Peace''. The following Rap poem sets forth the plan, work and act with relentless vigilance. We must dare to stand up to the architects of a new world elite of the greediest. Peace advocates must build a multilateral alliance of Iraq into a major component of a new world order. American has the potential to turn the occupation not a continuation of the struggle to return to a state of peace as soon as possible must continue. Without a doubt, the U.S. military will overwhelm the Iraqi military and the long occupation will begin. The challenge for peace advocates is to make the occupation not a continuation of the evil of the wars. A strong peace movement in America has the potential to turn the occupation of Iraq into a major component of a larger world peace blueprint. Instead of allowing the Iraqis to be plundered and divided among the oil barons of the world, peace advocates must build a multilateral alternative governing structure to confront the U.S. master plan for looting. In the long term war for a world peace Iraq will be only a starting point. There will be no rest for those who dare to stand up to the architects of a new world order which camouflage dominance by a new world elite of the greediest. Peace advocates must conjure up the same fervor and determination as our adversaries. We must plan, work and act with relentless vigilance. This is an army of ‗fanatics for peace‘. The following Rap poem sets forth the credo of the Fanatics for Peace.

**We Are Fanatics for Peace**

We citizens volunteer to do our part—Never mind the military purple heart,We are fanatics for peace!Our holy assault must never cease;Foward to the civil liberty lines,Blast the voting fraud mines,The constitution light still shines,Launch spit into the fascist faceOur maneuvers will save the human race.Against warmongering liesA truth revolution will rise;Deep wells of angerPump bitter tears into our eyes;Fear for the future,Democratic civilization fanaticsWrestle with partisan acrobatics,Smothered in its star spangled bedVoter apathy is now real dead.We are fanatics for peace!For perpetual warDig wide trenches deep Victims come fight with usBefore you weepContempt is heaped upon the humble,Wise men merely sit and grumble,
Mathura and Lucknow. These assignments afforded him valuable experience at various levels of government. In 1954, he was appointed state director of education in Uttar Pradesh. Thus, he entered the educational service, initially as a “posting,” but soon his dedication to his profession took on the dimension more of mission than job.

Mr. Roy-Singh was appointed education advisor at the Federal Ministry of Education where he served from 1957–1964. In a period of changing demands on education in India, Mr. Roy-Singh focused his energies on developing new ways to harmonize educational activities between the Federal and the state governments. This effort led to the establishment of the Counsel of Educational Research and Training, a network of educational institutions for research, training and service. Several prominent U.S. educators were closely associated with its planning in the founding years, notably the Teacher’s College formed under the direction of Columbia University. In the last four decades, the India Council of Educational Research and Training, which Mr. Roy-Singh provided the leadership, has played an innovative role in advancing education and educational opportunity in India.

Another significant program he helped to found was the Science Talent Search begun in 1959. Boys and girls ages 15–17 with high science aptitude were identified through specially devised tests and awarded full scholarships through their entire schooling, including higher education. In its early years, there was close technical collaboration between this India program and similar ones in the United States sponsored by the Ford Foundation. From a modest but promising beginning the program greatly expanded in subsequent years and substantially increased the number of science teachers and the quality of science education in India.

Mr. Roy-Singh was invited to join UNESCO in 1964. For the next 20 years, he served as UNESCO’s Regional Director of Education in Asia and later as Assistant Director-General of UNESCO for Asia and the Pacific. In 1985, after completing his service with UNESCO, he retired to the United States, taking up permanent residence in Evanston, Illinois.

At UNESCO Mr. Roy-Singh’s principal responsibility was to coordinate the educational agenda in member Asian countries. The Asian and the Pacific region is extensive and diverse. It comprises 30 countries extending from Iran and Afghanistan in the west to Korea and Japan in the east, to Mongolia in the north and Australia and New Zealand in the south. Mr. Roy-Singh’s strategy was to manage this far-flung region by focusing on common educational problems and fostering inter-country cooperation. He carried out this strategy by recognizing the unique cultural differences within and between countries yet encouraging each to share educational experiences and expertise. This approach found its full expression in the Asian and Pacific Program of Educational Innovation for Development which continues to make significant contributions to educational development in the Asian region.

Mr. Roy-Singh will be remembered as a pioneer in the educational field in Asia having encouraged cooperation between national and local governments and education ministries and with international organizations. His life to date has spanned two major wars and several continents. His career has brought him into contact with heads of government as well as with educators throughout the world.

In the course of his career Mr. Roy-Singh has authored numerous publications including Education in Asia and the Pacific (UNESCO/IEK, 1966), Administrative Policy as an Educational Process (Internal Bureau of Education, Geneva, 1990), Educational Planning in Asia (UNESCO—Internal Institute for Educational Planning, Paris, 1990).

Of particular interest to the body is his educational philosophy. In “Changing Education for a Changing World” (1992), Mr. Roy-Singh outlined how we might prepare young people for life in an ever-changing world:

There are two universes of change. One is change in the world of bodies, externality. Science and technology and socio-economic organizations are examples of externality. The truths of the external world are non-cumulative; a new discovery may wipe the slate clean of all that went before. Continuity in this kind of universe is fortuitous and certainly minimal. The other kind of change is change in the individual or group. Change in the interior ‘universe’ of human existence is cumulative; it is expressed in culture, in the quest for knowledge, and in the striving for heightened moral awareness.

What could change and what has to continue and what in change are issues of judgment and discernment. This is where education has a role.

The Asian societies in transition have to find for themselves a path which does not traverse the wasteland of rootless modernism on the one hand and mindless conservatism on the other. The best in the living tradition of Asian culture, Radcliffe Frankenberg’s, universals, their moral loftiness, their universality and their profound insights into human nature, may provide the continuity in the flux of change that must necessarily come in the wake of science and technology and the liberating human spirit.

Change is a dominating force in the world. Some welcome it and see it as an opportunity. Others fear change because it threatens the established order. Like a powerful rush of water crashing down a mountainside, the force of change can wash away all living things in its path. To survive we all need strong roots with which to cling. It allows us to harness the creative energy of change by instructing us what to keep from the past, what to undertake in the present, and what to seek in the future.

All societies have strengths and weaknesses in their education systems. The need for self-examination and improvement is a constant. But as the anarchy of terrorism has demonstrated, no country is an island, invulnerable to the frustration and despair of those who are not provided the ability that education provides. It involves societies in progressive directions and manage or at least cope with the discombobulating challenges of modernity.

One of the many lessons of the international traumas of the past few years is that Americans cannot be concerned solely with the education of our young. If we ignore the educational inadequacies of other cultures, we jeopardize our own security.

There is no simple or single methodology, but there must be a commitment to advance the powerful force for constructive change in the world: a decent and universal concern for educating every generation in every society.

For his dedication to international education and for his wisdom of purpose we thank Mr. Roy-Singh and congratulate him as well on reaching the ripe age of 85.