

Pauline

Connections

The AFS Newsletter

Summer 1987

AFS Celebrates 40th Anniversary

AFS is 40. Like many things that have been around for two or three generations, it is hard to imagine a time when this international exchange organization did not exist. But in the late 1940's there was simply nothing like it in America or the world.

The idea of exchanging high school students between nations originated with the American Field Service volunteer ambulance drivers who served in World Wars I and II. The establishment of this international exchange program for secondary students was their peacetime contribution to humanity. In 1947, 51 students from 10 countries came to the United States to live with American families and attend school. Today, more than 160,000 students and young adults have lived with host families around the world.

The task of summarizing 40 years of AFS history is formidable. While the organization has experienced profound change, much has remained the same. AFS today is a far cry from the six-person staff, one-room office of 1946. However, the fundamental values which led to the first American Field Service

International Scholarships are unchanged. AFS was—and still is—volunteer-driven, community-based, and family-oriented. Most important of all, AFS continues to actively promote understanding among people within nations and between nations.

Since its earliest days, AFS people have been risk takers—from the ambulance drivers who risked their own lives to save the lives of British and French allies, to the first American families who welcomed teenagers from Germany and Japan into their homes in the aftermath of World War II. And throughout the forty-year history of AFS exchange programs, young people from all over the world have left the familiarity of their own culture and community to venture into the homes of new families in new places.

While international issues and conflicts may have changed over the years, the mission of AFS—to promote peace through people-to-people exchange—has not. In fact, the need for AFS is just as critical now as it was in 1947. Witness the increasing trade friction be-

tween the United States and Japan, an acute reminder of the importance of understanding the people behind the complex social and economic issues.

Remarkably, AFS has withstood traumatic fluctuations between war and peace, the weakening of both the family unit and the dollar, cold wars and cultural revolutions, and waves of American idealism and isolationism. Despite these challenges, AFS continues to creatively meet the diverse needs of a changing world.

What started out as a U.S.-based organization has expanded to include a multitude of countries and programs. AFS has remained socially relevant because it possessed the foresight, flexibility, and leadership necessary to take its core program, the high school exchange, and develop variations on that theme to meet the changing needs of the United States and the world. Today, young educators and other professionals take part in international exchanges, bringing home their newly acquired skills and cultural enrichment to share with colleagues, students, and community members. The rapidly expanding international network of AFS alumni has led to geo-

graphically and socioeconomically diverse programs which reach the developing regions of Latin America, Africa, and Asia.

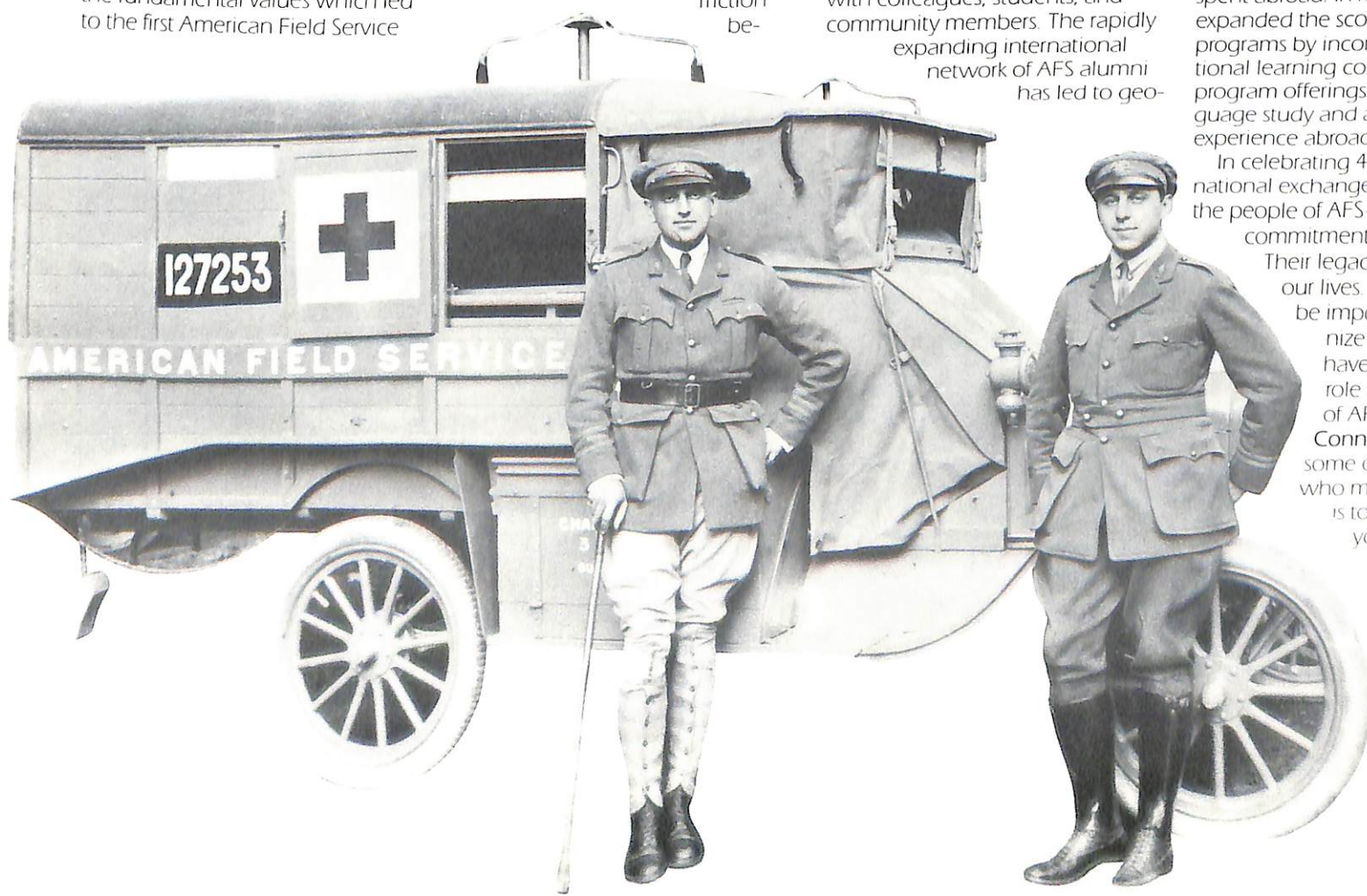
While volunteers have been and are still the firm foundation upon which AFS rests, volunteers themselves have changed over the years. Traditionally, AFS volunteers emerged from the rapidly growing pool of past participants—former AFS students, parents of students, and host families. More recently, there has been an influx of young professional AFS alumni with limited time and diverse skills who assist local chapters. This new breed of volunteers is invaluable in communicating AFS's new directions to the public, as well as providing critical feedback from the "field", creating more successful programs and recruitment efforts.

The reasons young people give for choosing to embark upon the AFS experience have also changed over time. In addition to forming lifelong bonds with a new family and friends in another country, young people today are looking for tangible benefits from their time spent abroad. In response, AFS has expanded the scope of its student programs by incorporating additional learning components. New program offerings include language study and actual work experience abroad.

In celebrating 40 years of international exchange, we celebrate the people of AFS—their courage, commitment, and vision.

Their legacy has changed our lives. While it would be impossible to recognize all those who have played a vital role in the evolution of AFS, this issue of *Connections* salutes some of the people who made AFS what it is today. We hope you'll come away feeling as proud of this organization as we do.

Cynthia Wornham
Gayle Linkletter
Editors



Letter from an AFSer

Dear friends and fellow AFSers:

Ever since I returned from my AFS experience with the Harris family in Rotorua, New Zealand several years ago, I have found it difficult to express the many ways in which AFS changed my life. Reflecting on my year abroad, I see the faces of people who welcomed me and treated me as their own. I hear the lessons of the native Maori elders who spoke of becoming a part of the natural environment that surrounds us, instead of trying to change it. I think of my daily life in a country that once seemed worlds away from my small Ohio town.

I have tried to explain how AFS is building a world of greater understanding among people. But how could I convey how this very personal experience helps to effectively promote world peace?

When I realized just how many people—over 160,000 past participants and an equal number of host families—have had AFS experiences like mine, I found the answer to that question. World peace is not a matter of countries resolving their differences. It is not only the absence of war. Instead, world peace is a world of people who try to understand and empathize with each other—the most valuable skills I learned during my AFS year. When I thought of the hundreds of thousands of other people undergoing a similar learning process, I understood the far-reaching effect of AFS in today's world.

AFS is not just an organization made up of volunteers, staff, and young people. Instead, AFS is both a state of mind and a way of life. It teaches us that as we begin to know our world neighbors, we find that we are not so different as we are alike. It is this discovery that allows us to appreciate our differences rather than dismiss them.

Like every person whose life has been touched by AFS, I take personal pride in celebrating 40 years of a world enhanced by its presence. Whether you are a volunteer, a member of a host family, or a former participant, take a moment to reflect on the ways AFS has changed your life. We all have a great deal to celebrate, because we are AFS and we are part of something very special.

Scott Ramey
Ohio to New Zealand 1983

President's View



As far back as I can remember, AFS, known to many as the American Field Service, has been recognized as the leading secondary school student exchange program. The AFS initials have always been analogous with excellence and preeminence in the field of international student exchange. And they carry forth a proud tradition as the AFS experience is passed on from generation to generation.

While I had some familiarity with AFS programs before becoming president of AFS, I was pleased to learn of the new and innovative program directions the organization is pursuing to augment the high school exchanges. AFS has

tremendous potential for growth. Our horizons are limitless. While we continue to grow and change, it will be important that we concentrate on the things we do well as an organization and that we continue to strive toward making a good thing even better.

As I am sure you will agree, this is an exciting time to be at the helm of AFS. And I come to AFS with a respect for all the hard work and dedication on the part of the hundreds of thousands of participants, families and volunteers worldwide who have shaped AFS's first forty years.

The celebration of AFS's 40th anniversary gives us all an opportunity to celebrate our past successes and to invite each of you who cares about AFS to make a renewed commitment to AFS and its ideals. More than ever, if we hope to make AFS what it can be, we need your time as volunteers and we need your financial support.

We have enjoyed a rich history of courage, dedication, and success. It is exciting to look forward to a future of great potential and new endeavors. I wish you a heartfelt happy birthday, AFS!

Uric Haynes, Jr.

40 years of making a world of difference

The time was 1947, when people everywhere were still recovering from the deep trauma of World War II. A group of American ambulance drivers, then called the American Field Service, decided to bring some European teenagers to America in a fledgling high school exchange program. The purpose: To channel the idealism and energy of young people into building a new era of international understanding.

Forty years later, a tiny program conceived by Americans and involving America as the host country is truly a worldwide effort, still dedicated to uniting people through shared experiences. Now known as AFS International/Intercultural Programs, that effort currently involves over 100,000 volunteers and 30,000 participants from all regions of the world. It encompasses 73 countries, and in the process, manages to

transcend countless national, social, racial, political and religious barriers.

The nuts-and-bolts operation of AFS represents the triumph of ideals over logistics. Each year, over 700 different combinations of exchanges bring together students, professionals, workers, host families, and other volunteers from all walks of life. Consider some cases in point:

- China, pushing to modernize, is striving to broaden its foreign-language capabilities. Accordingly, hundreds of Chinese teachers from 27 provinces are honing their language skills and teaching abilities through AFS exchanges in eight countries.

- The English-speaking Caribbean nations are seeking closer ties to neighboring Latin America. So Spanish-speaking teachers from a variety of Hispanic cultures are busily work-

ing under AFS auspices in classrooms in Barbados, Jamaica, St. Lucia, St. Vincent and the Grenadines.

- Students, teachers and journalists make up the bulk of those involved in AFS exchange programs. At the same time, inner-city youths from Belfast, Northern Ireland, and Gateshead, England, are participating in exchanges with similar youngsters from Cleveland and New York. And 13 African museum curators are involved in an exchange program in Rome—not a bad place to become even more expert about museums.

The experiences gained by the participants last them a lifetime. A 16-year-old American girl, describing her year-long stay with a family in Kenya, summed it up this way: "Confronting pervasive poverty, witnessing the struggles of a new African country, being

accepted into a very different culture, becoming unaware of the difference in color, and seeing it all from the perspectives of my host family...forged a special bond for me with Africa...We (who have had AFS exposure) are young people who can accept differences, rather than condemn what we don't understand."

And that's precisely the goal AFS has been striving to achieve for 40 years.

This September, in Bangkok, AFS will have a world congress to mark its 40th birthday. But you and your company don't have to wait for a special event to become involved. For information on how you can help (as Mobil does) write AFS International/Intercultural Programs, 313 East 43rd Street, New York, New York 10017. After all, the world, small as it is, can always use a little more idealism—which makes a world of difference.

Mobil

© 1987 Mobil Corporation

Programs and People



Polish teachers visit the U.S.



Tearful farewell at Departure Day



AFSers enjoy Japanese dinner



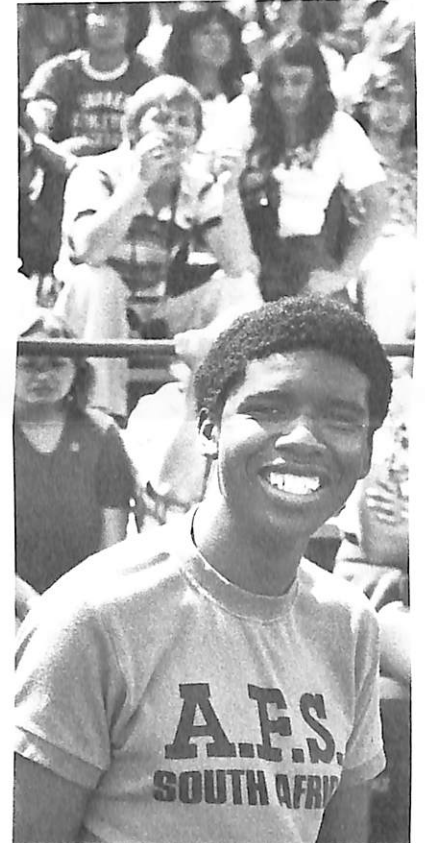
Actress Helen Hayes with 50,000th AFS student to the U.S.



Japanese family bids farewell to their AFS son



Visiting AFSers in U.S.



South African AFSer at baseball game



Domestic Exchange student with family



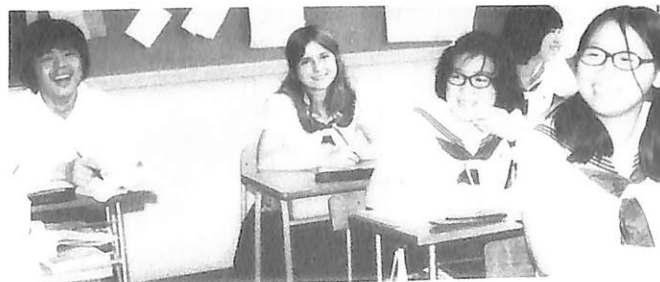
AFS students spend a weekend at an Indian reservation in Oregon



AFS students crossing the Atlantic on the S.S. Ryndam



Eisenhower with AFSers



AFS student with classmates



Indian AFSer instructs host sister in sitar

AFS Through the Years

1940's



In 1947, AFS launched a hosting program in the United States for 51 secondary school students from Czechoslovakia, Estonia, France, Great Britain, Greece, Hungary, the Netherlands, New Zealand, Norway, and Syria. AFS became an international peacetime effort to allow students to experience all that other people in another part of the world had to offer. These students took back with them an insight and understanding that would last their entire lifetime.

In the United States the communities hosting these first students served as the catalyst for what would become a nationwide network of more than 3000 local AFS chapters. The first bus trip also took place in 1948, as 28 European AFSers living with American families

on the east coast traveled 6,000 miles over 24 days, visiting communities in 22 midwestern and eastern states—including a stop at the White House! This trip would plant the AFS seeds in the midwest, which subsequently became "AFS country".

1950's



In the interest of healing the wounds of war among European allies and adversaries alike, the early 1950's brought a great movement toward humanitarianism and openness. Postwar sentiments of prosperity and solidarity prevailed, creating the perfect worldwide arena for the ideals and programs of AFS. The AFS map grew dramatically as eager students arrived in the U.S. from Argentina, Indonesia, Laos, Rhodesia, Uganda, the Philippines and Vietnam, among others.

1950 marked the first year U.S. students went abroad on an AFS program, as nine stu-

dents crossed the Atlantic by ship to spend the summer in France. As AFS students returned home following their year in the U.S., they established AFS national organizations in their own countries. In 1954, the first national office was established in Germany. 1957 marked the advent of the yearlong school program for American students as they boarded steamships bound for Belgium, Denmark, France, Germany, Greece, New Zealand and Norway. The late 1950's saw AFS penetrating racial barriers by placing an Asian girl in a community south of the Mason-Dixon line.

In the 1950's, U.S. Embassy Cultural Affairs Officers posted overseas assisted in interviewing candidates for the AFS program and interviewed host families abroad.

1960's



As the times changed so did the message of AFS. The spirit of American leadership and hopefulness associated with the 1960 election of John F. Kennedy was tempered by events such as the

Cuban Missile Crisis, open nuclear testing and the escalation of the Vietnam War. The fragility of peace and the importance of its preservation became AFS's statement of purpose. As air travel replaced steamships, making for faster, more reliable passage of students, AFS grew to encompass 64



countries. Joining were Afghanistan, Cyprus, Egypt, Kenya, Thailand and Turkey, while AFS activity ceased in Cambodia, India, Pakistan, and Syria. In 1961, the U.S. welcomed the 10,000th student to the U.S. and three years later would send its 10,000th student abroad.

In 1964 the AFS world mourned the death of its founder, Stephen Galatti. The late 60's became a tenuous time for the organization as unrest and anger in the hearts of youth, rising inflation and international turbulence seriously challenged the social relevance of AFS programs. In 1966, in a departure from traditional programming, the first educators exchange took place between the U.S. and Latin America.

1970's



While U.S. history was dominated by the escalation of the Vietnam War and the disillusionment of Watergate, the 1970's would go down in AFS history as a pivotal period of program development and internationalization. The OPEC oil cartel and the subsequent gasoline shortages forced the United States to accept the interdependent balance of the world's resources. AFS introduced multinational programs, whereby exchanges of students occurred between countries other than the U.S. in hundreds of combinations. Students from Thailand traveled to



Denmark as young people from Japan joined new families in Costa Rica.

Under the leadership of Stephen Rhinesmith, AFS became increasingly international in the true sense of the word. Aided by advancements in technology and communication, AFS became more internationalized as each national organization assumed more responsibility for the recruitment, selection, placement and counseling of participants around the world. 1971 marked the first World Congress, bringing together representatives from 62 AFS countries in New York. As AFS programs were initiated with Canada, Israel and Mexico, programs came to a halt in Laos, Nicaragua, Uganda and Vietnam.

1972 saw the advent of the Soviet Teachers Exchange Program with the U.S., as six American teachers traveled to the Soviet Union, and an

Seven AFS alumni who went on to study international affairs at World College West

Past AFS Presidents

ual number of Soviet
achers came to the U.S. In
at same year students from
lifornia and New York
colored regional differences
d experienced everyday
e in Montana and Missouri
th the emergence of the
omestic Exchange
ogram. By the end of the
s, AFS had established
elf as a strong, broad-based
ernational organization
ady to move into the 80's.

1980's



1980 the traditional year
d summer student
ograms were firmly estab-
ed and thriving. To meet
needs of a rapidly
anging world, Bill Dyal
ncouraged greater diversity
programs and participants.
Americans grew accus-
med to viewing the world
a "global village", the
creased interest in inter-
national affairs stemmed
ot from the pursuit of
ace, but of the yen. In
sponse to China's educa-
onal reform, AFS developed
e China Teachers Program



1982 to provide teachers
ith a cultural learning
erience and professional
guage training
Language Study and
Outdoor Education
ograms were introduced as
summer program for high
ools students in 1985. In
e 80's, the Urban Initiative
rovided financial assistance
r students from city neigh-
orhoods to participate in
S. In 1987, more exchange
ssibilities than ever before
available to participants
4 countries worldwide



Stephen "Papa" Galatti was AFS's first president. Serving as an ambulance driver in World War I, Galatti recognized the vital importance of people understanding people. In 1946 Galatti began his tireless work, reviewing every student application, seeing every counseling case, raising funds almost single-handedly, serving as a statesman and managing the small staff. At that time, there were ten countries involved and 51 students. By 1964, the year of his death, the AFS world had expanded to include 70 countries and 16,172 students. Galatti has been described as a man "...who had the idea that anyone he met would be interested in AFS...he would ask anyone for anything and wrote thousands of personal notes." He met with philanthropists, ambassadors and media personalities all over the world. With his countless contributions and deep passion for his work, Galatti will be remembered as the man who made it all happen.

Stephen Galatti

Art Howe came to AFS in 1965, after having served as the Dean of Admissions at Yale University. Howe's involvement began in 1942, as he was an ambulance driver in World War II. In the first years of Howe's presidency, the organization continued growing at a rapid pace, and AFS alumni continued to develop national committees in countries around the world. Howe's administration was marked by his keen interest in providing a high-quality experience to participants, as well as his determination to bring a greater diversity to AFS programs and participants. This commitment to diversity was reflected in the introduction of a domestic exchange on Indian reservations as well as the U.S. Teachers Abroad Program, known today as the Visiting Teachers Program.

When Howe left AFS in 1971, there were 38 national offices operating worldwide. The internationalization of AFS had begun.



Arthur Howe



Steve Rhinesmith was not an ambulance driver, but an AFS alumnus. Elected president at age 29, he continued the process of internationalizing AFS. The establishment of the Multinational Program, whereby AFS countries carried out exchanges with countries other than the U.S., launched the organization into an entirely new realm.

Growth brought new challenges and Rhinesmith met them. By initiating computerization and mechanization, AFS functioned far more efficiently than it ever had. He encouraged a racial, ethnic and economic mix of participants that was representative of each nation's population. Rhinesmith emphasized volunteer and staff training. To ensure the continuing high quality of AFS programs, he traveled widely, encouraging and motivating staff and volunteers, and meeting with students. By 1981, AFS was a leader in international exchange.

Stephen Rhinesmith

Bill Dyal came to AFS because he believed in AFS's commitment to achieving peace. After serving as the founding president of the Inter-American Foundation, Dyal came to AFS in 1981, bringing with him a commitment to develop the organization as a truly international one. Proclaiming, "We fly no single flag," he traveled throughout the AFS world, carrying the message that each AFS national organization was vital to the organization as a whole.

Dyal saw the need for innovative programming in a changing world, and opened the door to China for AFS. During his presidency, the China Teachers Program was born. Dyal's greatest love, however, was for the students. He movingly addressed thousands departing the U.S. every year. By 1986, a long range plan that would take AFS into the 1990's had been put into motion, and AFS entered its fifth decade.



William Dyal

Salute to Volunteers

Ask any AFS participant: Who interviewed you? Who helped with your application; spoke to your parents; helped arrange your travel and met your plane; chaperoned your bus trip or organized a bus stop in your community; led your orientation sessions; recruited your host family and listened to your problems when no one else seemed to understand? The answer to each of those questions is simple—AFS volunteers.



Volunteerism is not new to AFS. Since its earliest days, AFS has depended upon loyal volunteers; they are the foundation upon which the organization was built. Following the philosophy



established by AFS's ambulance drivers, the first AFS chapters were formed by volunteers who recognized the vital need for AFS in their communities and in the world. Today, there are over 2,500 chapters in the United States alone. They are maintained by a dedicated corps of chapter members who manage every phase of program operation at the local level. The chapters receive administrative and consultative support from volunteer AFS representatives, who fill the roles of area, district, counseling, and travel reps, among others. Nationwide, there are over 50,000 volunteers, making AFS one of the largest volunteer organizations in the United States.

AFS volunteers represent all ages and ethnic groups, come from every walk of life, and number more than 100,000 worldwide. If

they were to be paid for their services, the bill would total over \$100 million. But they volunteer for little more than the satisfaction of working with young people and because they believe in AFS. Traditionally, volunteers who support AFS have been former participants, host parents, parents of AFS students, and civic-minded individuals who see AFS as a cause worthy of their time. More recently, the AFS volunteer force has benefited from the skills of an increasing number of professional young men and women who have limited time, but varied professional resources to offer. Work in the fields of public relations, fundraising, promotion, research, and planning has been greatly enhanced by the expertise these young professionals have to offer.



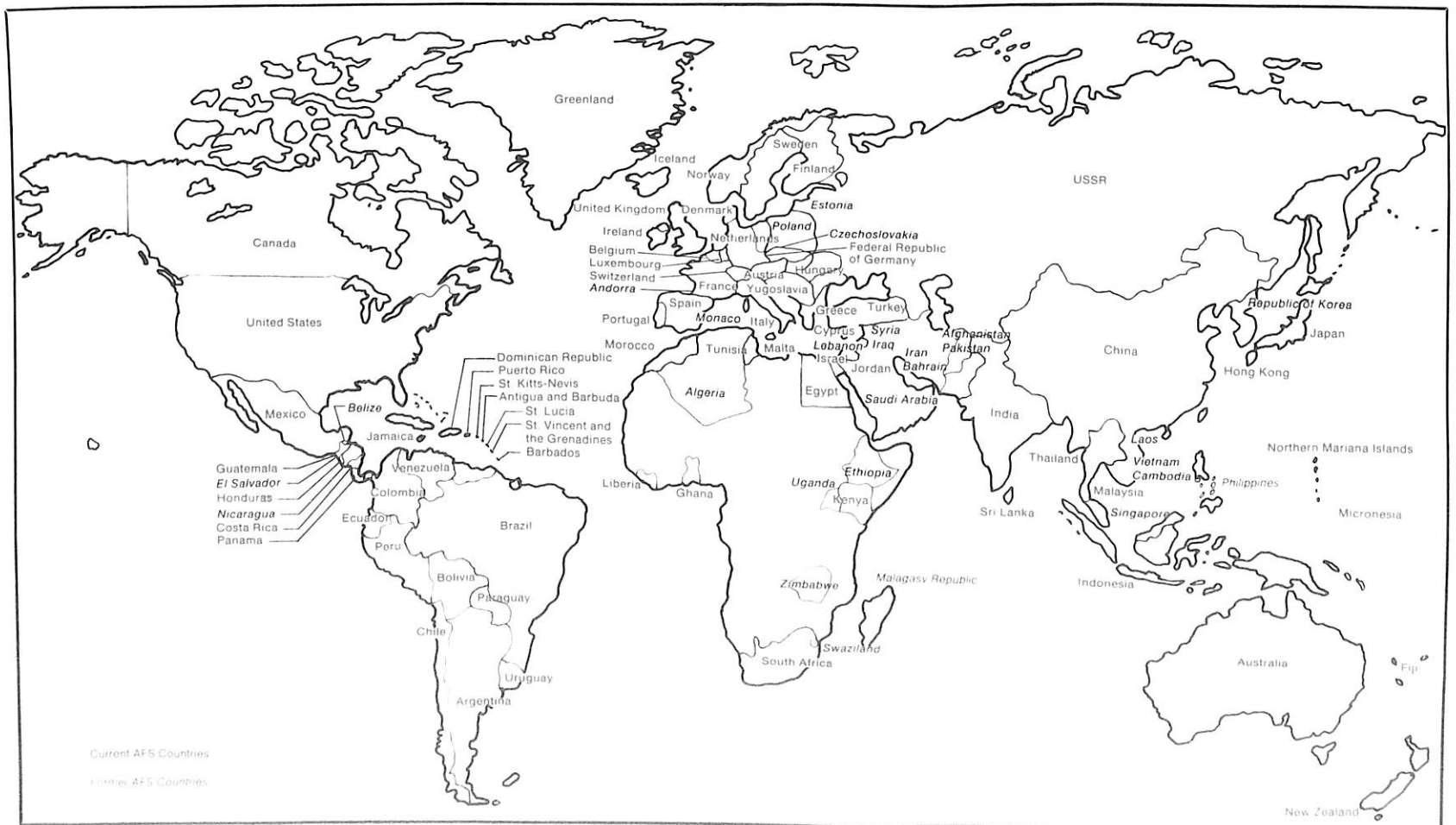
While 100,000 volunteers is an impressive number, it is important to remember that this is a group of dedicated, committed, and caring individuals who are all vital to the success and continuance of AFS programs. Whether they can afford five hours a week, or fifty, volunteer



contributions are an essential part of a worldwide network which makes AFS the most far-reaching organization of its kind. It seems only appropriate to take a moment during AFS's 40th anniversary to acknowledge all those who have worked to make the ideals of AFS a reality.

If you are a volunteer, we salute you. If you know a volunteer, please take a moment to say the two words which make it all worthwhile—thank you.

AFS World at a Glance



What is Intercultural Learning?

AFS is proud of its 40 year history of providing intercultural learning experiences. But what exactly does "intercultural learning" mean? *Connections* asked Dr. Neal Grove, AFS's Director of Research.

Intercultural learning implies not only the expansion of one's knowledge and skills that results from immersion in an unfamiliar culture, but also a gradual process of mental transformation.

Let me try to explain what I mean by "mental transformation" by walking us through the life of an intercultural learner. Like almost all of us, this person grows up in one culture, her home culture. She learns its values and patterns of behavior; she becomes a skilled participant in its daily life and work. But if we think about this girl in worldwide context, we must conclude that she has an extremely limited outlook on life and the world. She has an ethnocentric frame of reference.

In late adolescence or early adulthood, she is individually immersed in another culture for a substantial period of time. Every day she encounters people with values and patterns of behavior that are different from her own.

She interacts with people whose mental frames of reference are similar to each others' but unlike hers. An outcome of this immersion experience is that she gradually experiences a substantial change in the frame of reference that she acquired as a child.

This is a challenging and sometimes distressing experience. She endures physiological stresses and social crises. She feels ambiguous and confused about certain behaviors and decisions. But, in time, these painful features lessen.

Meanwhile, she gradually begins to recognize that the frame of reference shared by her hosts is entirely workable and sensible for them. She finds new ideas and values in their frame of reference that never occurred to her before; some of these appear attractive, others do not. She becomes fully aware of certain ideas and values in her childhood frame of reference; viewing them objectively for the first time, she judges some to be attractive, others not. Equally important, she recognizes that all her hosts comply with their cultural guidelines...and that she also complies with her own cultural guidelines.

She returns home. Again she

passes through a difficult experience as she questions values and ways of life that, previously, she had taken for granted. Again, the painful features of the experience lessen over time.

After she's been home for several months, this girl's mental transformation is well under way. In her new frame of reference are some values and perspectives that originated in her home culture, and some that originated in her host culture. They co-exist together. She no longer assumes that the values and perspectives of her home culture are "natural" or "uniquely human." She no longer possesses a limited, ethnocentric view of life and the world.

Why did I say that, after she's been home for several months, her mental transformation is "well under way"? Because I wanted to avoid the word "complete." My view of intercultural learning is that it never is complete. Because one has directly participated in a second workable set of values and patterns of behavior, one recognizes that still other workable sets are possible. One is not only curious to learn about and benefit from those other sets, but also better prepared to do so because

one is no longer confined to the very limited perspective of merely one of the world's cultures.

I need to add three notes of clarification. First, the term "mental transformation" is not intended to suggest a personal change similar to a religious conversion. We are talking about a gradually expanding mental outlook that comes about due to real-world experiences. Second, the process just described does not automatically occur. Some people resist it. Some can experience it more fully if we assist them through well-conceived orientations and individual support. Finally, what I have described means that those of us who deal directly with AFSers must accept that we always will need to help AFSers deal with stresses, ambiguities, crises, and various other challenges.

But the outcome of all our efforts is good. Intercultural learning is a most worthy goal. We can take enormous pride in our respective contributions to the vitality and growth of AFS, an exceptionally efficient and effective educational enterprise. Because of our efforts, we can all be more hopeful about the world as we approach the 21st century.

Congratulations on 40 years of long distance service.

Here's to you, AFS. Your international service has brought the world closer together, and made it a better place to be. AT&T is proud of you. And glad to be able to offer international long distance service that'll help keep you in touch.

Congratulations, AFS, for bringing the world a long way.



The right choice.

U.S. Directions



As we enjoy this 40th anniversary issue of *Connections*, it prompts each of us in the AFS family to look back with pride and to look ahead with confidence. Today, AFS in the U.S. is developing into a strong and self-confident national organization—the largest in the AFS world. We are committed to strengthening our ties with the umbrella organization of AFS International and consequently with the 73 other countries that make up the AFS world. In this way, we assure that the growth of our programs reflects the multinational and diverse nature of the entire organization.

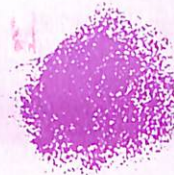
From my perspective as the new- and first-Executive Director of AFS-USA, the key to our future success lies in our ability to assess

our strengths and weaknesses; to understand the internal and external environment in which we operate; and to accept the challenge of managing change. If AFS is to remain a healthy and growing organization, change is inevitable—and, even if difficult at times, desirable. Managing these changes is the responsibility not only of staff and volunteers, but of everyone affiliated with AFS. Local volunteers, those closest to program participants and host families, assume leadership roles in this process. Working closely with staff consultants, our 50,000 U.S. volunteers alert the administration and the AFS-USA Board of Directors to both positive and negative changes in the environment.

This powerful nationwide network of expertise puts AFS-USA in an advantageous position in relation to other organizations in the field of cultural exchange. By working together we can effect the changes needed to encourage the growth of AFS programs in the U.S. I am confident that our cooperative planning efforts will increase our ability—as individuals and organizationally—to manage change and prepare AFS for the next 40 years and beyond.

Ellen Jeronimo
Executive Director AFS-USA

Make Your 40th Anniversary Gift Today!!



Please send your contribution to AFS by 15 August using the envelope enclosed. Together we can make a world of difference.

AFS Story is Told

Everyone Has A Story to Tell: 40 Years of AFS by M.E. Eiseman, recounts the rich history of AFS through personal stories and hundreds of recent and historical photographs contributed by AFS participants, families, volunteers and staff worldwide. Eiseman says of her project, "As people read the book, they will reflect on the effect AFS has had on them and they'll see themselves as part of what AFS is all about." Now on sale, the 8½" x 11", 90 page book retails for \$10.00 postage paid in the United States. Quantity discounts are available and a contribution of \$1.00 to AFS International will be made by the author for each book sold. This fun-to-read chronology has something for everyone and makes a great gift. Send a check or money order along with your mailing address to

The M Press P.O. Box 17846
Milwaukee, WI 53217.

EVERYONE



By M. E. Eiseman

Special 40th Anniversary Issue

Programs and People P. 3



AFS Through the Years P. 4



Salute to Volunteers P. 6

Connections

Editors
Gayle Linkletter
Cynthia Wornham
Editorial Assistant
Scott Ramey
Creative Director
Margaret Connelly
Graphics
Sandra Erickson

Vice President, Development and Public Affairs
Linda Hall
Executive Director AFS-USA
Ellen Jeronimo
Production
Doris Wilkins

AFS International/Intercultural Programs is an international, nongovernmental, nonprofit organization that promotes intercultural learning through worldwide exchange programs for students, professionals, workers and families. AFS-USA is a member of AFS International/Intercultural Programs.

AFS International, 313 East 43rd Street, New York, NY 10017
(212) 949-4242

NONPROFIT ORG.
U.S. Postage
PAID
Lebanon, PA
Permit No. 1

DN VH 215899
MRS JOANNE D MASON JR
PO BOX 100
NEWARK MD 21841

Address Correction Requested