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I have a project underway with Simon Fraser University Library and with the Canadian Centre for Studies in Publishing, and while I have never been a student of, nor worked at SFU, I have had the privilege of working with this wonderful library very closely over the last five years. Our work together has been very much focused on the question of whether we were ready, or rather, will continue to be ready when it comes to reading. Our project has been directed at remedying one of education's little tragedies in terms of our very readiness.

Let me explain with a question: How many of you—students I'm speaking to now—how many of you have your library card with you today? Don't be ashamed. My plan was that I would greet you as you crossed the stage with a large pair of scissors and that I would ceremoniously cut up your library card as you crossed that stage, at least for those of you who have paid up your fines.

Because, in effect, this is what happens to students crossing this stage, and crossing stages around the world. You will, I can assure you, still have some access to this library after graduation. You can, for example, motor back this mountain and borrow books. You can log on at home and access some 800 journals as well as, apparently, a database on medieval travel. I did do my homework for this assignment. Yet you retain access to a very small portion, perhaps 2% in journals alone, of that this library has to offer.

Up to now, you've been able to access all of the information at home, on your desktop, on your laptop and on your Smartphone, and now to benefit so much learning, raises the question then of whether you really are ready for all that is to follow; for all of the challenges that this world will pose.

Now my project with SFU Library has been to try to remedy this situation. SFU Library and I, along with a number of other committed librarians and professors around the world, are exploring new ways of making all of the research and scholarship in this and every research library available to everyone online. The idea of open access to knowledge is based on an idea of the human right to know what others have learned on our behalf as a right to learn as much as one might possibly want to of what research and scholarship have discovered about the world. This right applies of course not only to SFU graduates. Human rights are unearned, much like this unearned, but much appreciated, degree that I received this afternoon.

Now to date, this project has managed to open up to only a portion, perhaps one-quarter of the research that is done each year. That is, one-quarter of what researchers and scholars learn each year is now freely and openly available to everyone who has access to the internet.

To have ready and free access to one-quarter of what we know may not ready you all that much to take care of the world's challenges, but it is still a very important start in pursuit of this goal, and I very much need your help and the help of your families in increasing the amount of knowledge that is available in this open way.

So let's put away that idea about cutting up your library card. This is a day to celebrate and not to speak about loss. Instead I ask that when you cross this stage that you embrace this sense of being ready. You are ready. Ready thanks to this university, to continue to learn and to learn in ways that benefit others in this world.

Of course, you would be even more ready, I am suggesting, if you were able to go on pursuing this learning, openly and freely, after you graduate. You would be ready, that is, to look things up, to check your assumptions, to see what has been learned in ways that may serve you and others, whether in your work, for your families,