking for to enable them to navigate the complex world of today. To be frank, the matching of infrastructure and the human resources to the ever increasing number of students are some of the real challenges the University of Namibia has been faced with for some years now.

UNAM Council and Management are making titanic efforts to secure additional financial resources from the government for the development of the much needed academic infrastructure, that is, chiefly adequately resourced lecturing halls and laboratories as well as working bays for the staff.

Notwithstanding the aforesaid and cognizant of the fact that UNAM is not the only institution which is the object of our government's attention and care, I would like to appeal to all of you, our dear staff members to, at all times, continue doing your best as well as carrying out your duties with utmost dedication. UNAM Management greatly values and appreciates the successful contributions you are making to our institution in the delivery of quality education and training, and thus will try its level best to ensure that you are provided with the most conducive working environment, resources permitting.

Ladies and gentlemen, please allow me at this juncture to congratulate those among our academic staff members who at the end of last academic year (2015) won the meritorious awards for outstanding work. Colleagues, may you continue to excel!

Lastly, I would like to appeal to all UNAM students not to forget that the fact that they made it to the university they should count themselves as the privileged few among thousands of young people of the land of the brave and the world. In this regard, I would like to appeal to all of you, dear students, irrespective of the countries you are coming from, to please use your time and the opportunity of being higher education students or young scholars very wisely. There are many people in our society and the world over who had wished to have the chance you have but they were not so lucky. Therefore grab this opportunity with both hands; this is your chance to become someone in life and to be able to assist your countrymen and your other fellow human beings wherever you will find yourselves few years from now. Use your young energy positively and let the sky be the limit for what you can achieve. Run away from all vices. Stay blessed and have a successful academic year 2015!

I thank you.

UNAM ACADEMIC COMMENCEMENT 2018

Statement by the Vice Chancellor, Prof. Lazarus Hangula, on the Occasion of the 2018 Academic Commencement of the University of Namibia

(All Campuses, 14 February 2018)

- The Chairperson and all members of the University of Namibia Council present;
- Dear and distinguished members of the University Management - the PVCs, the Registrar, the Bursar, the University Librarian and the APVCs;
- Distinguished Deans, Directors, Deputy Deans, Associate Deans, Deputy Directors, Assistant Directors, HODs, Professors, all dear UNAM academic, administrative and technical staff members
- The SRC President, Vice Presidents and all members of the SRC and Student Parliament;
- All our dear Students from all UNAM campuses and CODEL Regional Centres;
- Members of the Media;
- Ladies and gentlemen,

Ladies and gentlemen, it gives me also a singular honour to welcome you all, members of the University of Namibia community - students and staff - to the opening of the 2018 academic activities of our national university. I also wish to extend a special welcome to all new UNAM members of staff as well as student novices.

Ladies and gentlemen, the University of Namibia's mandate as well as that of her staff members is grounded in a perennial mission that ought to be carried out in perpetuity and with steady improvement. It is, thus, our fervent wish to see the 2018 academic year building on the achievements of the previous academic year by improving what was good and correcting what might have been wrong in the quest of moving forward. We understand the mandate of the University of Namibia, which was established under the motto "Education, Service, Development", as being that of spearheading the agenda of national development. Indeed, the establishment of the University of Namibia as a comprehensive national university, barely two years after the birth of the Namibian State, meant that *ab initio* UNAM was intended to be the partner in development of our nascent Republic. It was also for that reason that from her primordial moment UNAM spared no efforts to ensure that all critical areas of Namibia's human resources needs were considered and embedded in the architectonic of her academic plan in the form of faculties, schools, departments and curricular programmes.

In 2017 UNAM celebrated 25 years of her existence and took stock of a number of her notable achievements that signal her coming off age and affirm her standing as a university of choice for many will-be students from different parts of the world.

This year UNAM has so far registered about 23,000 students from the African, American, Asiatic and European countries. Since the registration is still continuing, these figures are only preliminary. The final figures will be provided by our very competent statistics office after the data consolidation. Looking at the queues at the registration venues, we are certain that the number of UNAM students this year will be higher than that of last year.

I therefore wish all our dear students across all UNAM twelve campuses and the seven (7) regional CODEL centres a successful 2018 academic year ahead.

Ladies and gentlemen, inasmuch as there is enough reason for us all to celebrate UNAM's achievements, there is also a resounding clarion call for all of us to redouble our efforts in order to take this institution - on which so many hopes and aspirations of our people are pegged - to the next level of performance, achievement and success which were, indeed, the main objectives of UNAM restructuring process. To attain the envisioned level of our restructuring, each and everyone of us - staff members and students alike - needs to pull the socks, work hard and make things happen. Each one of our professors in all our faculties, schools and centres will henceforth be expected to have a certain number of postgraduate students under his or her supervision. It follows therefore, going forward, that the performance of the leadership of our faculties (i.e. deans, deputy deans, associate deans and heads of departments) will also *inter alia* be judged by the number of postgraduates, publications and professors that their units produce. It is, thus, our fervent wish that UNAM's novel research will increase, ushering in a research and development (R&D) drive of our senior academics and their postgraduate students in an effort to realize UNAM's dream of the envisioned "Research and Development Campus" concept that is expected to be implemented by UNAM working hand in hand with interested institutions in both public and private sectors and with the primary objective to generate and increase UNAM's patents; provide solutions to real socioeconomic problems; and, lastly, create wealth for our communities and the national economy. This is a realistic dream that both the PVC for Academic Affairs and the PVC for Research, Innovation and Development as well as our Deans, Associate Deans and the Director for Postgraduate Studies will be expected to pursue and make it a dream come true - together.

I am also very happy that more and more public and private institutions are joining hands with UNAM in an effort to produce well rounded and highly employable graduates. In this regard I would like to thank His Honour Chief Justice Shivute for his commendable and Titanic efforts to support and empower UNAM to implement a more holistic and encompassing training programme for UNAM's law students independently of their social status and financial backgrounds.

Moreover, in addition to the successful agreement we had with the Ongwediva Medipark Hospital and Onandjokwe Lutheran Hospital, UNAM has recently also signed partnership agreements with the Switzerland based Bern University Hospital, the Windhoek based **Rhino Park Hospital**, Walvis Bay based **Welwitchia Hospital**, and the Ondangwa Private Hospital. The aim of all these partnerships is for these private hospitals to provide internship and professional training attachment opportunities to senior students of our National Medical School. Similar efforts are being pursued through the office of Industry and Cooperative Education with regards to other fields of studies.

I am, indeed, also happy that more and more companies in the private sector (such as the mines) are opening their doors to our students for training attachments. Such inter-and intra-sectoral

collaborations have the unique advantage of bringing the collaborating institutions symbiotic benefits, namely the provision of high quality service to the industry, on the one hand, and gain of professional skills and competencies for the students, on the other hand. The aim of this synergetic engagement is primarily to prepare students for the world of work as it also prepares Namibia for real industrial production.

Notwithstanding all those commendable efforts, I am aware of the limitations affecting the practical training of a considerable number of our foreign students mainly due to space limitation. Where possible, our Directorate of External and International Relations in my office will meet with needy foreign students in an attempt to assist them to find training attachment opportunities in Namibia, in their countries of origin or wherever such opportunities may avail themselves.

Ladies and gentlemen, for a number of years UNAM has been deferring the implementation of critical courses such as Dentistry, Architecture and Urban Planning as well as Anesthesiology, amongst others. UNAM is most grateful to Prof Judith Hall and her Cardiff Team who made it financially and human resource-wise possible for UNAM to start implementing the anesthesiology courses this year. Thank you very much, Judith.

Architecture and Urban Planning courses are geared toward production of a *minimum quantum* of the needed urban planners to assist government in the planning and layout of our towns and suburbs and to ensure adherence to standards for housing construction and transportation planning in an effort to lay timelines and create an implementation outlook for Vision 2030. Resources permitting, UNAM might be able to implement this course at the start of next semester. ***Anesthesiology*** is aimed at increasing the number of Namibian anesthetists and to ensure that the country has at least the minimum number of required anesthetists to reduce the time and backlog of patients waiting to be operated in our national hospitals.

Dear Colleagues, esteemed students of the University of Namibia, few months ago I received a very kind invitation from a special friend of UNAM, Dr Joana Newman, the Chief Executive Officer and Secretary General of the Association of Commonwealth Universities (ACU), to join a small number of vice-chancellors of official Commonwealth Universities delegation to the 20th Conference of Commonwealth Education Ministers (20CCEM) in Fiji (from 19-23 February 2018), to engage with ministers and key officials to highlight priority areas for higher education. The reason for that is simple. Today is my last commencement address to you all, esteemed staff members and dear students. So I deemed it, rather, necessary to spend this day with you here.

At the beginning of February this year I celebrated a humbling silver jubilee in the service of this great national academic institution - the University of Namibia - which I joined through NISER (the National Institute for Social and Economic Research) 25 years ago in February 1993. That was four months after UNAM's official establishment.

The journey of twenty-five years, spanning from my initial assignment as a DANIDA-hired but UNAM based development researcher who not only became one of the first Social Sciences Division's Namibian staff members and head of the same nascent division and who later on become the Director of the then newly established Multidisciplinary Research Centre; PVC: Academic: Affairs and Research and, lately, UNAM Vice Chancellor.

Although life was not always easy at the *Third Floor*, this journey of 25 years is for me a cherished period that not only shaped my academic career but also propitiated me quality time to reflect on the need of Namibia both from higher education perspective, her development perspectives and from the country's human resources needs. It also provided me an opportunity to engage in partnerships (and synergetic collaborations) across institutions, countries and continents. Above all and despite the many headwinds of challenges that I encountered in my fourteen years at the helm of UNAM, working with you, colleagues, members of staff, has been the most enriching, cherished and inspiring period of my life. The diversity of your nationalities, your high level of expertise, intellectual acumen, and even your trade union affiliation have not only been inspiring but have also revealed that what is good in you which makes you likeable and wonderful people who made the coming to work a great pleasure for me, and inspired me to work for UNAM not only during office hours but also during most of my private time. As enriching as you are, I learned to see and treat all of you first and foremost as colleagues and valuable assets on whom the institution can bank and derive dividends. The result was the *UNAM wonder* that make us all work as a team trying to reach for the stars. It is certainly this *ethos* that oftentimes prompted our government to ask us to assist here and there. We are also happy that the institution was of help to have been of service to the members of the industry such as Namibian Breweries where we assisted with the research on barley.

I thank all of you for your loyalty, unwavering support and hard work, and for being such great architects who helped to shape UNAM into an academic institution of high repute and of national, regional and international appeal to both national and international staff as well as students; and where even those who had voluntarily resigned, often decide to return!

As I prepare to retire from UNAM, I would like to request that you uphold standards, continue working hard and building national capacity, maintain justice, keep united, build consensus, shun gossips, xenophobia and other evil vices and UNAM will continue moving in gigantic steps – ‘forward ever’.

Finally, as I prepare to bow out, albeit *de facto* that will only happen five months from now, I would like to thank all the council members under and with whom I served for a number of years for their guidance and trust. I also wish to thank our Government for the trust and confidence they reposed in me and for the material support without which UNAM would have never reached the stage of a *trade mark* where it is today. I also thank my two Chancellors with whom I worked so closely on matters of UNAM and Namibia's development, namely His Excellency Founding President Dr Sam Nujoma, and Former President, His Excellency Dr Hifikepunye Pohamba, for their accessibility, wisdom, invaluable advices as well as inspiring skills and visionary leadership. Ladies and gentlemen, the strength of UNAM lies in its collective leadership. In this regard, I am especially thankful to my dependable UNAM management colleagues who always stood ready to tackle any problem any hour of the day or the night. The same can be said about our APVCs, Deans, Directors and their deputies, HODs, Professors, lecturers, legal advisors, Council and Senate secretariat, administrative and technical staff through whose collective effort the teaching, learning and research are taking place at UNAM. I also thank our trade unions and the SRCs for their very positive spirit and constructive engagement in search for solutions of any problems affecting the constituencies they represent.

Finally, ladies and gentlemen, it is my sincere belief that, when one is appointed to head a national institution, such institution becomes one's concern. Accordingly, during my tenure as vice chancellor I understood and took UNAM to be my national concern. I started living for UNAM, dreaming UNAM, praying for UNAM and defending UNAM's interests and rights at all cost. In such a situation of total commitment, dedication and zeal it is possible that I may have hurt someone although that was neither intentional nor personal. For any such grievance I would like to ask for forgiveness.

In that spirit of the Namibian reconciliation, I thank you all and wish you a prosperous academic year 2018 and God's abundant blessings for the years ahead; and I thank you!