THE DESIGN, DEVELOPMENT, AND FORMATIVE EVALUATION OF A USAREUR LIFE COPING SKILLS TRAINING PROGRAM

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# The Design, Development, and Formative Evaluation of a USAREUR Life Coping Skills Training Program

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**ABSTRACT:**

The Doing It in Deutschland programs were developed to teach first term enlisted soldiers in USAREUR the knowledge and skills needed to (1) use public transportation in Germany, (2) eat out on the economy, (3) use USAREUR community resources, (4) shop in German stores and (5) understand the legal aspects of living in Germany. The programs are competency-based, multi-media programs which will utilize two delivery systems: first, a mass media approach with AFN-radio and Stars and Stripes newspaper and, second, through Army education centers.
20. (continued)

The programs were tried out and formatively evaluated in controlled settings. The findings in this report subsequently served as the data base for decisions regarding modifications for program revisions.
FOREWORD

The Human Resources Research Organization (HumRRO) submits this final report to the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in conformance with Contract Number MDA 903-78-C-2042, "Operational Readiness and Adaptation Enhancement in USAREUR." The report presents the results of several subtasks of the Life Coping Skills in USAREUR task.

The completion of the report contained herein was greatly facilitated by the efforts and cooperation of many individuals. The work was performed during the period 1 October 1980 - 24 September 1982 by staff members of HumRRO's Special Projects Division. Dr. Richard Miller was the HumRRO Project Director. Dr. Rosemary Dawson directed the task team composed of Dr. Jeanne Hebein, Ms. Wendy McGuire, Ms. Kathy Brooks, Ms. Chaille Maddox, Mr. Malachi Fullard and Ms. Mollie Kerr. Invaluable clerical support was provided by Ms. Lana Clark, Ms. Maxine Phelps, and Ms. Olivia Halbert.

Guidance and assistance were provided by Dr. William Haythorn, the ARI Contracting Officer's Representative; and Mr. Edwin Neff, Dr. Thomas Powers, Dr. Hester Telman, and Mr. Werner Radig of Army Continuing Education Services, USAREUR.

Special thanks are also extended to the cast of the radio programs: Mr. Taylor Benjamin Lauve, Mr. George Waller, Mr. Lilburn Dawson, Ms. Janice Glidden, Ms. Josephine Perkins, and Ms. Gia Lanzano.
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DESIGN AND DEVELOPMENT

Background

This task of the Life Coping Skills in USAREUR Project focused on the development and evaluation of a multi-media training program for first term enlisted personnel in Germany. It was preceded by the identification of the demands soldiers must be able to meet in order to successfully function in an environment which is very different from that in the United States and by a review of current efforts to help them meet those demands (Dawson, McGuire, Brooks, and Hebein, 1981). The implementation of this task was based on the assumption that those coping skills which pertain to the new environment are an important requisite for the well being, successful performance and functional abilities of new enlisted personnel both within and outside their military environment. Although the military community provides many of the services soldiers may need in familiar ways, (English speaking, services provided in the "American way", the use of U.S. currency, and so on), the surrounding environment is foreign. Language, customs, services, style of life, and personal manners are different and, at times, difficult to understand. Hence, there is a need to help soldiers acquire the skills which will enhance their ability to cope with life overseas.

Content and Objectives Specification

One objective of a three-phase study conducted during FY 1981 was the identification of the life role demands commonly faced by first term
enlistees in Europe. The total study is reported in "An Investigation of Coping and Adaptation in USAREUR: Criteria of Adaptation, Life Role Demands Faced by First Term Enlistees, and Services Provided by USAREUR Agencies" (Dawson, et al 1981). Data were collected from approximately fifty USAREUR personnel who attended a two-day conference on coping and adaptation, from 225 agency representatives who completed a mailed survey, and from over 400 first term enlistees and 125 of their supervising NCOs who participated in questionnaire administrations and group interviews at eight locations throughout Germany. The data elicited from these participants resulted in a set of 127 demands faced by first term enlistees in USAREUR of which 44 met the following criteria:

1. Perceived to be from moderately to extremely important by all three groups: agency representatives, first term enlistees, and non-commissioned officers.

2. Observed by agency representatives and NCOs to be faced by "about half" or more of first term enlisted personnel in USAREUR.

3. Indicated to be faced between "sometimes" and "very often" by those first termers who have faced the demand at all.

4. Reported to be faced at least once by 50 percent or more of the first term enlistees sampled.

5. Problematic for many first term enlistees who are less than moderately-well able to meet the demand by their own and their supervisor's report.
Table 1 contains the total set of 127 demands. The 44 demands which meet the above criteria are underlined; those which meet an additional criterion of being USAREUR-specific and/or host nation-related are indicated by asterisks.

The life role demands addressed by the programs were selected from those demands which met the previously described criteria. The topics presented in Table 2 were chosen for program development through a consensus of HumRRO, the Army Research Institute (ARI) and Army Continuing Education Service (ACES). These topics include some life role demands which cut across several areas; for example, interacting with host nation citizens, observing acceptable/preferred behaviors within the host nation, understanding currency exchange rates, developing tolerance/respect for the language, values and behaviors of host nation citizens, and persevering in attempts to communicate effectively with local nationals.

For each of the topics, the instructional objectives to be taught and an outline of the content to be included in the program were developed. These were submitted to ARI for approval as the deliverable titled "Life Coping Skills in USAREUR Project: Results of Logistical Analysis and Planning and Content and Objectives Specification" (Dawson, Brooks, Maddox, and Pullard, January 1982). The objectives for all five programs are contained in Appendix A and the content outline for Eating Out on the German Economy is included in appendix B as an example of the scope of content specified for the topics.

The statements of life role demands are quite general. They needed to be operationalized in order to use them as the basis of the instruc-
**List of Life Role Demands**

1. Prepare a family budget.
2. Prepare a personal budget.
3. Follow safety procedures for the home.
4. Select educational program(s) based upon availability, eligibility and personal abilities, interests, and needs.
5. Utilize public transportation system effectively, i.e., schedules, fares, modes, appropriate behaviors.
6. Perform job tasks adequately.
7. Register to vote and request absentee ballot.
8. Save money.
9. Observe host nation traffic rules.
10. Utilize the services offered through the Educational Services Office.
11. Compare and select appropriate forms of transportation depending on situational needs.
13. Know how to obtain emergency financial relief.
14. Obtain USAREUR driver's license.
15. Take safety precautions specific to the host nation environment (i.e., avoiding possibly rabid animals, handling transformers safely, getting on and off trains and strassenbahns safely).
16. Utilize sponsor program effectively.
17. Apply for credit.
18. Become familiar with community resources of instruction for a new leisure skill.
19. Handle classified material correctly.
20. Transfer property legally.
22. Recognize the importance of tests and their effects and therefore give best effort on tests.
23. Use DPP effectively.
24. Be aware of provisions/consequences of economy rental contracts.
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<td>25.</td>
<td>Communicate effectively with host nation military personnel.</td>
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<td>27.</td>
<td>Observe acceptable/preferred behaviors within the host nation; such as, quiet hours, &quot;unwritten&quot; rules of behavior, social behaviors.</td>
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<td>28.</td>
<td>Apply proper first aid to a person suffering from drug overdose.</td>
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<td>29.</td>
<td>Acquire traveler’s checks.</td>
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<td>30.</td>
<td>Clarify educational goals.</td>
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<td>31.</td>
<td>Observe security regulations (telephone, SMLM).</td>
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<td>32.</td>
<td>Know when, how, and for what purposes to obtain power of attorney.</td>
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<td>33.</td>
<td>Find appropriate housing.</td>
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<td>34.</td>
<td>Communicate effectively with store personnel when shopping on the economy.</td>
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<tr>
<td>35.</td>
<td>Acquire different physical and psychological health services, both military and local national.</td>
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<td>36.</td>
<td>Use banking facilities for deposit/withdrawal.</td>
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<td>37.</td>
<td>Utilize effective study skills, including locating a place conducive to study.</td>
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<td>38.</td>
<td>Interface effectively with NATO partnership unit.</td>
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<td>40.</td>
<td>Recognize when personal rights are violated or infringed upon and know appropriate recourse.</td>
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<td>41.</td>
<td>Organize personal time in order to schedule travel/recreational pursuits without conflicting with field duty requirements, alerts, shifts, etc.</td>
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<td>42.</td>
<td>Adjust to overcrowded housing conditions.</td>
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<td>43.</td>
<td>Pay bills on time.</td>
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<td>44.</td>
<td>Maintain POV in safe operating condition.</td>
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<td>45.</td>
<td>Retain, apply and transfer knowledge and skills which have been learned.</td>
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<td>46.</td>
<td>Follow military dress code.</td>
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<td>47.</td>
<td>Understand legal consequences of contractual agreements.</td>
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<td>48.</td>
<td>Participate in unit sponsored recreational activities.</td>
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<td>49.</td>
<td>Acquire necessary immunizations for self and family.</td>
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<td>50.</td>
<td>Schedule time to take classes while also meeting on duty and off duty obligations.</td>
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<td>51.</td>
<td>Recognize uniforms/rank of NATO personnel.</td>
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52. Observe military and host nation rules and regulations concerning the ownership and care of pets.

53. Gather information about available options and select recreational pursuits appropriate to one's interest, budget, marital status.

54. Use acceptable social skills with members of the opposite sex.

55. Follow parking regulations.

56. Participate in and meet the requirements of the Headstart 'Host Nation Program.

57. Utilize chain of command.

58. Understand rules and regulations governing marriage/divorce to include cross-national relationships.

59. Know how to plan a trip utilizing maps, schedules and tour or travel agencies.

60. Apply basic rules of physical hygiene, preventive medicine.

61. Choose/buy a car and register it.

62. Locate materials/resources which assist one to learn (e.g., library, learning resource center, resource people).

63. Exhibit military bearing.

64. Respond appropriately to instances of discrimination by host nation citizens.

65. Develop tolerance/respect for the language, values and behaviors of host nation citizens.

66. Prevent or obtain treatment for venereal diseases.

67. Obey military and German police.

68. Locate sources of accurate information about educational opportunities, services, and benefits.

69. Communicate effectively with superiors.

70. Observe military and host nation laws.

71. Recognize the use of recreational activities for self-realization, enhancing personal growth.

72. Maintain proper weight and level of physical fitness.

73. Keep records for income tax filing.

74. Determine and utilize educational financial benefits consistent with eligibility and personal needs (e.g., VA, VEAP, TA, BEOG, and loans).

75. Obtain "career" information.

76. Know individual rights within Army assignment system.

77. Persevere in attempts to communicate effectively with local nationals despite language barrier.
78. File income tax report correctly and on time.

79. Acclimate to an adult learning situation which differs from the traditional secondary school.

80. Complete requirements for promotion.

81. Share information concerning community resources with spouse/family.

82. Make a smooth cultural transition from CONUS to USAREUR.

83. Choose and acquire car insurance policy.

84. Take advantage of alternate, non-traditional educational programs (e.g., correspondence, external degrees, CLEP, and independent learning).

85. Respond appropriately to rental advertisements.

86. Make the best use of educational opportunities given the realities imposed by mission priorities and/or limited opportunities in isolated sites.

87. Know and observe relevant passport, visas, and customs regulations, to include travel to Eastern bloc countries.

88. Establish and maintain effective work relationships with peers.

89. Utilize information about current cultural and sport events.

90. Use housing referral services.

91. Pay host nation utility bills on time.

92. Deal effectively with one's own emotional needs and problems.

93. Deal appropriately with sexual harassment.

94. Effectively utilize individual and unit training opportunities.

95. Use postal services effectively.

96. Observe military family housing rules and regulations.

97. Use military shopping facilities.

98. Conserve energy at home/work and on the road.

99. Observe military barracks rules and regulations.

*100. Use ration cards.

101. Observe anti-shoplifting laws.

102. Obtain added value tax relief.

103. Overcome negative attitudes of peers, supervisors and self toward education.
104. Recognize the information services available from your local library.

105. Locate and utilize resources for independent training (MOS libraries, correspondence courses, learning resource centers).

106. Use comparative shopping methods.

107. Recognize authorized/non-authorized solicitors.

108. Know what assistance is available through JAG legal services.

109. Know of educational opportunities for dependents.

110. Understand how to deal effectively with personal and family crises.

111. Use customer complaints procedures correctly.

112. Know how to contact local chaplain’s office to obtain information about services and programs.

113. Purchase gas coupons.

114. Know how to order and pay for food and behave appropriately in restaurants on the economy.

115. Develop and utilize knowledge of geography estimates of time and distance for travel.

116. Recognize role of education in promotion/advancement.

117. Apply learning skills such as information gathering, problem solving, and the organization, analysis and evaluation of data.

118. Utilize variety of economy markets, bazaars, sales, etc.

119. Make choices about drug/alcohol use based on legal/health consequences.

120. Avoid businesses known for deceptive practices.

121. Relate individual job to Army mission.

122. Obtain sales agreement in writing.

123. Provide proper family and child care.

124. Understand the purposes and methods of family planning and its physical, psychological, legal, and religious aspects.

125. Apply first aid procedures in response to accidents and emergencies.

126. Understand impact of current events on soldier in Europe.

127. Apply European measurements (clothing, weight, metric).
Table 2

Topics for Doing It in Deutschland Programs

Pilot Program: Using Public Transportation in Germany
Program Two: Eating out on the German Economy
Program Three: Using Military Community Services
Program Four: Shopping on the German Economy
Program Five: Legal Aspects of Living in Germany
tional program. Of primary importance in this task were discussions with people in the field who are subject matter experts concerning the program topics. Among these were representatives of the German Federal Railway, the Office of the Judge Advocate General, Army Community Services, Military Police and Drivers Orientation and Testing. A wide range of literature also proved valuable in determining the content, scope, sequence and desired outcomes for each program. This included official Army publications, unofficial publications available in USAREUR, and references concerning German language, customs and laws from libraries and bookstores.

Selection of Media and Delivery Systems

The development of training materials designed specifically for soldiers in USAREUR requires an understanding of the characteristics of the target population. Data collected from project activities during FY81 allowed for some generalizations about first term enlistees that have implications for the design and development of materials to teach USAREUR-specific life coping skills. Among these are that:

1. soldiers often do not seek out services from agencies, but rather tend to try to learn things on their own or informally through peers, their NCOs, family or friends;
2. many soldiers either lack the time to attend classes or experience conflicts with duty assignments which preclude their enrollment in classes and/or their use of many agency services;
3. soldiers tend to use those services which are most accessible to them in terms of location and time;
4. many soldiers have limited reading ability, dislike reading,
and/or do not learn well from print-only instruction; and

5. soldiers are most receptive to training which is based on real-world needs and which has a "hands-on" orientation.

Existing programs/materials used to assist soldiers in acquiring life coping skills may not effective/efficient because of one or more of the following reasons: They have limited availability and/or accessibility in terms of numbers, time and location; costs of purchase and/or reproduction are prohibitively expensive; they require sophisticated hardware in their use; they can be used only under the direct supervision of a trainer/instructor; they have been developed with civilians and/or CONUS in mind and, therefore, lack the USAREUR-specific content vital to some topics.

Several media and delivery systems were critiqued based upon the above characteristics of the target group, limitations of existing programs, and resource constraints of the project. Video, both broadcast television and transportable tapes, was rather quickly eliminated as an option. The cost to produce and duplicate video programs was prohibitive. Furthermore, most first termers do not have easy access to televisions nor do they utilize the video services of the learning resource center (LRC).

Numerous forms of print-only materials, while relatively inexpensive to develop and duplicate, easy to distribute to soldiers, and capable of delivering diverse instructional activities were considered to be insufficient for the task. Even if written at a level understandable by soldiers with limited reading ability, a print-only program would probably not overcome many soldiers' dislike for reading.
An audio-only approach would have several major limitations. Some of the concepts to be taught require visualization. An audio-only program could not incorporate all of the instructional and assessment components of competency based education. However, audio was viewed as offering some relevant advantages. Information can be presented in a number of ways. Techniques such as sound effects and music can be used to gain and maintain attention. The audio medium can be used through multiple delivery systems to which soldiers have ready access.

It was decided that the positive aspects of audio would compensate for the deficiencies of print-only materials. An audio component would serve to present information in an interesting manner and to motivate soldiers to complete the print. The print component would expand upon and reinforce the information presented auditorily and provide opportunities for practice and evaluation.

In order to reach large numbers of soldiers, it was decided to use multiple delivery systems. The primary delivery system will employ a mass media approach through the Stars and Stripes newspaper and AFN-radio. Soldiers have ready access to these sources, and, in fact make use of the Stars and Stripes and AFN-radio (Sterling and Lucken-Newton, 1981; Stephens, 1980).

The program will also be incorporated into existing services offered through USAREUR agencies. The audio tapes and newspaper inserts will be made available to current programs such as the basic skills education program, high school completion, Headstart, the ACS counseling/training programs, and similiar programs offered by the USO, Red Cross, chaplain, or mental hygiene clinic, for example. This is quite feasible because of
the comparatively low cost of reproduction, especially when compared with video or other projected media.

The programs will also be made available at learning resource centers, MOS libraries, or other education center facilities. The programs can be used at these facilities and/or at home. Precedence for both of these procedures exists. In this way, individual soldiers can make use of the materials on their own time. Also, first line supervisors, training NCOs and other concerned unit personnel will have access to the materials for use as they see fit, as with MOS-related and academic materials available from these facilities.

The actual implementation of these delivery systems will be on a trial basis after the revisions indicated by the formative evaluation described in this report have been made. First, each program will be delivered through a combination of AFN-radio and the Stars and Stripes for one week along the following lines. For several weeks before the series begins, "spots" will be aired on AFN-radio and television informing listeners of the coming programs. During this time, articles and ads will also appear in the Stars and Stripes and other official and unofficial USAREUR publications. In the Sunday edition of the Stars and Stripes an eight-page supplement will contain the printed materials for the program. This will include information about listening times and the follow-up evaluation form. During the week, the audio portion of the program will be broadcast several times. These times will be determined by AFN and HumRRO. Each program will inform the listeners that (a) it is one of a series and (b) that it and others will be available to them
through their learning resource center. Program users will be asked to complete the follow-up information/evaluation form contained in the Stars and Stripes supplement and mail as directed.

Prior to the week in which a program is being aired, it will be distributed to the learning resource centers and other of the possible delivery system agencies (e.g., BSEP or ACS). In this way, the programs will be available to people who did not hear it on AFN and/or didn't get a newspaper or people who want to hear/read it again.

**Utilization of Research-Based Techniques of Instructional Design**

The design of the programs was guided by a set of research-based strategies which are part of the emerging technology of instructional development. These principles and techniques were drawn from several sources (c.f. Gagne and Briggs, 1974; Baker and Quellmalz, 1972; Popham, 1971; Kemp, 1971; Dawson, 1979; Dawson and Hebein, 1980; and TRADOC, 1975).

The functions of the events of instruction (Gagne, 1974) served as the major conceptual framework for the design of the programs. Gagne views instruction as a series of events which make it possible for a learner to proceed from where s/he is before instruction to competence or mastery of the objective. The functions are listed below in their usual, but not invariable, order:

- Gaining and maintaining the learner's attention
- Informing the learner of the objective
- Recalling prior relevant learning
- Presenting the instructional material
- Providing learning guidance
- Providing the opportunity for the learner to practice the performance required by the objective
- Providing feedback about the correctness of the performance
- Assessing the learner's performance
- Enhancing retention and transfer

In order to accomplish all of these functions in each of the programs, a variety of techniques were used. Among these were to:
- Provide advance organizers and/or overviews.
- Vary the nature of the instructional stimuli.
- Employ humor.
- Involve the learner in game-type situations.
- Use suspense.
- Keep the learner active rather than passive.
- Use vocabulary, written and oral, that will be understood by the learner.
- Provide multiple, alternative opportunities for the learner to acquire the skills, knowledge, and/or attitudes.
- Structure the instruction logically.
- Incorporate direct and indirect prompts.
- Vary the amount of learner guidance.
- Personalize the practice. Make it experiential.
- Make the material visually appealing.
- Use one medium to complement the other (e.g., to reinforce and/or expand upon a concept).
- Provide a variety of examples.
Logistical Analysis and Planning

In order to develop, produce and try out the instructional programs, advice, support, assistance and coordination with a number of agencies and organizations was obtained. It was crucial to involve from the beginning the people who were to play vital roles in achieving the objectives of the project. This was necessary not only so that the tasks could be accomplished without logistical problems, but also so that the individuals involved at each stage understood the purposes and perspectives of the project; were willing and able to participate; and felt that they had had a part in planning the activities.

Specifically, communication with three major categories of people has been established and maintained. First, personnel at the American Forces Network (AFN) who will provide support in the broadcast of the audio media were contacted. Second, a working relationship with the individuals at Stars and Stripes who will assist in the printing and distribution of the print component of the programs has been established. Third, people who will be responsible for implementing the alternative delivery system through Army Continuing Education Services (ACES) have been consulted.

The results of these activities were documented in an interim report (Dawson, et al. 1982) which included the specific arrangements that were made for the production of the programs, the pilot testing of the programs, and the field testing of the delivery systems.
Development of Programs

The procedures used to develop the programs differed from those specified in the technical proposal primarily because the anticipated production support from AFN was not available. The following procedures were used to produce each program.

Using the objectives and content specifications as a basis, the project team worked together to develop the framework for the plots and scenes of the audio component and the types of information, visuals, and activities of the print component. One person was then responsible for collecting resources and writing the print materials while the script writer developed the script. These two people coordinated their efforts periodically in order to integrate the print and audio components.

The consultant graphic artist was responsible for converting the manuscript print materials and visual descriptions into an eight-page newspaper layout. She had use of the equipment and materials at Stars and Stripes (Darmstadt) and the assistance of their technical personnel (type-setters, photographers, etc.). The facilities and services provided by the Stars and Stripes were included in the rate the newspaper charges for a public service insert which will be distributed to 93,000 readers throughout Germany.

The script was used to produce an audio tape suitable for broadcast and mass duplication. Locally-available talent was solicited through community theatre groups. The talent were military and civilian employees; therefore, they rehearsed and taped during off-duty hours. An honorarium was paid to defray some of the personal expenses involved,
such as, transportation, meals, and child care. Taping, editing, mixing, sound effects, music and duplication were accomplished at a commercial sound studio on the German economy. The facilities, equipment, music and sound effects library, and technician's services were included in the subcontract with the studio.

Overview of the "Doing It in Deutschland" Programs

The tryout versions of the five "Doing It in Deutschland" programs have been submitted to ARI as a separate deliverable composed of six eight-page newspaper galley proofs and five audio cassettes each with an approximately 30-minute two-part program. Appendix C contains photo-reduced copies of the print components used during the tryouts and formative evaluation. (Appendix W includes photo-reduced copies of the revised materials which were produced based upon the data presented in this report and then used in the field evaluation conducted under a subsequent contract.)

When these programs were proposed, it was anticipated that the print component would be a four-page insert and the audio component would be a tape of approximately fifteen minutes. As a result of the experience of producing the pilot program, it was determined that this would be insufficient. Therefore, each program consists of an eight-page newspaper supplement and a two-part radio tape with each part being approximately fifteen minutes. Additionally, the program on using military community resources contains a second eight-page insert which is a Directory of USAREUR Services.

Some of the important features of the programs are summarized here
to highlight, in particular, aspects which are consistent across all of the programs. The programs are designed to be entertaining as well as instructive. The audio component for each program is a humorous episode which involves the main cast of secret agent-type characters, Strac Willie, Dr. Zap, and Chester Boondoggle, in an adventure which requires them to perform the skills being taught. For example, in "The Munich Connection", their mission involves using public transportation to include such things as reading maps, schedules and signs, purchasing tickets, and behaving appropriately on buses, streetcars and trains. Frequent reference is made by the narrator to the newspaper supplement which should be used in conjunction with the audio portion. The narrator also reinforces, clarifies and expands upon concepts being illustrated by the characters. Music and sound effects are used to gain and maintain attention and to provide continuity and smooth transitions within the episodes.

The print portion is written at a readability level appropriate to the target audience (no higher than 6.0 using the Fry readability formula). Many visuals, such as pictures, cartoons, representations of signs, symbols, maps, schedules, menus, labels, forms and other items related to the program's topic are interspersed among the instructional information, practice activities and assessment exercises.

The first page of each program contains a picture of the characters which depicts a scene from the episode and some preview information about the characters in the episode to arouse interest. The objectives of the program are presented in the form of a survey incorporating, typically, a
"rate-yourself" approach. An overview of the entire series is briefly given which includes information about both of the delivery systems (AFN and learning resource centers). Finally, the first page introduces the "Coping Contest" which is designed to be motivational and also to encourage users to complete and send in the program evaluation form.

The second and third pages provide information which is directly linked to the audio portion. For example, the map and schedules to which the characters refer during "The Munich Connection" are shown on pp. 2-3. These pages also contain pictures of scenes from the episode, such as the three types of eating places visited in "The Triple Treat".

The fourth and fifth pages (the middle spread) provide in-depth information in text form supported by appropriate charts, diagrams and other visuals. For example, in "The SOFA Saga" correctly completed customs declaration forms are shown and in "The Goods to Go" the calculations needed to convert from German to U.S. money and vice versa are illustrated.

Pages six and seven are practice-oriented. Diverse opportunities to apply the skills previously presented range from very structured exercises with many prompts and single correct answers to experiential activities which require the users to apply the skills to their own personal situations. Spaces are provided for answers to encourage overt responses, and immediate feedback can be obtained by referring to the correct answers on page seven. The materials are designed to be consumable and kept for future reference. The top of page seven for each program contains a review self-check, while the bottom of the page
presents the "Coping Contest". The contest presents the stimuli in a visual form to encourage completion by people who might be less inclined to do a contest presented in a print format.

The top of the last page contains some type of puzzle or game for each program based upon vocabulary and phrases. For example, for "The Munich Connection" there is a crossword puzzle and for "The Goods to Go," a word search puzzle, both of which require German as well as English language skills.

The bottom of page eight is the back of the Coping Contest mail-in form. It contains a place for the user to "Give Us a Piece of Your Mind" and evaluate the various aspects of both the audio and print components. The tear-off is designed so that it need only be folded, stapled or taped closed in one place, and dropped into an APO mail box since it has a "postage-paid" symbol.

The newspaper inserts when actually published will contain color on pages one, four and five as another attention-directing device.
TRYOUT AND FORMATIVE EVALUATION

Introduction

This section of the report describes the methods employed and the results obtained when the five programs were tried out and formatively evaluated. The section is presented in two parts because the first program, "The Munich Connection" served as a prototype and was pilot tested before the other programs were developed. Also the evaluation methods and instruments used were modified; therefore, it is more appropriate to report on the pilot program separately. Based upon the findings of the pilot test of the prototype, some minor modifications in design and development for the subsequent programs occurred, although the key concepts, principles and techniques previously described continued to be applied.

The data on which program developers rely as a basis for revision decisions need to be qualitative as well as quantitative. Inferences must be drawn from the data about the kinds of changes which might improve a program. Program revisers utilize summary statistical data, but also look at very concrete aspects which are idiosynchratic to a particular program. For internal use, data at this high level of detail are essential; to interested persons external to the project, these may be cumbersome and/or unnecessary for their purposes. Therefore, most of these specific types of data are presented in the Appendices and only referred to in the text or summarized in tables within the body of the report.
Purpose

The purpose of the pilot tests of the "Doing It in Deutschland" programs was to provide a data base on which to make decisions concerning program modification/improvement. Pilot tests with small numbers of participants drawn from the desired target group (in this case, first term enlistees who lack the skills being taught) generate information on user pre- and post-program performance, within-program process/progress, and user attitudes/opinions of the program and its content. Each of these types of data has implications for revision decisions. The "ideal" program provides instruction through which users proceed without difficulty, from which they achieve the pre-specified objectives, and about which they have positive attitudes and feelings. When any of these criteria are not met, there is a need to modify one or more aspects of the program.

Evaluation Questions

The overall purpose of obtaining data on which to make program revision decisions was operationalized by seeking the answers to several specific evaluation questions. These were:

1. How instructionally effective was the program?
   a. To what extent did the participants achieve the program's objectives as measured by pre- and post-program tests of knowledge/skills?
   b. In what ways did the program affect the participants' future behavior in real life as measured by self-reports of anticipated behavior?
2. What types of affective reactions did the program produce?
   a. How effective was the program in gaining and maintaining interest?
   b. What were the participants' reactions to specific aspects of the program (plot, characters, content, activities, etc.) and what was the impact of these reactions?

3. How well were the participants able to proceed through the materials? With which parts of the program were difficulties encountered?

Pilot Test of the Prototype Program:
"The Munich Connection"

Method

In order to diagnose areas of weakness and to improve the pilot program through subsequent revision, three general categories of formative evaluation data were collected. First, data concerning program effects were obtained; i.e., user/outcome performance, both anticipated and unanticipated. Second, data regarding the instructional process were collected; i.e., how the program operates, and the adequacy of the presentation, sequence and format. Third, user reactions to the program were solicited; i.e., their attitudes, feelings, and other affective measures regarding the program and/or its content.

The data sources for the prototype tryouts, the materials and instruments used, and the procedures followed are described in this section.

Participants. The pilot program was administered to 47 first term enlisted soldiers in six USAREUR battalions. Battalions were selected to
represent a cross section of unit types and variations in geographic locations. The types of units included armor, maintenance, mechanized infantry, engineering, artillery and military police. Some units were located in or near cities with troops who have access to a variety of types of public transportation; others were more geographically isolated with minimal access to some forms of transportation.

Table 3 presents breakdowns for the following demographic variables: grade, sex, age, ethnicity, education, time in Germany, MOS and place of residence.

**Tryout materials and instruments.** The pilot program materials consisted of the tryout version of the print component and a high-quality cassette tape of the radio episode both of which are submitted with this report.

In order to collect background information, pre- and post-program performance data, and user reactions to the program, several instruments were developed.

Appendix D contains the background information form. In addition to demographic variable questions, items were administered to determine the extent to which each participant had used various types of public transportation in Germany and, in cases of infrequent use, reasons for little or no use of the particular type(s) of transportation. Other questions pertained to individual patterns of reading the *Stars and Stripes* and listening to AFN-radio. These USAREUR experience items and a summary of the responses are included in Appendix E. Such an assessment will be useful in determining broadcast and publication days and times for the
Table 3
Pilot Program Tryout Participants
(N = 47)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-1</td>
<td>4 (8.5%)</td>
<td>Black 14 (29.8%)</td>
</tr>
<tr>
<td>E-2</td>
<td>10 (21.3%)</td>
<td>Native American 1 (2.1%)</td>
</tr>
<tr>
<td>E-3</td>
<td>20 (42.6%)</td>
<td>Spanish Surname 3 (6.4%)</td>
</tr>
<tr>
<td>E-4</td>
<td>13 (27.7%)</td>
<td>White 29 (61.7%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Live in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38 (80.9%)</td>
<td>Barracks 43 (91.5%)</td>
</tr>
<tr>
<td>Female</td>
<td>9 (19.1%)</td>
<td>On Economy 4 (8.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>Age</th>
<th>Time in Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>35 (74.5%)</td>
<td>Less than 3 mos. 5 (10.6%)</td>
</tr>
<tr>
<td>No Diploma</td>
<td>10 (21.3%)</td>
<td>3 – 6 mos. 17 (36.2%)</td>
</tr>
<tr>
<td>Some College</td>
<td>2 (4.3%)</td>
<td>7 – 9 mos. 8 (17.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.O.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>05B</td>
</tr>
<tr>
<td>05C</td>
</tr>
<tr>
<td>11B</td>
</tr>
<tr>
<td>11C</td>
</tr>
<tr>
<td>12B</td>
</tr>
<tr>
<td>13B</td>
</tr>
<tr>
<td>13C</td>
</tr>
<tr>
<td>19E</td>
</tr>
<tr>
<td>63H</td>
</tr>
<tr>
<td>63Y</td>
</tr>
<tr>
<td>76Y</td>
</tr>
<tr>
<td>05H</td>
</tr>
<tr>
<td>12B</td>
</tr>
<tr>
<td>54E</td>
</tr>
<tr>
<td>54E</td>
</tr>
<tr>
<td>81B</td>
</tr>
<tr>
<td>71L</td>
</tr>
<tr>
<td>63B</td>
</tr>
<tr>
<td>72E</td>
</tr>
<tr>
<td>63D</td>
</tr>
</tbody>
</table>
programs in the Doing It In Deutschland series.

Alternate tests were developed as pre- and post-program assessments. Six questions pertained to reading train schedules and four to identifying the meaning of transportation signs and symbols. These are included in Appendix F.

Tryout procedures. The pilot program was administered to small groups of soldiers (between four and eight) by two HumRRO staff members during approximately three hours. After a brief description of the project and the need for their assistance, the participants answered the demographic questions and the series of questions regarding their past and current use of public transportation, the Stars and Stripes newspaper, and AFN-radio.

The ten-item pretest was administered next. All participants were allowed time to complete this instrument.

Each person was given a copy of the Doing It In Deutschland newspaper supplement for "The Munich Connection" with an explanation that a similar insert will be published with a Sunday edition of the Stars and Stripes. Participants were instructed to read the first page and complete the "Rate Yourself: Are You Fit to Be a Secret Agent?" General instructions which applied to all reading activities were to circle any words not understood and/or to write comments in the margins.

Having completed page 1, participants answered the first two items on the Reactions to "The Munich Connection" questionnaire (see Appendix G). These items assessed initial reactions to the program and interest in going on with the print and audio components of the program.
Next, participants quickly looked over pages 2 and 3 of the print supplement containing the visuals which are coordinated with the radio program. Instructions on page 2 tell the reader to follow along as the episode takes place. The audio tape of the radio program was played. As the participants listened, the HumRRO staff members made notes of observed reactions and comments. Immediately following the tape, questions 3-7 of the Reactions questionnaire were completed. The group then took a 15-minute break.

Because only three hours were available with each participant, activities on pages 4-8 were prioritized to be completed in sequence. In this way, all tryout participants completed a common set of activities while other activities were completed by smaller numbers of participants based upon their personal choice and the amount that they were able to complete within the allocated time.

All participants studied page 4 and completed "Doing It Yourself" on page 6 (questions 1-9). Most completed page 5 and page 7 (The Contest, "Was Ist Los?, Check it Out, Can you Cope?") Fewer completed "By Bus or Strassenbahn?", "On Your Own Turf" (both on page 6) and the Crossword Puzzle (on page 8).

The last items of the Reactions questionnaire were completed and the posttest was administered.

The last part of the tryout consisted of an oral discussion in which opinions, suggestions and other kinds of comments not previously provided in writing could be given. These were recorded by the HumRRO personnel. Participants were thanked for their cooperation and dismissed.
Results

The results of the formative evaluation of the prototype program will be reported by the three main evaluation questions which concerned: 1) program effects; 2) user affect and 3) instructional process.

Program effects. The primary measure of the program's effects was the test administered after the program had been completed. This test included items which sampled the desired outcomes. In order to assess changes in knowledge and skills which resulted from participation in the program, posttest scores were compared with scores on the parallel pretest. These tests are contained in Appendix F. Table 4 presents the pre- and posttest mean scores for each of the six locations and the grand mean for all sites. The pretest means ranged from 30% to 57.5% correct with a mean of means equal to 35.6%, while the posttest means ranged from 73.1% to 97.5% with a grand mean of 81.9%. All changes in mean scores were positive with increases ranging from 25 to 55 percentage points and an average increase of 46.3. These two sets of data indicate that regardless of the pretest score, the means of which varied almost 30 percentage points, participants completing the program achieved rather uniform posttest scores, the means of which varied less than 15 points.

Rather than establish cut-off scores, the tests were analyzed by item in order to determine for which skills/knowledge the materials were less effective and, therefore, possibly in need of modification.

Table 5 presents an analysis of each of the ten pretest and ten posttest items. On the pretest, item #3 which required locating the earliest intercity train on the schedule was not answered correctly by
### Table 4
Pilot Program
Pretest and Posttest Scores
(The Munich Connection)

<table>
<thead>
<tr>
<th>Location #</th>
<th>Pretest $\bar{X}$</th>
<th>Posttest $\bar{X}$</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57.5</td>
<td>86</td>
<td>+28.5</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>85</td>
<td>+55.0</td>
</tr>
<tr>
<td>3</td>
<td>31.3</td>
<td>82.5</td>
<td>+51.2</td>
</tr>
<tr>
<td>4</td>
<td>42.1</td>
<td>73.1</td>
<td>+31.0</td>
</tr>
<tr>
<td>5</td>
<td>41.9</td>
<td>87.5</td>
<td>+45.6</td>
</tr>
<tr>
<td>6</td>
<td>52.1</td>
<td>77.1</td>
<td>+25.0</td>
</tr>
<tr>
<td>Grand means</td>
<td>35.6</td>
<td>81.9</td>
<td>+46.3</td>
</tr>
<tr>
<td>Item Description</td>
<td>% Participants with Correct Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRE (n=46)</td>
<td>POST (n=44)</td>
<td>change</td>
</tr>
<tr>
<td>#1 a Determining between which 2 cities</td>
<td>60.9</td>
<td>82.2</td>
<td>+21.3</td>
</tr>
<tr>
<td>b a train schedule is for</td>
<td>54.3</td>
<td>84.4</td>
<td>+30.1</td>
</tr>
<tr>
<td>#2 Finding fare information on a train schedule</td>
<td>39.1</td>
<td>66.7</td>
<td>+27.6</td>
</tr>
<tr>
<td>#3 Finding first/last Intercity train without time or train number given</td>
<td>0.0</td>
<td>44.4</td>
<td>+44.4</td>
</tr>
<tr>
<td>#4 Knowing what kind of train is the fastest</td>
<td>37.0</td>
<td>77.8</td>
<td>+40.8</td>
</tr>
<tr>
<td>#5 Determining arrival time when train number is given</td>
<td>58.7</td>
<td>84.4</td>
<td>+25.7</td>
</tr>
<tr>
<td>#6 a Sign for baggage locker</td>
<td>52.2</td>
<td>97.8</td>
<td>+45.6</td>
</tr>
<tr>
<td>b Sign for toilet</td>
<td>39.1</td>
<td>93.3</td>
<td>+54.2</td>
</tr>
<tr>
<td>c Sign for seat reserved for handicapped</td>
<td>10.9</td>
<td>95.6</td>
<td>+84.7</td>
</tr>
<tr>
<td>d Sign for bus stop</td>
<td>56.5</td>
<td>97.8</td>
<td>+41.3</td>
</tr>
</tbody>
</table>
anyone. The item answered correctly by the most participants (60.9%) called for determining one of the destination cities on the given schedule. On eight items, 35-60% of the respondents were correct. The other item which was answered correctly by very few people on the pretest (10.9%) required recognition of the sign for the seat which is reserved for the handicapped.

On the posttest, the four items dealing with signs were answered correctly by almost all of the respondents (93.3%-97.8%). The two items which were answered correctly by the fewest people called for finding fare information and locating the last intercity train leaving a given city on the schedule. The latter item is parallel to the pretest item which was answered incorrectly or not at all by everyone. The remaining items were answered correctly by between 77.8% and 84.4% of the respondents.

A t-test analysis was performed on the matched pairs of pretests and posttests. The mean scores for the 42 matched cases was significant at p < .001. A summary of this analysis is presented in Table 6.

One activity within the program served as a measure of the objective concerning appropriate and/or legal behaviors on public transportation. The Coping Contest required that five examples of either illegal or inappropriate behavior be identified in a cartoon. Of the 40 people who did the contest (it was an optional activity), almost all found four or five of the behaviors. Five correct answers were given by 57.5% and four correct answers by 37.5%.

All of the objectives of "The Munich Connection" cannot be measured
Table 6

T-Test for Matched Pairs of Pilot Program Pretests and Posttests

<table>
<thead>
<tr>
<th></th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of matched cases</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>42.7</td>
<td>82.5</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>22.9</td>
<td>15.7</td>
</tr>
<tr>
<td>Standard Error</td>
<td>3.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Difference (Mean)</td>
<td></td>
<td>-39.8</td>
</tr>
<tr>
<td>Standard deviation</td>
<td></td>
<td>22.7</td>
</tr>
<tr>
<td>Standard Error</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td>0.356</td>
</tr>
<tr>
<td>2-tail Probability</td>
<td></td>
<td>0.021</td>
</tr>
<tr>
<td>t-Value</td>
<td></td>
<td>-11.36</td>
</tr>
<tr>
<td>d.f.</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Significance 2-tail probability</td>
<td></td>
<td>0.000</td>
</tr>
</tbody>
</table>
directly after completing the program. In addition to learning the skills and knowledge needed to use public transportation, other desired outcomes are that soldiers do, in fact, apply those skills when actually using public transportation, and that soldiers who previously have made little or no use of public transportation will increase their use of buses/streetcars and trains. In the limited time frame during which formative evaluations were conducted, it was not possible to obtain measures of actual behavior. Anticipated behavior as reported by the soldiers offers a proximate measure of future use of public transportation. Two questions were asked after the participants had completed the program to elicit their perceptions of how the program may have affected their future behavior.

Table 7 shows the responses to the item: "Having completed this program, are you now more likely to use buses and/or strassenbahns?" Approximately half of the respondents already used these forms of transportation regularly. Of the remaining participants, 64% indicated they were more likely to use buses and/or strassenbahns, while 9% thought they were much more likely. Six people indicated they probably won't increase their use of these forms of transportation primarily because they use other means of getting from place to place.

In a similar way, Table 8 presents the data for anticipated changes in the use of German trains. One-third of the participants considered themselves to be regular train users. Of the others, 80% thought that they would be more likely or much more likely to use the trains in the future. Six people would continue to rely on other types of transportation, including walking.
Table 7

Anticipated Changes in Use of Buses and/or Strassenbahns

Having completed this program, are you more likely to use buses and/or strassenbahns? (N=46)

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>% of Total</th>
<th>% of Those Not Already Using Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I already use buses and/or strassenbahns regularly.</td>
<td>24</td>
<td>52%</td>
<td>-</td>
</tr>
<tr>
<td>I am more likely to use buses and/or strassenbahns now.</td>
<td>14</td>
<td>30%</td>
<td>64%</td>
</tr>
<tr>
<td>I am much more likely to use buses and/or strassenbahns now.</td>
<td>2</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>No, I am not more likely to use buses and/or strassenbahns now because:</td>
<td>6</td>
<td>13%</td>
<td>27%</td>
</tr>
<tr>
<td>I ride with a friend.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have transportation. (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm getting short.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to hitchhike.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can walk.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8

Anticipated Changes in Use of German Trains

Having completed this program, are you now more likely to use German trains? (N=46)

<table>
<thead>
<tr>
<th>Reason</th>
<th>n</th>
<th>% of Total</th>
<th>% of Those Not Already Using Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I already use German trains regularly.</td>
<td>15</td>
<td>33%</td>
<td>-</td>
</tr>
<tr>
<td>Yes, I am more likely to use German trains.</td>
<td>19</td>
<td>41%</td>
<td>61%</td>
</tr>
<tr>
<td>Yes, I am MUCH more likely to use German trains.</td>
<td>6</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>No, I am not more likely to use German trains now because:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ride with a friend.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have transportation (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't have the time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can walk.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seldom travel distances which require train travel.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36
User affect. Data were also collected about the attitudes, opinions and feelings that the program either intentionally or unintentionally developed in the participants toward both the content of the program and/or aspects of the program itself (e.g., media, approach, characters, or difficulty level).

If soldiers are to learn from the program, it must gain and maintain their interest. In order to assess initial reactions to the program as an indicator of its attention-gaining effectiveness, two questions were asked after the participants had read only page 1 of the supplement. First, they were asked if they would want to go on to read the rest of the paper, and, second, whether they would want to listen to the radio program. The responses to these questions, including their open-ended reasons for positive and negative responses, are included in Appendix H. Approximately 90% indicated that they would both go on to read the paper and listen to the radio program (91.5% and 89.4% respectively).

Another set of questions pertained to the radio program, reactions overall and to each of the main characters. Appendix I contains reactions to the program overall. The most often selected adjectives to describe the program were "helpful" (61.7%), "useful" (59.6%), "interesting" (46.8%), "well done" (38.3%), and "funny" (36.2%). Approximately 20% thought it was "fun", while 20% also thought it was "too long". Between six and nine percent thought it was "boring", "stupid", "dull", or "fantastic". Only one person "didn't understand." Most of the words which were added were positive, two were negative ("tiring" and "infantile"), while two are subject to interpretation ("strange" and "wild").
Almost three-fourths of the participants would have listened to the program on their own. Most of those who said they would not have listened cited reasons related to time - not enough of their own, too much time needed at one time, etc. Almost 60% would listen to the program again and a large majority (87%) would recommend to other soldiers that they listen to the program.

Appendix J contains the reactions written about the principal characters in the "Munich Connection" (Strac Willie, Dr. Zap and Chester Boondoggle in that order.) These reactions indicated that, in general, the participants viewed the characters in ways similar to what was intended in their portrayal and that they accepted and/or identified with the characters.

The last pair of user affect questions were open ended and asked respondents which aspects of the entire program (audio and print) they liked the best and the least. These statements are presented in Appendix K. While some people mentioned particular parts of the program (e.g., the tape or contest) as being what they liked best, most statements referred to learning in some way. Nine people said that there was "nothing" they didn't like about the program, while another 16 wrote no comment at all regarding what they liked least (for a total of 53% indicating no negative reactions). Eight of the statements (17%) referred to the length of the program as a least like aspect.

Instructional process. Data concerning how the participants interacted with the materials were obtained in two ways: first, through observations while they worked through the materials, and second, by
analyzing the materials after they had completed the activities. These data are summarized in Appendix K.

In general, users were able to proceed through the materials with little or no difficulty. A few problems were evident, however. First, listening to the tape in its entirety at one time exceeded the attention and/or interest span of some soldiers. The second obvious problem related to the simultaneous use of the newspaper with the tape. Pages two and three appear to have too much information presented in a layout which is difficult for users to follow when hearing the tape. The text on page four, while written at an appropriate reading level, seems to be too dense, and, therefore discourages some soldiers from reading it. The editorial errors and poor formatting of some items on page six caused problems for some users.

Summary

In response to the evaluation questions posed on page 23, the following conclusions can be drawn.

"The Munich Connection" is instructionally effective in assisting users to achieve the program's objectives as measured by the pre- and posttests of knowledge and skill. This is evident from both posttest mean scores and average improvement from pre- to posttest. The skill that was least well learned involved finding specific information on a train schedule. This coupled with the process data concerning the page on which this skill is taught indicates an area for program revision.

Self-reports by users indicate that the program positively affects their intentions. To the extent that intents predict actual behavior,
the program may encourage soldiers to be more willing and feel more able to use public transportation in Germany.

The program, both the print and audio components, gained and maintained the interest of most of the pilot test participants who also indicated an interest in the topics of the program. The major deterrent to maintaining interest was the length of the audio tape.

Reactions to the various aspects of the program were generally positive. The plot and the characters were acceptable to most listeners. The fact that a large majority would recommend the program to others and thought that the program was helpful/useful and interesting indicates that, overall, the affective reactions have a positive influence on the use of and results from the program.

Participants proceeded through the materials with few difficulties. The need for revisions was indicated in terms of the length of the audio component, the density of some text, the layout of some pages, and the guidance provided in some activities.

The formative evaluation of the pilot program yielded data to be used for two purposes. First, the information provided a basis on which to make decisions regarding modifications to improve "The Munich Connection." Second, the results provided guidance in the development of subsequent programs.

Formative Evaluation of Programs #2 - 5

Results of the formative evaluation of the pilot program, "The Munich Connection" indicated that the general features of the program were effective instructionally and elicited positive user affect. Therefore, the evaluation of the four subsequent programs was designed to
determine if these positive results and reactions were consistent across all of the programs and to provide program-specific information to be used in making revisions. Answers to the evaluation questions posed in the Introduction on page 23 were sought for each of the four programs.

Method

The method used to try out and formatively evaluate programs # 2 - 5 was very similar to that described previously for "The Munich Connection." Some modifications were made in the instruments used to collect data and in the sequence in which participants worked through the materials. These are described in the sections which follow.

Participants. Each of the four programs was tried out with between 18 and 23 first term enlistees. The points of contact at the four locations which supplied troop support were requested to secure first term soldiers with a year or less time spent in Germany, but there were soldiers in each group with more than a year. Those with more than 18 months in country were dismissed. The demographic information for the participants for each program is contained in Table 9.

Tryout materials and instruments. The tryout versions of each program consisted of newspaper-size copies of the eight-page supplements and cassette audio tape recordings exactly like the materials submitted with this report. These were not of the same print quality as were the pilot program materials which had been printed not photo-copied. It would not have been a wise use of money or time to print the small number of copies needed for these tryouts; therefore, galleys proofs were pulled from copy machines at the Stars and Stripes.
Table 9
Tryout Participants
Programs #2 - 5

<table>
<thead>
<tr>
<th>#2 The Triple Treat</th>
<th>#3 The Community Caper</th>
<th>#4 The Goods To Go</th>
<th>#5 The SOFA Saga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>23</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Grade

<table>
<thead>
<tr>
<th></th>
<th>#2 #3 #4 #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-1</td>
<td>00.0%</td>
</tr>
<tr>
<td>E-2</td>
<td>17.4</td>
</tr>
<tr>
<td>E-3</td>
<td>56.5</td>
</tr>
<tr>
<td>E-4</td>
<td>26.1</td>
</tr>
<tr>
<td>Civilian *</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Mean Age

<table>
<thead>
<tr>
<th></th>
<th>#2 #3 #4 #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age</td>
<td>21.04</td>
</tr>
</tbody>
</table>

Sex

<table>
<thead>
<tr>
<th></th>
<th>#2 #3 #4 #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30.4%</td>
</tr>
<tr>
<td>Female</td>
<td>69.6</td>
</tr>
</tbody>
</table>

Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>#2 #3 #4 #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian-American</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black (Negro)</td>
<td>65.2</td>
</tr>
<tr>
<td>Native American (American Indian)</td>
<td>0.0</td>
</tr>
<tr>
<td>Spanish Surname (Hispanic)</td>
<td>0.0</td>
</tr>
<tr>
<td>White</td>
<td>34.8</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Mean Months in Germany

<table>
<thead>
<tr>
<th></th>
<th>#2 #3 #4 #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Months in Germany</td>
<td>6.87</td>
</tr>
</tbody>
</table>

* Family member enrolled in the class from which one group of participants were obtained.
Table 9 (continued)

<table>
<thead>
<tr>
<th></th>
<th>#2 The Triple Treat</th>
<th>#3 The Community Caper</th>
<th>#4 The Goods To Go</th>
<th>#5 The SOFA Saga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barracks</td>
<td>87.0%</td>
<td>70.0%</td>
<td>85.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>U.S. Housing Area</td>
<td></td>
<td>5.0%</td>
<td>10.0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>On economy</td>
<td>13.0%</td>
<td>5.0%</td>
<td>5.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td></td>
<td>100.0%</td>
<td>90.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Military Occupational Specialities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>11.1%</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>63</td>
<td>8.7</td>
<td></td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>30.4</td>
<td>10.0</td>
<td>35.0</td>
<td>5.6</td>
</tr>
<tr>
<td>72</td>
<td>30.4</td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>75</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>39.1</td>
<td>5.0</td>
<td>10.0</td>
<td>22.2</td>
</tr>
<tr>
<td>81</td>
<td>17.4</td>
<td>20.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>25.0</td>
<td></td>
<td></td>
<td>27.8</td>
</tr>
<tr>
<td>92</td>
<td></td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>94</td>
<td>4.3</td>
<td>5.0</td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>Civilian</td>
<td></td>
<td></td>
<td></td>
<td>11.1%</td>
</tr>
</tbody>
</table>
Several instruments were developed for use in collecting data concerning program effects, user affect and instructional process. Some of these were the same for all four programs; others were program-specific. The same demographic data were collected from these participants as were from the pilot program group (see Appendix D).

For each program, items were written to determine the participants' previous experiences related to the topics of the program. These concerned types of experiences, frequency of experiences and/or reasons for limited experiences. These instruments are included in Appendix M.

Alternate forms of items which measure a sample of each program's objectives were developed. One was designated as a pretest, the other as a posttest. Each test consisted of ten items, some of which required constructed responses, while the rest called for selected responses (matching, multiple choice, and true and false). These tests are contained in Appendix N.

Another program-specific set of questions concerned the participants' perceptions of the personal consequences of having completed the program in terms of what they had learned and the likelihood that they would be more apt to apply the skills and knowledge in real-world situations. These items are included in Appendix O.

Two sets of items were used for all four programs. One was developed in order to obtain reactions to the audio tape and newspaper supplement. The first component of these items pertained to the three main characters in the programs (Strac Willie, Dr. Zap and Chester Boondoggle), the next to aspects of the radio program, and the last to
aspects of the newspaper supplement. These items are included in Appendix P.

Finally, in order to determine participant pre-program knowledge of and interest in each of the topics currently under development and proposed for future development, a series of self-report semantic differential items was written. These are contained in Appendix Q.

Tryout procedures. Each program was administered to groups of four to eight soldiers by two Life Coping Skills project staff members. Approximately two and one-half to three hours were spent with the participants. Time was limited both because of the activity's imposition upon regular duties and the length of time soldiers might be expected to apply themselves to the tasks. Table 10 presents the sequence of procedures which was followed, with minor exceptions, for each tryout.

In addition to the data obtained from the participants in writing, two other types of information were collected. First, observed behaviors and comments were noted by the HumRRO personnel as the participants listened to the tape and worked through the print materials. Second, opinions, suggestions, citations of errors, etc. made during the tryout were recorded.

Results

The findings of the four formative evaluation studies are reported in this section in an integrated manner; that is, the various kinds of data collected for each program are described by category for each program and, where applicable, across all four programs. Results are presented in the order of the evaluation questions to be answered:
<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Introduce HumRRO personnel; explain project; describe purpose of session; secure voluntary participation.</td>
</tr>
<tr>
<td>5 - 10 min.</td>
<td>Complete demographic data (Appendix B); complete items related to previous experiences (Appendix G); Respond to semantic differential items regarding knowledge of and interest in topics (Appendix K). Demonstrate the use of a semantic differential for participants.</td>
</tr>
<tr>
<td>10 min.</td>
<td>Do the Pretest (Appendix H).</td>
</tr>
<tr>
<td>10 - 15 min.</td>
<td>Pass out newspaper supplement. Explain how it will be broadcast and delivered to communities. Play Part I.</td>
</tr>
<tr>
<td>15 - 20 min.</td>
<td>Introduce the tape. Explain how it will be broadcast and delivered to communities. Play Part I.</td>
</tr>
<tr>
<td>30 min.</td>
<td>Read and study pages 2 - 5 of the newspaper Supplement; take a &quot;stretch break&quot; as needed for a few minutes.</td>
</tr>
<tr>
<td>15 min.</td>
<td>Play Part II of the tape.</td>
</tr>
<tr>
<td>5 min.</td>
<td>Complete reactions to the radio program, including perceptions of the characters (Appendix J).</td>
</tr>
<tr>
<td>30 - 45 min.</td>
<td>Complete activities on pages 6, 7 and 8 in the order specified (Some activities everyone should do; other activities should be done based upon interest and time).</td>
</tr>
<tr>
<td>5 min.</td>
<td>Complete reactions to newspaper supplement, including rating of the activities (Appendix J).</td>
</tr>
<tr>
<td>1 - 2 min.</td>
<td>Complete items concerning perceptions of results of completing the program (Appendix I).</td>
</tr>
<tr>
<td>10 min.</td>
<td>Do the Posttest (Appendix H).</td>
</tr>
<tr>
<td>2 - 3 min.</td>
<td>Thank the participants and dismiss.</td>
</tr>
<tr>
<td>(143 - 176 min.)</td>
<td></td>
</tr>
</tbody>
</table>
(1) program effects, (2) user affective reactions, and (3) instructional process.

**Program effects.** For each program a parallel pretest and posttest assessed a sample of the program's objectives. These data can be examined in several ways. Comparisons between mean scores on the pretests and posttests are presented in Table 11. Pretest mean scores varied much more by topic/program than did posttest mean scores. The pretest ranged from 31.7% for "The SOFA Saga" (Program #5 on legal aspects of living in Germany) to 63.5% for "The Community Caper" (program #3 on USAREUR services). Posttest means ranged from 74.4% on "The SOFA Saga" to 88.5% on "The Community Caper". Improvements from pretest to posttest ranged from 25 to 42.7 percentage points, all of which resulted in t-values significant at \( p < .001 \). Except for Program #3 which had the highest pretest mean, the mean gains from pretest to posttest for the programs were about 40 percentage points.

The frequency distributions of posttest scores for each program are presented first in Table 12 and also graphically in Appendix R. Although all four distributions are skewed sharply to the right, the frequency patterns differ from one program to another. For example, the percentage of respondents achieving 70% for programs 2-5 respectively. Those attaining less than 70% were 26%, 0%, 25%, and 17%. Responses were rather widely distributed for programs 2-5 with a few respondents doing rather poorly (less than 60% correct), some doing medium (between 60% and 80% correct), and most doing rather well (80% correct or better).

Figures 1-4 present pretest and posttest performance in yet
Table 11
Pretest - Posttest Comparisons
(Programs #2 - 5)

<table>
<thead>
<tr>
<th>Program #</th>
<th>Pretest X</th>
<th>Posttest X</th>
<th>Change</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>51.3</td>
<td>80.0</td>
<td>+38.7</td>
<td>5.48</td>
<td>.000</td>
</tr>
<tr>
<td>3</td>
<td>63.5</td>
<td>88.5</td>
<td>+25.0</td>
<td>8.01</td>
<td>.000</td>
</tr>
<tr>
<td>4</td>
<td>41.5</td>
<td>79.0</td>
<td>+37.5</td>
<td>6.37</td>
<td>.000</td>
</tr>
<tr>
<td>5</td>
<td>31.7</td>
<td>74.4</td>
<td>+42.7</td>
<td>8.72</td>
<td>.000</td>
</tr>
</tbody>
</table>
Table 12:
Frequency Distributions
Posttest Scores
(Problems #2-5)

<table>
<thead>
<tr>
<th>NUMBER OF ITEMS CORRECT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 The Triple Treat</td>
<td></td>
<td></td>
<td></td>
<td>4.3</td>
<td>4.3</td>
<td>17.4</td>
<td>8.7</td>
<td>8.7</td>
<td>39.1</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.3</td>
<td>8.7</td>
<td>26.1</td>
<td>34.8</td>
<td>43.5</td>
<td>82.6</td>
<td>100.0</td>
</tr>
<tr>
<td>#3 The Community Caper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>75</td>
<td>100.0</td>
</tr>
<tr>
<td>#4 The Goods to Go</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>5</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>25</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>#5 The SOFA Saga</td>
<td>5.6</td>
<td>5.6</td>
<td>5.6</td>
<td>5.6</td>
<td>11.1</td>
<td>50.0</td>
<td>22.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
<td>11.1</td>
<td>16.7</td>
<td>27.8</td>
<td>77.8</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1

Comparison of Correct Responses to Items on Pretest 2 and Posttest 2
(The Triple Treat)
another way by graphically depicting the item analyses. Items 1 - 3 of "The Triple Treat" concerning types of German eating places and what they serve were answered correctly by a large percentage of the respondents on the pretest (65%, 74% and 65%, respectively) and an even greater percentage on the posttest (87%, 96%, and 83%, respectively). Items 4 and 5 requiring knowledge of German menu items were answered correctly by few participants on the pretest (13% and 26%) and by many on the posttest (91% and 100%). Items 6 and 7 involved computation of bills with item 7 also demanding menu translations. The same number of participants answered #6 correctly on the pretest and the posttest (74%), while only one person (4%) answered #7 correctly on the pretest and seven (30%) did so on the posttest. Items 8 - 10 assessed the participants' understanding of common German phrases and signs encountered when eating out. These were answered correctly by a relatively high percentage of participants on both the pretest (61%, 70%, and 61%) and the posttest (78%, 87%, and 74%).

Figure 2 illustrates the item analyses for the pretest and posttest for "The Community Caper" (Program #3). The first five items required identifying by recall an appropriate USAREUR agency for each of five needs: recreational, training, legal, counseling, and travel. More than one right answer was considered acceptable for these items since more than one agency could provide the indicated services. On the pretest, two items (#2 and 3) were answered incorrectly by most participants (65% and 90%); these and the other three were answered correctly by 90% - 100% of the respondents on the posttest. The last five items for "The
Figure 2
Comparison of Correct Responses to Items on Pretest 3 and Posttest 3

n = 20
Community Caper" related to effective and ineffective actions when using agency services. The biggest difference between pretest and posttest responses was for item #7 concerning when to find out what materials are needed to obtain the desired services (10% correct on the pre and 95% correct on the post). Fewer people answered items 8 and 9 correctly on the posttest than did on the pretest (from 80% to 60% on item 8 and from 95% to 75% on item 9). The last item was answered correctly by almost all participants on the pretest and the posttest (90% and 95%, respectively).

As shown in Figure 3, 60% - 75% of the participants in "The Goods to Go" were able to match the type of goods sold by each of three German stores on the pretest and between 85% and 100% were able to do so on the posttest. On both the pretest and posttest, 80% to 90% of the respondents were able to use the American-German clothes size conversion chart. Few people knew the meaning of clothing care symbols on the pretest (5% and 25%) while 70% and 95% answered items 6 and 7 correctly on the posttest. Two items required computation, #8 utilizing the given exchange rate and #9 the value added tax rate. Only two people (10%) were able to change Deutsch Marks to dollars on the pretest; 13 (65%) were able to do so on the posttest. No one answered pretest item 9 correctly, but one-half computed the Mehrwertssteuer (VAT) savings on the posttest. Finally, no one knew the expression "Kurzer Samstag" on the pretest, while 80% correctly explained the meaning of "Langer Samstag" on the posttest.

One question on "The SOFA Saga" concerned items needed to register a privately owned vehicle. As shown in Figure 4, 11% answered the first
Figure 3
Comparison of Correct Responses to Items on Pretest 4 and Posttest 4
(The Goods to Go)

n = 20
Figure 4
Comparison of Correct Responses to Items on Pretest 5 and Posttest 5
(The SOFA Saga)
item correctly on the pretest and 61% did so on the posttest. The second and third items required converting kilometers per hour to miles per hour and vice versa. Three participants (17%) were able to do each of these conversions on the pretest; 16 (89%) and 14 (78%) were able to perform the computations on the posttest. Items 4 and 5 asked about the jurisdiction of German and U.S. military police in given situations. Half of the participants recognized the jurisdiction of the German police in traffic situations on the pretest; 89% did so on the posttest. Eighty-three percent correctly identified the jurisdiction of the German police in a case which involved both soldiers and Germans on the pretest, 100% knew the U.S. military had legal authority in a case involving only U.S. matters on the posttest. The item concerning the legal limits for giving rationed items to a German was answered correctly by 39% on the pretest and by 72% on the posttest. Twenty-eight percent knew about mailing bona fide gifts through the APO on the pretest; 94% knew on the posttest. The eighth and ninth items pertained to mandatory and recommended speed limit signs. Two-thirds gave the correct meaning for the "end of speed limit" sign on the pretest, while five-sixths identified the mandatory speed limit sign. No one recognized a recommended speed limit sign on the pretest; ten (56%) did so on the posttest. Only two people (11%) knew the German emergency phone number on the pretest; four (22%) knew the military ambulance number on the posttest.

In addition to the empirical data concerning program effects, data were collected regarding the participants' perceptions of the results of completing the programs. The information for programs #2 - 5 is
summarized in Table 13. In terms of knowledge and skills learned, between 69% and 95% of the respondents perceived that they had learned new things (the first and second items for each program). The last item for each program related to anticipated changes in actual behavior. In this respect, 39% were more likely to eat out on the economy; 65% were more likely to use USAREUR agencies; 47% were more likely to shop on the economy, and 83% were more likely to go to the Legal Assistance Office with a question or problem.

**User affect.** Reactions to the tape of the radio program were obtained for five dimensions of the program utilizing a seven-point semantic differential (1 is low; 7 is high). The results for each of the four programs and across all four programs are contained in Table 14. Participants first rated the amount of good information in the program. These mean ratings ranged from 4.75 for "The Community Caper" to 5.91 for "The Triple Treat" with a mean across all programs of 5.58. Mean ratings for the programs' helpfulness were between 5.33 and 6.18 with the same two programs receiving the lowest and highest ratings and an average of 5.79 for all four programs. This pattern repeated itself for the "boring - interesting" and "dull - funny" dimensions also. Program #3 was the least interesting and funny while Program #2 was the most interesting and funniest. Program #4 ("The Goods to Go") and #5 (The SOFA Saga) were rated about equally on the amount of good information they contained ($\bar{x} = 5.65$ and 5.61), but on the next three dimensions, program #5 was more highly rated. These relative reactions are apparent in the mean scores for the overall reaction to each program which is
Table 13
Perceptions of Results from Completing the Programs
(Problems #2 - 5)

<table>
<thead>
<tr>
<th>Program #2 - The Triple Treat</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have learned some words and phrases I can use when I go to a German eating place.</td>
<td>87.0%</td>
</tr>
<tr>
<td>2. I have learned some German customs and ways of behaving when eating out.</td>
<td>87.0%</td>
</tr>
<tr>
<td>3. When I go to a German eating place, I'll feel more comfortable because I have more knowledge and skills.</td>
<td>56.5%</td>
</tr>
<tr>
<td>4. I'm more likely to go to German eating places now.</td>
<td>39.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program #3 - The Community Caper</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know more about the services available to me from USAREUR agencies.</td>
<td>95.0%</td>
</tr>
<tr>
<td>2. I know some things I can do to help me get the information or services I want from an agency.</td>
<td>80.0%</td>
</tr>
<tr>
<td>3. I am more likely to use USAREUR agencies now.</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program #4 - The Goods To Go</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have learned some words and phrases I can use when I go to a German store.</td>
<td>76.5%</td>
</tr>
<tr>
<td>2. I have learned some German customs and ways of behaving when shopping.</td>
<td>68.8%</td>
</tr>
<tr>
<td>3. When I go shopping in a German store, I'll feel more comfortable because I have more knowledge and skills.</td>
<td>76.5%</td>
</tr>
<tr>
<td>4. I'm more likely to go shopping on the German economy now.</td>
<td>47.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program #5 - The SOFA Saga</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a better idea of my legal status in Germany.</td>
<td>88.9%</td>
</tr>
<tr>
<td>2. I have learned some new knowledge and skills that will help me to do things legally/correctly.</td>
<td>88.9%</td>
</tr>
<tr>
<td>3. I have a better idea of what to do if I am stopped by the German police.</td>
<td>94.4%</td>
</tr>
<tr>
<td>4. I'm more likely to go to the Legal Assistance Office if I have a legal question or problem.</td>
<td>83.3%</td>
</tr>
</tbody>
</table>
Table 14
Reactions to the Radio Program
(Programs #2 - 5)

<table>
<thead>
<tr>
<th>A. (7) Lots of good information - (1) No good information</th>
<th>Program Number*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.91</td>
</tr>
<tr>
<td>B. (7) Helpful - (1) Not helpful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.18</td>
</tr>
<tr>
<td>C. (7) Interesting - (1) Boring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.57</td>
</tr>
<tr>
<td>D. (7) Funny - (1) Dull</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.91</td>
</tr>
<tr>
<td>E. (7) Too short - (1) Too long</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.61</td>
</tr>
<tr>
<td>Total Reaction (A-D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.88</td>
</tr>
</tbody>
</table>

* #2 is The Triple Treat  
  #3 is The Community Caper  
  #4 is The Goods to Go  
  #5 is the SOFA Saga
derived from the four dimensions. In descending order are program #2 ($\bar{X} = 5.88$), program #5 ($\bar{X} = 5.28$), program #4 ($\bar{X} = 4.93$) and program #3 ($\bar{X} = 4.52$). The fifth dimension concerned reactions to the length of the programs. In this instance, the midpoint of the scale (4) would be most desirable, a higher number would indicate belief that it was too short, and a lower number, too long. From perceptions of longer to shorter, the programs were rated in as follows: #3 ($\bar{X} = 3.33$), #5 ($\bar{X} = 3.72$), #4 ($\bar{X} = 3.75$), and #2 ($\bar{X} = 4.61$).

In a similar manner, participants indicated their reactions to the newspaper supplements (see Table 15). The informational dimension received mean ratings of 5.95 (program #3), 6.10 (program #4), 6.27 (program #2), and 6.44 (program #5). The degree to which activities were helpful ranged from 5.70 for "The Community Caper" to 6.14 for "The Triple Treat". The appearance of the print materials was rated 5.47, 5.50, 5.67 and 5.86 for programs #3, 4, 5, and 2 respectively. The overall reactions which combined these three dimensions resulted in a rank order of program #3 ($\bar{X} = 5.68$), #4 ($\bar{X} = 5.80$), #5 ($\bar{X} = 6.06$) and #2 ($\bar{X} = 6.09$). The ideal difficulty rating would be the midpoint of the scale (4) with higher ratings for a tendency to be too easy and lower, too difficult. Difficulty ratings were 3.95, 4.11, 4.33 and 4.50 for programs #3, 5, 2 and 4 respectively.

The combined ratings for the audio and print components of each program were used to compute a mean rating for overall reaction. These ratings which are in Table 16 ranged from 5.31 for "The Goods to Go" to 5.94 for "The Triple Treat".
Table 15
Overall Reactions to the Newspaper Supplement
(Programs #2 - 5)

<table>
<thead>
<tr>
<th>Program Number*</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (7) Lots of good information -</td>
<td>6.27</td>
<td>5.95</td>
<td>6.10</td>
<td>6.44</td>
<td>6.19</td>
</tr>
<tr>
<td>(1) No good information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. (7) Helpful activities -</td>
<td>6.14</td>
<td>5.70</td>
<td>5.80</td>
<td>6.06</td>
<td>5.93</td>
</tr>
<tr>
<td>(1) Useless activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. (7) Too easy</td>
<td>4.33</td>
<td>3.95</td>
<td>4.50</td>
<td>4.11</td>
<td>4.23</td>
</tr>
<tr>
<td>(1) Too difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. (7) Looks good -</td>
<td>5.86</td>
<td>5.47</td>
<td>5.50</td>
<td>5.67</td>
<td>5.64</td>
</tr>
<tr>
<td>(1) Looks bad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total reaction (A+B+D)</td>
<td>6.09</td>
<td>5.68</td>
<td>5.80</td>
<td>6.06</td>
<td>5.90</td>
</tr>
</tbody>
</table>

* #2 is The Triple Treat
  #3 is The Community Caper
  #4 is The Goods to Go
  #5 is the SOFA Saga
Table 16
Overall Reactions to Programs
(Program #2 - 5)

<table>
<thead>
<tr>
<th>Program</th>
<th>X Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>5.94</td>
</tr>
<tr>
<td>#3</td>
<td>5.37</td>
</tr>
<tr>
<td>#4</td>
<td>5.31</td>
</tr>
<tr>
<td>#5</td>
<td>5.61</td>
</tr>
<tr>
<td>Overall</td>
<td>5.57</td>
</tr>
</tbody>
</table>
Participants also rated the individual activities on which they worked in the newspaper supplement from "1" equals "awful" to "4" equals "great". The mean ratings for all of the activities of programs #2 - 5 are summarized in Appendix 5. The lowest mean rating was 2.0 and the highest 3.50, with most means between 2.5 and 3.0. "Two" on the scale was designated as "okay"; hence, all activities were perceived to be between "okay" and "great" with most being "good" (3 on the scale).

Several items were open-ended; these results are also displayed in an Appendix T by participant rather than by item in order to present a more accurate picture of the proportion of respondents who had positive and negative reactions to the programs. In this way, it is possible to ascertain whether it is the same person giving three negative comments or three different people. Reactions to "The Triple Treat" were quite positive. Of the three people who indicated that they would not have listened to the entire program on AFN, only one gave a reason directly related to the program. This was also the individual who cited the tape as the least liked part of the total program. Three-fourths of the participants would enter the Coping Contest. Most of the positive comments mentioned that the program was helpful and/or informative. The three program-specific negative comments related to the tape (2) and the difficulty level of the materials. Sixty-five percent of the respondents said there was nothing they didn't like or left the space blank.

The radio program for "The Community Caper" would have been listened to entirely by 42% of the respondents and half of the reasons for not listening were program-specific. Five of the people who would not have
listened to the program on AFN would not enter the contest either. Most of the positive comments focused on the information provided in the materials while most of the negative remarks concerned the tape.

Although 55% of the respondents indicated that they would not have listened to the entire program for "The Goods to Go," seven of the eleven reasons were not specific to the program. Of the five people who wouldn't enter the contest, four would not have listened to the tape either. The best liked features concerned the helpful information. Four of the eight "least liked" comments pertained to the audio tape.

Almost three-fourths of the respondents would have listened to "The SOFA Saga" entirely on their own; only two of those who would not have cited program-specific reasons. Most would enter the Coping Contest. Positive comments included the informative, helpful, interesting and enjoyable aspects of the program. Of the five people who mentioned least liked aspects, three commented on the tape and of these, two had indicated they would not have listened to the entire tape.

Participants were asked to list the people to whom they would recommend listening to the AFN broadcast. Their responses were coded into the categories contained in Table 17. The individual programs would be recommended most frequently to new people to German and anyone who wants to learn about the topics of the programs. Fewer people thought everyone in Germany should listen. Not many distinctions based upon rank were made.

The perceptions the participants had of the three main characters were elicited in two ways. First, each of twelve descriptions were
<table>
<thead>
<tr>
<th>Category</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlisted Members</td>
<td>8.7</td>
<td>5.0</td>
<td>0.0</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>NCOs</td>
<td>0.0</td>
<td>5.0</td>
<td>5.0</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Officers</td>
<td>4.3</td>
<td>5.0</td>
<td>0.0</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Family members</td>
<td>4.3</td>
<td>10.0</td>
<td>5.0</td>
<td>11.1</td>
<td>7.5</td>
</tr>
<tr>
<td>New people to Germany</td>
<td>34.8</td>
<td>20.0</td>
<td>20.0</td>
<td>50.0</td>
<td>32.5</td>
</tr>
<tr>
<td>Anyone who wants to learn about</td>
<td>21.7</td>
<td>20.0</td>
<td>30.0</td>
<td>44.4</td>
<td>31.0</td>
</tr>
<tr>
<td>Everyone in Germany</td>
<td>39.1</td>
<td>5.0</td>
<td>20.0</td>
<td>11.1</td>
<td>19.7</td>
</tr>
<tr>
<td>Younger people</td>
<td>4.3</td>
<td>0.0</td>
<td>5.0</td>
<td>11.1</td>
<td>5.0</td>
</tr>
</tbody>
</table>
assigned to Strac Willie, Dr. Zap or Chester Boondoggle. Then, the respondents assigned a military rank to each character. These data can be found in Appendix U. Strac Willie was seen most often as getting excited easily, conceited, and going off "half-cocked". Dr. Zap was viewed most frequently as "easy going", "a good source of knowledge", "the leader of the group", "not very energetic", and "kind of formal". Chester Boondoggle appeared to many participants to be "easily excitable", "not too swift", "a loyal buddy", "absent-minded" and a "person who tries hard". These reactions are generally congruent with the intended portrayals.

Chester Boondoggle was given a rank of from E-1 to E-3 by 78% of the participants. Dr. Zap was most frequently assigned an O-2, O-3, E-6 or E-7 rank, while Strac's ranks were more widely distributed with about half of the respondents giving him ranks of E-4 to E-7 and 20% of 1st or 2nd lieutenant. Again, the characteristics perceived by the listeners matched those intended by the developers.

Instructional process. Data about how the participants proceeded through the materials were collected in several ways: HumRRO staff observed as participants used the programs, participants discussed their reactions and staff reviewed the activities in the returned newspaper supplements. These data are outlined in Appendix V of the four programs.

With a few exceptions, participants were able to work through the materials for each program with little difficulty. The types of revisions indicated are mainly "technical" in nature - that is, reformatting the layout and correcting errors. Some text will be changed and
more structure provided in some examples and activities. Based upon how well users were able to proceed through the materials, "The Triple Treat," "The Goods to Go," and "The Sofa Saga" will need only minor modifications; "The Community Caper" will need more extensive revisions.

Summary

In response to the evaluation questions posed on page 23, the following conclusions can be drawn about programs #2 - 5 of the Doing It in Deutschland series.

The extent to which participants achieved a program's objectives and improved as a result of completing the program varied from program to program. Statistically significant differences between pre- and posttest mean scores were obtained for all four programs. More important, however, for program improvement decisions are the item analyses which indicate on which objectives participants did least well. These data identify potential areas for revision activities.

For those programs which dealt with USAREUR topics ("The Community Caper" and "The SOFA Saga"), the majority of soldiers indicated that they anticipated positive changes in their behavior (65% and 83% respectively). The other programs which dealt with host nation-related topics ("The Triple Treat" and "The Goods to Go") elicited fewer anticipated changes in behavior (39% and 47% respectively). Since these areas would require the soldier to move outside his/her immediate environment and to spend money on things which can/might be obtainable within that immediate environment, these findings are not unusual nor do they indicate program deficiencies.
Overall affective reactions to the programs were positive (all composite mean scores above 5.3 on a 7-point scale). However, as presented in the previous sections and the Appendices, there were some negative reactions which need to be addressed in planning for the revisions.

Similarly, although most participants were able to proceed through the materials with little difficulty, some modifications will facilitate the use of these programs.

General considerations for program revisions are discussed in the next section.
DISCUSSION

The purpose of this section is to discuss in general terms the results of the formative evaluation and how the data will be used. It is beyond the scope of this report to describe in detail the specific revisions for each program. These modifications will be made between 1 October and 1 January under contract to the Army Continuing Education Services (ACES) prior to the operational field test which will evaluate the mass media delivery system as well as the individual programs.

The overall findings for programs #2 through 5 were consistent with the results for the pilot program and permit the following conclusions. First term enlistees are interested in learning more about the topics of the program. The media and format are capable of gaining and maintaining attention, and the approach is effective instructionally. In general, the participants reacted positively to the materials and were successful in acquiring new skills and knowledge. Therefore, it will not be necessary to revise media, formats or approaches in any substantial way.

Data specific to each program will be used to modify various aspects of the given program. Priority will be given to the extent to which a program achieved the desired effects and then to considerations of user affect.

The fact that the procedures and conditions of the formative evaluation activities differed in several ways from the intended use of the programs must be considered when interpreting the results of the evaluation study. The materials were not designed to be completed in one short block of time; rather, it is anticipated that users will take as much time as they need when they can and want to work on the programs.
The programs are intended to be self-paced and flexible. The constraints imposed by the time frame for data collection activities (2 1/2 - 3 hours) did not permit the materials to be used in this manner. It is probable that given more time, posttest scores would be better than those achieved under the tryout conditions. Affective reactions, as well, might be more positive when people choose when and where to use the programs. For example, the length of the program may not be a problem when the two parts of the radio program are heard at different times and completion of the print component is spaced over a week. Although participants were informed of the voluntary nature of their involvement, most soldiers would interpret being told by their first sergeant to take part in an activity as mandatory. With few exceptions, the degree of cooperation and the effort expended to complete the tasks were very high. On the one hand, it might be expected that truly voluntary participants would apply themselves to a self-chosen task even more, while, on the other hand, those participants in the tryout activities who had less personal interest in the program would be inclined to put forth less effort on their own.

Modifications of the print material will be of two types: technical and substantive. Technical changes include correcting typographical and spelling errors, revising layouts, and improving the visuals. For example, in "The Munich Connection," pages 2 and 3 require a change in design in order to facilitate their use during the broadcast. Substantive changes will involve presenting different content or presenting content in a different way. For example, more examples and practice
activities will be developed for math-related objectives since computational items were difficult for a number of participants. Information which was presented in dense text will be presented in alternative ways where possible (e.g., understanding train schedules).

Almost all of the negative comments across the five programs concerned three critical reactions. The programs were perceived by some participants to be too long, too childish and/or not interesting. These are not independent criticisms. For example, a program may seem too long to someone because he/she thinks the topic or the plot is uninteresting. These criticisms were more frequent for some programs than they were for others, and they were made in reference primarily to the audio component. Because the major planned delivery system will rely on voluntary participation, positive learner affect is crucial. However effective a program might be instructionally, if it does not gain and maintain the voluntary users' interest, it will not be completed. Therefore, revisions will be made which address these negative reactions.

The issue of program length was considered in switching from a one-part program as originally developed for "The Munich Connection" to a two-part program as developed for the next four topics. Further revisions regarding length will be made. "The Munich Connection" will be divided into two parts and the opening montage eliminated. Programs #2 and 5 ("The Triple Treat" and "The SOFA Saga") received few negative comments in this regard, and 87% and 72% of the participants indicated they would have listened to the entire programs on their own. Of those who would not have, most cited reasons that were not program-specific
(e.g., I don't listen to AFN). Program #4, "The Goods to Go" is amenable to editing which will shorten the time considerably without sacrificing instructional content or the plot. There are scenes and parts of scenes which can be cut and other parts which can be tightened.

With "The Community Caper", the issues of length and interest are more complex. The audio component was perceived to be less informative and helpful than the other programs as well as less interesting, less funny and too long. The types of knowledge and skills emphasized in this program differ from those in the other programs. In the others, many facts and procedures are presented at a faster pace. In "The Community Caper," an attempt was made to provide examples of effective and ineffective behaviors when using community resources. It may be that for some listeners this was too subtle, for others too preachy, and for others either unnecessary or an over-kill. It is probable that rather than revising this program, major work will be done to re-analyze the objectives and redesign the plot. This will require, then, a complete cycle of scripting, rehearsing, taping and editing.

All participants saw the newspaper supplement before they heard the radio program. From observations and verbal comments, it appears that for some of the participants who thought the program was childish, their perceptions were influenced by the cartoons. The character who elicited this response most often was Chester Boondoggle. Therefore, alternative ways of depicting him, and perhaps the others, are being considered.

How interesting an episode is to people is determined by numerous factors, many of which are beyond the manipulation of the program
developers. Interest in the topic, preferred modes of learning, taste in style of humor/entertainment, and contemporaneous activities or problems all can influence a person's receptivity to a program. For example, there were positive correlations between expressed interest in the topics "Using military community services" and "legal aspects of living in Germany" and overall reactions to the programs which addressed those topics, $r = .4747$, $p = 0.017$, and $r = .3048$, $p = 0.109$ for program #3 and #4 respectively. Two sessions with "The Community Caper" and one with "The Goods to Go" were conducted on Friday afternoons. This time obviously contributed to negative reactions at one location (with Program #3).

In summary, the results of the formative evaluation will be used to modify selected aspects of the Doing It In Deutschland programs. The revised versions of the print and audio components will be used to evaluate the mass media (AFN-radio and Stars and Stripes newspaper) delivery system. One aspect of that evaluation will be directed to the extent to which the findings of the formative evaluation concerning program effects and user affect reported herein are replicated.
REFERENCES


APPENDIX A

OBJECTIVES

PROGRAMS #1-5
USING PUBLIC TRANSPORTATION

Objectives

The soldier will be able to:

1. Calculate/compare the cost of using available forms of public transportation in the host nation.
2. Select the mode of travel (tour, POV or public transportation) which best meets personal needs.
3. Know what agencies provide services related to travel in the host nation.
4. Select appropriate behavior while working/traveling on duty status on the economy.
5. Know the location of train stations, Strassenbahn stops, bus stops and taxi stands.
6. Read a map to see where buses and Strassenbahns go.
7. Read a German train schedule.
8. Read the Strassenbahn and German bus schedules.
9. Calculate the fastest way to get where you are going.
10. Calculate the cheapest way to get where you are going.
11. Plan a trip from where you live to another city in Germany.
12. Calculate how long it will take to get to another city.
13. Read signs that are used on trains, buses, and Strassenbahns.
14. Know the rules and regulations when using trains, buses, Strassenbahns and taxis.
15. Know terms in German that are used with transportation.
EATING OUT ON THE GERMAN ECONOMY

Objectives

The soldier will be able to:

1. Describe for each type of eating place found in Germany (restaurants, gasthaus, cafe, bierteller, weinstube, schnell imbiss and ratskeller):
   a. the types of food and drink usually served.
   b. its unique characteristics (e.g., location, atmosphere, price).

2. Discuss at least three sources of information helpful in selecting a place to eat (to include posted menus, restaurant guide books, restaurant advertisements, handouts from U.S. agencies, and word-of-mouth).

3. Read common signs found outside eating places to determine:
   a. hours of operation.
   b. closing day (Ruhetag).
   c. whether open (geöffnet) or closed (geschlossen).
   d. meals served.

4. Translate menu items from German to English:
   a. most common terms without aid.
   b. other items with aid of German-English menu guide.

5. Compute and compare the costs of different item combinations/meals.

6. Exhibit appropriate behavior when entering a restaurant and being seated.

7. Ask in German to sit at empty seat or partially occupied table when all tables are occupied, and interact appropriately with other people at the table.

8. Read and interpret common signs found inside restaurants (Stammtisch, Reserviert, Garderobe, Toiletten or WC, Ausgang, Notausgang, Telefon or Fernsprecher).
9. Communicate with the waiter/waitress (speak and understand spoken German) in order to:
   a. get a menu.
   b. order drinks.
   c. order food.
   d. respond to waiter's/waitress's greetings, questions and comments.
   e. request other services.
   f. request and pay the bill.

10. Identify differences between beverages and foods typically served in American and German restaurants [e.g., in German places, beer, wine, soft drinks or mineral water but not ice (tap) water, milk or coffee.]

11. Contrast German and American standards of eating etiquette (waiting for all to be served, use of utensils, toasting, etc.).

12. Verify correctness of check obtained from waiter/waitress.

13. Distinguish between German and American practices related to paying for a meal and tipping (e.g., tax and tip included, rounding total up to next DM for extra tip, and paying waiter at table).

14. Differentiate between legal and illegal behaviors in German eating places.
COMMUNITY RESOURCES

Objectives

The soldier will be able to:

1. Identify the types of community services provided for military personnel and the methods of service delivery.

2. Identify eligibility and the application/referral procedures for the various USAREUR agencies.

3. Match specific needs/problems with appropriate agency or resource to obtain needed information, counseling, instruction, goods or other direct/indirect services.

4. Utilize agency directories, community handbooks, and/or orientation packets to locate agency services.

5. Demonstrate knowledge of sources of information, both formal and informal, regarding community resources.

6. Recognize and articulate one's own attitudes and expectations when seeking help for a particular need or problem.

7. Anticipate problems or situational constraints which may hamper/prevent an individual's access to services (i.e., transportation, duty conflicts, etc.).

8. Develop alternative strategies/suggest solutions for difficulties commonly encountered in attempting to utilize agency services.

9. Communicate specifically with agency personnel the nature of problem area, need or request.

10. Recognize the parameters of the client-helper relationship and monitor own reactions and priorities.

11. Recognize and empathize with the demands and limitations placed on agency personnel in the performance of their job duties.

12. Choose appropriate strategies for dealing with unhelpful, uncooperative, discourteous personnel.

13. Know complaint procedures, chain of command, and avenues for solving problems encountered in receiving services or information.

14. Take advantage of follow-up visits or contacts initiated by agency personnel or, if necessary, initiated by client.
SHOPPING ON THE GERMAN ECONOMY

Objectives

The soldier will be able to:

1. Identify stores and the types of merchandise they sell.

2. State the usual hours of operation for German stores on weekdays, Saturdays, Sundays and holidays, including variations based upon location and type of store.

3. Utilize common German words and phrases when shopping on the economy.

4. Interpret German numbers and monetary terms/signs when spoken and written and speak and write German numbers and monetary terms/signs.

5. Identify coins and bills of German monetary system.

6. Use the metric system of weights and measures when purchasing food and other merchandise.

7. Determine the correct German size in clothing and shoes by using a U.S.-German size conversion chart.

8. Read and use the information on labels, including international symbols for clothing care.

9. Obtain value added tax (Mehrwersteuer) relief.

10. Describe the purposes, procedures and consequences of German sales contracts.

11. Display appropriate personal, social and business behaviors when shopping on the economy.
LEGAL ASPECTS OF LIVING IN GERMANY

Objectives

The soldier will be able to:

1. Explain the purposes and general provisions of the NATO Status of Forces Agreement (SOFA) as they relate to individual U.S. personnel in Germany.

2. Identify the U.S. agencies which provide legal assistance to American personnel in Germany and list the services they perform.

3. Differentiate between correct and incorrect statements regarding the jurisdiction of German police over U.S. personnel and the powers granted to them in dealing with Americans serving with the U.S. Forces.

4. Distinguish between legal and illegal transfers of goods purchased at U.S. sales facilities in Germany.

5. Complete required customs tag when mailing goods through the APO system and list items which are illegal to mail through APO channels.

6. Describe the documents needed for travel outside Germany and for import of tourist purchases from other countries into Germany.

7. Describe the eligibility qualifications, procedures, and legal requirements for registering a privately-owned vehicle (POV) in Germany.

8. Describe the eligibility qualifications, procedures, and legal requirements for obtaining a USAREUR POV operator's license.

9. Assess the safety and legal consequences of mixing driving with drinking alcoholic beverages.

10. Distinguish between legal and illegal (safe and unsafe) situations involving driving speeds in Germany.

11. Respond legally and appropriately if involved in a traffic accident.

12. Outline the rights and services granted to U.S. service members who are arrested/accused of a crime and to those who are confined in a German prison.
APPENDIX B

Content Outline for

Eating Out on the German Economy

B
EATING OUT ON THE GERMAN ECONOMY

Content Outline

I. Choosing a Place to Eat
   A. Types of Restaurants
      1. Restaurants
      2. Gasthaus, Gasthof, Gaststube, Gastwirtschaft
      3. Cafe
      4. Bierkeller and Brau
      5. Weinstube
      6. Schnell Imbiss, Schnell Gaststatte, Imbisstube
      7. Ratskeller
   B. Match your Taste and Money with the Menu
      1. Menu posted outside each eating place
      2. Variety of kinds of food
      3. Range of prices
         a. a la carte
         b. all-inclusive meals (Gedecke)
   C. Restaurant Guides
      1. VARTA
      2. Michelin
      3. Advertisements
D. Other Factors

1. Ruhetag—day on which restaurant is closed
2. Hours open (usual hours)
3. Meals served
   a. Frühstück
   b. Mittagessen
   c. Abendessen/Abendbröt
   d. Snacks
   e. beverages only

II. Entering a Restaurant and Being Seated

A. Entering
   1. Men enter first, before women
   2. Coat and hat room or rack—Garderobe

B. Being Seated
   1. Most often, you seat yourself (rather than being seated by waiter/waitress).
   2. All tables occupied—ask to sit at one not fully occupied.
      a. asking
      b. interacting with
   3. Table reserved for regulars—Stammtisch
   4. Other reserved tables—Reserviert

III. Ordering Food and Drinks

A. The Menu
   1. Asking for a menu
   2. Common words
   3. Using a menu-master
B. Ordering

1. Drinks usually ordered first
   a. common drinks with meals
      (1) beer
      (2) wine
      (3) soft drinks or fruit juices
      (4) mineral water
   b. don't expect with meal
      (1) ice (tap) water
      (2) milk
      (3) coffee

2. Ordering a meal
   a. common phrases
   b. bread and butter usually not included (ask for and pay extra if wanted except with eggs/wurst/soup)

IV. Eating Etiquette—German-Style

A. Being Served

1. Expect slow service—be patient

2. Meals served when ready, not necessarily for all at table at same time. (Therefore, don't wait until all are served.)

3. If you need service:
   a. Herr Ober (waiter) or Fraulein (waitress)
   b. getting his/her attention

4. Take your time—you won't be rushed

5. Waiter or waitress will say something like: Zum wohl, Mahlzeit, Guten appetit.
B. Eating

1. No hands in lap; instead, hands (not elbows) resting on table beside plate
2. Germans hold fork in left hand and knife in right—don't switch from hand to hand (not necessary for you to do the same)
3. Eating utensils
   a. plate - der Teller
   b. cup - die Tasse
   c. pot - die Kanne
   d. knife - das Messer
   e. fork - die Gabel
   f. spoon - der Löffel
   g. napkin - die Serviette
4. Toasting phrases—Zum Wohl, Prost (no clinking except special occasions with wine/champagne)
5. Impolite to smoke at table where others are eating

C. Finishing your Meal

1. Placement of knife and fork to show you're through (side by side on plate)
2. Waiter will say: "Hat es gut geschmeckt?"
3. Reading materials (newspapers, magazines) often available in cafes and small Gasthaus—you can take your time

V. Paying for your Meal

A. Getting your Check

1. Must ask for it (Zahlen, bitte)
2. Waiter/waitress may ask you what you had
3. Waiter/waitress adds bill at table usually
4. German numbers
   a. one and seven
   b. comma and period
B. Paying the bill

1. Check the figures
2. Tax (13%) included
3. Service charge (tip/gratuity) also included—15%
4. Usual to round off to next highest DM; e.g., total DM 15.75, give DM 16
5. Pay waiter/waitress at table
6. If additional tip is given, hand to waiter/waitress--don't leave on table
7. Paying together--"Alles zusammen"; paying individually--"getrennt"

VI. Legal Aspects

A. Manager Has Right to Refuse Service to Anyone
B. Permission is Needed to Bring in Liquor
C. Liquor Purchased Must be Consumed
D. If Under the Influence, More Alcohol Won't be Served
E. No Loitering is Allowed
F. No Gambling Allowed Unless Specifically Allowed
G. No Taking of Property Without Asking Permission (exception: beer mats)
H. No Loud Noise; e.g., Tape Players
I. Cash, Not Items, to be Used for Payment
J. Must Adhere to Closing Times

VII. Terms and Phrases

Ist hier frei? Is this place free?
Ist diese Platz frei? (May I sit here?)
Herr Ober Waiter (to call him)
Fraulein Waitress (to call her)
Was Mochten Sie trinken?
Ich mochte . . .
Zum wohl!
Guten appetit!
Hat es gut geschmeckt?
Zahlen, bitte
Die Rechnung, bitte.
Danke sehr
Sehr gut
Alles zusammen
Getrennt
Kleingeld
Grosses geld
Kann ich in Dollar zahlen?
Wieviel?
Ruhetag
Garderobe
Kein Eingang
Notausgang
Geöffnet
Geschlossen
Die Toilette
WC
Stammtisch

Menu
What do you want to drink?
I would like . . .
To your health!
Good appetite
(Enjoy your meal)
Did you enjoy your meal?
May I pay, please?
The check, please.
Thank you very much
Very good
All together
Individually
Small change
Large bills
Can I pay in dollars?
How much?
Day closed (for rest)
Hat/coat room
No entrance
Emergency exit
Open
Closed
Toilet
Table reserved for regulars
Telefon, Fernsprecher
Fur Garderode wird nicht gehaftet.
der Teller
die Tasse
die Kanne
das Messer
die Gabel
der Löffel
die Serviette
Frühstück
Mittagessen
Abendessen
Abend brot
Gedeck (Tageskarte)
Bedienung inclusiv
Mehrwertsteuer (MSW)
End preis

Telephone
We are not responsible for articles left in the coat room.
Plate
Cup
Pot
Knife
Fork
Spoon
Napkin
Breakfast
Lunch
Supper
Light supper
Full meal
Service included
Added Value Tax
Total price

Menu terms: (to be included in a menu translation)
APPENDIX C

Tryout Versions

Programs #1-5
WHAT'S IT ALL ABOUT

THE COPING CONTEST. You can be a winner! You might be one of 10 people who win a "DOING IT IN DEUTSCHLAND" T-shirt. Or you could be one of 250 winners who receive a "DOING IT IN DEUTSCHLAND" button. The T-shirt design and the button will look like the picture above.

See page 7 for the Coping Contest rules.

Sneak Preview

Here's your chance to get some inside information! This episode of "DOING IT IN DEUTSCHLAND" is called THE MUNICH CONNECTION. The characters in this caper arc:

Strac Willie
You probably know someone like Willie. He's always ready for an adventure. In fact, he'll jump in with both feet before he's sure of what he's doing! So, of course, he immediately accepts a secret mission from "Contact."

Doctor Zap
A fellow like Doctor Zap is a good friend to have around! He's a fountain of knowledge with all the facts at his fingertips — that is, he can find them in his satchel! Luckily for Strac Willie, Zap could help them make their Munich Connection.

Chester Boondoggle
We all have a little Chester Boondoggle in us! He manages to get himself into a mess every now and then — but he's a good, loyal friend. He also likes to take every opportunity to get away (TDY) — thus his nickname "Boondoggle." He couldn't turn down a trip to Munich, could he? Even if he didn't know why he was going!

You will meet this fearless threesome and find out about their secret mission on AFN radio.

Listen to THE MUNICH CONNECTION and find out all you need to know to get around in Germany. As you listen, use the pictures and information which follow. When the program is over, the other information and activities will help you become an expert on using public transportation wherever you live in Germany.

Schedule of AFN Broadcasts

Rate Yourself — Are You Fit To Be A Secret Agent?

Find out your "007" rating. To be a secret agent you must be able to get around. Can you find your way around Germany?

You Have To Cope To Win!

Listen to THE MUNICH CONNECTION on AFN radio and complete the following pages. Then ENTER THE COPING CONTEST. You can be a winner! You might be one of 10 people who win a "DOING IT IN DEUTSCHLAND" T-shirt. Or you could be one of 250 winners who receive a "DOING IT IN DEUTSCHLAND" button. The T-shirt design and the button will look like the picture above.

See page 7 for the Coping Contest rules.
TAILING THE SECRET AGENTS...

Listen as the fearless threesome try to complete their mission. You can keep track of their movements by using the following information. When Doctor Zap needs to read important schedules and signs, look over his shoulder at the pictures below. When Chester Boondoggle has trouble understanding new German words and phrases, you'll have them right in front of you.

Here are Strac Willie and Doctor Zap. They're talking about their secret mission. The MINICH CONNECTION on AFN-radio is about their adventure.

DO it WITH US!

Heidelberg-München
TRAIN SCHEDULE

Here is the page Doctor Zap uses to find the right train to take. You can pick up a booklet with all of the trains to and from your city at the Bahnhof.

STREET CARS AND BUSES

YOUR TICKET AROUND TOWN

Maybe you call this "THE STRASS." It is a Strassenbahn like those found in many German cities.

BUYING YOUR TICKET

Strac Willie and Chester bought their tickets from a vending machine like the one pictured here. Many cities and towns have vending machines. In some places, you may have a ticket from either a vending machine or the driver on the bus or Strassenbahn. In other places, you must have a ticket before you get on.

Strac Willie and Chester used this map to help them get from Schwetzingen to the Hauptbahnhof. You'll need to use it too when you do "Doing it Yourself" and "Check It Out: Can You Cope?"
Street Cars and Buses

Validating Your Ticket

In many cities you must validate your ticket. You usually do this by using a machine found on the bus or streetcar. It is called the Entwerten. Just push your ticket into the slot of the machine. Usually a bell will ring when the ticket has been validated. Keep your ticket until the end of your trip. You must have a valid ticket at all times. If an inspector asks you for a ticket and you do not have one, you must pay a fine. The fine can be DM 40 or more.

Do you recognize our friends on the "Strass?" Notice the ticket validation machine, too.

Abfahrt

Richtung: Schwanzen - Plankstadt - Eppelheim

Richtung: Eppelheim - Pfaffengrund - Blasmarkplatz

Montag - Freitag

| 20 | Schwetzing Schönfeld ab | 0512 | 0515 | 0612 | 0632 | 1932 |
| 20 | Heppenheim ab | 0515 | 0518 | 0615 | 0635 | 1935 |
| 20 | Aug. Neustadt-Stra | 0516 | 0519 | 0616 | 0636 | 1936 |
| 20 | Kranichweg ab | 0517 | 0520 | 0617 | 0637 | 1937 |
| 20 | Eppelheim Rathaus ab | 0518 | 0521 | 0618 | 0638 | 1938 |
| 20 | Eppelkreuzstr ab | 0519 | 0522 | 0619 | 0639 | 1939 |
| 21 | Eppelkreuzstr an | 0520 | 0523 | 0620 | 0640 | 1940 |

Abfahrt

Richtung: Heidelberg HBF

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Here is part of the schedule that our friends used. Can you find the train they took to München?

Deutsche Bundesbahn

No Smoking Allowed

Nichtraucher

Smoking Allowed

Raucher

Don't drink the Water

Information / Auskunft

WC

MORE SIGNS! These are the ones! Strac Willie and his companion saw at the Bahnhof and on the train. Look for them the next time you see the DB!

AHA! Now you see how Strac was able to get Chester back on the train. Quite an umbrella, isn't it?
DECODING TRAIN SCHEDULES...

There are two types of train schedules you should be able to read: (1) The one that lists all the trains arriving at and departing from Heidelberg. Then, at the Bahnhof the three-times-a-day situation, you need information about trains leaving from that Bahnhof, look for the YELLOW posters which say ABFAHRT-DEPARTURES at the top. If you want to know about trains arriving at and departing from the particular city. The symbols and key words are the same as those used on the posted schedules at the Bahnhof. However, the arrangement of the information is different. You recall that all of the trains are listed in chronologica order on the large ANKUNFT-ARRIVALS schedules. The Abfahrt/Departure schedule tells you when the train leaves from the particular city. The symbols and key words are the same as those used on the posted schedules at the Bahnhof. However, the arrangement of the information is different. You recall that all of the trains are listed in chronological order on the large ANKUNFT-ARRIVALS and ABFAHRT-DEPARTURES schedules. The Steifahn-Mobilen- (the city connections booklets) gives you all of the arrivals and departures between the city and other cities origin and destination. For example, a booklet for Kaiserslautern contains on one page all of the trains between K-Town and Bad Nauheim. On other pages you'll find schedules for trains between Kaiserslautern and Speyer, Kaiserslautern and Wuerzburg, and so on. In the front of the schedule booklet which indicates the page (Seite) number for each destination.

To the far right in the third column, you will see symbols which indicate the kind of accommodations on the train. Does it have a dining car, a buffet cart, or no food at all? Are there sleeper cars, convertible seats, or regular upright seats? You'll want to know these things—particularly on longer trips. So learn to recognize the symbols shown in that section of "Understanding Train Schedules." Many times people need schedule information before they get to the train station. The large schedule posters would be too expansive and very inconvenient to give as references for travelers. Therefore, FM 44F publishes handy little booklets for major cities. These booklets provide information about all of the trains arriving and departing from the particular city. The symbols and key words are the same as those used on the posted schedules at the Bahnhof. However, the arrangement of the information is different. You recall that all of the trains are listed in chronological order on the large ANKUNFT-ARRIVALS and ABFAHRT-DEPARTURES schedules. The Steifahn-Mobilen- (the city connections booklets) gives you all of the arrivals and departures between the city and other cities origin and destination. For example, a booklet for Kaiserslautern contains on one page all of the trains between K-Town and Bad Nauheim. On other pages you'll find schedules for trains between Kaiserslautern and Speyer, Kaiserslautern and Wuerzburg, and so on. In the front of the schedule booklet which indicates the page (Seite) number for each destination.

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CITY CONNECTION BOOKLETS

Let's take a look at an example from the Kaiserslautern booklet. The section headed "Paris-Est und Zurueck." This means you'll find information on trains between Kaiserslautern to Paris and back. At the top of the schedule to the right you will see fare information. A one-way 2nd class ticket to or from Paris costs DM 68.30 a 1st class ticket costs DM 102.70.

The schedule is divided down the middle by a heavy line. To the left are trains from Kaiserslautern to Paris. To the right are trains from Paris to Kaiserslautern. Each half has four columns. The first column on the left side lists the last stop for trains leaving K-Town to Paris. The next column gives you the train numbers and types of train. In the third column you'll find information about train accommodations and whether you'll need to change trains. The right side of the schedule provides the same kind of information for the return trip from Paris to Kaiserslautern. Do you see that there is one intercity train in each direction daily?

SAMPLE TRAIN SCHEDULES

POSTED AT BAHNHOF

<table>
<thead>
<tr>
<th>Zeit (time)</th>
<th>Zug-Nr. (train)</th>
<th>In Richtung (departs for)</th>
<th>Gleis (train)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.24</td>
<td>E 5550</td>
<td>Friedberg 21.45 — Bad Nauheim 21.50</td>
<td>12</td>
</tr>
<tr>
<td>13.20</td>
<td>D 828</td>
<td>Muenchen 8.43 — Ingolstadt 8.29 — Nuernberg 10.46 — Wuerzburg 11.54 — Aschaffenburg 12.52</td>
<td>7</td>
</tr>
</tbody>
</table>

UNDERSTANDING TRAIN SCHEDULES

<table>
<thead>
<tr>
<th>TYPES OF TRAINS</th>
<th>Trans-Europ-Express: OZ2</th>
<th>InterCity-Zug: IVZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st class only; reservations</td>
<td>1st &amp; 2nd class Fast train of the Intercity-System</td>
<td>1st &amp; 2nd class Fast train of the Intercity-System</td>
</tr>
<tr>
<td>1st &amp; 2nd class Semi-fast train with supplementary ticket</td>
<td>1st &amp; 2nd class Semi-fast train with supplementary ticket</td>
<td></td>
</tr>
<tr>
<td>Fast train Supplementary ticket required</td>
<td>Fast train Supplementary ticket required for distances less than 50 Km.</td>
<td></td>
</tr>
<tr>
<td>DM 5 extra charge</td>
<td>less than 50 Km.</td>
<td></td>
</tr>
<tr>
<td>Restrictions on operating times</td>
<td>1st &amp; 2nd class Semi-fast train with supplementary ticket</td>
<td></td>
</tr>
<tr>
<td>Workdays only (Monday-Saturday)</td>
<td>Workdays only (Monday-Saturday)</td>
<td></td>
</tr>
<tr>
<td>Sundays and National holidays only</td>
<td>Sundays and National holidays only</td>
<td></td>
</tr>
<tr>
<td>Monday only</td>
<td>Monday only</td>
<td></td>
</tr>
<tr>
<td>Tuesday only</td>
<td>Tuesday only</td>
<td></td>
</tr>
<tr>
<td>Wednesday only</td>
<td>Wednesday only</td>
<td></td>
</tr>
<tr>
<td>Thursday only</td>
<td>Thursday only</td>
<td></td>
</tr>
<tr>
<td>Friday only</td>
<td>Friday only</td>
<td></td>
</tr>
</tbody>
</table>

ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Liegewagen</th>
<th>Car with convertible seats for sleeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schlafwagen</td>
<td>Sleeper car</td>
</tr>
<tr>
<td>Speisewagen (Zug-Restaurant)</td>
<td>Buffet car</td>
</tr>
<tr>
<td>Speisewagen</td>
<td>Dining car</td>
</tr>
<tr>
<td>Zug erhaelt keine liegewagen</td>
<td>Snacks and drinks available on train</td>
</tr>
<tr>
<td>Züge erhalten keine liegewagen</td>
<td>Coach will only go to the city designated on the outside of the car.</td>
</tr>
</tbody>
</table>

OTHER SYMBOLS

<table>
<thead>
<tr>
<th>Umsiegen</th>
<th>You must change trains</th>
</tr>
</thead>
</table>

Von Kaiserslautern nach Paris-Est und Zurueck

| 210 1054 30 |

IC 152 leaves K-Town at 14:37 and arrives in Paris at 17.15. What trains would you take if you wanted to sleep comfortably as you travel? D 252 which leaves Kaiserslautern at 0.47 and arrives in Paris at 7.20 has both sleeper cars and convertible seats. So does the train that returns from Paris between 23.00 and 5.30. Can you tell which trains have food and drinks available? What trains run only on workdays? If you don't want to change trains, what trains should you avoid? Then, that's it for reading and understanding the schedules. It's easy to find the right track because each track is clearly marked. Once there, you'll find a sign with information about the next train to depart. When the train arrives, you'll see similar information on the identification signs at both ends of each car. So, you have two chances before you get on a train to be sure that you will be going where you want to go! |

C-4
SPRECHEN SIE DEUTSCH?

These are German words you heard as you listened to THE MUNICH CONNECTION. You'll hear them — and, hopefully, use them — as you travel in Germany.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Munich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nach</td>
<td>Zug</td>
<td>Main train station</td>
</tr>
<tr>
<td>Van</td>
<td>Zug</td>
<td>Train</td>
</tr>
<tr>
<td>Muenchen</td>
<td>Zug</td>
<td>Departures</td>
</tr>
<tr>
<td>(ab) Abfahrt</td>
<td>Zug</td>
<td>To validate (a ticket)</td>
</tr>
<tr>
<td>Jubilaeumsbahn</td>
<td>Zug</td>
<td>Strassenbahn</td>
</tr>
<tr>
<td>Deutsche Bundesbahn (DB)</td>
<td>Zug</td>
<td>Deutsche Bundesbahn (DB)</td>
</tr>
</tbody>
</table>

**Phrases**

- A receipt, please
- Sprechen Sie englisch?
- Hin und Zurueck
- Vielen Dank
- Ist dieser Platz frei?
- Messen wir umsteigen?
- Do we transfer to another train, bus, Strassenbahn?

**COPING CORNER**

Dear Mr. Kool:

The other night five buddies and myself decided to take a taxi to a local hangout. When we tried to get in the taxi, the driver insisted that two of us get in another taxi. This really made me mad, but don't worry. I didn't cause a scene. Instead, when we arrived, I calmly asked both drivers for a Quittung just like I read. Now I'm going to my first-shift and tell him the score. Just thought you'd like to pass this on to my fellow service members.

Mr. Kool

Bravo! for staying calm. If there really had been a problem, then you acted just right. But listen up. Did you know that the number of passengers a taxi can carry is limited by law? Usually three in the back seat and one in the front — that makes four, so count yourself and your buddies before going to the top.

**Save S-DM When You Travel**

**German Federal Railroad (DB)**

**MINI-GROUP:** For groups traveling together, not less than 31 km; two adults pay normal fare, each additional person pays half fare.

**GROUP TRAVEL:** For groups of six or more, reduction of 30% to 60% depending on time of travel and group size.

**TOURIST CARD:** For non-citizens of Germany, nine days unlimited travel, 2nd class for DM 216 or 16 days for DM 304.

**TRAMPER MONTHLY TICKET:** For those under 23 years old, one month unlimited travel on all German rail lines (DM 198).

**INTER-RAIL:** For those under 26 years old, unlimited travel, 2nd class for DM 216 or 16 days for DM 304.

**JUNIOR PASS:** For those under 27 years old, a pass good for a year which allows a 50% discount on normal fares for trips of 51 km.

**FAMILY PASS:** For families with children up to 17 years old, singles, and couples, a one-year pass good for a 30% discount on trips of 51 km or more (DM 190).

**VACATION TICKET:** Discounts of about 15% on tickets for round trips of over 201 km.

---

**With A Little Help From Your Friends**

**When you need help in using public transportation there are people ready to give you information and assistance. Here are some suggestions:**

<table>
<thead>
<tr>
<th>ACS</th>
<th>Army Community Service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC</td>
<td>American Express Travel</td>
<td></td>
</tr>
<tr>
<td>Bahn</td>
<td>Bahnhof Information</td>
<td></td>
</tr>
<tr>
<td>Headstart/Gateway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information, Travel &amp; Tours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kontakt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTO</td>
<td>Railway Transportation Office</td>
<td></td>
</tr>
<tr>
<td>USO</td>
<td>United Service Organization</td>
<td></td>
</tr>
</tbody>
</table>

---

**Dear Coping Corner:**

The other night five buddies and myself decided to take a taxi to a local hangout. When we tried to get in the taxi, the driver insisted that two of us get in another taxi. This really made me mad, but don't worry. I didn't cause a scene. Instead, when we arrived, I calmly asked both drivers for a Quittung just like I read. Now I'm going to my first-shift and tell him the score. Just thought you'd like to pass this on to my fellow service members.

Mr. Kool

Bravo! for staying calm. If there really had been a problem, then you acted just right. But listen up. Did you know that the number of passengers a taxi can carry is limited by law? Usually three in the back seat and one in the front — that makes four, so count yourself and your buddies before going to the top.
DOING IT YOURSELF

You may not be a secret agent, but you still need to know how to get around in Germany.

Suppose you and some friends want to go to a Queen concert on Friday evening. You volunteer to be the Doctor Zap for the group.

What are some of the things you need to know to accomplish the mission?

MISSIONS:

A. Get yourself and three friends from Kaiserslautern and Ludwigshafen in time for the concert.

B. Get those same people back to Kaiserslautern and Ludwigshafen in time for the concert.

C. You could decide to walk the 1.8 kilometers from the Kaiserslautern train station to the park. (Look in the first column in the right half under "ab")

D. Find out where you live.

E. Find out what is the total round trip fare.

F. Find out how much will each person have to pay.

G. How much will it cost for all four of you ONE WAY? (We'll help you this time.)

H. Find out how you would get from one place to another.

I. How much does it cost you to get downtown using public transportation?

J. How far is it from the Kaiserslautern train station to the park?

K. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

L. How far is it from the Kaiserslautern train station to the park?

M. How far is it from the Ludwigs- hafen Hauptbahnhof to Friedrich-Ebert-Park?

N. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

O. How much does it cost you to get downtown using public transportation?

P. How far is it from the Kaiserslautern train station to the park?

Q. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

R. How far is it from the Kaiserslautern train station to the park?

S. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

T. How far is it from the Kaiserslautern train station to the park?

U. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

V. How far is it from the Kaiserslautern train station to the park?

W. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

X. How far is it from the Kaiserslautern train station to the park?

Y. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

Z. How far is it from the Kaiserslautern train station to the park?

TO YOUR OWN TURF

If you don't know the answers to these questions, it's time to find out. You can find out on your own, or you can go to someone who has the information — ITT, ISO, RTO, Headstart, American Express Travel, ACS, etc.

1. What types of public transportation are there where you live?

2. Where do you buy tickets for the bus or Strassenbahn?

3. Do you have to validate tickets on the bus or Strassenbahn?

4. How can you get from where you live to downtown using public transportation?

5. How much does it cost you to get downtown?

6. From where you live, how far is the nearest taxi stand?

7. How can you get from the Bahnhof to where you live?

8. From where you live, how far is the nearest train station?

9. What is the total round trip fare?

10. How much will each person have to pay?

11. How much will it cost for all four of you ONE WAY?

12. How much does it cost you to get downtown using public transportation?

13. How far is it from the Kaiserslautern train station to the park?

14. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

15. How far is it from the Kaiserslautern train station to the park?

16. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

17. How far is it from the Kaiserslautern train station to the park?

18. How far is it from the Ludwigshafen Hbf. to Fichteistrasse? (Hint: Fichteistrasse is 4.6 km from Kaiserslautern and the Hbf. is 2.9 km from Ludwigshafen).

19. How far is it from the Kaiserslautern train station to the park?
Check It Out: Can You Cope?

A. You are stationed in Mannheim. You just received a letter from your mother. She says your favorite cousin has just been assigned to Karlsruhe. You decide to go see her. You don't have a car, but you can take the train.

If you leave Saturday morning to spend the day with your cousin, what is the earliest intercity train to Karlsruhe, and what is the latest intercity train returning to Mannheim?

About how much less time does an intercity train take than a regular train?

What is the surcharge for an intercity train one way? (Hint: See the section "Intercity")

How much will a round trip 2nd class intercity ticket cost? (Hint: Fare information is at the top of the schedule at the left and the right)

B. The other day in the gym one of the regulars asked you to shoot a few baskets. Since you're a good player they told you about the German-American basketball team. They said they could use some new team members and asked you to come to practice Friday night at the Sportzentrum Nord.

You live at 130th Hospital Rohrbach (Heidelberg). You don't have a car so you will have to thumb a ride or use public transportation.

Use the HSB map that Strac and Chester used on their secret mission to answer these questions. (See page 2)

Find Rohrbach on the map. What two Strassenbahn lines go through Rohrbach?

Which Strassenbahn line would you take to go to the Sportzentrum?

Would it take you all the way?

If not, what would you change to?

What line number?

C. You and two friends have a 3-day pass and would like to see some of Germany. You need help in planning your trip. You'd like to go to Cologne for Fasching (Carnival).

Where could you go to see if there is an organized tour?

Where could you go for information about traveling with your small group by train?

D. Here are some of the signs you'll see as you travel. Do you know what they mean? Jot down the meaning of each sign.

THE COPING CONTEST

WAS IST LOS?

CAN YOU FIND 5 THINGS WRONG IN THIS PICTURE?

Study this picture. There are five things that the riders are doing that are inappropriate or illegal. Can you find them?

CONTEST RULES:

1. List the 5 things that are wrong in the "WAS IST LOS?" picture in the spaces provided below.
2. Answer the questions in the section called "NOW — GIVE US A PIECE OF YOUR MIND!" (on the next page).
3. Write your name, rank, and mailing address in the spaces provided.
4. Cut out the contest form. Fold on the dotted lines so that the ARI address is on the front. Staple or tape closed in one place.
5. Drop in any APO mail box. NO STAMP IS NEEDED.

Ten T-shirt winners and 250 button winners will be drawn from the contestants who have correctly listed the 5 things wrong in the picture and completed the "GIVE US A PIECE OF YOUR MIND" questions.

To be eligible, entries must be received not later than two weeks from the date of the last AFN broadcast of "MUNICH CONNECTION." (See the schedule information on page 1).

WRITE YOUR ANSWERS HERE

1. 
2. 
3. 
4. 
5. 

ANSWERS

C-7
CROSSWORD PUZZLE

ACROSS
2. from (G)
4. der Zug (E)
5. direction (G)
7. Mehrwertsteuer-added value ...
8. main train station (G)
12. Auskunft (E)
15. Nachmittag (E abbrev.)
16. dieser, diese, dieses (E)
17. workday (G)
21. no smoking (G)
23. foreign country (G)
25. one (G)
26. ticket (G)
29. what? (G)
30. to change (trains) (G)

DOWN
1. to, towards (G)
2. to, on (G)
3. also (G)
4. cab (G and E)
6. Be sure to ___ your bus ticket.
7. Mehrwertsteuer-added value ...
8. main train station (G)
9. departure (G)
10. die Zeit (E)
11. an (E)
12. Intercity (abbrev.)
13. Trans European Express (abbrev.)
14. daily (G)
18. arrival (G)
19. toilet (abbrev.)
20. train (G)
22. trip (G)
24. track (G)
27. wie? (E)
28. from (G)

PUZZLE
If you need help with this, use the “Sprechen Sie Deutsch” section or a German-English dictionary. A (G) means you need to write a German word; an (E) means it’s an English word. Answers will appear in the next “Doing It in Deutschland” program insert.

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE MUNICH CONNECTION?

1st time

2nd time

2nd time

Where did you listen to THE MUNICH CONNECTION:

barracks
in class (specify)
home
on duty (in the LRC)
other (specify)

Which of the following activities did you do in this newspaper? Check the activities you completed. Circle the rating you'd give the activity.

Check the activities you did

Awful

Okay

Good

Great

Check the activities you did

Are You Fit to be a Secret Agent?

Doing It Yourself

On Your Own Turf

Doing Your Own Thing

Check It Out: Can You Cope?

Was Ist Las?

Crossword Puzzle

Rating

1

2

3

4

If you didn’t listen to the program, why didn’t you?

interesting

stupid

didn’t understand

fun

useless

boring

funny

too long

too short

dull

helpful

useful

fantastic

good

terrific

CAST OF CHARACTERS:

Narrator - Josephine Perkins
Dr. Zap - George Waller
Sirec Willie - Richard L. Miller
Chester Boondoggle - Benjamin Laue
Contact - William A. Marsh
Recording by Wolfgang Garen

C-8
The Triple Treat

Here is some inside information about this week's episode of "Doing It in Deutschland." The characters you will meet in THE TRIPLE TREAT include:

**Strac Willie**

Strac has an opportunity to extract information from an Eastern agent over a late date at the Ritzkeller. However, since she's a lady, he's more interested in impressing her and getting a second date. Unfortunately, he lacks sensitive information to her before the end of the evening.

**Doctor Zap**

Zap's knowledge of good food and local history not only impresses an Eastern agent, but also makes it easy to get vital information from her. Zap is on top of things, as usual, figuring out a way to get the woman's fingerprints and stretch Contact's budget at the same time.

**Chester Boondoggle**

An evening out with a female secret agent reveals Chester's skills as an interrogator and his appeal with the ladies. His "special" style wins him a second date with a dangerous woman.

**Eastern Agents**

Sandy, Miss Friedrichs and Alice are the charming Eastern agents that our three heroes are assigned to extract information from. Our friends succeed in their mission, but are in for a surprise when the real identities of the agents are revealed.

---

### Are You A FOUR STAR Restauranteur (CHOWHOUND)?

How do you "shape up" in the food department? Rate yourself on German eating habits.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you are in a hurry and want a quick meal, the best place to get it is at a Gasthaus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The best &quot;deal&quot; (low price) for a full meal in a Gasthaus or restaurant is to order the &quot;Frauen&quot;.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If you order a &quot;Spritz,&quot; it will come after the main dish.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Ruhrtube for a restaurant in the day is closed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Restaurants in Germany usually post a menu outside for you to check prices and type of food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You will usually find a Restaurant in small villages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A Gasthaus served from 1700-1000 in most restaurants.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. You tip waitresses in Germany the same way you do back home.</td>
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<tr>
<td>9. In a crowded restaurant in Germany, it is okay to sit at a table with strangers.</td>
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<tr>
<td>10. Always wear a jacket and tie in a German restaurant or Gasthaus.</td>
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</tr>
<tr>
<td>11. The Strassenkuch in a Gasthaus is a table reserved for regular customers.</td>
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<tr>
<td>12. If you want to see a menu, ask the waiter for a &quot;Speisekarte.&quot;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. You can get information about eating out in Germany from Michelin Guides and Menu Masters.</td>
<td></td>
<td></td>
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<tr>
<td>14. The master's max is &quot;Guten Appetit!&quot; when you put the bill.</td>
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<tr>
<td>15. It is okay to ask for a &quot;Tabellen, bitte.&quot;</td>
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<tr>
<td>16. For a German restaurant to start eating when your food comes, eat first.</td>
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<tr>
<td>17. If you eat at a Gasthaus, the waiting staff has been paid.</td>
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</tr>
</tbody>
</table>
| 18. The first dinner was served in restaurants in Germany are Abendessen, Frühstücks and 
| 19. At a German restaurant to start eating when your food comes, eat first. |     |    |            |
| 20. You can expect the waiters as being kind, polite and courteous. |     |    |            |

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**Schedule of AFN Broadcasts**

**WINNERS CAN COPE!**

You can be a winner in THE COPING CONTEST just by tuning in to THE TRIPLE TREAT on AFN radio, then read information and do the activities in the Stars and Stripes supplement. You'll be ready to enter THE COPING CONTEST on page 7. You might be one of 10 people who win a "DOING IT IN DEUTSCHLAND" button. Or you could be one of 200 winners who receive "DOING IT IN DEUTSCHLAND" button. Your 7-

---

**Total Points**

| 4.5 | You need help! If you can't come up with ideas for the next German quiz or can't remember the rules of the game, you are in trouble! |
| 4.0 | At least you're trying. It's obvious you are willing to work hard though you might want to look outside for more ideas or help! |
| 3.5 | You should have tried harder, but at least you worked! If you are a little erratic and have a hard time following through with the rules. |
| 3.0 | You are a little erratic and have a hard time following through with the rules. |
| 2.5 | You are a little erratic and have a hard time following through with the rules. |
| 2.0 | You are a little erratic and have a hard time following through with the rules. |
| 1.5 | You are a little erratic and have a hard time following through with the rules. |
| 1.0 | You are a little erratic and have a hard time following through with the rules. |

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**The Triple Treat**

Here is a list of German eating habits and how to rate yourself on them:

- If you are in a hurry and want a quick meal, the best place to get it is at a Gasthaus.
- The best "deal" (low price) for a full meal in a Gasthaus is to order the "Frauen." If you order a "Spritz," it will come after the main dish.
- The Ruhrtube for a restaurant in the day is closed.
- Restaurants in Germany usually post a menu outside for you to check prices and type of food.
- You will usually find a Restaurant in small villages.
- A Gasthaus served from 1700-1000 in most restaurants.
- You tip waitresses in Germany the same way you do back home.
- It is okay to sit at a table with strangers.
- Always wear a jacket and tie in a German restaurant or Gasthaus.
- The Strassenkuch in a Gasthaus is a table reserved for regular customers.
- If you want to see a menu, ask the waiter for a "Speisekarte." You can get information about eating out in Germany from Michelin Guides and Menu Masters.
- The master's max is "Guten Appetit!" when you put the bill.
- It is okay to ask for a "Tabellen, bitte." For a German restaurant to start eating when your food comes, eat first.
- If you eat at a Gasthaus, the waiting staff has been paid.
- The first dinner was served in restaurants in Germany are Abendessen, Frühstücks and dinner. At a German restaurant to start eating when your food comes, eat first.
- You can expect the waiters as being kind, polite and courteous.
Have you ever gone to your favorite restaurant and seen this sign?

When you're in a hurry or want something simple to eat, a Schnellimbiss is just the place.

In Germany it is customary to hang up your coat and hat rather than put them on your chair.

Many German restaurants have a traditional, folksy atmosphere where you can really enjoy yourself.
"Doing it in Deutschland" - 2

Entering and Being Seated

Could we have a table...? Yes, please sit down.

The Menu

Menu (Waitress), the menu please.

Breakfast
Lunch
Supper
Light supper
Full meal — Special of the day
Service included
Added Value Tax (Mehrwertssteuer)

Appetizers
First Courses
Soups
Fish dishes
Main courses
Fowl and wild game
Veal
Pork
Beef
Lamb

Vegetables
Other Supplemental Dishes
Desserts
Beverages

If There's a Problem

Das habe ich nicht bestellt. Ich wollte...

Das Fleisch ist...
zu stark gebraten
zu rob
zu zaub

Das ist zu...

bitter/sauer
salzig/suess

Das Essen ist kalt.
Das ist nicht sauber.

That's not what I ordered.
The meat is ...
overdone
underdone (too rare)
too tough

This is too...
bitter/sour

salty/sweet

The food is cold

FINISHING THE MEAL

Did it taste good?
It tasted good, thank you.
That was a very good meal.
Do you want something more?
Nothing more, thanks.
Yes, I would like dessert.

Paying the Bill

Waiter (Waitress), the bill, please.
The check, please.

Total price (Tax and service included)
together (Do you want to pay all together?)
separate (We would like to pay separately)
Small change (Do you have change?)
Large bills (I have only large bills.)
Can't pay in dollars?

No, only in Deutsche Mark.

Das macht zwanzig Mark.
Das macht ein und zwanzig Mark.
Stimmt so

End preis (Mehrwertsteuer und Bedienung inklusive)
zusammen (Alles zusammen?)

Kleingeld (Geben Sie Kleingeld?)
Grosses Geld (Ich habe nur Grosses Geld.)

Kann ich in Dollar zahlen?
Nein, nur in Deutsche Mark.

Stimmt so

signs:

Handel
Geschäft
Geschäftsleute
Gästehaus
Kellner
Gas
Automobile
Fuhrwerk
Taxis
Postkarten
Postkasse
Telefon
Elefanten
Stammbuch
Telefon, Fernsprechapparat

To your health! (Toasts)

Enjoy your meal.
Thank you very much.
Thank you, the same to you.
Plate
Cup
Pot
Knife
Fork
Spoon
Napkin

Eating the Meal

Zum wohlit
Prosit
Guten Appetit
Danke sehr
Denke, gleichfalls
der Teller
die Tasse
die Kanne
das Messer
die Gabel
der Löffel
die Serviette

C-11
**Doing it in Deutschland**

**Gentlemen First**

Americans often wonder what happened to "ladies first" when they see that men precede women in entering a German restaurant. This custom dates from times when the man was the one to decide whether the restaurant was okay for the woman to enter. Once inside, you will usually be expected to find your own table. To avoid standing around feeling awkward if no one comes to seat you, walk over and take a table.

**Hang It Up**

Germans do not leave their coats on after entering a restaurant. Nor do they put them over the back of a chair at their table. They usually take all their coats and hang them on coat hooks or hangers placed conveniently around the restaurant. In fancier restaurants there may be a coat check (Garderobe) when you come in the door.

**Pick Your Spot**

When you're looking for a table, remember that if there is none empty, it's okay to share a table with strangers, as long as you ask permission — "Ist dieser Platz frei?" — (Is this place free?). Don't be surprised if someone asks to join you at your table. It is the custom to take a seat wherever one is vacant.

Also don't be surprised to see Germans bringing their dogs into a restaurant. Most restaurants allow this. The dogs are usually well behaved and often you may not even notice them once they curl up quietly under their master's table. However, unless your dog is equally used to dining out, it would probably not be a good idea to take it along.

**Coffee, Tea or...**

After you have found a table, the waiter (Herr Ober or waitresses Frauen) will bring a menu and will ask what you want to drink — "Was moechten Sie trinken?" You have a variety of drinks to choose from. Check the German price page of the menu. The most common drinks to order are:—Beer (Bier), which is usually drunk with meals. You will see that nearly everyone has glass of beer whether on tap, (bom Eiss), or from a bottle (Flasche). You just ask for the national drink — Wine (Wein), either white (Weiss) or red (Rot), is ordered by the glass as well as by the bottle. Purchasing by the glass is an excellent way of tasting different wines available in Germany.

—Coffee (Kaffee) is not drunk or served with the meal. When you do have a cup after a meal, it is a small cup (costing about $1.00) and stronger than our coffee.

—Water (Wasser) is served at the table, and will not be brought to you unless you ask for it. Then you will get mineral water (Mineralwasser). There are two kinds of tap water (Leitungswasser).

—Other Beverages: Milk (Milch), tea (Tee), canned fruit juice (Getränke), either white (Weiss) or red (Rot). Soft drinks and colas may also be ordered with meals.

Once you get your drinks, you need to know German customs for toasting. Common toasts are: "Zum Wohl!" and "Prost!" As a rule, Germans drink their glasses only when wishing each other luck or when celebrating some special event as a birthday or wedding. Usually only glasses with wine or champagne are clinked together, although beer sometimes is drunk from the bottle.

**Take it Easy**

Service in German restaurants is much slower than what you are used to in the States. One waiter/waitress may have to serve everyone so relax and enjoy yourself. Don't feel bad if you have to tuck through your meal. Unlike the States, once you sit at a table in a German restaurant you stay as long as you want. The waiter will almost never present you with the bill until you ask for it. In fact, it is an acceptable behavior to try to hurry the waiter/waitress. Besides, it won't do any good. His/her response will be "Ich komme gleich!" (I'll be right back) or "Es kommt später" (the food is coming and you will be served as soon as they have time.)

---

**SPEISEKARTE**

**VORSPEISEN**

(Appetizers/Snacks)

- Frische Champignons gebacken
  - Fresh baked mushrooms
  - Preis: 7.00
- Gebratene Amshochten mit Gartnen
  - Stuffed artichokes with garnish
  - Preis: 9.50
- Poached Oliven
  - Preis: 3.50

**SUPPEN**

(Soup)

- Zwiebelsuppe mit Kase und Obst
  - Onion soup with cheese and vegetables
  - Preis: 3.80
- Hausgemachter Fischsuppe
  - Preis: 4.80

**SPECIALITAETEN**

(Specialties)

- Wiener Schnitzel vom Kalb
  - Veal cutlet Viennese-style
  - Preis: 12.50
- Gemuese und Milch
  - Preis: 5.50
- Minatgemischtes Eis mit Sohne
  - Preis: 3.50
- Pfirsich Eis mit Sohne
  - Preis: 3.50

---

**HOW TO DO IT**

Eating out in Germany can be fun if you know the German way to do it. The following information will help you how it's done from the time you reach the door of the restaurant to the time you say "Auf Wiedersehen" and leave.

**Plan Ahead**

When you reach the door at the eating establishment, you have chosen. You will find that most restaurants post a copy of their Speisekarte (menu) at your table or at the waiter's stand. This allows you to decide what you want to order and see how much it will cost before going into the restaurant.

---

**Key to Menu Symbols:**

* Items are listed in the menu in the order that they are usually served: appetizer, soup, main course and dessert.
* The price is shown to the right of or below each item on the menu. This price includes the tax and the service charge.
* The most common main dishes in German restaurants are types of meat (Kalb), beef (Rind), pork (Schwein) or fish (Fisch).

* Some German menus have an English translation if they don't use a phrase book, menu master or ask the waiter for help.
'Doing it in Deutschland' - 2

What’s For Dinner?

When ordering your meal, you may find it easier to order from the pegasekarte since this is usually a more complete meal at a reasonable price. Ordering this way is as difficult as ordering individual dishes such as soup, main, main dish and dessert separately. It also is usually less expensive. A menu master or traveler’s guide book with foods listed come in handy when you want to see what the different foods are. It’s a good idea to carry one of these with you until you feel familiar with names for German foods.

Eating Etiquette

When your food arrives, the waiter may say “GutenMorgen” or “Mahlzeit,” which means enjoy your meal. It may be surprising to find that everyone is not served at the same time. Since the food is freshly prepared, it is brought to the table when it is ready. As a result, it is German custom to begin eating whenever you are served. Don’t wait for everyone at the table to be served as you would in the States or your food may be cold. Like most Europeans, the Germans hold the fork in the left hand and the knife in the right while eating; there is no switching of the fork from left to right after meal has been cut. When not being used, a hand is laid beside the plate. In Germany, it is not considered proper to sit at a table with your hands in your lap. Rest your hands, not your elbows, on the table.

If you are still eating but wish to let your knife and fork down, cross them on your plate. When you are finished, lay your fork and knife side by side on your plate. This tells the waiter that you are finished eating so he can clear the table.

Pay Up

If you need the waiter/waitress while eating, get his/her attention by calling - Herr Ober or Frau Lein.

When you are ready to pay for dinner, get the waiter’s attention and say “Zahen bitte,” to let him know what the check. The waiter will frequently say “Hast es geschmeckt?” (Did you enjoy your meal?) At most restaurants, you pay the bill directly to the waiter. German law requires that all restaurants and drinking establishments include tax and the service charge in the price - each item on the menu. Thus, the price listed for any food, meal, course, or drink is all inclusive with 10 to 15 cent for service (Bedienung) and 13 per cent for value-added tax (Mehrwertsteuer) included in the price. An extra tip is not necessary, although most people do “and the bill off at the nearest Mark, according to the amount to be paid and the service provided. For instance, if the check amounts to DM 11.35 you may say “Zwee Mark bitte!” to the waiter, thus indicating that you expect change only for twelve marks and fifty cents. When you are finished, lay your fork and knife sidewise on your plate. When you are finished, lay your fork and knife side by side on your plate. This tells the waiter that you are finished eating so he can clear the table.

Schneiimbiss or Imbiß: is a type of snack bar or hot dog stand offering quick snacks, especially beer and wurst (sausage).

Raststaette or Rasthaus: is a restaurant or restaurant-inn along the Autobahns (freeways).

Bierstube: is a beer parlor much like an English pub, serving drinks and light food.

Weinstube: is a wine parlor serving drinks and light food.

Schneiibuffet: is a short-order or cafeteria eatery.

Schneilgaststaette: (fast restaurant): is a short-order house.

Schneiibar: is a coffee shop, but besides coffee, you’ll be able to get pastries, snacks and drinks.

WHERE TO DO IT

Restaurant: offers complete food and drinks.

Ratskeller: is excellent for regional specialties and traditional German food. One is located in the center of the Rathaus (city hall) of many towns in Germany. The Ratskellers are usually high quality restaurants, although often reasonably priced.

Raststaette: is simple the German word for restaurant. In railway stations they are called AHNENHOFSGASTSTAETTE. They serve complete meals.

Gasthof: is the village word for restaurant. They serve drinks and modest to complete meals.

Lusthaus: is the same as Gasthof — a restaurant more or less modest proportions. It offers home cooking and a folksy atmosphere.

Finding Out About It

If you want information to help you in eating out in Germany, or if you want an opportunity to go out with a group, the following agencies can assist you.

Germany

Restaurant/Help Desk

Headstart/Gateway

Customer Information

Rekonakt

Opportunities to eat out with Germans

USO

Obstacles

ACS

Stereotypes & Stereotypes

Stereo & Stereo

Library

Traveler’s Diner, Phoenix

March, April, May, June, July, August

5

C-13
Are You A Menu Master?

The following menu (Speisekarte) from a local Gasthaus is not complete. Use the German words in the menu choices to fill in the blanks. Simply place the letter of the correct answers on the lines provided. You can use the Phrase Guide on page 3, the menu on page 4, a "menu master" or a German dictionary if you need help.

Check The Check

Use the menu on this page to figure out how much the following complete meals in Germany will cost.

1 Fresh Mushrooms
1 Onion Soup
1 Shishkebab with Curry Rice
1 Trout in Almond Butter with Boiled Potatoes
1 Portion of Vegetables

Total: ________

Now, if the service is good, round off to the nearest DM for a tip. The total amount is: ________

On Your Own Turf

When you go out to eat on the economy you have a choice of many types of restaurants. Match the type of restaurant with the correct item in "Where to go if . . ." by writing the letter of the restaurant to the left of the situation.

Where to go if . . .

1. You want to take a chow break on the autobahn.
   - a. Weinstube
2. You develop a case of the munchies in the train station.
   - b. Conditorei
3. You want a "home cooked meal in a local" atmosphere.
   - c. Rasthaus
4. You want a wide choice of wines and a light meal.
   - d. Schnellimbiss
5. You want a quick snack on the run.
   - e. Ratskeller
6. You find yourself starving to death at city hall.
   - f. Bahnhofsgaststätte
7. You feel like having coffee and cake in the afternoon.
   - g. Gasthaus

Doing Your Own Thing:

Saying it Right

See if you’re ready to use German phrases when you go to a restaurant on the economy. First, match the responses on the right with the questions and statements on the left. Then, you can read the questions or statements aloud and a friend can say the responses. Finally, try to say the questions and responses from memory.

| Question/Statement | a. Nein, nur in Deutsche Mark
|--------------------|---------------------
| 1. Ist hier frei?   | b. Danke sehr
| 5. Guten Appetit! | f. Ja, bitte sehr
| 7. WO is die Toilette? | h. Danke, es hat gut geschmekt.
Check it Out: Can You Cope?

I. Use the menu on page 4 to answer these questions:
A. What is the special soup of the restaurant?
B. What comes with the beef pot roast?
C. What would the bill be for a mushroom appetizer, a pork chop in paprika cream sauce, and ice cream? DM
D. Does the above bill include the tax and service charge?

II. Answer these questions without looking at pages 1-6:
A. Where would you go for a quick wurst and soda?
B. Where would you have afternoon cake and coffee?
C. Where would you have a light evening meal with wine?

III. Write your responses in German to the following:
A. Was möchten Sie trinken?
B. Hat es gut geschmeckt?
C. Haben Sie Kleingeld?
D. Möchten Sie alles zusammen bezahlen?

IV. What do these signs mean?
A. Gepäck
B. Stammlokal

CROSSWORD PUZZLE

ANSWERS

THE COPING CONTEST

Contest Rules
On the map provided follow Alexandra Rastopov-Feodorovitches's trail to uncover the name of the secret rendezvous point. To do this follow the directions provided:

1. Follow Sandy's trail on the map using the numbers by the different types of food or drink. Each type of food or drink fits into a specific category on a menu.
2. Identify the types of food (e.g., strawberries) and decide which menu category it belongs in (e.g., VORSPEISEN).
3. Put the number of the food or drink on the line before the right menu category.
4. One letter is underlined in each menu category (e.g., VORSPEISEN). Using the numbers you placed on the line before the categories, put the underlined letter in the correct order in the boxes provided. This will give you the name of the secret meeting place.
5. Answer the questions in the section called "NOW — GIVE US A PIECE OF YOUR MIND!!" (on the next page).
6. Write your name, rank, and mailing address in the spaces provided.
7. Cut out the contest form. Fold on the dotted line so that the APO address is on the front. Staple or tape closed in one place.
8. Drop in any APO mail box. NO STAMP IS NEEDED.
9. Ten T-shirt winners and 250 button winners will be drawn from the contestants who have written the correct name of the rendezvous point in the boxes and completed the "GIVE US A PIECE OF YOUR MIND!!
10. To be eligible, entries must be received not later than two weeks from the date of the last APO broadcast of THE TRIPLE TREAT (See the schedule information on page 1.)

Menu Category

- VORSPEISEN
- RIND
- SCHWEIN
- LAMM
- WILDERICHTE
- FISCH
- BEILAGEN
- NACHTISCH
- ALKOHOLFREIE GETRÄNKE
- ENEMY AGENTS RENDEZVOUS POINT

1 2 3 4 5 6 7 8 9

Look up the name for the rendezvous point.
CRYPTO-CODE

Dr. Zap ordered the following items for dinner. Can you break the crypto-code to discover the German words for what he ate? Each letter of the alphabet has been replaced with another. Here are a few hints to help you get started.

1. Each letter is the code for its code. For example, H = S and S = H.
2. The first word is done for you. Now you can decode all of the Y's, R's, V's, F's. Take it from there on your own!

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. YRVI</td>
<td>BIER</td>
</tr>
<tr>
<td>2. ADNYOHKFVY</td>
<td></td>
</tr>
<tr>
<td>3. HXSMRGAVO</td>
<td></td>
</tr>
<tr>
<td>4. HKZVGAV</td>
<td></td>
</tr>
<tr>
<td>5. GLOGV</td>
<td></td>
</tr>
<tr>
<td>6. GLIGV</td>
<td></td>
</tr>
<tr>
<td>7. PZUUVV</td>
<td></td>
</tr>
</tbody>
</table>

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE TRIPLE TREAT?

1st time

Day: ___________________________
(Time): ________________________

2nd time

Day: ___________________________
(Time): ________________________

Where did you listen to THE TRIPLE TREAT?

_____ barracks
_____ home
_____ LRC

in class (specify__________)
on duty (in the__________)
other (specify__________)

Check all of the words which tell what you thought of the program THE TRIPLE TREAT

_____ interesting
_____ stupid
_____ didn't understand
_____ fun
_____ useless

_____ boring
_____ funny
_____ too long
_____ too short
_____ dull

_____ helpful
_____ useful
_____ fantastic
_____ good
_____ terrific

If you didn't listen to the program, why didn't you?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.

Check the activities you did

<table>
<thead>
<tr>
<th>Activity</th>
<th>Awful</th>
<th>Okay</th>
<th>Good</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise Yourself: Are you a Four Star Restaurant? (p. 1)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Are you a menu master? (p. 6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Check the check (p. 6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Doing Your Own Thing: Saying it Right (p. 6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>On Your Own Turf (p. 6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Check It Out: Can You Cope (p. 7)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Coping Contest (p. 7)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Crypto Code (p. 8)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

What did you like best about the program and activities?

What did you like least about the program and activities?

NAME __________________________________________
RANK __________________________________________
MAILING ADDRESS __________________________________
Unit __________________________________________
APO ____________________________________________

C-16
"THE COMMUNITY CAPER" is one of a series of programs about "DOING IT IN DEUTSCHLAND." Each episode takes a different "IT." This week's "IT" is using the community resources available to your community. Other programs include: Using public transportation, Shopping on the economy, Using the resources of your own community. THE INSIDE INFO: here is some advance information about this week's episode of "DOING IT IN DEUTSCHLAND."" You'll meet the following characters in THE COMMUNITY CAPER:

- **Strac Willie**
  - Strac Willie is back again and as always he manages to involve himself in an adventure.
  - His loan of money vacation appointment is interrupted and he and his colleagues find themselves in the middle of a secret investigation even before he has all the facts.
  - Strac may have jumped to some hasty conclusions, as you will see in this episode.

- **Doctor Zap**
  - It is lucky for Strac Willie and Chester Boondoggle that Zap is back with them. They often need his advice.
  - He's a good source of knowledge and his vitamin is like an encyclopedia.
  - However, even Doctor Zap's patch doesn't have all the answers to the "mystery" that our friends stumble onto in this week's caper.

- **Chester Boondoggle**
  - We all have something in common with Chester Boondoggle. He's always ready to undertake a new job, especially if it involves a job, a tour, or a free meal. In this episode he tries to do too much at one time and gets into an argument of showing how he is 
  - He's not sure about the surprise for our three friends though, when they learn the contents of 7/11. See how 7/11 operates in the community and makes money mixed up in a "mystery" with Strac Willie, Chester, and Doctor Zap.

As you listen to the AFN radio broadcast of THE COMMUNITY CAPER, you will meet these characters and learn more information about how to use agencies in your community. While listening to the program, refer to the following pages for more information. After the program, the activities in this publication and the DIRECTORY OF USAREUR SERVICES in tomorrow's Stars and Stripes will help you to become an expert in utilizing the resources of your own community.

The Inside INFO

**Schedule of AFN Broadcasts**

**If You Can Cope, You Can Win!**

You can win a gift certificate to THE COUNTRY STORE on the basis of your answers to the questions posed in this question. The questions are asked in every broadcast of THE COUNTRY STORE. You can win a gift certificate to THE COUNTRY STORE for a gift certificate to THE COUNTRY STORE. You can win a gift certificate to THE COUNTRY STORE for a gift certificate to THE COUNTRY STORE. You can win a gift certificate to THE COUNTRY STORE for a gift certificate to THE COUNTRY STORE. You can win a gift certificate to THE COUNTRY STORE for a gift certificate to THE COUNTRY STORE.

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**Getting What You Want From Agency Services**

Do you always get what you need from USAREUR agencies? Maybe you're one of those lucky people that always has things work out right or you could be like Boondoggle and run into a few problems every now and then. Read each of the following situations and circle the answer as you would react. Then, turn to page 2 for answers and comments.

**SITUATION I**
- You want to see a counselor for some advice.
- Your appointment is required, but your questions will only take a few minutes.
- Why should you do? Choose the approach that you think will be most successful.
  - a. Go to the agency admin office and emphasize the importance of your problem. It's urgent if necessary; that should get you some extra attention.
  - b. Go directly to the counselor's office and demand an appointment. You can't wait; you're going to be in the field tomorrow.
  - c. Explain your situation to the secretary and wait patiently to see if you can get some help. Offer to drop by later if necessary.

**SITUATION II:**
- You are waiting in line at the Commissary. It's crowded and you are in the middle of a long line. All of a sudden, you realize that you need to get a check approved. What will you do?
  - a. Put back some of the items on the shelf beside you.
  - b. Go through the line anyway, and then, if the price is over the amount of cash you have, you can always return a few items.
  - c. You might as well go ahead and leave the line so you can get a check approved. Then you'll be sure to have enough money.

**SITUATION III:**
- You've heard about a concert downtown that you would really like to attend. You've been wondering how to get some more information. What should you do next?
  - a. Ask your German girlfriend/boyfriend.
  - b. Check with the Information Center for information about the concert and see if anyone wants to sell their tickets.
  - c. You might as well go ahead and leave the line so you can get a check approved. Then you'll be sure to have enough money.

**SITUATION IV:**
- You've heard about a concert downtown that you would really like to attend. You've been wondering how to get some more information. What should you do next?
  - a. Ask your German girlfriend/boyfriend.
  - b. Check with the Information Center for information about the concert and see if anyone wants to sell their tickets.
  - c. You might as well go ahead and leave the line so you can get a check approved. Then you'll be sure to have enough money.

**SITUATION V:**
- You've been assigned to post detail for one hour. What should you do?
  - a. Go to the agency admin office and emphasize the importance of your problem.
  - b. Go directly to the counselor's office and demand an appointment.
  - c. The importance of your problem is required, but your questions will only take a few minutes.
  - d. Offer to drop by later if necessary.
  - e. Call the agency and let them know that you can't keep your appointment so they can schedule someone else.

---

**THE COMMUNITY CAPER** is one of a series of programs about "DOING IT IN DEUTSCHLAND." Each episode takes a different "IT." This week's "IT" is using the community resources available to USAREUR personnel and their families. Other programs include: Using public transportation, Shopping on the economy, Eating out on the economy, Directory of USAREUR services, Understanding the legal aspects of living in Germany. Be sure to listen to the AFN radio broadcast and use the Stars and Stripes insert for each episode. You can join us in "DOING IT IN DEUTSCHLAND."
Getting What You Want From Agency Services

Answers to questions on page 1.

SITUATION I: Attempting to ask a question of the counselor.
   a. This approach might work once, but it isn’t recommended. Give yourself 0 points.
   b. You are persistent, but demanding an appointment is not the route to take. You’re probably interrupting someone else’s time. 1 point for effort.
   c. BEST CHOICE — You’re able to be patient and seek information from the right source. This strategy has the best chance for success. 4 points for you.

SITUATION II: Cancelling an appointment.
   a. You better take off those rosy-tinted glasses. Unless you’ve cleared it in advance, a last-minute change of duty is hard to get. Only 1 point.
   b. Careful. “No shows” are a big problem for agency services, and you wouldn’t want to be labeled in that category, would you? 0 points.
   c. BEST CHOICE — If you learn that you can’t keep an appointment, let the agency know at least 24 hours in advance, so someone else can use your appointment time. 4 points for your consideration of others.

SITUATION III: Deciding to cash a check.
   a. Oh no! You won’t be making any friends at the Commissary by doing that. Set ’em yourself 0 points.
   b. It’s true that cashiers may allow you to do this, but you are holding up the line. Only 1 point.
   c. BEST CHOICE — This shows some thinking ahead. The cashiers and the other customers will also benefit. 4 points.

SITUATION IV: Getting concert information.
   a. Yes, your German friends are always good sources of information about local happenings. But, suppose that you have to manage on your own? For your popularity, you deserve 2 points.
   b. BEST CHOICE — Your USO and ITT offices have concert information and often provide discount tickets or even transportation to concerts. Enjoy the music, and give yourself 4 points.
   c. Waiting around outside just isn’t a sure thing. 0 points.

SITUATION V: Lunch-time at an agency office.
   a. You’re giving up too easy! That seems to be a mistake, and it doesn’t get you any answers either. 0 points.
   b. BEST CHOICE — Now you’re thinking. Even if the resource person isn’t there, most agencies will have written information about upcoming events, or you can call for further details. 4 points.
   c. Nice try. Maybe someone in the barracks will know some info, but going directly to the source is still your best option. You’re getting closer. 2 points.

How Your Behaviors Rate With The Agencies:

16-20 points — You’re a real success in dealing with USAREUR agencies. The receptionists even smile when you come into their offices. Your consideration and planning ahead is well rewarded, too.

10-15 points — You’re able to get around, and, sooner or later, you get things done. But, sometimes, your approach just doesn’t work. In these pages are some tips which can increase your chances of success.

Below 10 points — Good luck! With your approach, you might even run into problems ordering a hamburger in the snack bar. Maybe you can pick up a few pointers from the article on this page “How to Get Service From The Services.”

How To Ask The Right Questions . . . To Get The Right Answers

Know what you need to ask.
Ask the right person, at the right place, at the right time.
State your question clearly.
Explain any special circumstances.
Repeat your question using other words if the person doesn’t seem to understand.

Be polite, courteous and patient.
But be assertive.
Get all the information you can.
If you don’t understand an answer, ask for an explanation.
Know why your question has been answered.
If one person doesn’t have the answer, find out who does.
If you might forget the answer, write it down.

How To Get Service From The Services

Know where to go and who to see.
Make an appointment, if necessary.
Get the appointment on time.
If you can’t keep an appointment, call to tell the person.
Acquire any necessary authorization and/or assistance from your chain of command.
Go prepared. Know what information/services you need. Take all required papers/documents.
Follow the agency’s operating procedures (e.g., take a number, fill out an application).

Be polite, courteous and patient.
Be assertive. Know your rights regarding services.
Be aware that one agency can help you to obtain services from another agency.
Recognize the problems agency personnel might face: understaffing/over work/peak times, such as paydays/new to the job.
Realize that a few agency personnel may be incompetent, lazy or uncooperative. You need to be skillful to get their help.
Keep at it until you find the agency or person who can help you.
Be considerate of other clients/customers seeking/using the services.
Show your appreciation for services received.
Even though you’re a long way from home, you’ll find most of the services you were accustomed to are available here in USAEUR. Once you learn where the agencies are located, you’ll want to concentrate on using them most effectively to meet your needs. Let’s look at the steps involved.

**STEP 1:** IDENTIFY WHAT RESOURCES ARE AVAILABLE IN YOUR COMMUNITY.

First, you need to find out what services may be located in your community. Other agencies may be located near by if you live in a smaller community or sub-community. A special DIRECTORY OF USAEUR SERVICES will appear in Stars and Stripes tomorrow. This is a handy reference. A copy of your community’s handgun or agency directory could also prove useful. These are usually available from ACS-Army Community Services. In-processing, newsletters and bulletin boards also provide important information about your community.

**STEP 2:** SELECT APPROPRIATE SOURCES OF INFORMATION ABOUT AGENCY SERVICES.

Information can come to you directly or indirectly and in formal or informal channels. The type of information you may want to use depends on the information you need. Consider the types of things that you might learn from each of the following sources.

A. In-processing — Orientation packets.
B. Agency pamphlets or flyers
C. Community directories
D. First Sergeant, commanders or other links in chain of command
E. Referral by another agency
F. Community publications
G. AFCNET or radio
H. Bulletin boards
I. Stars and Stripes
J. Other Army-sponsored publications
K. From other soldiers

**STEP 3:** CHECK OUT THE AVAILABILITY OF SERVICES, OPERATING HOURS AND METHOD OF SERVICE DELIVERY.

For those services not available at your own community level, check at the next larger community unit or through your chain of command.

With your schedule, it is important to know how an agency delivers its services. Such things as whether appointments are required, how sessions are scheduled, etc. are necessary bits of information. Consider the following methods of service delivery:

Person-to-person:
1. scheduled appointments
2. on a walk-in basis
3. referral only
4. crisis intervention
5. combinations of the above.

Person-to-group:
1. classroom instruction
2. small group sessions
3. training or briefings

**STEP 4:** PREPARE YOURSELF — ANTICIPATE ANY PROBLEMS YOU MIGHT ENCOUNTER.

When using or attempting to use agency services, service members face certain unique limitations on their time. These limitations include such common problems as difficulties in finding transportation, inflexibility in the manner in which services are delivered and the many possible events which may interfere with a soldier’s scheduled appointment or attempt to gather information. Some problems commonly encountered are mentioned below. It might be helpful to you to consider some of the ways in which you might solve these difficulties.

A. Conflicts of duty obligations and agency operating hours.
B. Time constraints — Some services are often available within limited time periods which must be scheduled in advance.
C. Bureaucratic “red tape” — So called “red tape,” those forms which must be completed in triplicate or the three officers which you must visit in order to get an answer to your question.
D. Incomplete information about available services and how to obtain them.
E. Negative perceptions of the agency or of the service it provides.

**STEP 5:** LEARN HOW TO MAKE APPOINTMENTS AND SEEK REFERRALS OR FURTHER INFORMATION.

The final step is the actual contact with the agency itself. This can come about in a variety of ways. One source of information that is always available, even in remote sites, is your chain of command. Your NCOs and officers should be able to assist you in making agency appointments or in identifying the service you need. They may also be instrumental in helping you with agencies located at remote sites. The first step in complaining about inadequate services should become necessary.

In the following pages of this issue, you will find other helpful suggestions and activities. You may want to refer back to this page later.

---

**The Resources Race**

**A Game For 2, 3 or 4 Players**

The object of the game is to be the first player to go from Square #1 to Square #60.

You Will Need:

- a die and a marker for each player
- You can use coins, buttons or other small objects as markers.

To Play:

1. Throw one die to see who starts the game. The player throwing the highest number moves first. Other players follow in turn from left to right.
2. All players start their markers on the board next to Square #1 and move one square for each number on the face of the thrown die.
3. Some of the squares have pictures. The pictures show either an effective or an ineffective/helpful or an ineffective/unhelpful behavior. Helpful pictures are at the top of GRAY ARROWS and lead up to a picture of its positive consequence. Harmful pictures are at the top of GRAY ARROWS and lead down to a picture of its negative consequence.

Should your marker stop on a square at the bottom of a GRAY ARROW, for example, Square #2, you must move UP to the square at the TOP of that GRAY ARROW. Square #2.

Should your marker stop on a square at the TOP of a GRAY ARROW, for example, Square #18, you must move DOWN to the square at the BOTTOM of that GRAY ARROW. Square #4.

**Winning The Game**

1. Square #60 must be reached by an even number of die throws.
2. The first player to reach Square #60 WINS THE GAME. The player has successfully demonstrated helpful positive behavior in dealing with service services and has won THE RESORUTION FOR YOU.

C-19
PLUG IN!

Attitude Check

It's time for an attitude check. Think about your own attitudes toward agency services. Sometimes when you have a problem, you decide not to seek assistance, even though you should. Why? What do you think is the reason? Consider the following reasons why some people may not seek assistance:

1. You don't know which agency in the community to turn to for help.
2. You have heard negative things about the agency from other soldiers.
3. You prefer to solve problems on your own.
4. The military finds out about your problem, and they say they need to make an appointment or a call to a specific agency.
5. If the military finds out about your problem, it may be used against you (or so you believe).

Whatever you have used agency services in the past, you haven't been completely satisfied. Reconsider your attitudes toward agency services. They are here to help you meet your needs. If you run into a few snags or problem situations, talk to someone in your chain of command. Remember, the services offered in your community are made to be used. Use them to your advantage. Plug into the system.

COPING CORNER

Dear Coping Corner:

I know there are a lot of services available here in USAEUR, but I have trouble using them. Whenever I get to the point where I need to make an appointment or a call, they're closed. What gives?

Dear Coping Corner:

Whenever you have used agency services in the past, you didn't find them very helpful. There's not a lot you can do here. I have tried going out on my own, but I have trouble using them. Whenever I try to help someone, I get nothing but dead ends. What's the point?

Dear Coping Corner:

I have trouble using agency services. Whenever I try to get help, they're busy or tell me that I need to make an appointment or call. This is getting old. What do you suggest I do?

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"Doing it in Deutschland" - 3

Check it Out: Can You Cope?

A. 7/11 had her own style of dealing with agency services. She knew how to go about getting the information she needed. How about you? The following situations are either positive or negative in the approach taken. Identify the approach by circling positive or negative.

1. Strac: What do you mean, you gave my court away? You can't do that. I'm right here and ready to play.

Positive or Negative?

2. Boondoggle: Good morning. Yes, I'd like to make an appointment.

No. I won't mind waiting. You mean he's busy, but so are we! Just tell me his name in my satchel.

Positive or Negative?

3. Dr. Zap: Well, while we're here, let's check. We need to find out something about gelling (he information she needed regarding the use of agency services. She knew how to pose the question.

Positive or Negative?

4. Al-R — Army Emergency USO or other link in the chain of command

Information Sources

C. You're new to the community. There are lots of sources of information, but you want to be selective. Match the information needed in Column 1 with the best sources of knowledge from Column 2. Write the number of the information source on the line in front of Column 1.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>a. Rental of athletic equipment</td>
<td>1. JSR or other link in the chain of command</td>
</tr>
<tr>
<td>b. Tours or other trip ideas</td>
<td>2. In-processing</td>
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<tr>
<td>c. Overview of community services</td>
<td>3. USA or ETT</td>
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<tr>
<td>d. Information on how to make an agency appointment</td>
<td>4. FAF — Army Emergency Relief</td>
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<td>e. Popular clubs or discuss in your area</td>
<td>5. Other soldiers in your barracks</td>
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<td>f. Information about emergency financial assistance</td>
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ANSWERS

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The COPING CONTEST

The Community Caper

Contest Rules

1. On the map provided, trace the path 7/11 followed in visiting agency services. Use the clues provided. Write a (1) in the circle next to the first agency 7/11 visited. Write a (2) next to the second agency, and so on, for all 6 stops.

2. Answer the questions in the section called "NOW — GIVE US A PIECE OF YOUR MIND" (on the next page).

3. Write your name, rank, and mailing address in the spaces provided.

4. Cut out the contest form. Fold it on the dotted line so that the AR-11 address is on the front. Staple or tape closed-in circle next to the second agency 7/11 visited.

5. Drop in any APO mail box. NO STAMP IS NEEDED

6. Ten T-shirt winners and 250 button winners will be drawn from the contestants who correctly listed the agencies and completed the "GIVE US A PIECE OF YOUR MIND" questions.

7. To be eligible, entries must be received not later than two weeks from the date of the last AR-11 broadcast of THE COMMUNITY CAPER. (See the schedule information on page 1.)

Coping Contest Clues

Where is 7/11?

Chester Boondoggle and Strac Wille are veterans of this woman they continue to see around the community. There seems to be a mystery here, since they keep appearing at various agency offices. They aren't sure where she will pop up next. And there's another problem. They still haven't made contact with 7/11. Something's going on.

Follow Chester Boondoggle and Strac Wille as they try to solve this mystery with the help of their friends. The AR-11 broadcast of THE COMMUNITY CAPER will provide you with extra clues totrace their path on the map provided. Use these clues to help you.

1. Here is the first place that Boondoggle, Strac, and Zap encountered the mysterious woman. They were waiting to meet 7/11. Start here at the Shopping Center.

2. Imagine you're new to the community. Even if you were a secret agent you wouldn't know what was around. This agency has Community Headquarters and Welcome Packages for you.

3. Your first stop is the place where your AR-11 comes from. Problems can be solved here, but most people prefer a more personal touch. The unemployment office offers all kinds of information.

4. Some people hear about this place over the phone. Article 180-1.01 has a different view. This office offers some information too.

5. This office represents a social welfare organization. They're interested in people and help all the time away from home. Here, lots of information is available. Their specialties and Name are in their mobile phone.

6. 7/11 and her friends went here to pay taxes or see what the agencies or other services are available. The dress is a mix, but a certain type of woman is important.
### Agency Scramble

**Directions:**
Select one word from each of the three columns below in order to form the name of a USAREUR agency which provides services to soldiers. You may use a word more than once. Some words should not be used. Find as many agency names as you can and write them in the spaces provided. An example is shown in the first space.

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<td>1. Army</td>
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### CAST OF CHARACTERS:
- **Narrator** — Josephine Perkins
- **Dr. Zap** — George Waller
- **Strac Willie** — Richard L. Miller
- **Chester Boondoggle** — Benjamin Lauve
- **7/11** — Janice Clidden
- **Contact** — Lilburn Dawson

**Recording & mixing by**
Wolfgang Garries

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### NOW GIVE US A PIECE OF YOUR MIND!!

**When did you listen to THE COMMUNITY CAPER?**

- **1st time**
  - (Day) __________________________
  - (Time) __________________________

- **2nd time**
  - (Day) __________________________
  - (Time) __________________________

**Where did you listen to THE COMMUNITY CAPER?**

- barracks ____________ in class (specify: __________________________)
- home ____________ on duty (in the __________________________
- LRC ____________ other (specify: __________________________

**Check all of the words below which tell what you thought of the program, THE COMMUNITY CAPER.**

- interesting
- stupid
- didn't understand
- fun
- useless
- boring
- funny
- too long
- too short
- dull
- helpful
- useful
- too long
- too short
- dull
- good
- terrific

If you didn't listen to the program, why didn't you?

---

**Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.**

**Check the activities you did**

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**What did you like best about the program and activities?**

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**What did you like least about the program and activities?**

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**NAME:** __________________________

**MAILING ADDRESS:** __________________________

**RANK:** __________________________

**Unit:** __________________________

**APO:** __________________________

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**C-24**
THE DIRECTORY OF
USAERU SERVICES

WHO WE ARE . . .
ARMED FORCES
RECREATION CENTER (AFRC)

WHY WE'RE HERE . . .
- To provide recreation programs, facilities, equipment, sites and billeting for use by authorized personnel within the United States European Command.

WHAT WE DO . . .
- Operate challenging individual and group recreation programs through a variety of outdoor activities: skiing, golf, hiking, sailing, windsurfing, mountain climbing. Provide billeting for families or individuals at Garmisch, Berchtesgaden, Chiemsee and Munich, Germany.

WHO WE SERVE . . .
- U.S. military and civilian personnel stationed in USEUCOM, and their guests, as well as U.S. citizen civilians and Canadian Forces personnel stationed in the FRO. Other U.S. military stationed outside USEUCOM, retired U.S. military and British Forces, Germany, are authorized space available accommodations.

WHO WE ARE . . .
ARMY COMMUNITY SERVICE

WHY WE'RE HERE . . .
To provide a local point in the military community for services to families as well as single soldiers. To assist the commander in the resolution of personal problems and the provision of other services as needed to improve the quality of life and the well-being of members of the community.

WHAT WE DO . . .
- Essential services required by AR 608-1: 1-information, referral and follow-up (referral to other agencies when required); follow-up to assure assistance is given); 2-Financial planning and assistance services (financial planning, consumer education, budget planning and debt liquidation); 3-Communication services (lending closets, fact sheets describing community, welcome packets, orientation/briefing to community); 4-Army Child Advocacy Program (ACA-P-insures services to children are provided to include prevention, identification, treatment of child abuse/neglect, foster care), 5-Handicapped Family Member Assistance Services (assistance to assignment authorities and sponsors in obtaining assignments to locations where services are available), 6-Child Support Services (CSS) see separate heading.

WHO WE ARE . . .
AAFES (ARMY & AIR FORCE EXCHANGE SERVICE)

WHY WE'RE HERE . . .
To provide merchandise and services of necessity and convenience which are not furnished from appropriated funds to authorized patrons at uniformly low prices. AAFES also generates earnings to supplement appropriated funds for the support of Army and Air Force Morale, Welfare and Recreational programs.

WHAT WE DO . . .
AAFES-Europe is a vital link with home for Army and Air Force communities from the Atlantic Ocean to the Persian Gulf. To bring merchandise and services to soldiers, airmen and
families, we operate about 4,000 activities including large department stores, remote site exchanges, cafes, restaurants, movie theaters, and dry cleaning services, a school lunch program, vending machines and a host of other services.

AAFES-Europe offers a military credit program known as Deferred Payment Plan (DPP). We support field exercises, large and small, with a fleet of mobile retail and food vans, free mailing and other services.

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WHO WE ARE . . .

ARMY EMERGENCY RELIEF (AER)

WHY WE'RE HERE . . .

To provide financial assistance to Army people and their families in time of emergency need.

WHAT WE DO . . .

Provide emergency assistance to Army people and their families when faced with a valid emergency, financial need and assistance to widows/widowers and orphans of deceased Army personnel. We have an educational assistance program which provides loans/scholarships for unmarried dependent sons or daughters of Army people - active, retired, or deceased.

WHO WE ARE . . .

ARMY CONTINUING EDUCATION SYSTEM

WHY WE'RE HERE . . .

To provide a full range of education programs from functional literacy through the graduate level which are comparable to programs available in the States and which are responsive to the needs of well-motivated soldiers.

WHAT WE DO . . .

Full counseling and testing services; learning support for SOT and ASVAB testes; MOS-related instruction; a full language program; Learning Resource Center activities; Basic Skills and high school completion programs; a multitude of undergraduate and graduate degree programs offered through American universities and colleges; information on grant and VA program, the Army Apprentice program, the Servicemembers Opportunity College, DANTES and allied educational information.

WHO WE SERVE . . .

All active duty military personnel and eligible civilians (ID card holders).

WHO WE ARE . . .

MILITARY BANKING FACILITY

WHY WE'RE HERE . . .

To provide banking services to authorized individuals, military disbursing office, nonappropriated fund instrumentalities and private organizations.

WHO WE ARE . . .

CHILD SUPPORT SERVICES (CSS)

WHY WE'RE HERE . . .

To provide an alternative source of care in the military community for children of working parents.

WHAT WE DO . . .

Provide day care and stop-in care programs for children aged 6 months to 12 years and preschool programs for children 3 to 5 years old. 1) Day care provides child care and development services for children of working parents. 2) Drop-in care/hourly care provides child care and developmental services for children when parents participate in community functions, recreational activities, etc. 3) Holiday care (preschool) provides or-

WHO WE ARE . . .

CHAPLAIN'S OFFICE

WHY WE'RE HERE . . .

To provide a comprehensive ministry to all service members and their families within the command, to include: worship; religious retreats; workshops in spiritual, family and personal growth; pastoral care and counseling.

WHO WE SERVE . . .

All members of the military community - military, civilians, family members - who are entitled to logistical support.

WHO WE SERVE . . .

All members of the armed forces and eligible civilians (ID card holders) who qualify for individual logistical support.

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EDUCATION SYSTEM

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WHY WE'RE HERE...

To provide full range of personnel management services for the Department of the Army's civilian and local national employees, including recruitment and placement, position and pay management, management-employee relations and training.

WHAT WE DO...

Operate the Dependent Hire Program, recruit for and fill various lower level positions, list all civilian personnel records for all employees, and maintain civilian personnel records for all employees.

WHO WE ARE...  
CIVILIAN PERSONNEL OFFICE

WHO WE ARE HERE...

To provide full range of personnel management services for the Department of the Army's civilian and local national employees, including recruitment and placement, position and pay management, management-employee relations and training.

WHAT WE DO...

Operate the Dependent Hire Program, recruit for and fill various lower level positions, list all civilian personnel records for all employees, and maintain civilian personnel records for all employees.

WHO WE ARE...  
COMMISSARY

WHO WE ARE HERE...

To provide quality food and household items at prices comparable to or less than prices in the U.S.

WHAT WE DO...

Operate self-service supermarket-type stores. Food items and other supplies are stocked from the States and other locations in order to provide customers with quality and economy. Cigarettes, coffee, and tea are rationed items which require a valid ration card for purchase. Baggers are not employees of the commissary, they provide the service for tips only. Requests for new or out-of-stock items may be made to your commissary manager. Some commissaries include specialty shops, such as delicatessens.

WHO WE ARE...  
CREDIT UNION

WHO WE ARE HERE...

To provide a co-operative savings and loan association with the dual purpose of encouraging thrift and offering members a source of credit at low interest rates.

WHAT WE DO...

Encourage members to accumulate savings as a means of building economic security. Provide various types of loans. Credit Unions also offer their members such advantages and benefits as a favorable rate of return of savings, insured savings accounts, low cost loans, check cashing service, budget and financial counseling and lifetime membership.

WHO WE ARE...  
COMMUNITY COUNSELING CENTER (CCC)

WHO WE ARE HERE...

To help soldiers, their families, and DA civilians so they are better able to live satisfactorily with working and living which are free of alcohol and drug abuse.

WHO WE ARE...  
DEFENSE DEPENDENTS SCHOOLS (DODDS)

WHO WE ARE HERE...

To provide an educational program comparable to that of the public school in the United States for eligible minor dependents of U.S. Defense Department personnel in overseas locations.

WHAT WE DO...

Offer educational services in language arts, mathematics, science, social studies, foreign language, fine arts, health, physical education, guidance and counseling, athletics, special career and intercultural education and such electives as sex education, drug abuse education, black studies, computers, host nation culture and communications.

WHO WE ARE...  
DEUTSCHE BUNDESPOST

WHO WE ARE HERE...

To provide Americans with the same mail, telephone and financial services offered to German citizens.

WHAT WE DO...

Minor dependents — child, ward or spouse (under 21) — of DOD military and civilian personnel paid from appropriated funds and stationed overseas. Student must be 5 but not more than 21 years of age by December 31 of the current school year. Hand-capped students may enroll at age 3 in DODDS pre-school.

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The Deutsche Bundespost is similar to the U.S. Postal Service. It also includes the equivalent of our telephone companies. Many military installations have a Bundespost Office with English-speaking employees. Americans may use off-post offices as well. You can arrange for instalation and termination of home telephone service, pay phone bills, purchase stamps, mail letters and packages, and pay a variety of other bills, e.g., traffic tickets. You may make phone calls of all types from the Bundespost Office—local and long distance throughout the world, including collect and person-to-person calls. The Bundespost also offers some services typically provided by financial institutions in the U.S.

WHO WE SERVE...

Any person living in or visiting Germany.

WHO WE ARE...

Driver's Orientation and Testing

WHY WE'RE HERE...

To prepare applicants for the written and road sign tests that must be passed before receiving a license to operate a motor vehicle in Germany.

WHAT WE DO...

All tests (written, road sign and, if applicable, the road test) are administered, a temporary driver's license is issued and the necessary documents forwarded to USAREUR for issuance of a permanent driver's license.

WHO WE SERVE...

We provide service to those personnel who are entitled to logistical support under the Status of Forces Agreement. Normally personnel who are entitled to a USAREUR driver's license.

WHO WE ARE...

Equal Opportunity Office

WHY WE'RE HERE...

To support commanders in their efforts to achieve the highest state of readiness by helping to ensure fair and impartial treatment for all Army personnel and their family members.

WHAT WE DO...

Develop, coordinate, disseminate and supervise the execution of policies pertaining to the equal opportunity program. Conduct continuous analysis of trends regarding the racial climate in USAREUR.

WHO WE SERVE...

All active duty personnel and their family members in all USAREUR/7th Army MACOMs.

WHO WE ARE...

Housing Referral Office

WHY WE'RE HERE...

To provide assistance in locating suitable non-discriminatory off-post housing.

WHAT WE DO...

Obtain and maintain housing listings (vacancies); counsel and provide assistance to applicants; provide transportation to vacant listings; handle complaints; inspect rental property; maintain community liaison; ensure non-discrimination. (An agent may qualify property for listing with HRO only if the agent submits a suitable assurance of non-discrimination.) Provide applicant with general information on the geographic area in which housing is desired, to include, as appropriate: information on public, private and parochial schools; trans-
This is the second part of THE DIRECTORY OF USAREUR SERVICES. It appeared as a four-page supplement to yesterday's Stars and Stripes. This DIRECTORY tells you what to expect from the many agencies which provide services to USAREUR personnel and their families. Within your military community or not much farther away you can find help in meeting many of your needs. Do you know where to go for help with financial and psychological health, leisure and recreation, legal and citizenship matters, financial and consumer affairs, housing, transportation, education, family needs, and employment? Find out about the services available to you by looking through this directory. For each USAREUR agency, you will find:

- WHO THEY ARE
- WHY THEY'RE HERE
- WHAT THEY DO
- WHO THEY SERVE
- THE ELIGIBILITY REQUIREMENTS FOR MAKING USE OF THE AGENCY'S SERVICES

Since some services vary from one community to another, and not all agencies are located in every military community, you may need to get more information locally. Look in your installation directory or call your nearest USAREUR office for help.

Remember, too, that you can get help in coping with life in Germany by listening to the AFN or Stars and Stripes' broadcasts, or by checking the eight-page Stars and Stripes supplements which go with each program. If you miss a program, tune in AFN or the Stars and Stripes, or go to your local LEARNING RESOURCE CENTER. There you'll be able to listen to the tape and study the newspaper supplements. Soon, like Strac Willie, Dr. Z-M, and Charlie Brown, you'll be "DOING IT IN DEUTSCHLAND!"

WHO WE ARE... USAREUR LAW ENFORCEMENT ACTIVITIES

WHY WE'RE HERE...

To perform combat support, law and order, physical security, criminal investigations, customs, and confinement missions in support of the USAREUR commander, the soldiers, DOD civilians, and family members.

WHAT WE DO...

a) 2d Region, United States Army Criminal Investigation Command provides investigative support for all serious criminal offenses.
   b) 42d MP Group (Customs) enforces all U.S. customs laws and regulations to include special programs for EUCOM-wide military customs inspections and monitoring of black-marketing activities.
   c) USAREUR and major subordinate command provost marshals provide
   1. Issuance and control of privately owned vehicle operators licenses and registration of POV's and firearms.
   2. Community and installation law enforcement operations.
   4. Development and implementation of crime prevention programs.
   5. Development of nuclear, chemical, and conventional security policies and programs.
   6. Drug suppression operations.

WHO WE SERVE...

All U.S. military and civilian personnel and their family members.

WHO WE ARE...

MEDICAL SERVICES

WHO WE ARE...

7th MEDCOM

WHY WE'RE HERE...

To maintain the health of the U.S. Army in Europe and to conserve its fighting strength. Care is provided for the sick and the injured in peace time and, concurrently, preparations are made for health support of USAREUR in time of war.

WHAT WE DO...

Provide a full range of medical and dental services. Availability of services varies at any of the two medical centers, ten hospitals, 54 health clinics, 11 dental activities, and their 90 dental clinics. Limited veterinary services are available at each of the medical centers and hospitals.

WHO WE SERVE...

Active duty members of the Uniformed Services, their family members and DOD civilians and their family members.

WHO WE ARE...

MILITARY AIRLIFT COMMAND (MAC)

— SPACE A TRAVEL

WHY WE'RE HERE...

To transport military personnel, families, cargo, and classified materials throughout the world.
Cont.

To provide space available travel on MAC and commercially chartered flights after those lights have first been loaded with duty passengers and priority cargo.

Within Germany, service members and their families may catch "hops" to and from destinations throughout Europe, as well as to CONUS. Space available travel to such places as Spain, England, Greece, Turkey, and Italy can be arranged at very low cost (usually a $10.00 processing charge). Service members must be in uniform and must have valid leave orders, ID card, and, in some cases, their immunization certificate and passport. Family members must have their necessary travel documents (passport and visa, for non-U.S. citizens). Current information on destinations, the best times to depart, the frequency of flights and procedures to follow are available from the MAC terminals in Frankfurt and Ramstein.

WHO WE SERVE . . .

Active duty and retired military, authorized civilians and their family members, (IAW Table 1-1; AR 28-1 and UR 600-700.)

WHO WE ARE . . .

POSTAL OPERATIONS
DIRECTORATE/L.S.
ARMY POSTAL GROUP — EUROPE

WHY WE’RE HERE . . .

To provide mail service throughout the Theater Army Europe, Belgium and Holland.

WHAT WE DO . . .

Exercise command and control over three Postal Companies and 11 Postal Detachments located in Germany, Belgium and Holland to include technical control over all postal operations with the European Theater. Services include sales of stamps and money orders, mailing of first class letters, including registered, certified and other special mail services; mailing of parcels; Air mail, SAM (Special Available Mail), or PAL (Parcel Airlift) and other special mail services. (Your APO has available publications describing specific guidelines regarding customs and mailing regulations.)

WHO WE ARE . . .

PUBLIC AFFAIRS OFFICE
WHY WE’RE HERE . . .

To provide a means of informing the internal and external audiences of vital official information. To provide guidance in decision-making processes if a proposed action is likely to attract the attention of local or international media, or should be known to USAREUR military and civilian members.

WHAT WE DO . . .

Public information — Responsible for all official information relayed from USAREUR Command Information — Responsible for keeping all members of our internal audience informed, responsible for news media relations. EuArmy magazine and a host of community-level newspapers throughout Europe.

Community Relations — Responsible for mailers affecting, or likely to influence, relations with our local host government. CR should be consulted when problems in the following fields are observed or actions involving these fields are considered: Pollution, soldiers’ off-duty behavior, real estate matters, organizational changes, personnel changes, and U.S. Army participation in public events.

WHO WE SERVE . . .

All U.S. military, active duty and retired; their family members and DOD civilians and family members.

WHO WE ARE . . .

RECREATION CENTERS
— INFORMATION, TOURS AND TRAVEL (ITT)

WHY WE’RE HERE . . .

To provide a program/facility to meet multi-purpose social and cultural needs of the military community. This is the hub of information and on-post social activities.

WHAT WE DO . . .

Programs range from drop-in type (e.g., TV, billiards, table tennis) to scheduled special events, classes and theme parties. Rec Centers provide the setting for clubs and other special interest groups (e.g., Economy Wives, Coin Collectors) and competitions (e.g., chess, pool, pinball). ITT provides information on activities in the area, tickets for concerts, travel and tours, travel opportunities vary from one-day, low-cost local sights to week-long visits to Europe’s tourist attractions.

WHO WE SERVE . . .

Active duty and retired military, authorized civilians and their family members (IAW Table 1-1; AR 28-1 and UR 600-700.)
WHO WE ARE . . .
RED CROSS

WHY WE'RE HERE . . .

To provide direct assistance to military members and their families. The American Red Cross and its program of assistance to the Armed Forces developed when national leaders, both civilian and military recognized the need for social welfare services for military personnel and their families. The need was formally articulated in 1881 when Clara Barton and a few supporters from the Association of the Red Cross, in 1900 the Congress of the United States chartered the organization and it was reincorporated by an Act of Congress on January 5, 1905.

WHAT WE DO . . .

COMMUNICATIONS SERVICES — provide a means of communication on urgency emergencies to members of armed forces and their families, worldwide, 24 hours per day.

FINANCIAL ASSISTANCE — in case of personal emergencies, an outright grant or interest-free loan.

REPORTING & REFERRAL — Counseling for personal or family problems — the Red Cross worker helps the service member identify and understand the problem, finds a solution and identifies other resources in the community to help resolve problems.

COMMUNITY VOLUNTEERS — serve in many capacities as caseworkers at clinics, offices, schools, etc. In addition, youth services utilizes volunteers as volunteers and in special programs such as Clown Corp., Basic Aid Training, etc.

HEALTH & SAFETY — the American Red Cross teaches skills like first aid, water safety, small craft, and cardiopulmonary resuscitation (CPR). Courses are also available in Preparation for Parenthood, Vital Signs, Super Sitter and more.

WHO WE SERVE . . .

All members of the military community (military, civilian and family members) who are eligible to logistical support. (Emergency financial assistance limited.)

WHO WE ARE . . .
RE-ENLISTMENT/ CAREER COUNSELOR

WHY WE'RE HERE . . .

To provide the Individual soldier with assistance/guidance in selecting or remaining in current MOS for career progression, obtaining reenlistment, and assignments/option. To advise commanders on reenlistment matters.

WHAT WE DO . . .

Counsel soldiers. Assist soldiers with problems associated with reenlistment, extensions, specific options, etc. Pro vide advice to ineligible soldiers on requirements to become eligible for reenlistment.

WHO WE SERVE . . .

All soldiers eligible for reenlistment.

WHO WE ARE . . .
ROD AND GUN CLUB

WHY WE'RE HERE . . .

To join together to accomplish mutual interests; to promote the American-European relations through local and international sporting activities; to coordinate the shooting, fishing and hunting programs for members of the clubs; and to promote educational programs to help the newcomer enjoy field and stream activities.

WHAT WE DO . . .

HUNTING AND FISHING: Sponsor fishing contest and annual hunting and fishing instructors' course. Control of U.S. game quotas. Furnish training materials and instruction.

SHOOTING: Sponsor teams in international and German style hunting (Deutsche Jäger Verkehrs Club -DVJ) championships, and the Armed Forces skeet shoot. Coordinate the European shooting program and schedule for NSSA, ATA and NRA.

GENERAL: Maintain film library, assist members on special projects and organization of trips.

WHO WE SERVE . . .

U.S. military and civilian personnel and their family members and active members of the Association Associate membership includes NATO forces and other nations.

WHO WE SERVE . . .

All members of the military community — military, civilians and family members.

WHO WE ARE . . .
UNITED SERVICE ORGANIZATION

WHY WE'RE HERE . . .

To serve the spiritual, social, recreational, educational and entertainment needs of U.S. service members and their family members worldwide.

WHAT WE DO . . .

A wide variety of programs and services is provided through eight principal USO locations: Frankfurt International Airport, Frankfurt, Hanau, Baumholder, Kaiserslautern, Mannheim, Stuttgart and Wiesbaden. Services and programs include intercultural understanding, extensive information and referral, travel assistance, educational programs, community involvement, recreation activities, orientation to foreign cultures, USO shows and assistance to economy families through outreach programs.

WHO WE SERVE . . .

All members of the U.S. military forces and their family members, members of the Reserve Forces and National Guard while on active duty status, military personnel of other nations under special conditions, U.S. government civilian personnel overseas and their family members.

WHO WE ARE . . .
BOOKSTORE & NEWSPAPER

WHY WE'RE HERE . . .

To provide a daily "home-away-from-home" newspaper for U.S. military personnel and their families, as well as U.S. civilians stationed in Europe, the United Kingdom, the Middle East and North Africa. To operate bookstores at military installations throughout these areas. The newspaper can be purchased at Stars & Stripes bookstores, some military dining facilities and snack bars on military installations. Additionally, Stars & Stripes operates a job printing shop that offers service to U.S. military agencies in Europe.

WHO WE SERVE . . .

All members of the military community — military, civilians and family members.

WHO WE ARE . . .

CAREER COUNSELOR

WHY WE'RE HERE . . .

To advise commanders on reenlistment matters.

WHAT WE DO . . .

Provide direct assistance to military members and their families.

WHO WE SERVE . . .

All members of the military community — military, civilians and family members.

WHO WE ARE . . .

BOOKSTORE & NEWSPAPER

WHY WE'RE HERE . . .

To serve the spiritual, social, recreational, educational and entertainment needs of U.S. service members and their family members worldwide.

WHAT WE DO . . .

A wide variety of programs and services is provided through eight principal USO locations: Frankfurt International Airport, Frankfurt, Hanau, Baumholder, Kaiserslautern, Mannheim, Stuttgart and Wiesbaden. Services and programs include intercultural understanding, extensive information and referral, travel assistance, educational programs, community involvement, recreation activities, orientation to foreign cultures, USO shows and assistance to economy families through outreach programs.

WHO WE SERVE . . .

All members of the U.S. military forces and their family members, members of the Reserve Forces and National Guard while on active duty status, military personnel of other nations under special conditions, U.S. government civilian personnel overseas and their family members.
WHO WE ARE . . .

VEHICLE REGISTRATION

WHO WE SERVE . . .

All military personnel, eligible civilians and their family members. (Normally, personnel who are entitled to PX rationed items are entitled to a USAREUR driver's license.)

WHY WE'RE HERE . . .

To provide, in the Federal Republic of Germany and West Berlin, personnel and facilities for the issue and control of privately owned vehicle operator's licenses, the registration of privately owned vehicles and firearms, and related services.

WHAT WE DO . . .

We issue privately owned vehicle operator's licenses, registrations of privately owned vehicles, and registration of privately owned firearms.

WHO WE SERVE . . .

Youths (i.e., 6 to 19 years) who are family members of active duty and retired military and authorized civilians.

WHAT WE DO . . .

Programs are organized by age groups in the areas of sports (e.g., baseball, football, soccer); outdoor activities (e.g., swimming, cheerleading); programmed activities (e.g., dances, classes, clubs); drop-in activities at the Youth Center (e.g., TV, games, snacks); and cultural tours.

WHO WE SERVE . . .

All military personnel, eligible civilians and their family members. (Normally, personnel who are entitled to PX rationed items are entitled to a USAREUR driver's license.)

WHY WE'RE HERE . . .

To provide a broad range of sports, recreational and cultural programs for the youth (i.e., ages 6 to 19) who are family members in USAREUR military communities.

WHAT WE DO . . .

Programs are organized by age groups in the areas of sports (e.g., baseball, football, soccer); outdoor activities (e.g., swimming, cheerleading); programmed activities (e.g., dances, classes, clubs); drop-in activities at the Youth Center (e.g., TV, games, snacks); and cultural tours.

WHO WE SERVE . . .

Youths (i.e., 6 to 19 years) who are family members of active duty and retired military and authorized civilians.

WHO WE ARE . . .

Directory of USAREUR Services

This directory has been brought to you by the Human Resources Research Organization (HUMRO) under contract to the Army Research Institute (ARI).

The information contained in this directory was collected from representatives of each of the agencies and compiled by Kathy Brooks and Rosemary Dawson of the Life Coping Skills in USAREUR Project Staff. Layout and graphics by Mollie Kerr.

HumRRo
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(MM) 2131-7635/6386
(Civ) 0621-730-7635/6386

So That's How 7/11
Got Her Code Name
The Goods To Go

Have you seen and heard the other DOING IT IN DEUTSCHLAND programs? This episode, The Goods To Go, is one of a series of programs each of which deals with a different "IT." When you have finished using this Stars & Stripes supplement and have listened to the AFN radio broadcast of The Goods To Go, you will be able to shop on the German economy. Other programs are about using public transportation, eating out on the economy, young military community resources, interacting with host culture citizens, and understanding the legal aspects of being in Germany. Be sure to participate in all of these programs. Remember, if you miss the AFN broadcasts and/or the Stars & Stripes inserts, you can go to your local Learning Resource Center. They'll let you use the program you missed, so that you'll won't be "Hungry in Deutschland" too.

JOIN THE WINNERS!

Have you been wearing a T-shirt or button with a picture of Stars, Dr. Zap, and Boondoggle "DOING IT IN DEUTSCHLAND?" Well, you're CONTEST CONTENT winners. You, too, can be a winner! Learn how to read the Contest Contents on page 2. Then listen to the AFN broadcast and complete the following pages. Good luck!

SUPER SCHNUPPER

CHECK YOURSELF OUT: See How Much You Know About Shopping On The Economy.

Put a check (X) in the parentheses next to the answers you know.

1. — Do you know the German names for various merchandise, such as: types of clothing ( ) household goods ( ), bedding ( ), car parts ( ), food items ( )?
2. — Do you know the metric measures for length ( ), weight ( ), volume ( ), and temperature ( )?
3. — Do you know how to convert your clothing sizes into German sizes ( )?
4. — Do you know the German name for store ( ), names for various types of stores ( ), and the particular types of items each carries ( )?
5. — Can you explain to a German merchant that you want to purchase an item without paying the German Value-added Tax (Mehrwertsteuer) ( )? Then, follow the correct procedures for obtaining tax relief ( )?
6. — Can you properly care for items purchased on the German economy by reading and understanding the words and symbols in the instructions ( )?
7. — German customs and behavior in many social and business situations are different from American ( )?
8. — Do you know when your behavior is offensive when dealing with Germans ( )?
9. — Can you use common German words and phrases appropriately when shopping, such as: Wie viel kostet es ( ) Geben Sie mir das ( ), Ich moechte ( ) and Zegen Sie mir das dort ( ).
10. — Do you know the hours German stores are open ( )?

For each check (X), give yourself 1 point. Add up your score to find out how much you know about shopping on the German economy.

Total points
less than 10
10
12
18
19
all
schnupper
barley schnupper
almost schnupper
schnupper
not schnupper
a super schnupper

Schedule of AFN Broadcasts

What Are They Up To This Time?

If you've heard other episodes of "DOING IT IN DEUTSCHLAND," you know that Strac Willie, Chester Boondoggle, and Dr. Zap are frequently called upon by "Contact" to take part in a special mission. Well, they're at it again in The Goods To Go.

Strac Willie

Strac is really excited about this mission because it's in the field and top-secret. In his enthusiasm, he confesses a very important piece of information. Because of this, Strac gets a hustle for his 908 Scharm.

Doctor Zap

Dr. Zap knows so much about shopping on the economy as he does about eating on the economy. And everyone knows how well he can eat! His German is not perfect, but he makes himself understood and helps his friends with the language. For example, he tells Strac he should be "Drawckening" instead of "zibining."

Chester Boondoggle

Chester has picked up some pointers from Dr. Zap. He's learned that it can be helpful to have information at your fingertips. He was especially happy to be able to help 7/11 during their mission preparations.

7/11

As you may know, things did not get off to a very good start when 7/11 first joined Stars, Zap and Boondoggle. Fortunately, they seem to have resolved their problems. . . . or almost all of them.

Find out more about this top secret mission that was so secret even the "agents" didn't know what they were doing. Listen to The Goods To Go on AFN at one of the times listed in the schedule. Use the information on pages 2 and 3 during the broadcast. Then complete the rest of the pages on your own or with a friend or family member. You'll soon be ready to shop on the Hauptwache or in your neighborhood Metzgerei.
STAGE DIRECTORY

WEG ZEIGEN

To Steps -
Treppen

To Elevator -
Fahrstuhl

To Escalator -
Rolltreppen

To Emergency Exit -
Notausgang

HOURS OF OPERATION

Many stores close for an hour or two during the day.

Stores must be closed between 1830 and 0700.

Most Saturdays, stores are open only until 1 or 2 p.m.

On the first Saturday of each month, stores are open until 1800 or 1810.

Except for certain kinds of stores (bakers, milk shops and flower shops), and in tourist areas or train stations, stores must be closed on Sundays.
American-German
Size Conversion Chart

WOMEN:
Blouses And Sweaters

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Dresses And Suits

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Shoes

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MEN:
Suits, Coats, Slacks And Jackets

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Shoes

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<td>38</td>
<td>39</td>
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<td>41</td>
</tr>
</tbody>
</table>

Hints For Converting:
1. For blouses, add 8 to U.S. sizes (e.g., U.S. 34 = German 42).  
2. For dresses/skirts, add 28 to U.S. size.  
3. For shoes, add 31 to U.S. size.

CLOTHING CARE INSTRUCTIONS

The following symbols appear on European clothing. Beside each symbol, its meaning is given.

1. Hand wash only.
2. Garment may be dry cleaned. Sometimes this sign is combined with a don't wash sign, which means it must be dry cleaned. If the don't wash sign is absent, the consumer has the choice.
3. Do not dry clean.
5. Do not bleach.
6. Do not hang to dry, dry flat, or on a hanger.
8. Tumble dry if so desired. If sign is in green, high heat may be used; if amber, use low heat.
9. Warm iron. One dot means cool iron; three dots mean a hot iron.
10. Do not iron.

SPORT
1. To change U.S. dollars into Deutsche Marks:
   a. Multiply the amount of U.S. dollars by the number of DM; in one U.S. dollar.
   b. Round your answer to the nearest Pfennig.

   **DM to $**

2. To change Deutsche Marks into U.S. dollars:
   a. Divide the total amount of DM by the number of DM in one U.S. dollar.
   b. Round your answer to the nearest cent.

   **Examples**

   (If the exchange rate is $1.60 x DM 2.30)

   1. $ 4.50 x how many DM?
      - 4.50 x 2.30 = 10.35 * DM 10.35
   2. DM 150 x how many dollars?
      - 150 / 2.30 = 65.217 * $ 65.22

   **THE 13% SOLUTION...**

   How To Save DMs

   Are you interested in saving money? Of course! Well, if you are eligible for logistic support, you are also eligible for relief from German value-added tax. The Mehrwertsteuer (MwSt.) is the 13% tax which is added to the cost of the goods you buy on the local German economy. Usually the price on the merchandise includes the MwSt.

   You do not need to pay this tax if:
   - you are eligible (US active duty military, US civilian employee of US military or family members of the former)
   - the value of your purchase is at least DM 50, excluding the tax
   - you follow the procedures described below.

   **SOLUTION...**

   Here is a step-by-step guide to saving DMs.

   **Step One:** Get specific information from your local Community Morale Support Fund (CMSF) office.
   **Step Two:** Select the goods or service you want from a merchant who will accept payment through the tax-relief program. Merchants participate in the program voluntarily.
   **Step Three:** Get an invoice (bill) from the merchant for the desired goods or services.
   **Step Four:** Exchange dollars for DMs.
   **Step Five:** Take the invoice and check to the CMSF office.
   **Step Six:** Complete the forms at the CMSF office. You will get a purchase order and an Abwicklungsschein (relief certification).
   **Step Seven:** Take the check, the purchase order and Abwicklungsschein to the merchant and pick up the goods.
   **Step Eight:** Have the merchant certify payment on the purchase order and return it to you.
   **Step Nine:** Take or send one copy of the purchase order to the CMSF office.
   **Step Ten:** Enjoy your purchase — Tax free!

   **With A Little Help From Your Friends**

   As with most things in DOING IT IN DEUTSCHLAND, service members and their families can get help from several agencies before they go shopping on the economy. Here are some shopping-related services provided in your community.

   **GO TO:**

   - Group shopping tours (transportation provided)
   - Tax Relief (Mehrwertsteuer)
   - Interpretation of and advice about sales contracts.
   - Exchange dollars for DMs
   - German language and customs classes
   - Helpful books on what to buy, where to find what you want, how to communicate with storepersonnel, etc.
   - Information and assistance for many aspects of shopping

   **Approximate Equivalents of English and Metric Measures**

   **SHIFT TO METRIC**

   **LENGTH**

   

   **TEMPERATURE**

   **C° Celsius**

   100

   **F° Fahrenheit**

   212

   **boiling point of water**

   **CAPACITY**

   **(Liquid Measurement)**

   

   **G-16**
GERMAN STORES
AND WHAT THEY SELL

ANTIKVITÄTENHANDELSFIRMEN ______ an antique store
APOTHEKE___________a pharmacy, handles only prescription and non-prescription drugs
AUTO-HANDELS
& VERMIETUNG _______ car dealers and rental
AUTO-REPARATUREN _______ car repairs
BAECKEREI___________bakery, breads, rolls, pastries and other baking goods
BAST UND WICKELN______hobby & craft shop; craft supplies, handymen supplies, do-it-yourself home repair and decorating supplies
BETTENGESCHÄFT _______bed shop; beds, sheets, comforters, blankets, pillows, etc.
BLUMENGESCHÄFT _______florist; fresh and dried flowers, potted plants, vases
BUCHHANDEL___________book shop; books, maps, calendars
DRUGERIE_______________drug store; most items you would expect to find in American drug stores except pharmacy items
DRUCKEREI______________printer, misc. printing, i.e. pamphlets, letterhead, etc.
EISENHANDEL___________hardware store; similar to U.S. hardware stores; you can usually find rock salt here
ELEKTROGESCHÄFT _______electric shop; light fixtures, wiring supplies, some electrical appliances
FAHRRADESCHÄFT _______bicycle shop (including repairs and spare parts)
FARBENGESCHÄFT _______paint and well covering shop; paints, wallpaper, supplies for applying wall coverings
FEINKOSTLADEN________ line shop; imported food items, deli items, exceptional wines and liquors
FOTOGESCHÄFT___________photography shop; cameras, projectors,ilm, meters, lenses, carrying cases, tripods, etc., film processing
FRISURER_________________beauty shop (men, women & children)
GARTENGESCHÄFT _______garden shop; seeds, plants, planters, garden tools
KAUFHAUS (WARENHAUS) _______large department store
KLEIDERMUSTERSTÜCKE ___________clothing store
KLEIDERGESCHÄFT___________clothing store
KRAFTFahrzeugfirma_________automotive parts store
KUNSTHANDELSFIRMEN _____art shop; paintings, prints and frames
KURZWARENGESCHÄFT ______dry goods store (all sorts of sewing notions)
KÜCHENMÖBELGEBÄUDE ______kitchen supply store
KÜHLSCHRANKGEBÄUDE ______refrigerator warehouse
MOTORRAD-GESELLSCHAFT ______motorcycle shop; sale and repair of motorcycles
PARKHAUS_______________parking garage
PASSAGIER-GESELLSCHAFT _______passenger railroad
PATENT-GESELLSCHAFT _______patent attorney
PELZGESCHÄFT_______________peltry shop
SCHMUCKWAREN-GESELLSCHAFT ______jewelry store
SCHRANK-GESELLSCHAFT _______metal shop
SCHREIBWAREN-GESELLSCHAFT ,stationery store
SCHNEIDER-GESELLSCHAFT _______tailor shop
SPEISEKAMER-GESELLSCHAFT _______dining hall
STRAKHÜNDERSCHAFT _______insurance
TAPETEN-GESELLSCHAFT _______wall paper shop, various types of wall paper and wall paper paste, etc.
TEPPICH-GESELLSCHAFT _______rug shop, all sizes and shapes of rugs, carpets, etc.
WASSER-GESELLSCHAFT _______waterworks
ZÜCHTERGESELLSCHAFT _______breeders, etc.

For Bargain Hunters
billig _______ cheap
bunt _________ colorful
bunt _________ colorful
expensive _______ expensive
pseudowort _______ budget priced
sonderangebot _______ special offer
angebot der Woche _______ this week's special
clearance sale _______ sale
sparen _________ save

WAS FARBEN, BITTE?

Farbe _______ color
schwarz _______ black
blau _________ blue
braun _________ brown
grau _________ gray
grün _________ green
orange _________ orange
rose _________ pink
rot _________ red
weiß _________ white
geiß _________ yellow

Fabric And Fiber Names

<table>
<thead>
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<tr>
<td>Burgunder</td>
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</table>

USE THESE FOR H.P.
Here's your chance to play a role: first, as a shopper (Kaufleute); then, as a Saleperson (Verkaufsrinnier). You will need another person to take the other role. (Perhaps, you have a German acquaintance who will help you). Repeat that dialogue until you think you're ready to be recorded in an episode of "Doing It in Deutschland." Or until you feel comfortable enough to go into a German dialogue. Read the Information on page 5 if you need help. Here's your chance to play a role: first, as a shopper (Kaufleute); then, as a Saleperson (Verkaufsrinnier). You will need another person to take the other role. (Perhaps, you have a German acquaintance who will help you). Repeat that dialogue until you think you're ready to be recorded in an episode of "Doing It in Deutschland." Or until you feel comfortable enough to go into a German dialogue. Read the Information on page 5 if you need help.

Was Ist Was?

Here's a chance for you to learn what is involved in shopping on the economy. Use the information on pages 2 through 5 to help you answer some questions:

1. Kurzer Samstag refers to ________ which is the first Samstag of the month when stores are open until 1800 or 1830.

2. Refer to the "CLOTHING CARE" chart on page 3 and place the number for each correct symbol by its meaning:
   a. Drip dry, for best results hang while wet.
   b. Do not iron.
   c. Do not bleach.
   d. Garment may be dry cleaned.
   e. Hand wash only.

Was Gibt's?

Where would you go to buy the following things? Write the letter of the German store in the space provided. You may use the Information on page 5 if you need help.

- **A. APOTHEKE**
  - Gute Tasche
  - Verkaufsrinnier
  - Verkaufsrinnier

- **B. DROGERIE**
  - Ich mochte bitte ein Badebad.
  - Verkaufsrinnier
  - Verkaufsrinnier

- **C. EISENHANDLUNG**
  - Hallo, Herr Wagner.
  - Verkaufsrinnier
  - Verkaufsrinnier

- **D. KLEIDERSCHAFT**
  - Wir kaufen neue Kleid.
  - Verkaufsrinnier
  - Verkaufsrinnier

- **E. KLEIDERGESCHÄFT**
  - Hier ist eine neue Bluse.
  - Verkaufsrinnier
  - Verkaufsrinnier

- **F. MOEBELGESCHÄFT**
  - Wir kaufen ein neues Bett.
  - Verkaufsrinnier
  - Verkaufsrinnier

- **G. SPARVERSAMMLUNGSSTUTZ**
  - Wir mochten bitte ein Sparbuch.
  - Verkaufsrinnier
  - Verkaufsrinnier

Be sure that you know the meaning of the dialogue above. Circle the answer to each of the following questions.

1. "Was darf es sein?" means a) large b) small c) expensive d) cheap
2. How would you like to ...? a) large b) small c) expensive d) cheap
3. "Erdgeschoss" refers to __________
   a. first floor b. close the door c. ground floor
4. "Farbe" they are talking about: a) color b) slacks
   a. large b) small c) expensive d) cheap

How Do You Measure up?

To test your metric knowledge and knowledge of German words, circle the correct answer to each of these five questions. Use the information on page 4 if you need help.

1. Which of these is about the same size as Boondoggle's liter Kantine? a. 1/2 gallon b. quart c. ounce d. centiliter
2. How much does Boondoggle's filled Rucksack weigh? a. 10 kilograms b. 25 liters c. 50 grams d. 5 meters
3. How long is Strac Willie's Zeil? a. 1 kilometer b. 10 inches c. 1 meter d. 5 liters e. long enough
4. If the temperature outside is 35 degrees Celsius, what will Strac Willie be likely to wear? a. Pelz Mantel b. Hemd and Hosen c. ski jacket d. bikini
5. What metric unit could be used to measure the length of their Zeit? a. gram b. hour c. kilometer d. liter e. centimeter

Shop For Yourself

Be prepared when you go shopping. Jot down the German sizes for yourself and your spouse, a parent or a friend of the opposite sex.

**FEMALE**

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**M A L E**

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</table>
Check it Out: Can You Cope?

Answer the following questions:
1. Ted wanted to buy a pair of Bavarian-style walking pants.
   a. In what type of German store would he find them?
   b. He wears an American size 36. What German size should he try?
   c. He found a pair he liked. The label looked like this:

   \[
   \text{Reine Schur-Wolle} \quad \bigcirc
   \]
   What fabric were the pants made of?
   d. How should Ted keep these pants clean?
   e. The price tag looked like this: DM 107.99.
   How much did the pants cost?
   f. How much Mehrwertsteuer (Value-added tax) was included in the price?
   g. If the exchange rate were $1 DM 2.30, how much did the pants cost in dollars (including the tax)?

2. Maria and Joe are going on a picnic. Help them to shop for what they need.
   a. Where would they go to buy ham?
   b. What is the German word for ham?
   c. If they wanted about half a pound of ham, how many grams should they ask for?
   d. Where would they go to buy rolls?
   e. What is the German word for rolls?
   f. If they wanted to buy four rolls, how many should they ask for in German?
   g. If it is Saturday, June 19th, what is the latest time they could go shopping for their picnic food?

Answers

It's Your Turn To Play A Role: 1.a;2.a;3.a;4.b;5.c. o 4.s.2;4.a;5.a;9.e;10.c. 9. Are You Ready To Save DM's: 1.a;2.b;3.a;4.b;5.c;7.a,c;8.a;9.a,c;10.c. DM 12.85 and DM 77.35, not eligible for tax relief and DM 58; c.DM 107.99 and DM 97.35.
5. Check It Out: Can You Cope? 1.a;3.b;2.a;4.b;3.a. o 5.s.2;4.a;5.a;9.e;10.c. Pars new wool dry clean only; do not wash. a. 107 mark and 99 pfennig. b. € 1.17 DM.
6. Shop 1 in DM 107.99 DM 12.85 346.95 34.6.0.0.0.s.2.2.a;3.a;4.b;5.c. Reine Schur-Wolle. 1.17 DM.
7. A. 1.17 DM. 9.0.0.0.s.2.2.a;3.a;4.b;5.c. Reine Schur-Wolle. 1.17 DM.
8. Answer the questions on page 8 in "Now-Give Us a Piece of Your Mind."
9. Write your name, rank and mailing address in the spaces provided.
10. Cut out the contest form. Fold on the dotted lines so that the APO address is on the front. Staple or tape closed in one place.
11. Drop in any APO mail box. No stamp is needed.
12. Ten T-shirt winners and 250 button winners will be drawn from the contestants who have all answers correct and have completed "Now-Give Us a Piece of Your Mind."
13. To be eligible, entries must be received not later than two weeks from the date of the last AFN broadcast of "The Goods To Go."

THE COPING CONTEST

Angebot der Woche

Contest Rules

1. Listed below in the Shopping List are the German words for the items Trac, Zap, Boondoggle, and 7/11 bought before their mission.
2. All of these items are pictured in the advertisement at the left.
3. Find the German word for each item and put its letter in the circle next to its picture.
4. Listen to the radio program "The Goods to Go" to find the answer to these two questions:
   a. How many tents did they buy?
   b. What color jacket did Chester buy?

SHOPPING LIST

- Zelt
- Topf
- Bratpfanne
- Schlafsack
- Rucksack
- Decke
- Tafel
- Lampe
- Verband Kasten
- Jacke

5. Answer the questions on page 8 in "Now-Give Us a Piece of Your Mind."
6. Write your name, rank and mailing address in the spaces provided.
7. Cut out the contest form. Fold on the dotted lines so that the APO address is on the front. Staple or tape closed in one place.
8. Drop in any APO mail box. No stamp is needed.
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10. To be eligible, entries must be received not later than two weeks from the date of the last AFN broadcast of "The Goods To Go."
Word Search Puzzle

Directions:
1. Look in the diagram for letters for each type of clothing in the word list. Find them by reading FORWARDS and DOWN.
2. Each time you find a word in the diagram, circle it and cross it off the word list. The first word is done for you (shirt in German is Hemd).
3. You may use the information on the previous pages and a German-English dictionary.

(Answers will appear in DOING IT IN DEUTSCHLAND #5)

WORD LIST
1. these
2. trousers
3. jacket
4. shoes
5. blouse
6. skirt
7. dress
8. coat
9. sock
10. tie
11. belt
12. hat
13. umbrella
14. gloves
15. scarf
16. boot
17. pajamas
18. robe
19. jewelry

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE GOODS TO GO?
1st time
2nd time

Where did you listen to THE GOODS TO GO?

___ barracks
___ home
___ LRC

Check all of the words below which tell what you thought of the program, THE GOODS TO GO.

___ interesting
___ amusing
___ helpful
___ boring
___ funny
___ useful
___ didn’t understand
___ too long
___ dull
___ too short
___ fantastic
___ good
___ terrible
___ useless

If you didn’t listen to the program, why didn’t you?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you’d give the activity.

Awful   Okay   Good   Great

--- Super Schnupper (p.1) 1 2 3 4
--- It’s Your Turn to Play a Role (p.6) 1 2 3 4
--- Was Gib es? (p.6) 1 2 3 4
--- Are You Ready to Save DM? (p.6) 1 2 3 4
--- How Do You Measure Up? (p.6) 1 2 3 4
--- Was ist das? (p.6) 1 2 3 4
--- Shop for Yourself (p.6) 1 2 3 4
--- Check It Out! Can You Cope? (p.7) 1 2 3 4
--- Coping Contest (p.7) 1 2 3 4
--- Word Search Puzzle (p.8) 1 2 3 4

What did you like least about the program and activities?

NAME ___________________________ RANK ___________________________
MAILING ADDRESS ___________________________ Unit ___________
APO ___________________________
The NATO Status of Forces Agreement (SOFA) defines the legal status of the American Armed Forces in Germany and other NATO countries. It sets forth the rights, privileges and responsibilities of the U.S. Forces, and of individual members of U.S. Forces, including civilian employees and family members of both military and civilian personnel. SOFA governs the relationship between the U.S. and foreign countries in matters of criminal jurisdiction, passports and visa regulations, and other civil and military resources (including a Directory of USAREUR Services and Shopping on the Economy). If you have missed the AFN broadcasts and the Stars and Stripes inserts for these matters concerning SOFA or German law, go to an expert. See your legal assistance officer.

**KNOW WHERE YOU STAND UNDER THE SOFA**

The many laws, rules and regulations involve numbers. In THE SOFA SAGA, you will learn some of these. See how many you already know. Use the following numbers:

- The maximum speed within built-up areas in kilometers per hour (km/h).
- The number of milligrams of blood alcohol per each millimeter of whole blood which will result in suspension of your driver's license for 90 days.
- The maximum dollar value of each bona fide gift you may send through the APO duty free.
- To change kilometers per hour (km/h) to miles per hour (mph), you multiply by this number.
- The number of cigarettes you can bring into Germany duty free.
- How many liters of alcoholic beverage may you give a German as a gift (not more than once a month).
- How many meters away from your vehicle you should place your warning triangle on a two lane highway.
- The German civilian emergency call number.
- A service member can't take leave outside of Germany without this form.
- The number of times a person can be tried for the same crime.

**PLAYING THE NUMBERS — LEGALLY**

As you work through the following pages, you will find all of the correct numbers. Check the ones you've already written and write in the others as you come across them. Then you can check the correct answers on page 7.
Your Path To A POV
Operator's License

Speed Kills

Army records show that in most fatal automobile accidents, the driver was speeding. Not only do people exceed posted speed limits, but they also drive too fast for road conditions.

Germany has two types of speed limits. You may see posted speed limits for 30 km/h, 50 km/h, 80 km/h, 100 km/h, etc. Often, however, limits that apply to certain types of highways and vehicles are not posted. For example, in cities, towns, and villages, the speed limit for cars is 50 km/h or 31 mph, unless posted otherwise. Outside built-up areas the limit is about 100 km/h or 62 mph. Remember that these speed limits are for clear weather and road conditions. An exception is when you see the sign "Bel Naesse" posted with a speed limit. This is the speed limit when the road is wet.

Roads which have no speed limit, but still require common sense, caution, and alertness are autobahns. Often the recommended speed limit is posted. It may read "90-110 km" or "Nicht schneller 130 km/h."

If you have an American car, the odometer is calculated in miles per hour (mph). In Europe, speed is calculated in kilometers per hour (km/h). Here are two quick conversion formulas for changing miles to kilometers and kilometers to miles.

**KM/H to MPH:**
Multiply the km/h by .6 and drop the last digit of the answer.
Example: 90 km/h x .6 = 54.0 mph.

**MPH to KM/H:**
Multiply miles by 1.6 and drop the last digit.
Example: 90 mph x 1.6 = 144.0 km/h.

Speed limit: This sign with black numbers on a white background bordered with red indicates the maximum speed.

Recommended speed: This sign recommends that, with favorable road conditions, traffic, visibility and weather, you select a speed within those indicated. This sign has white numbers on a blue background and is seen on the autobahn.

POV REGISTRATION

A "POV (privately owned vehicle) is a car, truck, trailer, or other type of vehicle. Regardless of the kind of vehicle, it must be registered with the USAREUR Registry of Motor Vehicles. The picture shows what materials are needed to register your POV. USAREUR Regulation 190-1 and USAREUR Pamphlet 190-34 describe the procedures you should follow. Or consult your local MPs or the Registry of Motor Vehicles.

To register a POV, you will need: 1) proof of ownership, 2) AE Form 1598, with proof of vehicle inspection, 3) double white insurance card, 4) USAREUR driver's license, and 5) $5 registration fee. You will receive AE Form 15 Registration, license plates and expiration date decal.
IN CASE OF ACCIDENT...

Every driver faces the possibility of being involved in an accident. It might be just a fender bender, a one or two car collision in which no one is hurt, or a fatality. The time to learn what to do in the event of an accident is NOW. As a driver involved in an accident, your responsibilities are to:

A. Stop immediately.
B. Determine the extent of damage.
C. Take the following steps for traffic safety: 1. (Minor damage) Move vehicles to side of road. 2. Pull out your "Warning Triangle" at least 100 meters away from the scene to warn oncoming traffic (200 meters on the Autobahn). 3. Assist injured persons and call for medical help and ambulance, if required. Do not move seriously injured persons (unless absolutely necessary). Give first aid to control bleeding. Remember, you must carry a first aid kit at all times. Keep person warm to control shock.
D. Get names and addresses, driver's license and vehicle registration numbers of other driver(s). E. Remains at the scene of the accident until those persons involved or injured determine the identity, vehicles and nature of involvement of each individual concerned.
F. Do not remove evidence until the necessary factual determinations have been made.
G. Make a sketch of the scene, measure skid marks and, if possible, take photographs.
H. Promptly complete the accident report form provided by your insurance company.
I. Do not drink any alcoholic beverages for at least six hours after the accident. (To protect yourself from allegations of being drunk when the accident occurred.)
J. Do not drink any alcoholic beverages for at least six hours after the accident. (To protect yourself from allegations of being drunk when the accident occurred.)

Fleeing the scene of an accident is a serious offense under both German law and the Uniform Code of Military Justice. Only under the following circumstances may you leave the scene: In cases of minor accidents involving you and a parked unattended vehicle, you must make an effort to contact the owner/driver of the vehicle you hit. For example, if the vehicle is parked in a residential area, knock on doors and ask about the owner of the vehicle. Remain at the scene for a reasonable length of time. The owner may return soon. Then, after making every effort to contact the driver of the car, leave the scene of an accident.

If you have an accident, call the police and the police do not arrive, get the name, address, license plate number, driver's license number and insurance information of the other driver. Estimate property damage and, most importantly, if other persons are involved, make sure they agree to your leaving. If there is no other means of getting police or ambulance assistance, you can leave to call or take an injured person to the hospital. You should then return to the scene of the accident.

EMERGENCY PHONE NUMBERS

from Your Local Military Phone
Military Police 98
Military Ambulance 97
Military Fire 95
German Emergency (Notruf) (99) 110
German Fire (Feuerwehr) (99) 112

from Your Local Civilian Phone
Military Police (Mill. access #) 98
Military Ambulance (Mill. access #) 97
Military Fire (Mill. access #) 95
German Emergency (Notruf) 110
German Fire (Feuerwehr) 112

HAVE DOCUMENTS, WILL TRAVEL

Last winter a soldier had to leave a ski bus at the German border and return to his unit by train. He had forgotten his DA Form 31. A family was not able to proceed on its vacation trip because they did not have their green insurance card. When you travel to other European countries, be prepared. Be sure you have the following documents in your possession. Some or all of them are required by particular countries.

1. Request and Authority for leave (DA Form 31) or:
2. Temporary duty orders (DD Form 3610) or:
3. Passport with visas as required by some countries
4. International Driver's License (required for some countries)
5. Identification card

A valid U.S. passport is normally all that is required of U.S. Forces family members and DOD civilians, but some countries require additional documents required crossing into their boundaries.
The Green And White: Die Polizei

It's not long before the newcomer to Germany is able to recognize the green and white vehicles of the police or Polizei. Most of us will spend our entire tour here without needing to say more than "Guten Tag" to a German police officer. However, if you are involved in a situation of a more serious nature, you should be prepared to act appropriately.

German police have authority over service members, civilian employees, and the family members of both. Your relationship to the German Police is much the same as it is to the police in your home town. Under the Status of Forces Agreement (SOFA), German police can arrest Americans. They may search, seize, fingerprint and take blood samples. If you are a service member, they may detain you until you are released to U.S. military authorities. If you are a civilian, they may detain you in a local jail.

If You Are Arrested Or Detained By The German Police

1. Do not resist them.
   - Be polite and cooperative.
   - Be a service member, show them your status card. Carry it at all times.
   - Cooperate with the police, but be cautious about what you say. What you say can be used as evidence against you later.

2. Be accused of a crime.
   - The key to the legal status of an American in Germany accused of a crime is JURISDICTION. Whether a case is heard by German or U.S. authorities will depend on the nature of the crime and the laws involved.
   - Crimes against possessions or property of another U.S. citizen may be handled by the German police. The SOFA provides safeguards for your rights, such as being informed of your charge, being provided with a list of witnesses, being able to choose another person to conduct your affairs, and being able to have an American trial observer.

3. If you are a U.S. citizen, the legal assistance office offers help. The Legal Assistance Office (LUA) provides legal advice and representation to U.S. citizens in Germany. It offers a range of services, including representation in criminal cases, assistance with visa and immigration issues, and representation in civil matters such as family law and real estate disputes.

4. If you are a service member, show your status card. Carry it at all times.
   - Be a service member, show them your status card. Carry it at all times.
   - Be a service member, show them your status card. Carry it at all times.

5. If you are a service member, your unit commander or military police must be notified.
   - If you are a service member, your unit commander or military police must be notified.
   - If you are a service member, your unit commander or military police must be notified.

6. If you are arrested, you have a right to a prompt and speedy trial.
   - You have a right to a prompt and speedy trial.

7. If you are arrested, you have the right to have an American trial observer.
   - You have the right to have an American trial observer.
   - You have the right to have an American trial observer.

8. If you are arrested, you have the right to have a representative of your own government present at the trial.
   - You have the right to have a representative of your own government present at the trial.
   - You have the right to have a representative of your own government present at the trial.

9. If you are arrested, you have the right to have the services of a competent interpreter.
   - You have the right to have the services of a competent interpreter.
   - You have the right to have the services of a competent interpreter.

10. If you are arrested, you have the right to be presumed innocent until guilt is established beyond reasonable doubt.
    - You have the right to be presumed innocent until guilt is established beyond reasonable doubt.
    - You have the right to be presumed innocent until guilt is established beyond reasonable doubt.

11. If you are arrested, you have the right to not be tried twice for the same crime.
    - You have the right to not be tried twice for the same crime.
    - You have the right to not be tried twice for the same crime.

12. If you are arrested, you have the right to have the services of a competent interpreter.
    - You have the right to have the services of a competent interpreter.
    - You have the right to have the services of a competent interpreter.

13. If you are arrested, you have the right to be represented by an attorney.
    - You have the right to be represented by an attorney.
    - You have the right to be represented by an attorney.

14. If you are arrested, you have the right to have the services of a competent interpreter.
    - You have the right to have the services of a competent interpreter.
    - You have the right to have the services of a competent interpreter.

5. If you are arrested, you have the right to be represented by an attorney.
   - You have the right to be represented by an attorney.
   - You have the right to be represented by an attorney.

Transfer Of Goods: Legal Or Illegal?

Have you ever wanted to give your German landlord a bottle of scotch as a gift? Do you have some American friends who are not associated with the military who love to get their favorite U.S. brands from the commissary? Have you ever considered giving a cordon of cigarettes to someone in a foreign country as payment for services? Well, only in the first instance would the transfer of goods be legal.

IT IS ILLEGAL TO:

1. Sell, trade or give away any commissary items by anyone not authorized commissary privileges.
2. Supply or transfer commissary items.
3. Sell, trade or give away any commissary items by anyone not authorized commissary privileges.
4. Sell, trade or give away any commissary items by anyone not authorized commissary privileges.
5. Sell, trade or give away any commissary items by anyone not authorized commissary privileges.

In Your Absence: Power Of Attorney

SGT Conner's son is going to a day camp. He must have power of attorney which will permit him to authorize medical care. He needs power of attorney which will permit him to authorize medical care. He needs power of attorney which will permit him to authorize medical care.

1. The person you authorize to act on your behalf.
2. The person you authorize to act on your behalf.
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CUSTOMS AND THE APO: MAILING GIFTS

Any gift mailed through the APO system must have a customs label attached stating the exact contents and value.

— If your gift was made in the United States, no customs duty is charged. On the customs label write “Return to Sender.”

— If your gift was made in a foreign country and costs more than $25.00, customs duty must be paid on the entire amount, not just that part over $25.00.

— If a foreign made gift costs less than $25.00, no duty has to be paid. Gifts for several persons can be in one box and sent to a single address if:

1. Each gift is separately wrapped, shows the name and address of intended receiver, and is marked “Bona de Gift Not Exceeding $25.00 in Value.”

2. The outer parcel shows the total number of gifts and their value on the address side. For example, a parcel containing three gifts will be indorsed “Three Gifts Excluded Each Not Exceeding $25.00 in Value.”

3. The customs declaration form is addressed to the person to whom the outer parcel is addressed. Parcel contents will be listed on this form and show the person receiving each gift in the parcel.

You can say a package has no value, but you must fully describe what’s in the package. Including what it’s made of (e.g., cotton shirt, wooden spoons, crystal bowl). Remember, the receiver, not the sender of the package must pay any customs duty.

CUSTOMS DECLARATION FORMS

CUSTOMS DECLARATION FORMS

PS Form 2976 (Customs — Donors C2) is green in color and must be completed and placed on the address side of each letter or letter package containing dutiable merchandise (e.g., cassette tapes) and on each small package.

PS Form 2965-A (Parcel Post Customs Declaration United States of America) is white. Surface or air mail parcel post and third class surface parcels must have this form attached to the address side of the package.

PCS and APO

When you return to the United States on permanent change of station (PCS) orders, you may mail personal property at unlimited value duty free. On the PS Form 2965-A (Parcel Post Customs Declaration), list the items in the package. Write on the wrapper “Free Entry Claimed Under Public Law 89-636, Movement Orders Inclosed.” Place a copy of your PCS orders in the parcel. You may send both items you brought from CONUS and those you bought overseas for your own use.

DO NOT MAIL

Items that may kill or injure a person, damage mail or other property may not be mailed through the APO system. Also, it is illegal to mail rationed items. Some of these items are shown above. See your APO representative if you have any questions.

Intoxicating liquor and liquor candy.

Contraband (e.g., switchblade knives, dairy products).

Narcotic drugs.

USAFUR rationed items (i.e., coffee and cigarettes).

Poisonous animals (snakes).

Explosives and flammable material that might ignite or explode.

Obscene/indecent publications or films.

Concealable firearms.

Lottery or fraudulent matter.

Radioactive matter.

Poison or poisonous matter (seeds, alkalies).

Oxidizing material or highly flammable solids likely to cause fire while being transported.

Magnetic material having enough magnetic field to cause appreciable deflection of an aircraft compass/heading device at 5 or more feet.
On The Road

Pages 2 and 3 contain a lot of information about operating a privately owned vehicle in Europe. See how much you remember.

A. To get a POV operator's license, you must pass several exams. These are:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________ (If you don't have a valid US license)

B. To register a POV for the first time, you need the following items:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

C. Write a statement which might serve as your personal rule regarding driving and alcohol.

D. What two items are required in all POV's so that they can be used in case of an accident?

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

E. If you had a car accident while traveling in a part of Germany with US military installations, what number would you call for the police or an ambulance?

1. ____________
2. ____________

F. The personal and POV documents required for entry in other European countries are the same for all countries. True or False

1. ____________
2. ____________

---

Who Will You See In Court?

Who has exclusive or primary jurisdiction (legal authority) in each of the following cases? Put an X under German or Military.

1. A soldier has been AWOL for three days. German/Military
2. The daughter of a sergeant has been accused of shoplifting at a German department store. German
3. Two GIs beat up a German at a bar. Military
4. A GS-9 DoD civilian ran a red light. German
5. A PFC fled the scene of an accident. Military

---

Legal or illegal?

Read each statement. Think about customs regulations. Mark whether it is legal or illegal. Legal Illegal

1. To import two pounds of coffee into Germany. Legal
2. To give a German friend a carton of cigarettes as a present. Illegal
3. To sell a stereo bought at AAFES and owned less than 6 months to a local national. Legal
4. To give your landlord steaks bought at the commissary. Illegal
5. To give your landlord steaks bought at AAFES-Foodland. Legal
6. To mail your mom’s favorite tea which you bought at the commissary to her through the APO. Legal
7. To mail $550 worth of personal belongings to the U.S. duty free when you PCS. Illegal
8. To send three bona fide gifts worth $23, $15 and $18 in one box duty free. Illegal

---

SEND A BONA FIDE GIFT

Complete the numbered sections of the PS Form 2966A below as if you were mailing a gift of one lambswool scarf from England to your mother, sister or girlfriend. The sweater is worth less than $25.00.

---

LEGALESE

It seems that lawyers have a language all their own. Write the letter of the correct meanings in front of the numbered words below.

1. Power of Attorney
2. Jurisdiction
3. Customs Duty
4. Bona Fide
5. Implied Consent
6. SOFA
7. UCMJ
8. Import
9. Custody
10. Black Market

a. To bring merchandise from one country into another country.
b. A tax or fee charged for bringing goods from one country into another country.
c. A legal document which allows another person to act in your place.
d. Illegal transfer of goods; for example, selling rationed items to non-authorized people.
e. The NATO agreement which defines your legal status while stationed in Germany.
f. Legal authority over.
g. True, real, authentic.
h. The laws and regulations of the US Armed Services.
i. Being held or detained by the police.
j. Agreement or permission given as in agreeing to submit to a blood alcohol test when you get a USAREUR POV license.

---

KM/H   MPH

When you are driving, you won’t be able to use a pencil and paper or a calculator to convert from kilometers per hour to miles per hour and vice versa. Try to do these conversions in your head. Use the formulas on page 2.

a. 100 km/h = _______ mph
b. _______ km/h = 100 mph
c. 50 km/h = _______ mph
d. _______ km/h = 75 mph
e. 40 km/h = _______ mph

---

PARCEL POST CUSTOMS DECLARATION—UNITED STATES OF AMERICA

1. SENDER'S INSTRUCTIONS
2. PERSONAL INSTRUCTIONS
3. DETAILED LIST OF CONTENTS
4. VALUE

If item is undeliverable:
1. Ax rez de la commission
2. Return to sender. (Sender guarantees return charges.)
3. Remove 3 Forger.
4. Forward to:
5. Abandoned.

The undersigned certifies that the particulars given in this declaration are correct and that this item does not contain any dangerous articles prohibited by postal regulations.

Signature

Date

Weight (pounds)

Postage

Declared Value (U.S. $)

PS Form 2966 a. July 1981

---

C-46
Check it Out: Can You Cope?

I. Rationed Items: In the boxes below, write the amount of each item which can be A) given to a German as a gift, B) sent through the APO, and C) imported into Germany. Indicate the unit of measure: e.g., oz, gr, l, qt, lb, pckg, or individual pieces.

<table>
<thead>
<tr>
<th>Item</th>
<th>Gift to German</th>
<th>Mail through APO</th>
<th>Import into Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Fill in the blanks with the correct word or phrase.

a. The legal status of US services members in Germany is governed by the ____________.

b. The legal status of family members of Army personnel in Germany is/is not the same as the legal status of their sponsor.

c. If you want a friend to sell your POVs for you after you PCS, you will need the ____________.

d. If customs duty is due on a mailed package, who must pay it: The sender or the receiver?

e. If you dialed this number from a military phone, who would you be calling: 99-1107?

III. Speed: What is the speed limit if not posted otherwise:

a. in towns and cities? _______ km/h or about _______ mph.

b. on highways outside built up areas? _______ km/h or about _______ mph.

c. recommended on autobahns? _______ km/h or about _______ mph.

THE COPING CONTEST

What's Missing?

You will need these things to register a POV:

- Registration form
- INS card
- Emergency phone numbers
  - Military Police 98
  - Military Ambulance 97
  - Military Fire 95
  - German Emergency
  - German Fire 112

Parcel Post Customs Declaration

<table>
<thead>
<tr>
<th>Quantity (Type or Rationed)</th>
<th>Value (U.S. $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born Federal Sign</td>
<td>$25.00 or in</td>
</tr>
</tbody>
</table>
FRACTURED PHRASES

The arrangement of the letters and pictures in each box represents a phrase. For example, the letters in the first box suggest the phrase “Swear under oath” because the word “SWEAR” is under the word “OATH.” Try to solve the other boxes. The answers are on page 7.

1. OATH
   SWEAR
2. trouGible
3. EX AM
4. COM ND M0 W0 M0 Z
5. JEOPARDY
6. TOXi drivng CATed
7. L! C
8. LIVING
9. crimSELFnation
10. K 9

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE SOFA SAGA?
1st time
2nd time

Where did you listen to THE SOFA SAGA?
- barracks
- home
- on duty (in the)
- LRC
- other

Check all of the words below which tell what you thought of the program, THE SOFA SAGA
- interesting
- stupid
- didn’t understand
- fun
- useless
- boring
- funny
- too long
- too short
- dull
- helpful
- useful
- fantastic
- good
- terrific

If you didn’t listen to the program, why didn’t you?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you’d give the activity.

Check the activities you did
RATING
Awful 2 3 4
Okay 2 3 4
Good 2 3 4
Great 2 3 4

How did you like best about the program and activities?

How did you like least about the program and activities?

NAME
RANK
MAILING ADDRESS
Unit
APO

C-48
APPENDIX D

Demographic Variable Items

(Programs #1-5)
What is your grade?

_____ (1) E1
_____ (2) E2
_____ (3) E3
_____ (4) E4
_____ (5) E5

What is your duty MOS?

How old are you? ________ years

What is your sex?

_____ (1) Male
_____ (2) Female

What is your racial/ethnic background?

_____ (1) Asian-American
_____ (2) Black (Negro)
_____ (3) Native American (American Indian)
_____ (4) Spanish surname (Hispanic)
_____ (5) White
_____ (6) Other

How long have you been in Germany? ________ months

Where do you live?

_____ (1) barracks
_____ (2) U.S. housing area
_____ (3) on the economy

Are you a high school graduate?

_____ Yes  _____ No  _____ highest grade completed
APPENDIX E

USAREUR Experience Items
for
Pilot Program
How many times in the past month have you used a public German bus?

(1) 0
(2) 1-2
(3) 3-4
(4) 5-8
(5) 9-12
(6) 13-16
(7) 17-20
(8) more than 20

If you used public German buses 4 times or less during the past month, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

(1) I have a car.
(2) There are no public buses in this community.
(3) I don’t know how to use public German buses.
(4) I walk to the places I need/want to go to.
(5) I take U.S. military transportation.
(6) I hitch hike where I need to go.
(7) I ride with friends where I need to go.
(8) German buses cost too much to use.
(9) Other reason(s). Please write your reason(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How many times in the past month have you used a public German streetcar (Strassenbahn)?

(1) 0  
(2) 1-2  
(3) 3-4  
(4) 5-8  
(5) 9-12  
(6) 13-16  
(7) 17-20  
(8) more than 20

If you used public German streetcars 4 times or less during the past month, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

(1) I have a car.  
(2) There are no streetcars in this community.  
(3) I take the public German bus where I need/want to go.  
(4) I don't know how to use the streetcar.  
(5) I walk to the places I need/want to go to.  
(6) I take U.S. military transportation.  
(7) I hitch hike where I need to go.  
(8) I ride with friends where I need to go.  
(9) German streetcars cost too much to use.  
(10) Other reason(s). Please write your reasons:
How many times in the past month have you taken a taxi?

___ (1) 0
___ (2) 1-2
___ (3) 3-4
___ (4) 5-8
___ (5) 9-12
___ (6) 13-16
___ (7) 17-20
___ (8) more than 20

If you have taken a taxi 2 times or less during the last month, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

___ (1) I have a car.
___ (2) I don't know how to use a taxi.
___ (3) I take a bus or streetcar where I need/want to go.
___ (4) I take U.S. military transportation.
___ (5) I hitch hike where I need to go.
___ (6) I ride with friends where I need to go.
___ (7) Taxis cost too much.
___ (8) Taxi drivers try to "rip you off."
___ (9) Other reason(s). Please write your reasons:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E-3
How often have you traveled on the German Federal Railway (train) since you have been in Germany?

- (1) Never
- (2) 1-2
- (3) 3-4
- (4) 5-10
- (5) 11-15
- (6) 16-20
- (7) 20-25
- (8) more than 25 - How many times? __________

If you have used the train 4 times or less since you have been in Germany, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

- (1) I have a car.
- (2) I don't want to travel.
- (3) I don't have the time to travel.
- (4) I don't know how to use the German trains (read schedules, buy tickets, find the train, etc.).
- (5) It costs too much.
- (6) I hitch hike or ride with friends.
- (7) Other reason(s). Please write your reasons:

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
How often do you read the *Stars and Stripes*?

___ (1) Never
___ (2) Once or twice a month
___ (3) Once a week
___ (4) Twice a week
___ (5) Three times a week
___ (6) Four times a week
___ (7) Five times a week
___ (8) Six times a week
___ (9) Seven times a week

Do you read the Sunday edition of the *Stars and Stripes*? (Not necessarily on Sunday)

___ Yes
___ No

How often do you listen to AFN-radio?

___ (1) Never
___ (2) Once or twice a month
___ (3) One day a week
___ (4) Two days a week
___ (5) Three days a week
___ (6) Four days a week
___ (7) Five days a week
___ (8) Six days a week
___ (9) Seven days a week
___ (10) More than once a day
During what times do you listen to AFN-radio?  Check all that are true for you.

_____ (1) 0600-0800
_____ (2) 0800-1000
_____ (3) 1000-1200
_____ (4) 1200-1400
_____ (5) 1400-1600

_____ (6) 1600-1800
_____ (7) 1800-2000
_____ (8) 2000-2200
_____ (9) 2200-2400
**Use of German Buses**

How many times in the past month have you used a public German bus?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>1-2</td>
<td>11</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
</tr>
<tr>
<td>5-8</td>
<td>3</td>
</tr>
<tr>
<td>9-12</td>
<td>6</td>
</tr>
<tr>
<td>13-16</td>
<td>1</td>
</tr>
<tr>
<td>17-20</td>
<td>0</td>
</tr>
<tr>
<td>more than 20</td>
<td>1</td>
</tr>
</tbody>
</table>

If you used public German buses 4 times or less during the past month, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

1. I have a car.
2. There are no public buses in this community.
3. I don't know how to use public German buses.
4. I walk to the places I need/want to go to.
5. I take U.S. military transportation.
6. I hitch hike where I need to go.
7. I ride with friends where I need to go.
8. German buses cost too much to use.
9. Other Reason(s). Please write your reasons:
   - Take a cab (4)
   - Take a train (3)
   - Take a strassenbahn (7)
   - Ride a bike (1)
   - They don't run when I need them. (1)
   - They don't go the places I want to go. (1)
   - I've been in the field. (2)
Use of German Streetcars (Strassenbahns)

How many times in the past month have you used a public German streetcar (Strassenbahn)?

- 12 (1) 0
- 9 (5) 9-12
- 4 (2) 1-2
- 2 (6) 13-16
- 8 (3) 3-4
- 0 (7) 17-20
- 8 (4) 5-8
- 4 (8) more than 20

If you used public German streetcars 4 times or less during the past month, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

- 1 (1) I have a car.
- 6 (2) There are no streetcars in this community.
- 4 (3) I take the public German bus where I need/want to go.
- 4 (4) I don't know how to use the streetcar.
- 13 (5) I walk to the places I need/want to go to.
- 5 (6) I take U.S. military transportation.
- 1 (7) I hitch hike where I need to go.
- 9 (8) I ride with friends where I need to go.
- 0 (9) German streetcars cost too much to use.
- (10) Other reason(s). Please write your reasons:

  Ride a bike (1)
  Take a taxi (2)
  I've been in the field. (1)
Use of German Taxis

How many times in the past month have you taken a taxi?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(1)</td>
<td>0</td>
<td>4</td>
<td>(5)</td>
</tr>
<tr>
<td>5</td>
<td>(2)</td>
<td>1-2</td>
<td>0</td>
<td>(6)</td>
</tr>
<tr>
<td>8</td>
<td>(3)</td>
<td>3-4</td>
<td>2</td>
<td>(7)</td>
</tr>
<tr>
<td>18</td>
<td>(4)</td>
<td>5-8</td>
<td>1</td>
<td>(8)</td>
</tr>
</tbody>
</table>

If you have taken a taxi 2 times or less during the last month, who do you rarely use this form of transportation? Mark all of the choices below that are true for you.

1. (1) I have a car.
2. (2) I don't know how to use a taxi.
3. (3) I take a bus or streetcar where I need/want to go.
4. (4) I take U.S. military transportation.
5. (5) I hitch hike where I need to go.
6. (6) I ride with friends where I need to go.
7. (7) Taxis cost too much.
8. (8) Taxi drivers try to "rip you off."
9. (9) Other reason(s). Please write your reasons:

I walk (1)
Use of German Trains

How often have you traveled on the German Federal Railway (train) since you have been in Germany?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>18</td>
</tr>
<tr>
<td>1-2</td>
<td>7</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
</tr>
<tr>
<td>5-10</td>
<td>6</td>
</tr>
<tr>
<td>11-15</td>
<td>4</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
</tr>
<tr>
<td>20-25</td>
<td>2</td>
</tr>
<tr>
<td>More than 25</td>
<td>1</td>
</tr>
</tbody>
</table>

If you have used the train 4 times or less since you have been in Germany, why do you rarely use this form of transportation? Mark all of the choices below that are true for you.

- I have a car. (1)
- I don't want to travel. (0)
- I don't have the time to travel. (13)
- I don't know how to use the German trains (read schedules, buy tickets, find the train, etc.). (6)
- It costs too much. (4)
- I hitch hike or ride with friends. (2)
- Other reason(s). Please write your reasons:

  - I felt no need to venture further from Mainz.
  - There's nothing I really want to see.
  - I only travel distances which require trains once in a great while.
Listening to AFN Radio

How often do you listen to AFN-radio?

5 (1) Never
1 (2) Once or twice a month
1 (3) One day a week
10 (4) Two days a week
1 (5) Three days a week
4 (6) Four days a week
6 (7) Five days a week
2 (8) Six days a week
7 (9) Seven days a week
12 (10) More than once a day

During what times do you listen to AFN-radio? Check all that are true for you.

20 (1) 0600-0800
12 (2) 0800-1000
6 (3) 1000-1200
14 (4) 1200-1400
13 (5) 1400-1600
12 (6) 1600-1800
18 (7) 1800-2000
19 (8) 2000-2200
17 (9) 2200-2400
1 (10) 2400-0100
### Reading of Stars and Stripes

How often do you read the Stars and Stripes?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Once or twice a month</td>
<td>11</td>
</tr>
<tr>
<td>Once a week</td>
<td>6</td>
</tr>
<tr>
<td>Twice a week</td>
<td>5</td>
</tr>
<tr>
<td>Three times a week</td>
<td>6</td>
</tr>
<tr>
<td>Four times a week</td>
<td>5</td>
</tr>
<tr>
<td>Five times a week</td>
<td>7</td>
</tr>
<tr>
<td>Six times a week</td>
<td>4</td>
</tr>
<tr>
<td>Seven times a week</td>
<td>2</td>
</tr>
</tbody>
</table>

Do you read the Sunday edition of the Stars and Stripes? (Not necessarily on Sunday)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
</tr>
</tbody>
</table>
APPENDIX F

Pretest and Posttest

for

Pilot Program
Look at the schedule above. Answer the questions below.

1. Between what two cities is this schedule for?  
   _______  and  _______

2. How much does a one-way 2nd class ticket cost?  
   DM _______

3. What time is the earliest intercity train from Bonn to Heidelberg?  
   _______

4. Which type of train is the fastest?  
   _____D  _______E  _______IC

5. What time does the D210 arrive in Bonn from Heidelberg?  
   _______

6. What does each of the following signs mean?  

   a.  
   b.  
   c.  
   d.  
   F-1
Look at the schedule above. Answer the following questions.

1. Between what two cities is this schedule for?
   ___________ and ___________

2. How much does a one-way 1st class ticket cost?
   DM ___________

3. What time is the last intercity train from Heidelberg to Köln?
   ___________

4. Which type of train is the fastest?
   _______ D ________ E _______ IC

5. What time does the TEE 9 train arrive in Heidelberg from Köln?
   __________

6. What does each of the following signs mean?

   a. ___________  
   b. ___________

   c. ___________  
   d. ___________
APPENDIX G

Items Used for Reactions
to
The Munich Connection
1. After reading page 1, would you want to go on to read the rest of the paper?
   _yes  Why?_____________________________________________________
   _no  Why?_____________________________________________________

2. After completing page 1, would you want to listen to the radio program?
   _yes  Why?_____________________________________________________
   _no  Why?_____________________________________________________

STOP! DO NOT ANSWER THE FOLLOWING QUESTIONS UNTIL YOU ARE TOLD TO DO SO.

3. Check all of the words below that tell what you thought of the radio program for The Munich Connection.

   _ interesting  _stupid  _didn't understand
   _boring  _funny  _too long
   _helpful  _useful  _fantastic
   _fun  _dull  _well done

   What other words would you use to describe the program?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Would you have listened to the entire program on your own?

   _yes
   _no (If not, why?)_________________________________________________

5. Would you want to listen to the program again?

   _yes
   _no

6. Would you recommend to other soldiers that they listen to the program?

   _yes
   _no

7. What did you think of the characters from their pictures on pages 1-3 and from the radio program?

   STRAC WILLIE:_________________________________________________
STOP!  DO NOT ANSWER THE FOLLOWING QUESTIONS UNTIL YOU ARE TOLD TO DO SO.

Having completed some of the activities in the program, answer the following questions.

8. Would you enter the COPING CONTEST?
   ____ yes
   ____ no  Why not?

9. What did you like BEST about the program?

10. What did you like LEAST about the program?

11. Having completed this program, are you now more likely to use buses and/or strassenbahns?
    ____ I already use buses and/or strassenbahns regularly.
    ____ Yes, I am more likely to use buses and/or strassenbahns now.
    ____ Yes, I am MUCH more likely to use buses and/or strassenbahns now.
    ____ No, I am not more likely to use buses and/or strassenbahns now because
        ________________________________

12. Having completed this program, are you now more likely to use German trains?
    ____ I already use German trains regularly.
    ____ Yes, I am more likely to use German trains now.
    ____ Yes, I am MUCH more likely to use German trains now.
    ____ No, I am not more likely to use German trains now because
        ________________________________

  c-n-
APPENDIX H

Participant Reactions to
The Munich Connection
Print Material
Initial Reactions to Pilot Program Print Materials

After reading page 1, would you want to go on to read the rest of the paper?

91.5% YES  8.5% NO

Reasons why:

1. Looks like it's going to put out a lot of good information.
2. I'm shaky on public transportation—on how to get around.
3. The front page interested me.
4. It seems like a good paper.
5. Thought I might learn a little bit more about speaking and understanding Deutsch.
6. Some of the things I read, I didn't know on the rating scale.
7. I want to find out what it is all about.
8. It sounds very interesting.
9. Seems fun to answer questions and it's something new.
10. I think there is a lot in the paper I could learn.
11. I may pick up some useful information.
12. To find out how much I am like the characters.
13. There may be something else interesting on the next couple of pages.
14. I may find something that I don't know.
15. See what's happening.
16. Why not?
17. To find out if I can do this.
18. It seems pretty interesting.
19. Curious about what else it would say.
20. Gives a lot of information I need to know.
21. Because I would like to learn as much as possible about using public transportation.
APPENDIX I

Reaction to Radio Program

The Munich Connection
Initial Interest in Pilot Program Radio Program

After reading page 1, would you want to listen to the radio program?

89.4% YES 10.6% NO

Reasons why:

1. To find out more on how to get around cheaper and easier.
2. I'll try anything one time—why not?
3. To see what it's all about.
4. They speak German that could help you.
5. To see how the characters act.
6. Might get something out of it.
7. I could learn a lot from that and learn how to read a train schedule.
8. To listen to the behavior patterns.
9. To learn more about transportation because there are still a few more things I need to know.
10. Because I wouldn't have to read.
11. I might learn something.
12. So I can learn about getting around.
13. Why not?
14. To brush up on my knowledge of the German transportation system.
15. To find out what happens next.
16. May learn to read a train schedule again.
17. I could learn a lot of things from it.
18. It sounds interesting, instead of just a boring commercial.
19. They make the new information more clear.
20. To find out what I've missed.

I-1
21. Sounds entertaining from what I've read.

22. To learn how to travel in Germany.

23. Why not? Is there something wrong with the program?

24. To see what it is all about.

25. It seems like it would be wild to listen to.

26. It's getting warm and I should be traveling a little more than I am now. Therefore, reading and tips from AFN would be very educational for me.

27. I might learn more.

28. To see how they would present the program.

29. To find out more information.

30. It doesn't really matter.

31. Informative.

32. Easier than reading the paper.

33. I like listening to things rather than reading them.

34. It would help me learn more of what I don't know.

Reasons why not:

1. Can't listen to that on the radio; better to read it; easier to comprehend by reading.

2. Because I would fall asleep (unless I had nothing else to do).

3. I can get around fine.

4. No time.

5. There's nothing I want to know about Germany.
Reactions After the Pilot Program Radio Program

Check all of the words below that tell what you thought of the radio program.

(N = 47)

Interesting - 22 (46.8%)
Boring - 4 (8.5%)
Helpful - 29 (61.7%)
Fun - 8 (18.2%)
Stupid - 3 (6.4%)
Funny - 17 (36.2%)

Useful - 28 (59.6%)
Dull - 3 (6.4%)
Didn't Understand - 1 (2.1%)
Too Long - 9 (19.1%)
Fantastic - 3 (6.4%)
Well Done - 18 (38.3%)

What other words would you use to describe the program?

Very Good       Tiring       All Right (2)        Strange
A Lot Of Skill  Terrific (2) Infantine        Wild
Creative (2)    Adventure    Informative (2)

Would you have listened to the entire program on your own?

Yes - 33 (73%)
No - 12 (27%) Why not? Didn't hold my attention; too long (2); Not for mature audiences; Not enough time (4); If broken into parts (3); Not interested

Would you want to listen to the program again?

Yes - 27 (57%)
No - 17 (36%)
Maybe - 3 (6%) (WRITTEN IN RESPONSE)

Would you recommend to other soldiers that they listen to the program?

Yes - 41 (87%)
No - 6 (13%)
APPENDIX J

Reactions to Characters in

Pilot Program
Reactions to Strac Willie

1. Played a good lead part; intertwined story with public transportation info well.
2. His voice didn't sound the way he looks. He didn't seem like the leader.
3. He was the smartest of the 3 which put a touch to the tape.
4. Well, I didn't think much of him. He knew most about things going on.
5. I think he acts like a new soldier that just came to Germany.
6. He acts like he is the leader of the group.
7. He was a good portrayal of a soldier.
8. He was very funny and knew his part very well.
9. He wasn't too smart but was there when you needed him.
10. Good. Average GI. Good character.
11. Jumping to do everything he could.
12. Smart, helpful, knowledgeable as a detective.
15. He seems to know the basic knowledge to get around.
16. A little weird. Has a bit of common sense, is able to figure things out on his own.
17. Comes well prepared, always in a hurry.
18. Seemed smart enough to make heads or tails out of his situation.
19. Good character for the story.
20. He seemed like the type who was interested in learning from Dr. Zap.
21. He looks pretty young to be a secret agent.
22. He seems to know what he's doing.
23. Great!

J-1
24. Bright, knew a little bit about what he was doing.
26. Good.
27. He knew a little bit about what's going on.
29. He was like someone who was always saying, "Do this, do that; don't make a scene."
30. He seemed like he knew it all.
31. He played a pretty good role.
32. Pretty good.
33. Typical guy looking for excitement.
34. He was smart and knew what to do.
35. He's like me - always ready to learn something new.
36. He was crazy.
37. Helpful - a little mixed up at times.
38. Good.
39. Good, (all of the characters fit like a group of real people).
40. Okay.
Reactions to Dr. Zap

1. Pretty good. Seemed to talk too much about nothing important.
2. He seemed to run the operation.
3. He overdoes a good thing bringing everything with him.
4. He was very sharp. He thought about how to "get over," get his money's worth.
5. I think he was very helpful when they were traveling around.
6. He knows what he is doing.
7. Picture and actions fit his character.
8. Dr. Zap helped both Chester and Strac to learn about the train schedule.
9. The names are a little uncommon.
10. He knew what was going on at all times.
12. Scholarly person with a great sense of the country and language.
13. Wise, knowledgeable, respected by Strac and Boondoggle.
14. He was alright - very helpful.
15. He's cute.
16. Willing to learn.
17. Pretty intelligent, a bit unorganized.
18. Always ready to go/always needs a beer.
19. Not very involved.
20. Looks like he sounds. He fits the part.
21. An interesting character who knew about public transportation and took time to teach the other two and was always learning more and more.
22. Pretty neat. He looks like a grasshopper with those two hairs on his head.

J-3
23. Great.
24. Smart, alcoholic.
25. A person willing to teach others.
26. Good.
27. He knows very much about Germany.
28. Absent-minded professor.
29. A person who really just wanted to get a beer.
30. He seemed like that to himself he was smarter than anybody else.
31. Somewhat knew what the deal was on trying to help during the little mission with his booklet.
32. Good.
33. A guy that has used the transportation system a lot.
34. He had everything figured out, but used his books and schedules to help him.
35. Someone who understands Germany.
36. He was clumsy.
37. Very smart, helpful.
38. Good.
39. Good.
40. Okay.
Reactions to Chester Boondoggle

1. Best character. Has good comedy routine. Should bring it out more.
2. Different from the others - made program humorous.
3. He is the one who is so ridiculous that he sheds light on the subject.
4. He just did what he felt like doing - didn't think.
5. Not a good portrayal of a soldier.
6. Chester wanted to fool around.
7. Strange person.
8. He was funny and always got into things.
9. A necessary character (unfortunately). Someone had to ask the questions.
10. Slow learning person that's always trying.
12. He'll do.
13. He's funny.
14. Out to lunch.
15. Not too smart; makes everything sound harder than it is.
16. A little slow.
17. The typical newbee - he's very unfamiliar with Germany.
18. Also fits the part - looks screwy just like he sounds.
19. He was slow but he tried to learn to do ri...it.
20. Funny looking.
21. He was the stupid one.
22. Great.
23. Stupid, no one I would hang around with.
24. He looks silly and he acts silly, too.
25. Confused.
26. Good.
27. Knows very little about Germany, but he is willing to learn.
28. Jerry Lewis type.
29. He didn't know too much, but was alright.
30. He seemed to be a little troubled at times.
32. A new guy to Germany and confused about the transportation system.
33. He would be totally lost on his own and get into all kinds of trouble.
34. Not very educated on Germany.
35. He was always in a hurry.
36. Spaced out - but he's making an effort to understand.
37. Good.
38. Good.
39. Okay.
APPENDIX K

Least and Best Liked Aspect
of Pilot Program
Best Liked Aspects of the Pilot Program

1. Learning about getting around. Learning some new definitions on train travel.
2. It gave information in detail but in a round about way.
3. Liked the complete program.
4. German terms and information.
5. I have now learned to use the train schedule and strass list. Thank you very much.
6. How to read the schedules and maps.
7. The information that they were trying to get across to people that need it.
8. It had good information a lot of the troops don't know.
10. Everything.
11. Answering questions is a mind blower.
12. I think this is a good course because of the people on the tape. You can learn a lot by the way they make you think.
13. The information presented was useful and pertinent to enjoying my stay in Germany.
14. The newspaper.
15. The contest.
16. Learning more about riding transportation.
17. It teaches you a lot about a strange place.
18. It shows you how to get around - useful information.
19. All the information I didn't know before.
20. It was interesting. I like working problems.
21. It taught you to read different signs.
22. It is informative and will be good for those individuals just arriving in Germany.

23. Learned some new things I wasn't too sure about.

24. It explains in detail and in an interesting way how to use public transportation.

25. Learning how to use maps.

26. The program's great. It should be done more.

27. It explains everything easily.

28. Learning a little more about transportation.

29. Literature.

30. I learned a lot of things I didn't know about Germany in just a few minutes.

31. The program as a whole was quite entertaining.

32. It helped me understand buses and a little more about the trains.

33. The tape recording.

34. The questions and broadcast, the train schedule and the information about the how of going about it.

35. Helped me plan a trip a little easier.

36. The tape story.

37. Very educational/very helpful.

38. The characters.

39. The tape.

40. The creatures.

41. It was very helpful. I learned some new things. And if I can do it, anyone can.
Least Liked Aspects of Program

1. The only complaint - a little long.
2. The length of the program.
3. The length of the tape. It should be broken into parts.
4. Too long.
5. Listening to the tape.
7. The way they have the people play it.
8. Too long - needs to be broken into parts.
9. I don't understand too many German words.
10. Nothing, this was a fun program.
11. Some of the questions are hard.
13. Too much, too fast.
14. The radio show.
15. Too much concentration has to go into studying this program.
16. Everything was alright to me.
17. Too long.
18. Tape kinda childish.
19. All the questions.
20. Realizing I didn't know as much as I thought I did.
21. The coping contest.
22. Wasn't anything I didn't like about it.
23. Nothing.
26. The reading.
27. The dull humor.
29. The story.
30. Tape a little long.
31. Tape a little long.

(16 wrote no comments)
APPENDIX L

Summary of Observation of
Instructional Process

Pilot Program
Instructional process. Data concerning how the participants interacted with the materials were obtained in two ways: first, through observations while they worked through the materials, and, second, by analyzing the materials after they had completed the activities. These data will be presented in the sequence of the program materials.

Page 1: Observations were consistent with the initial reactions reported in Table 9 and 10. Almost all of the participants appeared to read the first page with interest, and 46 of the 47 completed "Rate Yourself - Are You Fit to Be a Secret Agent?" Scores ranged from five to fourteen points with the average score being eleven points. It would seem that people tended to overrate themselves given their scores on the pretest which assessed several of the skills in "Rate Yourself" (numbers 4, 10, and 12).

Pages 2 and 3: The second and third pages were intended to be used during the broadcast. The visuals are those used by the characters in the episode (e.g., the schedules, maps and signs) or else they depict the characters in several scenes from the episode. The visuals appear in script-sequence, however many tryout participants either didn't understand that they were to follow along or were not able to follow along. There was some confusion, for example, as to which of the train schedules to look at first. The signs were not as problematic. During the debriefing sessions, several suggestions regarding the format of these pages were made and will be discussed in the last section of this report.

Page 4: The information on page 4 is designed to teach the reader how to understand two types of train schedules. Two generalizations can be made concerning participant use of this page. First, all of them were
able to read it; that is, because it is written at approximately a 4.5 reading grade level, the participants had the skills needed to read it. Second, some of the participants were not willing to read the page. Without reading it, a person would not know that it was easy to read. Some of the individuals were intimidated or turned off by the density of the text. In the controlled environment almost everyone did read page 4, but some did so reluctantly. The other common difficulty was in locating the symbols in "Understanding Train Schedules" because of their location in the layout.

Page 5: This is also an informational page. There was very little difficulty with any aspect of page 5. It was referred to in order to complete activities on page 6 and for doing the Crossword Puzzle.

Page 6: Practice activities which range from very structured to open and experiential appear on page 6. "Doing It Yourself" was worked on by all participants, most did "By Bus or Strassenbahn", and some did "On Your Own Turf." Question #1 of "Doing It Yourself" should not have been included in this version of the materials because the map needed to answer it does not appear anywhere in the paper. The major difficulties encountered related to the arithmetic skills needed to answer questions #2, 4 and all of 9. Some participants did not know which operation to apply and/or which numbers to use. Others did not refer back to page 5 for help in answering the questions. Those completing "By Bus or Strassenbahn" had few problems with the main one being identifying the Bergbahn.

Page 7: The top of page 7 contains "Check It Out: Can You Cope?" Because an alternate form of the pretest which included items similar to
A and D was administered, most participants did not complete this section. The way in which the train schedule is divided confused some people.

Scores for The Coping Contest (bottom of page 7) are presented in Table 6. Although 40 people chose to work on the contest, only 34 said that they would enter the contest. Table 18 presents the data regarding reactions to The Coping Contest. Several people indicated that they would do the contest questions but not send it in to enter the contest. Some of the people who would not enter the contest gave reasons not specific to the contest (e.g., I don't enter contests or I never win) while others did not like the prizes or thought they wouldn't have time.

Page 8: Primarily because of time constraints, only twelve people worked on the Crossword Puzzle which was an optional activity during this tryout. Crossword puzzle "bufts" went to it as soon as possible, and several came close to completing it. Others did not have time to do much. Most of those who had begun it did not want to have to turn it in at the end of the session. In order to complete the puzzle, readers should have a German-English dictionary.

Because a different evaluation form was used, participants were not asked to complete "Now Give Us a Piece of Your Mind!" Six did anyway either because they wanted to give positive ratings or because they wanted to enter the contest.
APPENDIX M

Items Concerning Previous Experience Related to the Topics of Doing It in Deutschland and Responses
How often do you usually eat out on the German economy?

- everyday
- a few times a week
- once a week
- a few times a month
- once a month
- once every two or three months
- a few times a year
- once a year
- never

What kinds of German eating places do you go to? Put a "1" next to the type you go to most often, a "2" next to the one you go to next often, and a "3" next to the type you go to the next often.

- Restaurant, including gasthaus, gasthof and ratskeller (a place for complete meals)
- Schnell Imbiss (snack bar, quick food)
- Bierstube or Weinstube (beer or wine with light food)
- Cafe or Konditorei (coffee and pastry shop)

If you marked "once every two or three months" or less often, why do you rarely go to German eating places? Put a "1" next to the most important reason, a "2" next to the second most important reason, and a "3" next to the third most important reason.

- I'm satisfied eating all my meals elsewhere (messhalle, home, and/or American facilities).
- I don't like German food.
- I have some problems reading the menu, ordering and/or paying.
- I think it is too expensive to eat out.
- I have had a bad experience eating out in a German place.

   Explain: ___________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Other reason: Explain: ____________________________________________
   ________________________________________________________________
   ________________________________________________________________
How many times since you have been in USAREUR have you used the services provided by each of the following agencies?

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<th>3-4</th>
<th>5-8</th>
<th>9-12</th>
<th>13-16</th>
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For those agencies you have used 4 or less times since you have been in USAREUR, what are your reasons for limited use? (Circle the numbers of all that are true for you).

1. I do not need their services.
2. I do not know about their services.
3. I do not know how to apply for their services.
4. I have heard some bad things about their services.
5. I tried to use their services, but was not satisfied.
6. I don't want the Army to find out about my problems.
7. I get all the help I need from family, friends and/or other people.
8. Their services are not available here.
9. Other [Please write your reason(s) here.]
The Goods To Go

How many times in the past month have you shopped on the German economy?

____ (1) 0
____ (2) 1-2
____ (3) 3-4
____ (4) 5-8
____ (5) 9-12
____ (6) 13-16
____ (7) 17-20
____ (8) more than 20

If you shopped on the German economy 4 times or less during the past month, why do you rarely shop there? Mark all of the choices below that are true for you.

____ (1) I don't know which items are sold in each type of German store.
____ (2) I am not able to understand the German signs or sales.
____ (3) I am confused by the German money system and exchange rates.
____ (4) I've had problems explaining to sales clerks what I need or want.
____ (5) The operating hours of German stores are not convenient for me.
____ (6) Shopping on the German economy is too expensive.
____ (7) The metric system of measurement confuses me.
____ (8) Transportation to the shopping district is a problem for me.
____ (9) I meet all my needs using American shopping facilities.
____ (10) Other reasons. Please write your reasons.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

M-4
The SOFA Saga

Answer each of the questions below about yourself. Circle either T for True or F for False.

T   F   1. I have a USAREUR POV operator's license.
T   F   2. I have a privately owned vehicle (POV) registered in my name.
T   F   3. I have had some legal questions/problems since I've been in USAREUR.
T   F   4. I have been to the Legal Assistance Office at JAG for help since I have been in Germany.
T   F   5. I have been in a situation in which the military police have helped me.
T   F   6. I have been in a situation in which I thought the military police hassled me.
T   F   7. I have been in a situation in which the German police have helped me.
T   F   8. I have been in a situation in which I thought the German police hassled me.
T   F   9. I have mailed gifts to the U.S. through the APO.
T   F   10. I have traveled to European countries outside West Germany.
Experience Eating Out on the German Economy

How often do you usually eat out on the German economy?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyday</td>
<td>4.3</td>
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<tr>
<td>a few times a week</td>
<td>17.4</td>
</tr>
<tr>
<td>once a week</td>
<td>17.4</td>
</tr>
<tr>
<td>a few times a month</td>
<td>30.4</td>
</tr>
<tr>
<td>once a month</td>
<td>21.7</td>
</tr>
<tr>
<td>once every two or three months</td>
<td>21.7</td>
</tr>
<tr>
<td>a few times a year</td>
<td>4.3</td>
</tr>
<tr>
<td>once a year</td>
<td>0.00</td>
</tr>
<tr>
<td>never</td>
<td>4.3</td>
</tr>
</tbody>
</table>

What kinds of German eating places do you go to?

- Restaurant, including gasthaus, gasthof and ratskeller: 91.3%
  (a place for complete meals)
- Schnell Imbiss (snack bar, quick food): 73.9%
- Bierstube or Weinstube (beer or wine with light food): 60.9%
- Cafe or Konditorei (coffee and pastry shop): 34.8%

Reasons for infrequently eating out ("Once every two or three months" or less often)

- I'm satisfied eating all my meals elsewhere (messhall, home, and/or American facilities): 17.4%
- I don't like German food: 8.7%
- I have some problems reading the menu, ordering and/or paying: 17.4%
- I think it is too expensive to eat out: 4.3%
- I have had a bad experience eating out in a German place: 8.7%
- Other reason: 0.0%
Experience in Using USAREUR Agencies

How many times since you have been in USAREUR have you used the services provided by each of the following agencies?

<table>
<thead>
<tr>
<th>Service</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-8</th>
<th>9-12</th>
<th>13-16</th>
<th>17-20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed Forces Recreation Centers (FFRC)</td>
<td>65</td>
<td>30</td>
<td>5</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Army &amp; Air Force Exchange Services (AAFES)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Army Community Service (ACS)</td>
<td>55</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Army Emergency Relief (AER)</td>
<td>90</td>
<td>10</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Banking Facility</td>
<td>30</td>
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<td>5</td>
<td>10</td>
<td>10</td>
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<td></td>
<td>35</td>
</tr>
<tr>
<td>Chaplain's Office</td>
<td>80</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class VI Store</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commissary</td>
<td>10</td>
<td>25</td>
<td>5</td>
<td></td>
<td></td>
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<td></td>
<td>55</td>
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<tr>
<td>Community Counseling Center (CDAAC)</td>
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<tr>
<td>Deutsche Bundespost - Civilian Telephone Service &amp; Mail</td>
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<td>Driver's Orientation &amp; Testing</td>
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<td>3-4</td>
<td>5-8</td>
<td>9-12</td>
<td>13-16</td>
<td>17-20</td>
<td>More than 20</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>------</td>
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<tr>
<td>MAC (Space Available Travel) Flight</td>
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<tr>
<td>MARS (Military Affiliate Radio Station)</td>
<td>85</td>
<td>15</td>
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<tr>
<td>Military Police/Provost Marshall</td>
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<tr>
<td>Postal Services (APO)</td>
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<td>15</td>
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<tr>
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<td>Reenlistment/Career Counselor</td>
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<tr>
<td>Stars &amp; Stripes Bookstore</td>
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<td>5</td>
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<td>15</td>
<td>10</td>
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<td>35</td>
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<tr>
<td>Travel &amp; Tours Office (ITT)</td>
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<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>USO (United Service Organization)</td>
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</tr>
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<td>Vehicle Registration</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

For those agencies you have used 4 or less times since you have been in USAREUR, what are your reasons for limited use? (Circle the numbers of all that are true for you).

1. I do not need their services.  
2. I do not know about their services.  
3. I do not know how to apply for their services.  
4. I have heard some bad things about their services.  
5. I tried to use their services, but was not satisfied.  
6. I don't want the Army to find out about my problems.  
7. I get all the help I need from family, friends and/or other people.  
8. Their services are not available here.  
9. Other [Please write your reason(s) here.]

<table>
<thead>
<tr>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
</tr>
<tr>
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<tr>
<td>10</td>
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<tr>
<td>0</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>20</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>
Experience Shopping on the Economy

How many times in the past month have you shopped on the German economy? % Reporting (n = 20)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10.0%</td>
</tr>
<tr>
<td>1-2</td>
<td>30.0%</td>
</tr>
<tr>
<td>3-4</td>
<td>30.0%</td>
</tr>
<tr>
<td>5-8</td>
<td>15.0%</td>
</tr>
<tr>
<td>9-12</td>
<td>15.0%</td>
</tr>
<tr>
<td>13-16</td>
<td>0.0%</td>
</tr>
<tr>
<td>17-20</td>
<td>0.0%</td>
</tr>
<tr>
<td>more than 20</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

If you shopped on the Germany economy 4 times or less during the past month, why do you rarely shop there?

- I don't know which items are sold in each type of German store. 10.0%
- I am not able to understand the German signs or sales. 15.0%
- I am confused by the German money system and exchange rates. 0.0%
- I've had problems explaining to sales clerks what I need or want 20.0%
- The operating hours of German stores are not convenient for me. 55.0%
- Shopping on the German economy is too expensive. 20.0%
- The metric system of measurement confuses me. 10.0%
- Transportation to the shopping district is a problem for me. 20.0%
- I meet all my needs using American shopping facilities. 5.0%
- Other reasons. 20.0%
Experience Related to Legal Aspects of Living in Germany

% Reporting  
(n = 18)

1. I have a USAREUR POV operator's license.  11.1%
2. I have a privately owned vehicle (POV) registered in my name.  11.1%
3. I have had some legal questions/problems since I've been in USAREUR.  38.9%
4. I have been to the Legal Assistance Office at JAG for help since I have been in Germany.  22.2%
5. I have been in a situation in which the military police have helped me.  5.6%
6. I have been in a situation in which I thought the military police hassled me.  11.1%
7. I have been in a situation in which the German police have helped me.  11.1%
8. I have been in a situation in which I thought the German police hassled me.  0.0%
9. I have mailed gifts to the U.S. through the APO.  66.7%
10. I have traveled to European countries outside West Germany.  44.4%
APPENDIX N

Pretests and Posttests for

Programs #2-5
Match the name of the type of German eating place on the right with the kind of food you would get there.

1. Conditori
2. Gasthaus
3. Schnell Imbiss

Use the menu on the next page to answer these questions.

4. Which item is an appetizer?
   2  5  9  12

5. Which item is veal?
   4  6  8  10

6. How much would your bill be for #2, 10 and 14?
   DM

7. How much would your bill be for baked mushrooms, roast wild pig, and mixed ice cream?
   DM

Match the statement on the right with the German on the left.

8. Zahlen, bitte
   a. A sign you might see in a restaurant

9. Garderobe
   b. What a waitress might say when you've finished eating

10. Hat es gut geschmekt?
    c. What you might say when you finish eating
Match the name of the type of German eating place on the right with the kind of food you would get there.

1. Cafe
   a. a quick, cafeteria-like meal
2. Gasthof
   b. a full meal served to you at a modest cost
3. Schnell buffet
   c. coffee and pastry

Use the menu on the next page to answer these questions.

4. Which item is a soup?
   1  5  10  13

5. Which item is beef?
   3  7  9  11

6. How much would your bill be for #7, 9 and 13?
   DM __________

7. How much would your bill be for onion soup with baked cheese, trout with almond butter, and an ice cream sundae?
   DM __________

Match the statement on the right with the German on the left.

8. Guten Appetit
   a. A sign you might see in the window.
9. Heulte ist Ruhetag
   b. What you might say when you enter a restaurant.
10. Ist hier frei?
    c. What the waiter might say when he serves you.
**SPEISEKARTE**

### Vorspeisen

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Speise</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/2 Dtd. Weinbergschnecken</td>
<td>7.00</td>
</tr>
<tr>
<td>2</td>
<td>Geflugelsalat &quot;Burgfraulein&quot;</td>
<td>10.50</td>
</tr>
<tr>
<td>3</td>
<td>Frische Champignons gebacken</td>
<td>9.50</td>
</tr>
<tr>
<td>4</td>
<td>Gefüllte Artischocken mit Garnelen</td>
<td>14.00</td>
</tr>
</tbody>
</table>

### Suppen

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Suppe</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hausgemachte Zwiebelsuppe mit Kase überbacken</td>
<td>5.00</td>
</tr>
<tr>
<td>6</td>
<td>Fasanenkraftbrühe mit altem Sherry Kasestange</td>
<td>4.50</td>
</tr>
<tr>
<td>7</td>
<td>Hausgemachte Rahmsuppe</td>
<td>3.80</td>
</tr>
</tbody>
</table>

### Spezialitäten

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Spezialität</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Kalbsnieren &quot;Monsier&quot; Rahm-Champignon-Cognac Schwenkkartoffeln</td>
<td>15.50</td>
</tr>
<tr>
<td>9</td>
<td>Rumpsteak vom Rind &quot;Burgritter Art&quot; mit Edelkase überbacken, Lyonerkartoffeln</td>
<td>13.50</td>
</tr>
<tr>
<td>10</td>
<td>Wildschweinbraten hausgemachte Spätzle, Preiselbeeren</td>
<td>17.80</td>
</tr>
<tr>
<td>11</td>
<td>Forelle in Mandelbutter, Salzkartoffeln</td>
<td>19.00</td>
</tr>
</tbody>
</table>

### Nachtische

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Nachtisch</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Gemischtes Eis mit Sahne</td>
<td>3.80</td>
</tr>
<tr>
<td>13</td>
<td>Pfirsich Melba</td>
<td>5.50</td>
</tr>
<tr>
<td>14</td>
<td>Eisbecher Spezial</td>
<td>6.00</td>
</tr>
</tbody>
</table>
THE COMMUNITY CAPER

What agency in the military community would you go to if:

1. You want to learn more about and get more experience in your hobby of photography?

2. You want to prepare for your promotion board by studying FM's, TM's, TC's and other Army publications?

3. You want your spouse to be able to use your DPP account while you're in the field?

4. You've been very depressed lately and would like someone to help you?

5. You need information about taking the train to Hamburg in northern Germany?

Which of the following actions would help and which would hurt your chances of getting the services you want from an agency? Circle HELP or HURT.

HELP  HURT  6. Repeat a question or a request using other words if an agency person doesn't seem to understand you.

HELP  HURT  7. Find out what materials you need to get the service you want when you show up for your appointment.

HELP  HURT  8. If an agency person tells you that something can't be done, although you know it can, leave because you can't get him to do it.

HELP  HURT  9. Notify an agency if you'll be late for or won't be able to keep an appointment as far in advance as you can.

HELP  HURT  10. Go to another person at the agency or to the manager/supervisor when you have a bad experience with a particular agency.
THE COMMUNITY CAPER

What agency in the military community would you go to if:

1. You're going camping and want to rent a tent?

2. You want to prepare for your SQT by studying TEC lessons?

3. You want a buddy to sell your car for you after you PCS to CONUS?

4. You're having financial problems and want counseling to help you solve them?

5. You want to take a tour to Paris?

Which of the following actions would help and which would hurt your chances of getting the services you want from an agency? Circle HELP or HURT.

HELP   HURT  6. If an agency person doesn't understand what you want, leave because he probably can't help you.

HELP   HURT  7. Find out what materials (forms, money, etc.) you need to obtain a service before you go for an appointment.

HELP   HURT  8. Be assertive. Know what your rights/privileges are and don't take "NO" for an answer.

HELP   HURT  9. If you can't keep an appointment, go in the next soonest day you can.

HELP   HURT 10. If you have a bad experience at a particular agency, don't go back.
THE GOODS TO GO

Match the German word for a kind of store on the left with the kind of goods it sells on the right.

1. Drogerei
   a. meat and sausages

2. Metzgerei
   b. over-the-counter medicines

3. Möbelgeschäft
   c. furniture

Use the American - German size conversion chart to fill in the blanks.

<table>
<thead>
<tr>
<th>U.S. size</th>
<th>German size</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Men's slacks</td>
<td>42</td>
</tr>
<tr>
<td>5. Women's dress</td>
<td>42</td>
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</tbody>
</table>

What do these clothing care symbols mean?

6. [Symbol]

7. [Symbol]

A German cuckoo clock costs DM 359:

8. If the exchange rate is $1 = DM 2.45, what is the cost in dollars?
   $ __________

9. How much could you save from the cost if you didn't pay the value added tax?
   DM __________

THE GOODS TO GO

Match the German word for a kind of store on the left with the kind of goods it sells on the right.

_____ 1. Apotheke  a. bread and rolls
_____ 2. Baeckerei  b. books, maps, calendars
_____ 3. Buchhandlung  c. prescription medicine

Use the American - German size conversion chart to fill in the blanks.

<table>
<thead>
<tr>
<th>U.S. size</th>
<th>German size</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. men's shirt</td>
<td>15 1/2</td>
</tr>
<tr>
<td>5. women's shoe</td>
<td>38</td>
</tr>
</tbody>
</table>

What do these clothing care symbols mean?

6. 🥤

7. 🧼

A set of German china costs DM 478:

8. If the exchange rate is $1 = DM 2.35, what is the cost in dollars?

$ __________

9. How much could you save from the cost if you didn't pay the value added tax?

DM __________


__________________________________________
American-German Size Conversion Chart

WOMEN:
BLOUSES AND SWEATERS

<table>
<thead>
<tr>
<th>U.S.</th>
<th>32</th>
<th>34</th>
<th>36</th>
<th>38</th>
<th>40</th>
<th>42</th>
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DRESSES AND SUITS

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<tbody>
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<td>42</td>
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SHOES

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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</thead>
<tbody>
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<td>German</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
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</tbody>
</table>

MEN:
SUITS, COATS, SLACKS AND JACKETS

<table>
<thead>
<tr>
<th>U.S.</th>
<th>34</th>
<th>36</th>
<th>38</th>
<th>40</th>
<th>42</th>
<th>44</th>
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</thead>
<tbody>
<tr>
<td>German</td>
<td>44</td>
<td>46</td>
<td>48</td>
<td>50</td>
<td>52</td>
<td>54</td>
</tr>
</tbody>
</table>

SHOES

<table>
<thead>
<tr>
<th>U.S.</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
</tr>
</tbody>
</table>

SHIRTS

<table>
<thead>
<tr>
<th>U.S.</th>
<th>14</th>
<th>14-1/2</th>
<th>15</th>
<th>15-1/2</th>
<th>15-3/4</th>
<th>16</th>
<th>16-1/2</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
</tr>
</tbody>
</table>

Hints for Converting:

1. For blouses, add 8 to U.S. sizes (e.g., U.S. 34 = German 42).
2. For dresses/skirts, add 28 to U.S. Size.
3. For shoes, add 31 to U.S. size.
The SOFA Saga

1. To register a privately owned vehicle (POV) for the first time, you need the following items. One item is missing. Write it in.
   a. Proof of ownership
   b. $5.00 registration fee
   c. USAREUR operator's license
   d. double white insurance card
   e. AE Form 1598
   f. __________

   Compute the estimated conversions:

2. \( 60 \text{ km/h} = \quad \text{mph} \)

3. \( \quad \text{km/h} = 60 \text{ mph} \)

Who has exclusive or primary jurisdiction (legal authority) in the following cases?

4. An E-4 driving his POV under the influence of alcohol.
   _____ German _____ U.S. military

5. Two GIs have a fight in a German bar and hurt each other and property of the bar.
   _____ German _____ U.S. military

Decide if the following actions are legal or illegal in USAREUR.

6. To give a German friend a pack of cigarettes you bought at the PX.
   _____ legal _____ illegal

7. To send three bona fide gifts worth $10, $20, and $18 in one box duty free.
   _____ legal _____ illegal

What do these signs mean?

8. \( \text{NICHT SCHNELLE} \\
    \text{ALLE} \\
    \text{130} \)

9. \( \text{130} \)

10. The German Emergency (Notruf) phone number is ________________.
The SOFA Saga

1. To register a privately owned vehicle (POV) for the first time, you need the following items. One item is missing. Write it in.
   a. AE Form 1598
   b. Proof of vehicle inspection
   c. USAREUR operator's license
   d. $5.00 registration fee
   e. Proof of ownership
   f. ____________________

Compute the estimated conversions:

2. 70 km/h = _____ mph
3. _____ km/h = 70 mph

Who has exclusive or primary jurisdiction (legal authority) in the following cases?

4. A soldier AWOL for 3 days.
   _____ German
   _____ U.S. military

5. A PFC who fled the scene of an accident.
   _____ German
   _____ U.S. military

Decide if the following actions are legal or illegal in USAREUR.

6. To give a German friend a liter of scotch you bought at the Class VI.
   _____ legal
   _____ illegal

7. To mail a $250 cuckoo clock you bought in Germany for yourself to the U.S. duty free when you PCS.
   _____ legal
   _____ illegal

What do these signs mean?

8. ________

9. ________

10. The military ambulance phone number is _____________________.

N-10
APPENDIX 0

Items Concerning Participants' Perceptions

of Results of Completing Programs #1-5
The Triple Treat

Check the statements below which are true for you. As a result of completing this program,

_____ I have learned some words and phrases I can use when I go to a German eating place.

_____ I have learned some German customs and ways of behaving when eating out.

_____ When I go to a German eating place, I'll feel more comfortable because I have more knowledge and skills.

_____ I'm more likely to go to German eating places now.
THE COMMUNITY CAPER

Check the statements below that are true for you.

As a result of completing THE COMMUNITY CAPER,

_____ 1. I know more about the services available to me from USAREUR agencies.

_____ 2. I know some things I can do to help me get the information or services I want from an agency.

_____ 3. I am more likely to use USAREUR agencies now.
Check the statements below which are true for you. As a result of completing this program,

_____ I have learned some words and phrases I can use when I go to a German store.

_____ I have learned some German customs and ways of behaving when shopping.

_____ When I go shopping in a German store, I'll feel more comfortable because I have more knowledge and skills.

_____ I'm more likely to go shopping on the German economy now.
The SOFA Saga

Check each of the statements below which are true for you.

AS A RESULT OF COMPLETING THE SOFA SAGA,

____ 1. I have a better idea of my legal status in Germany.

____ 2. I have learned some new knowledge and skills that will help me to do things legally/correctly.

____ 3. I have a better idea of what to do if I am stopped by the German police.

____ 4. I'm more likely to go to the Legal Assistance Office if I have a legal question or problem.
APPENDIX P

Items Used for Reactions to Programs #2-5
Look at the pictures of the characters below. Find the words that describe each person in the list. Write the letters of the descriptions in the spaces below each character. Then add other words you think describe each person.

Descriptions:

a. gets excited easily  
b. not too swift  
c. easy going  
d. good source of knowledge  
e. leader of the group  
f. conceited  
g. goes off "half-cocked"  
h. not very energetic  
i. kinda formal  
j. loyal buddy  
k. absent-minded  
l. tries hard

Other words:

What military ranks would you give the characters? (e.g. E-1, 0-2)

Strac Willie  
Dr. Zap  
Chester Boondoggle
What did you think of the tape for the radio program? Place a check in the blank in each line that is closest to your opinion.

lots of good information ___ ___ ___ ___ ___ ___ no good information
helpful ___ ___ ___ ___ ___ ___ not helpful
interesting ___ ___ ___ ___ ___ ___ boring
funny ___ ___ ___ ___ ___ ___ dull
too short ___ ___ ___ ___ ___ ___ too long

If this program came on AFN-radio, would you have listened to each part all the way through?

___ Yes
___ No   If not, why not? ______________________________________

Who would you recommend should listen to this program?

________________________________________

________________________________________

________________________________________
What did you think of the newspaper supplement? Place a check in the blank in each line that is closest to your opinion.

lots of good information __ __ __ __ __ __ no good information
helpful activities __ __ __ __ __ __ useless activities
too easy __ __ __ __ __ __ too difficult
looks good __ __ __ __ __ __ looks bad

Would you enter the COPING CONTEST?

____ Yes

____ No, why not? __________________________

Go to page 8 of the newspaper. Rate the activities. Write what you liked best and least about the total program (both audio tape and newspaper).
APPENDIX Q

Items Concerning Knowledge of and Interest in the Topics of Doing It in Deutschland and Responses
I. How much do you now know about each of the following topics. Place a check in the blank between "I know nothing" and "I know a great deal" which is closest to your knowledge.

<table>
<thead>
<tr>
<th>Topic</th>
<th>I know nothing</th>
<th>I know a great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using public transportation in Germany (trains, buses, strassenbahns, taxis, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating out on the German economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using military community services (e.g. for recreation, health, finances, legal, family needs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping on the German economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal aspects of living in Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and/or Family Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and/or Family Health and Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Education and Training Opportunities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. How interested are you in learning more about each of the following topics? 
Place a check in the blank between "Not at all interested" and "Extremely interested" which is closest to your interest.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not at all interested</th>
<th>Extremely interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using public transportation in Germany (trains, buses, strassenbahns, taxis, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating out on the German economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using military community services (e.g. for recreation, health, finances, legal, family needs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping on the German economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal aspects of living in Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and/or Family Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and/or Family Health and Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Education and Training Opportunities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Perceived Knowledge of Life Coping Skills Topics
(Tryout Participants – Programs 2-5)

<table>
<thead>
<tr>
<th>Topic</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using public transportation in Germany (trains, buses, strassenbahns, taxies, etc.)</td>
<td>4.87</td>
<td>4.90</td>
<td>4.65</td>
<td>4.67</td>
<td>4.78</td>
</tr>
<tr>
<td>Eating out on the German economy</td>
<td>4.87</td>
<td>4.63</td>
<td>4.90</td>
<td>4.67</td>
<td>4.78</td>
</tr>
<tr>
<td>Using military community services (e.g., for recreation, health, finances, legal, family needs)</td>
<td>5.26</td>
<td>4.15</td>
<td>4.35</td>
<td>4.56</td>
<td>4.61</td>
</tr>
<tr>
<td>Shopping on the German economy</td>
<td>5.09</td>
<td>4.40</td>
<td>4.85</td>
<td>4.78</td>
<td>4.79</td>
</tr>
<tr>
<td>Legal aspects of living in Germany</td>
<td>2.87</td>
<td>3.16</td>
<td>3.20</td>
<td>2.50</td>
<td>2.94</td>
</tr>
<tr>
<td>Personal and/or family finance</td>
<td>3.95</td>
<td>4.37</td>
<td>4.70</td>
<td>4.00</td>
<td>4.25</td>
</tr>
<tr>
<td>Personal and/or family health and welfare</td>
<td>3.95</td>
<td>4.45</td>
<td>4.40</td>
<td>4.11</td>
<td>4.22</td>
</tr>
<tr>
<td>Using education and training opportunities</td>
<td>5.13</td>
<td>4.75</td>
<td>4.80</td>
<td>5.00</td>
<td>4.93</td>
</tr>
</tbody>
</table>

*Semantic Differential "1" = "I know nothing" through "7" = "I know a great deal"

n = 81
### Expressed Interest in Life Coping Skills Topics
(\textit{Tryout Participants - Programs #2-5})

<table>
<thead>
<tr>
<th>Topic</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using public transportation in Germany (trains, buses, strassenbahns, taxies, etc.)</td>
<td>6.13</td>
<td>5.50</td>
<td>5.60</td>
<td>5.28</td>
<td>5.65</td>
</tr>
<tr>
<td>Eating out on the German economy</td>
<td>5.83</td>
<td>5.30</td>
<td>6.20</td>
<td>5.28</td>
<td>5.67</td>
</tr>
<tr>
<td>Using military community services (e.g. for recreation, health, finances, legal, family needs)</td>
<td>6.22</td>
<td>5.10</td>
<td>5.90</td>
<td>5.22</td>
<td>5.64</td>
</tr>
<tr>
<td>Shopping on the German economy</td>
<td>6.09</td>
<td>5.30</td>
<td>6.25</td>
<td>5.17</td>
<td>5.73</td>
</tr>
<tr>
<td>Legal aspects of living in Germany</td>
<td>5.83</td>
<td>5.10</td>
<td>5.55</td>
<td>5.28</td>
<td>5.46</td>
</tr>
<tr>
<td>Personal and/or family finance</td>
<td>6.17</td>
<td>5.00</td>
<td>5.95</td>
<td>4.61</td>
<td>5.48</td>
</tr>
<tr>
<td>Personal and/or family health and welfare</td>
<td>6.04</td>
<td>5.20</td>
<td>6.00</td>
<td>5.00</td>
<td>5.59</td>
</tr>
<tr>
<td>Using education and training opportunities</td>
<td>6.39</td>
<td>5.70</td>
<td>5.95</td>
<td>5.50</td>
<td>5.91</td>
</tr>
</tbody>
</table>

*Semantic Differential: "1" = "Not at all interested" through "7" = "Extremely interested"

\( n = 81 \)
APPENDIX R

Distribution of Posttest Scores

Programs #2-5
Distribution of Posttest Scores for Program #2 (The Triple Treat)
Distribution of Posttest Scores for Program #3
(The Community Caper)
Distribution of Posttest Scores for Program #4
(The Goods to Go)
Distribution of Posttest Scores for Program #5 (The Sofa Saga)
APPENDIX S

Activity Ratings

Programs #2-5
Activity Ratings
The Triple Treat
(Program #2)

\[ \bar{X} \]
(1 = low; 4 = high)

1. Rate Yourself: Are you a Four Star Restauranter? (p. 1) 2.95
2. Are you a menu master? (p. 6) 2.95
3. Check the check (p. 6) 2.91
4. Doing Your Own Thing: Saying it Right (p. 6) 2.91
5. On Your Own Turf (p. 6) 3.20
6. Check It Out: Can You Cope (p. 7) 2.94
7. Coping Contest (p. 7) 2.71
8. Crypto Code (p. 8) 2.25
### Activity Ratings

**The Community Caper**  
(Program #3)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting What You Want From Agency Services (p. 1)</td>
<td>2.47</td>
</tr>
<tr>
<td>2. The Resources Race (p. 4-5)</td>
<td>2.77</td>
</tr>
<tr>
<td>3. Doing It Yourself (p. 6)</td>
<td>2.71</td>
</tr>
<tr>
<td>4. On Your Own Turf (p. 6)</td>
<td>2.42</td>
</tr>
<tr>
<td>5. Check It Out: Can You Cope? (p. 7)</td>
<td>2.63</td>
</tr>
<tr>
<td>6. Coping Contest (p. 7)</td>
<td>2.69</td>
</tr>
<tr>
<td>7. Agency Scramble (p. 8)</td>
<td>2.81</td>
</tr>
</tbody>
</table>

$X$

$(1 = \text{low}; 4 = \text{high})$
### Activity Ratings
#### The Goods to Go
#### (Program #4)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super Schnupper (p. 1)</td>
<td>2.00</td>
</tr>
<tr>
<td>It's Your Turn to Play a Role (p. 6)</td>
<td>3.00</td>
</tr>
<tr>
<td>Was Gibt's (p. 6)</td>
<td>2.65</td>
</tr>
<tr>
<td>Are You Ready to Save DM? (p. 6)</td>
<td>3.00</td>
</tr>
<tr>
<td>How Do You Measure Up? (p. 6)</td>
<td>2.86</td>
</tr>
<tr>
<td>Was Ist Was?</td>
<td>2.73</td>
</tr>
<tr>
<td>Shop for Yourself (p. 6)</td>
<td>2.64</td>
</tr>
<tr>
<td>Check It Out: Can You Cope? (p. 7)</td>
<td>3.50</td>
</tr>
<tr>
<td>Coping Contest (p. 7)</td>
<td>3.00</td>
</tr>
<tr>
<td>Word Search Puzzle (p. 8)</td>
<td>2.91</td>
</tr>
</tbody>
</table>
Activity Ratings
The SOFA Saga
(Program #5)

(1 = low; 4 = high)

1. Playing the Numbers (p. 1)  2.77
2. On the Road (p. 6)  2.80
3. KM/H - MPH (p. 6)  2.93
4. Legalese (p. 6)  2.70
5. Who Will You See in Court? (p. 6)  2.80
6. Legal or Illegal? (p. 6)  3.25
7. Send a Bonafide Gift (p. 6)  2.92
8. Check It Out: Can You Cope? (p. 7)  3.14
9. The Coping Contest (p. 7)  3.00
10. Fractured Phrases (p. 8)  3.18
APPENDIX T

Open-Ended Responses
to Programs #2-5
<table>
<thead>
<tr>
<th>Participant</th>
<th>Listen entirely</th>
<th>If not, why not?</th>
<th>Enter contest</th>
<th>If not, why not?</th>
<th>Best liked part of program</th>
<th>Least liked part of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It does help</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>All of it was worth listening to. It can help me go where I want to.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>no</td>
<td>I don't get AFN radio at my house.</td>
<td>no</td>
<td>I really don't dig puzzles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>Are You a Menu Master?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It can be very helpful to a person who doesn't know German.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>The activities and the tape</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It was informative and helpful</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>The stories and the problems</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>Learning places to go for certain foods</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>no</td>
<td>Too childish</td>
<td>yes</td>
<td></td>
<td>Information that was put out</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
<td>Very interesting Learning to get out with the Germans</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It's helpful for new people to Germany</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>--</td>
<td>The questions</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>The Coping Contest</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>The tape-it stops to tell you the meaning of things. It's something different.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It was very interesting and helpful</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td>It gives you German phrases.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>no</td>
<td>I may have errands.</td>
<td>yes</td>
<td></td>
<td>It helped me.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>yes</td>
<td>no</td>
<td></td>
<td>I don't want to make a fool of myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87%</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76%</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Responses to Open-ended Questions

**Program F3 - "The Community Caper"**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Location</th>
<th>If not, why not?</th>
<th>Enter Context</th>
<th>If not, why not?</th>
<th>Best liked part of program</th>
<th>Least liked part of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no</td>
<td>It's not characterized right</td>
<td>yes</td>
<td>A good source of information</td>
<td>The basic characters on the tape</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>no</td>
<td>I read or write at night</td>
<td>yes</td>
<td>I don't want to</td>
<td>It had good information.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>no</td>
<td>Cuz it's for kids</td>
<td>no</td>
<td>Gives information if you need it.</td>
<td>nothing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>yes</td>
<td>I'd rather just ask someone</td>
<td>yes</td>
<td>Told me where I could get info.</td>
<td>Boring characters, plot</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>no</td>
<td>I'd be working or playing records</td>
<td>no</td>
<td>I don't know what it is.</td>
<td>Had helpful information.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Provided helpful information.</td>
<td>nothing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>It lets you know a lot about helpful agencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Helps you become aware of different programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>It had a plot, not just outright information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Found out things about the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>no</td>
<td>I'd find something better to do.</td>
<td>yes</td>
<td>Story keyed to low intelligence</td>
<td>Bring the level up.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>no</td>
<td>I'd rather have music.</td>
<td>yes</td>
<td>It was generally good.</td>
<td>nothing</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>no</td>
<td>Made for a young mind.</td>
<td>no</td>
<td>Will reach a lot of people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>no</td>
<td>Not very interesting</td>
<td>no</td>
<td>I don't enter contests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Not Interested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Good information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>Don't enter contests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>no</td>
<td>I never win.</td>
<td>no</td>
<td>Very helpful; the characters are good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>no</td>
<td>Boring.</td>
<td>no</td>
<td>It describes when I first arrived in Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>no</td>
<td>For kids</td>
<td>yes</td>
<td>I wasn't really in the mood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42% yes
60% yes
### Responses to Open-ended Questions

(Program #4 - "The Goods to Go")

<table>
<thead>
<tr>
<th>Participant</th>
<th>Listen entirely</th>
<th>If not, why not?</th>
<th>Enter contest</th>
<th>If not, why not?</th>
<th>Best liked part of program</th>
<th>Least liked part of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no</td>
<td>It's kinda boring.</td>
<td>yes</td>
<td>yes</td>
<td>It's okay...</td>
<td>but kinda boring.</td>
</tr>
<tr>
<td>2</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>The info it puts out</td>
<td>None of it is wasteful.</td>
</tr>
<tr>
<td>3</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>Very helpful</td>
<td>Program was a little strange.</td>
</tr>
<tr>
<td>4</td>
<td>no</td>
<td>I don't listen to cartoon programs.</td>
<td>yes</td>
<td>yes</td>
<td>Had some good things to know.</td>
<td>&quot;How Do You Measure Up?&quot;</td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
<td>nothing</td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
<td>Listening to the tape.</td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>no</td>
<td>too long</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>no</td>
<td>I don't like to learn from a tape-cassette from a book.</td>
<td>yes</td>
<td>yes</td>
<td>Doesn't interest me.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>no</td>
<td>Just listening doesn't help me learn</td>
<td>no</td>
<td>yes</td>
<td>Everything was good.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>no</td>
<td>Wouldn't have time</td>
<td>yes</td>
<td></td>
<td>Activities were okay.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>no</td>
<td>I don't relate to Germany too much; not really interested in German ways</td>
<td>no</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>no</td>
<td>I don't have a radio.</td>
<td>no</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>yes</td>
<td>Would lose interest</td>
<td>no</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>yes</td>
<td>Not very interesting</td>
<td>no</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>yes</td>
<td>Prizes for kids</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>yes</td>
<td>No time</td>
<td>no</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>yes</td>
<td></td>
<td>no</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copy available to DTIC does not permit fully legible reproduction.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Listen entirely</th>
<th>If not, why not?</th>
<th>Enter contest</th>
<th>If not, why not?</th>
<th>Best liked part of program</th>
<th>Least liked part of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no</td>
<td>I know most of it</td>
<td>yes</td>
<td></td>
<td>Fractured Phrases</td>
<td>Some questions should be easier to understand.</td>
</tr>
<tr>
<td>2</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>It teaches you a lot on the laws in Germany</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Informative; enjoyed the contest</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>yes</td>
<td>Depends on what I was doing.</td>
<td>no</td>
<td></td>
<td>Gives us info we rarely come across.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td>If I was in the car.</td>
<td>yes</td>
<td></td>
<td>Very self-explanatory; really helps.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>maybe</td>
<td>Depends on what I was doing; I don't listen to AFN</td>
<td>maybe</td>
<td>It depends.</td>
<td>It is helpful even if you've been here awhile.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>no</td>
<td></td>
<td>yes</td>
<td></td>
<td>Fractured Phrases</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Tape and supplement provide good and useful information</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>The information is complete and helpful.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>The newspaper was interesting and helpful.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Made me aware of a lot of things I didn't know.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Really enjoyed newspaper a lot; very helpful.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>no</td>
<td>It sounds too childish.</td>
<td>yes</td>
<td></td>
<td>The tape could have different voices.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>All was okay.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Check It Out: Can You Cope?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>The Coping Contest</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>Fractured Phrases; Whole program, very helpful to newcomers</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>no</td>
<td>We put up with them everyday-Why should I listen to them on my free time?</td>
<td>no</td>
<td>I don't like Germans or Germany.</td>
<td>It had a little challenge- an interesting challenge.</td>
<td></td>
</tr>
<tr>
<td>727</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td>The writers seem to think we are young.</td>
<td></td>
</tr>
<tr>
<td>832</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX U

Perceptions of Characters

Programs #2-5
**PERCEPTIONS OF CHARACTERS**  
(Programs #2-5)

<table>
<thead>
<tr>
<th>Description</th>
<th>STRAC WILLIE</th>
<th>DR. ZAP</th>
<th>CHESTER BOONDOGGLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. gets excited easily</td>
<td>#2 #3 #4 #5 All</td>
<td>#2 #3 #4 #5 All</td>
<td>#2 #3 #4 #5 All</td>
</tr>
<tr>
<td>b. not too swift</td>
<td>30 83 65 50 55</td>
<td>0 0 0 6 1</td>
<td>70 25 35 45 48</td>
</tr>
<tr>
<td>c. easy going</td>
<td>9 17 50 12 22</td>
<td>13 8 5 6 8</td>
<td>74 67 50 86 70</td>
</tr>
<tr>
<td>d. good source of knowledge</td>
<td>39 26 15 29 29</td>
<td>39 42 55 24 48</td>
<td>22 34 26 36 28</td>
</tr>
<tr>
<td>e. leader of the group</td>
<td>17 9 5 13 12</td>
<td>78 89 85 76 84</td>
<td>4 0 0 0 2</td>
</tr>
<tr>
<td>f. conceited</td>
<td>22 8 20 23 20</td>
<td>70 94 80 69 78</td>
<td>0 0 0 0 0</td>
</tr>
<tr>
<td>g. goes off &quot;half-cocked&quot;</td>
<td>83 85 60 73 78</td>
<td>13 0 15 21 14</td>
<td>0 8 0 0 1</td>
</tr>
<tr>
<td>h. not very energetic</td>
<td>52 51 55 40 55</td>
<td>13 0 0 15 8</td>
<td>22 36 40 43 36</td>
</tr>
<tr>
<td>i. kinda formal</td>
<td>30 0 15 20 20</td>
<td>44 69 45 48 52</td>
<td>22 26 30 31 28</td>
</tr>
<tr>
<td>j. loyal buddy</td>
<td>44 17 10 19 26</td>
<td>52 71 45 82 66</td>
<td>4 9 10 6 8</td>
</tr>
<tr>
<td>k. absent-minded</td>
<td>30 25 15 29 26</td>
<td>30 8 10 19 21</td>
<td>35 62 50 38 47</td>
</tr>
<tr>
<td>l. tries hard</td>
<td>9 25 20 48 27</td>
<td>13 0 5 0 7</td>
<td>78 62 70 53 72</td>
</tr>
<tr>
<td>m. tries hard</td>
<td>17 55 20 18 28</td>
<td>22 8 5 6 13</td>
<td>52 71 40 64 61</td>
</tr>
</tbody>
</table>
### Military Ranks Assigned to Characters

<table>
<thead>
<tr>
<th>RANK</th>
<th>STRAC WILLIE</th>
<th>DR. ZAP</th>
<th>CHESTER BOONDOGGLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#2 #3 #4 #5 A11</td>
<td>#2 #3 #4 #5 A11</td>
<td>#2 #3 #4 #5 A11</td>
</tr>
<tr>
<td>E-1</td>
<td>13 35 13 17</td>
<td>5 6 3</td>
<td>52 50 40 44 49</td>
</tr>
<tr>
<td>E-2</td>
<td>8  25 9</td>
<td></td>
<td>4 25 20 17 16</td>
</tr>
<tr>
<td>E-3</td>
<td>25 10 7</td>
<td>4 5 3</td>
<td>13 25 10 6 13</td>
</tr>
<tr>
<td>E-4</td>
<td>17 33 5 20 17</td>
<td>4 8 5 4</td>
<td>13 5 6 7</td>
</tr>
<tr>
<td>E-5</td>
<td>9 17 10 20 13</td>
<td>4 8 5 6 6</td>
<td>4 10 6 6</td>
</tr>
<tr>
<td>E-6</td>
<td>9 8 10 20 11</td>
<td>13 25 13 11</td>
<td>4</td>
</tr>
<tr>
<td>E-7</td>
<td>13 7 6</td>
<td>9 17 15 6 10</td>
<td>5 1</td>
</tr>
<tr>
<td>E-8</td>
<td>4 15 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-9</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>O-1</td>
<td>17 5 7 9</td>
<td>4 5 6 4</td>
<td>5 1</td>
</tr>
<tr>
<td>O-2</td>
<td>17 8 13 10</td>
<td>22 33 20 44 28</td>
<td>4 1</td>
</tr>
<tr>
<td>O-3</td>
<td>4 1</td>
<td>22 8 15 13 16</td>
<td>4 6 3</td>
</tr>
<tr>
<td>O-4</td>
<td></td>
<td>13 5 6</td>
<td></td>
</tr>
<tr>
<td>O-5</td>
<td></td>
<td>5 6 3</td>
<td></td>
</tr>
<tr>
<td>O-6</td>
<td></td>
<td></td>
<td>6 1</td>
</tr>
</tbody>
</table>
APPENDIX V

Summary of Observations of Instructional Process

Programs #2-5
Instructional process. Data about how the participants proceeded through the materials were collected in several ways: HumRRO staff observed as participants used the programs, participants discussed their reactions and staff reviewed the activities in the returned newspaper supplements. These data are outlined below for each of the four programs.

I. The Triple Treat
   A. Page 1
      1. Stimulated interest
      2. "Four-star Restauranteer" engaged most participants
   B. Page 2 - Observed participants looking at page 2 when the depicted scenes were heard.
   C. Page 3
      1. Referred to by all participants in order to do activities
      2. Some participants requested to keep page 3.
   D. Pages 4-5
      1. Most skimmed these pages initially, then referred to them when doing activities
      2. Appeared to be no problems with reading
   E. Page 6
      1. "Are You a Menu Master?"
         a. Menu choices not readily found by some participants
         b. German-English dictionary needed
2. "Check the Check"
   a. Problems because two menu items of mushrooms
   b. Typical reluctance to do computations
3. "On Your Own Turf" - No problems; used page 5 for reference
4. "Saying It Right"
   a. Most difficult activity on page.
   b. Some referred to page 3 for help.
   c. Some tried to pronounce phrases/words.

F. Page 7
1. "Check it Out - Can You Cope?"
   a. Some tried to use menu on page 6 instead of the one on page 4.
   b. Did not generate a lot of interest.
2. Page 2-3
   a. Page 2 was referred to when mentioned in the tape.
   b. The top of page 3 was not read or used by most participants.
3. Page 4-5 "The Resources Race Game", participants played mainly to win; needed to be reminded to look at the strategy pictures.
4. Page 6
   a. "Your POC in USAREUR" caught their attention and some discussed the meanings of the acronyms.
   b. "Doing It Yourself" was completed using the Directory.
   c. "On Your Own Turf" requires community references to complete.
5. Page 7
   a. "Check It Out: Can You Cope?" No problems in completing
   b. Contest - many mentioned that it was too easy.

6. Page 8 - "Agency Scramble" - Most participants liked doing it,
   should use the Directory to get the right names.

III. The Goods to Go

A. Page 1 - Some confusion as to how and where to answer "Super
   Schnupper" questions

B. Page 2 - Referred to during tape and when working on page 6-7.

C. Page 3 - Many participants wanted to keep this page; referred to
   during activities.

D. Page 4
   1. Conversion from dollars to DMs and vice versa new to some.
      Multiplication less difficult than division.
   2. "The 13% Solution" was commented upon by participants as
      being new to them.

E. Page 5 - referred to frequently; seemed easy to use.

F. Page 6
   1. Because of time constraints, most participants did not
      complete everything. Most did not do "It's Your Turn to
      Play a Role" and "How do You Measure Up?"
   2. "Are You Ready to Save DMs" was difficult for many.
   3. Other activities were done rather easily by referring to
      previous pages.
G. Page 7

1. "Check It Out: Can You Cope?" - Only difficult questions required computations (1 f-g)

2. "The Coping Contest"
   a. Those who had time used a German-English dictionary and were able to complete it.
   b. Most were not able to answer #4 because they weren't listening for the answer when they heard the tape.

H. Page 8 - "Word Search Puzzle" - engaged a number of people through all the session; several did it first - required German-English dictionary.

IV. The SOFA Saga

A. Page 1

1. Phrase "under the SOFA" and title SOFA Saga elicited comments and participants read "Know Where You Stand..."

2. "Playing the Numbers - Legally" was attention-getting and people did go back to it as they came across answers in text.

B. Pages 2-5

1. People tended to pick out what they didn't know already to read.

2. No one appeared to have difficulty reading dense text.

3. Information generated discussions among participants.

4. There was too much for participants to really study and absorb during limited time. Some requested to keep paper for future reference.
C. Page 6 - All of the activities were doable; no problem with directions; participants referred to previous pages to locate answers.

D. Page 6

1. "Check It Out: Can You Cope?" - No problems

2. "The Coping Contest?" Most were interested in the task.

E. Page 8 - "Fractured Phrases" - participants appeared to have fun doing it.
APPENDIX W

Revised Programs
THE MUNICH CONNECTION is one of a series of programs about DOING IT IN DEUTSCHLAND. Each episode is about a different “IT.” Have you ever wanted to get away on an adventure? In fact, he’ll jump in with both feet before he’s sure of what he’s doing! So, of course, he immediately accepts a secret mission from “Contact.”

Strac Willie
You probably know someone like Willie. He’s always ready for an adventure. In fact, he’ll jump in with both feet before he’s sure of what he’s doing! So, of course, he immediately accepts a secret mission from “Contact.”

Doctor Zap
A fella like Doctor Zap is a good friend to have around! He’s a fountain of knowledge with all the facts at his fingertips — that is when he can find them in his satchel! Luckily for Strac Willie, Zap could help them make their Munich Connection.

Chester Boondoggle
We all have a little Chester Boondoggle in us! He manages to get himself into a mess every now and then — but he’s a good, loyal friend. He also likes to take every opportunity to get away (TDY?) — thus his nickname “Boondoggle.” He couldn’t turn down a trip to Munich, could he? Even if he didn’t know why he was going!

You will meet this fearless threesome and find out about their secret mission on AFN radio.

Listen to THE MUNICH CONNECTION and find out all you need to know to get around in Germany. As you listen, use the pictures and information which follow. When the program is over, the other information and activities will help you become an expert on using public transportation wherever you live in Germany.

Sneak Preview
Here’s your chance to get some inside information! This episode of “DOING IT IN DEUTSCHLAND” is called THE MUNICH CONNECTION. The characters in this episode are:

Strac Willie
You probably know someone like Willie. He’s always ready for an adventure. In fact, he’ll jump in with both feet before he’s sure of what he’s doing! So, of course, he immediately accepts a secret mission from “Contact.”

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Schedule of AFN Broadcasts

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 31 January</td>
<td>1100 hours</td>
<td>Schedule of AFN Broadcasts</td>
</tr>
<tr>
<td>Wednesday, 2 February</td>
<td>1100 hours</td>
<td>Schedule of AFN Broadcasts</td>
</tr>
<tr>
<td>Saturday, 5 February</td>
<td>1200 hours</td>
<td>Schedule of AFN Broadcasts</td>
</tr>
</tbody>
</table>

Rate Yourself — Are You Fit To Be a Secret Agent?

Find out your “007” rating. To be a secret agent you must be able to get around. Can you find your way around Germany?

1. Can you find a Strassenbahn, bus, and taxi when you need one? 
2. Do you know where the Bahnhof is? 
3. Can you read a map to see where buses and Strassenbahns go? 
4. Can you read a German train schedule? 
5. Can you read the Strassenbahn and German bus schedule? 
6. Do you know the fastest way to get where you’re going? 
7. Do you know the cheapest way to get where you’re going? 
8. Can you plan a trip from where you live to another city in Germany? 
9. Do you know where to go to get help or information about getting around in Germany? 
10. Can you figure out how much it costs you when you use the train, bus, taxi, and Strassenbahn? 
11. Can you figure out how long it will take to get to another city? 
12. Do you know what the signs mean that are used on trains, buses, and Strassenbahns? 
13. Do you know the rules and regulations when using trains, buses, Strassenbahns and taxis? 
14. Do you know how to act when using public transportation?

For each “Always” you marked, give yourself 2 points and for each “Sometimes,” 1 point. Add up your score and find out your “007” rating.

Total Points  Score
0 000 You need help fast — be sure to listen to the radio program. Use the information and activities which follow for help.
1 - 7 001 You’re getting the basics but you may need more practice — keep trying. The radio program and the following information will help you a lot.
8 - 14 003 You’re doing okay. On a train you can probably make it. Listening to the radio program and going over the following information will increase your ability to get around.
15 - 21 005 You’re almost qualified to be on your own. But, why don’t you see what else you can pick up from the radio program and the following information.
22 - 28 007 You’re ready for your own secret mission! See if you can catch any mistakes the secret agents in the radio program have made. Can you do all of the following activities?

What’s IT All About

THE MUNICH CONNECTION is one of a series of programs about DOING IT IN DEUTSCHLAND. Each episode is about a different “IT.” Have you ever wanted to get away on an adventure? In fact, he’ll jump in with both feet before he’s sure of what he’s doing! So, of course, he immediately accepts a secret mission from “Contact.”

The German Federal Railway is offering their DB SPECIAL CONTEST OFFER: (Deutsche Bundesbahn) T-shirts to an additional 25 “Munich Connection” winners!

You Have to Cope to Win!

Listen to THE MUNICH CONNECTION on AFN radio and complete the following page. Then enter THE COPING CONTEST. You can be a winner! You might be one of 25 people who win a “DOING IT IN DEUTSCHLAND” T-shirt. The T-shirt design will look like the picture above.

See page 1 for THE COPING CONTEST rules.

SPECIAL CONTEST OFFER: The German Federal Railway is offering their DB (Deutsche Bundesbahn) T-shirts to an additional 25 “Munich Connection” winners!

Find out your “007” rating. To be a secret agent you must be able to get around. Can you find your way around Germany?
TAILING THE SECRET AGENTS...

Listen as the fearless threesome try to complete their mission. You can keep track of their movements by using the following information. When Chester Boondoggle has trouble understanding new German words and phrases, you’ll have them right in front of you.

Here are Strac Willie and Doctor Zap. They’re talking about their secret mission. The MUNICH CONNECTION on AFN-radio is about their adventure.

YOUR TICKET AROUND TOWN

Maybe you call this "THE STRASS." It is a Strass like those found in many German cities.

SIGNS!

- Taxi
- Bus Stop
- Taxi Stop
- Reserved Seat
- For Handicapped
- Schwarzhindert
- Strassenbahn Stop

Do you recognize these signs and symbols? They’re the same ones our "Secret Agents" needed to know in order to use the bus and Strassenbahn.

STREET CARS AND BUSES

BUYING YOUR TICKET

Strac Willie and Chester bought their tickets from the driver. Many cities and towns have ticket vending machines. In some places you may buy a ticket from either a vending machine or the driver on the bus or Strassenbahn. In other places, you must have a ticket before you get on.

Validating Your Ticket

In many cities you must validate your ticket. You usually do this by using a machine found on the bus or Strassenbahn. In other places, you must have a valid ticket at all times. If an inspector asks you for a ticket and you do not have one, you must pay a fine. The fine can be DM 40 — or more!

To get from Schwetzlingen to the Hauptbahnhof, Strac and Chester took bus #20 and Strassenbahn #2. Remember, Strac told Chester about "alle 10 Minuten."
**Abfahrt**

<table>
<thead>
<tr>
<th>Zeit</th>
<th>Zug-Nr.</th>
<th>Abfahrt</th>
<th>Fahrplan</th>
<th>Heidelberg Hbf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:00</td>
<td>2304/7</td>
<td>Mannheim 15:16</td>
<td>9/10</td>
<td>15:45</td>
</tr>
<tr>
<td>15:08</td>
<td>2301/7</td>
<td>Bruchsal 15:40</td>
<td>8</td>
<td>16:10</td>
</tr>
<tr>
<td>15:10</td>
<td>2303/7</td>
<td>Eberbach 15:03</td>
<td>3</td>
<td>15:23</td>
</tr>
<tr>
<td>15:11</td>
<td>2276/7</td>
<td>Wiesloch 15:36</td>
<td>4</td>
<td>15:43</td>
</tr>
<tr>
<td>15:14</td>
<td>516/7</td>
<td>Mannheim 15:57</td>
<td>5</td>
<td>16:15</td>
</tr>
<tr>
<td>15:31</td>
<td></td>
<td>Stuttgart 16:46</td>
<td>6</td>
<td>16:18</td>
</tr>
<tr>
<td>15:38</td>
<td></td>
<td>Mannheim 15:58</td>
<td>3</td>
<td>16:30</td>
</tr>
<tr>
<td>15:40</td>
<td></td>
<td>Stuttgart 16:51</td>
<td>7</td>
<td>16:42</td>
</tr>
<tr>
<td>15:43</td>
<td></td>
<td>Heidelberg 16:56</td>
<td>8</td>
<td>16:45</td>
</tr>
</tbody>
</table>

**MORE SIGNS!**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>DB</td>
<td>Deutsche Bundesbahn</td>
</tr>
<tr>
<td>!</td>
<td>No Smoking Allowed</td>
</tr>
<tr>
<td>—</td>
<td>Smoking Allowed</td>
</tr>
<tr>
<td>WC</td>
<td>Toilet</td>
</tr>
<tr>
<td>Locker</td>
<td>Gepäckaufbewahrung</td>
</tr>
<tr>
<td>Don't drink</td>
<td>the Water</td>
</tr>
<tr>
<td>Information/Auskunft</td>
<td></td>
</tr>
</tbody>
</table>

More signs: Deutsch Bundessbahn, No Smoking Allowed, Smoking Allowed, WC, Toilet, Locker, Don't drink the Water, Information/Auskunft.

These are the signs that Willie and his companions saw at the Bahnhof and on the train. Look for them the next time you use the DB!

AHH! Now you see how Strac was able to get Chester back on the train. Quite an umbrella, isn't it?
### Decoding Train Schedules

#### Posted at Bahnhof

If you need information about trains leaving from that Bahnhof, look for the YELLOW posters which say ABFAHRT—DEPARTURES at the top. If you want to know about trains coming into that station, look for the WHITE poster which is titled ANKUNFT—ARRIVALS.

The first column is labeled Zeit which means "time." The German train system uses the 24-hour clock just like the U.S. Army. The trains are listed in chronological order. So the first train listed will be the first train to depart/arrive after 0:00 (midnight). The last train listed will be the last train to depart/arrive before midnight. The times are given to the nearest minute — example: 6:45. Remember, German trains leave on time, so be there early!

A clue to how fast a train makes its trip is given on the YELLOW ABFAHRT—DEPARTURE schedules. RED ink is used for fast trains which do not stop at stations except for intercity trains. BLACK ink means trains stop at each station along the way whether they are listed on the schedule or not.

The second column is headed Zug-Nr. Here you will find the train number. Often there will be a letter in front of the number. This tells you the type of train it is. Refer to "Understanding Train Schedules" on this page for the different types of trains.

The third column of the ABFAHRT—DEPARTURE schedule tells you where the train is going. The ANKUNFT—ARRIVAL schedule lists the places the train has come from. On the YELLOW schedule, in Richtung means "in the direction of." On the WHITE schedule, aus Richtung means "from the direction of."

To the far right in the third column, you will see symbols which indicate the kinds of accommodations on the train. Does it have a dining car, a buffet car, or no food at all? Are there sleeper cars, convertible seats for sleeping, or only regular upright seats? You'll want to know these things — particularly on longer trips.

The last column lists the track or Gleis where the train departs or arrives. E350 leaves from Gleis 12 and D626 arrives at Gleis 7. Other information is sometimes given in the column to the left of the Zeit (time). Restrictions or limitations on when the train operates are given here. For example, some trains operate only on workdays (Monday-Saturday). If you were traveling on Sunday, you would have to know that the symbol of the crossed workday's tools means that a train does not run on Sunday. These symbols are shown at the bottom of every schedule. They are explained in "Understanding Train Schedules." Don't find yourself waiting for a train that won't come when you expect it because you didn't notice that it doesn't run that day!

#### Understanding Train Schedules

<table>
<thead>
<tr>
<th>Zeit (time)</th>
<th>Zug-Nr. (train)</th>
<th>In Richtung (departs from)</th>
<th>Gleis (track)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.24</td>
<td>E 350</td>
<td>Friedberg 21.45 — Bad Nauheim 21.50</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gieben 22.10 — Siegen 23.59</td>
<td></td>
</tr>
</tbody>
</table>

#### Symbols

- A slash indicates the page (Seite) number for each destination.
- "Paris-Est und Zurueck" means you'll go to or from Paris. The next column gives you the train numbers and types of train. The third column tells you when the train arrives in Paris. In the last column you'll find information about train accommodations and whether you'll need to change trains. The right side of the schedule provides the same kind of information for the return trip from Paris to Kaiserslautern.

#### Types of Trains

- **Intercity-Zug**: 1st class only; DM 10 supplement
- **Schnellzug**: 1st & 2nd class. Fast train of the Intercity-System. Supplementary tickets required (DM 5 for 2nd class; DM 10 for 1st class)
- **Eilzug**: 1st & 2nd class. Semi-fast train without supplementary ticket

#### Restrictions on Operating Times

- **Zug verkehrt nur an Werktagen**: Workdays only. (Monday-Saturday)
- **Zug verkehrt nur an Sonntags und Feiertagen**: Sundays and National holidays only. (Monday only)
- **Montag**: Monday only
- **Dienstag**: Tuesday only
- **Mittwoch**: Wednesday only
- **Donnerstag**: Thursday only
- **Freitag**: Friday only

#### Accommodations

- **Liegewagen**: Car with convertible seats for sleeping
- **Schlafwagen**: Sleeper car
- **Buffetwagen**: Snacks and drinks available on train
- **Speisewagen (Zug-Restaurant)**: Dining car
- **Spesenund Getraenke im Zug erhaeltlich**: Drinks available on train
- **Kurswagen**: Coach will only go to the city designated on the outside of the car

#### City Connection Booklets

The Eurailpass budget (the city connection booklets) contains information on trains from Kaiserslautern to Paris and back. At the top of the schedule to the right you will see fare information. A one-way 2nd class ticket to or from Paris costs DM 68.30; a 1st class ticket costs DM 102.70. The schedule is divided down the middle by a heavy line. To the left are trains from Kaiserslautern to Paris. To the right are trains from Paris to Kaiserslautern.

Each half has four columns. The first column on the left side lists the times for trains leaving K-Town for Paris. The next column gives you the train numbers and types of train. The third column tells you when the train arrives in Paris. In the last column you'll find information about train accommodations and whether you'll need to change trains. The right side of the schedule provides the same kind of information for the return trip from Paris to Kaiserslautern.
**With A Little Help From Your Friends**

When you need help in using public transportation there are people ready to give you information and assistance. Here are some suggestions:

<table>
<thead>
<tr>
<th>(ACS)</th>
<th>Army Community Service</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AES)</td>
<td>American Express Travel</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(AH)</td>
<td>Bahnhof Information</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(HA)</td>
<td>Headstart/Gateway</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(IT)</td>
<td>Information, Travel &amp; Tours</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(K)</td>
<td>Kontakt</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(RTO)</td>
<td>Railway Transportation Office</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>(USO)</td>
<td>United Service Organization</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**SPRECHEN SIE DEUTSCH?**

These are German words you heard as you listened to THE MUNICH CONNECTION. You'll hear them — and, hopefully, use them — as you travel in Germany.

<table>
<thead>
<tr>
<th>Von, ab From</th>
<th>Nach To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muenchen Munich</td>
<td></td>
</tr>
<tr>
<td>(ab) Abfahrt Departures</td>
<td></td>
</tr>
<tr>
<td>Zug Train</td>
<td></td>
</tr>
<tr>
<td>Entwerten To validate (a ticket)</td>
<td></td>
</tr>
<tr>
<td>Hauptbahnhof Main train station</td>
<td></td>
</tr>
<tr>
<td>Strassenbahn Trolley, tram, cable car</td>
<td></td>
</tr>
<tr>
<td>&quot;Alle 10 Minuten&quot; &quot;Every 10 minutes&quot;</td>
<td></td>
</tr>
</tbody>
</table>
| Schwerbehindert Handicapped (reserved for)
| Halt - Fahrgastwunsch Passenger Stop button
| Deutsche Bundesbahn (DB) German Federal Railroad |
| Eine Quittung A receipt |
| Auskunft Information |
| Ankunft Arrival |
| Speisewagen Dining car |
| Zeit Time |
| In Richtung In the direction of |
| Gleis Track |

**Phrases**

| Eine Quittung, bitte. A receipt, please. |
| Sprechen Sie englisch? Do you speak English? |
| Hin und Zurueck Round trip (there and back) |
| Vielen Dank Thank you very much. |
| Ist dieser Platz frei? Is this seat available? |
| Muessen wir umsteigen? Do we transfer (to another train, bus, Strassenbahn)? |

**COPING CORNER**

Dear Coping Corner:

The other night five buddies and myself decided to take a taxi to a local hangout. When we tried to get in the taxi, the driver insisted that two of us get into another taxi. This really made me mad, but don't worry, I didn't cause a scene. Instead, when we arrived, I calmly asked both drivers for a Quittung just like I read. Now I'm going to my first shirt and tell him the score. Just thought you'd like to pass this on to my fellow service members.

Mr. Kool

Dear Mr. Kool:

Bravo! for staying calm. If there really had been a problem, then you acted just right.

Bravo! for staying calm. If there really had been a problem, then you acted just right.

Save $-DM When You Travel

**German Federal Railroad (DB)**

**MINI-GROUP:** For groups traveling together, not less than 31 km; two adults pay normal fare, each additional person pays half fare.

**GROUP TRAVEL:** For groups of six or more, reduction of 30% to 65% depending on time of travel and group size.

**TOURIST CARD:** For non-citizens of Germany, nine days unlimited travel, 1st class, DM 285; 2nd class for DM 275 or 16 days for DM 505 and DM 360.

**TRAMPER MONTHLY TICKET:** For those under 23 years old, one month unlimited travel on all German rail lines (DM 225).

**INTER-RAIL:** For those under 26 years old, unlimited travel, 2nd class for one month in 21 European countries (DM 450).

**JUNIOR PASS:** For those under 22 years old or students under 27, a pass good for a year which allows a 50% discount on normal fares for trips over 51 km.

**FAMILY PASS:** For families with children up to 17 years old, singles, and couples, a one-year pass good for a 50% discount on trips of 51 km or more (DM 210).

**VACATION TICKET:** Discounts of about 20% on tickets for round trips of over 201 km.
DOING it YOUR SELF

Suppose you and some friends want to go to a Queen concert on Friday evening. You volunteer to be the Doctor Zap for the group.

What are some of the things you need to know to accomplish the mission?

MISSION:
A. Get yourself and three friends from Kaiserslautern where you are stationed to Friedrich Ebert Halle in Ludwigshafen in time for the concert.
B. Get those same people back to Kaiserslautern in good condition. (Be sure to read the section "Decoding Train Schedules" before you begin.) You want to get to the concert in plenty of time. One way to plan your trip is to work backwards. The concert begins at 2000 hours. Let's say you want to get there 45 minutes to an hour before.

Friedrich Ebert Halle is in Ludwigshafen. Strassenbahn line #19 runs between the Hauptbahnhof and the park. We have printed a portion of the schedule for Line #19. Down the left are the stops which the Strassenbahn makes and the distances from the first stop (Ludwigshafen) to each stop. Fichtestrasse is the stop closest to Ebert Park.

1. How far is it from the Ludwigshafen Hbf, to Fichtestrasse? (Hint: Fichtestrasse is 4.6 km from Ludwigshafen and the Hbf. is 2.8 km from Ludwigshafen.)

2. You could decide to walk the 1.8 kilometers from the train station to the park. If you decided to take the Strassenbahn for this trip you should catch it at the Hbf, in order to get to the park at approximately 1915 (7:15 p.m.).

The numbers across the top of the schedule refer to the times on the 24-hour clock. So 16 equals 1600 hours or 4:00 p.m. and so forth through which is midnight. Each section under the hour numbers has several columns. These tell you the minutes after the hour. In the first column under the "16" is a "45." This stands for 16:45 or 4:45 p.m. In the next column is "00" which is 0:00 or 12:00 midnight.

3. How long does it take to ride from the Hbf. to the park? (1910-1916) min

4. You need to get to the Ludwigshafen Hbf. in time to take the Strassenbahn to Ebert Park. Use the schedule shown for Ludwigshafen/Mannheim to Kaiserslautern and back. We show only the right half of the schedule. (Be sure you have read the section which explains how to read train schedules.) Look in the 2nd column in the right half. It is headed "La un." This shows the times trains arrive in Ludwigshafen from K-Town. Trains listed arrive at 18:49 and 19:05. What does the symbol in front of the 19:05 train mean? Could you take this train on a Friday evening?

5. What time does the train which arrives in Ludwigshafen at 18:49 leave Kaiserslautern? (Look in the first column in the right half under "ab").

You will have to get from where you live in K-Town to the Hbf. in time to catch the 17:48 train. But now that you have had practice in reading maps and schedules, that should be easy! To get home, you'll have to reverse the process. You know what to look for to make the right connections!

6. Of course, your buddies will want to know how much this is going to cost them. The main expense will be the train fare. How much is a regular one-way fare? Second class between Kaiserslautern and Ludwigshafen? (Remember to look at the top right and left sides of the schedule.)

DM

7. Maybe you can save some money. See the section called "Save $ and DM When You Travel." Is your group eligible for mini-group tickets?

ON YOUR OWN TURF

1. What types of public transportation are there where you live?
   - Train
   - Taxi
   - Other

2. Where do you buy tickets for the bus or Strassenbahn?
   - Vending machines
   - Kiosks (booths)
   - Driver/Conductor
   - Other

3. Do you have to validate tickets on the bus or Strassenbahn where you live?
   - Yes
   - No

4. How can you get from where you live to downtown using public transportation?
   - Taxi
   - Strassenbahn
   - Bus
   - Other

5. How much does it cost you to get downtown?
   - Taxi
   - Strassenbahn
   - Bus
   - Other

6. From where you live, how far is the nearest taxi stand? Strassenbahn stop? Bus stop? Bahnhof?

7. How can you get to the Bahnhof from where you live?
   - Taxi
   - Strassenbahn
   - Bus
   - Other

DOING YOUR OWN THING

1. Go to the Bahnhof and see what information you can get about traveling out of your city or town. Pick up schedules and brochures. Go to the information counter and ask for materials in English. If there's a Tourist Information Office, gather more materials there.

2. Check community and German newspapers to find out about a local concert, sports event, or any other happening you're interested in. Use the best form of transportation — German buses, Strassenbahn — to get to the event. That's about distance, time, and cost.

3. Go to the ITT office, RTO, or the information counter at the Bahnhof. Find out about train tours to places in Germany. Take one of the tours and take along some friends (it's cheaper).
Check It Out: Can You Cope?

You are stationed in Mannheim. You just received a letter from your mother. She says your favorite cousin has just been assigned to Karlsruhe. You decide to go see her. You don't have a car, but you can take the train.

If you leave Saturday morning to spend the day with your cousin, what is the earliest intercity train to Karlsruhe, and what is the latest intercity train returning to Mannheim?

- About how much time does an intercity train take than a regular train?
- What is the surcharge for an intercity train one way? (Hint: See the section called "Intercity")
- How much will a round trip 2nd class intercity ticket cost? (Hint: Fare information is at the top of the schedule on the left and the right)
- Which Strassenbahn line would you take to go to Rohrbach?
- If not, what would you change to?
- Would it take you all the way?
- What line number?

Find Rohrbach on the map. What two Strassenbahn lines go through Rohrbach?

- Which Strassenbahn line would you take to go to the Sportzentrum?
- Would it take you all the way?
- If not, what would you change to?
- a bus
- Strassenbahn
- What line number?

ANSWERS: (See page 2)

THE COPING CONTEST

WAS IST LOS?

CAN YOU FIND 5 THINGS WRONG IN THIS PICTURE?

Study the picture. There are five things that the Strassenbahn riders are doing that are inappropriate or illegal. Can you find them?

CONTEST RULES:

1. List the 5 things that are wrong in the "WAS IST LOS?" picture in the spaces provided below.
2. Answer the questions in the section called "NOW — GIVE US A PIECE OF YOUR MIND!" (on the next page).
3. Write your name, rank, and mailing address in the spaces provided.
4. Cut out the contest form. Fold on the dotted lines so that the address is on the front. Staple or tape closed in one place.
5. Drop in any APO mail box. NO STAMP IS NEEDED.
6. Twenty-five T-shirt winners will be drawn from the contestants who have correctly listed the 5 things wrong in the picture and completed the "GIVE US A PIECE OF YOUR MIND" questions.
7. To be eligible, entries must be received not later than two weeks from the date of the last AFN broadcast of "MUNICH CONNECTION." (See the schedule information on page 1).

WRITE YOUR ANSWERS HERE

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Cut Here
CROSSWORD PUZZLE

If you need help with this, use the "Sprechen Sie Deutsch" section or a German-English dictionary. A (G) means you need to write a German word; an (E) means it's an English word. Answers will appear in the next "Doing It in Deutsch" program insert.

**ACROSS**
1. to, towards (G);
2. from (G);
3. also (G);
4. cab (G and E);
5. direction (G);
6. Be sure to ______ your bus ticket;
7. Mehrwerteinungs-added value —
8. main train station (G);
9. Auskunft (E);
10. Nachmittag (E abbr.);
11. Dieser, diese, diesen (E);
12. Press (abbrev.)
13. Trans European Express (abbrev.);
14. daily (G);
15. Wieso? (G);
16. Interzity (abbrev.);
17. workday (G);
18. arrival (G);
19. toilet (abbrev.);
20. train (G);
21. no smoking (G);
22. trip (G);
23. foreign country (G);
24. track (G);
25. what? (G);
26. ticket (G);
27. which? (E);
28. from (G);
29. what? (G);
30. to change (trains) (G)

**DOWN**
1. to, on (G);
2. der Zug (E);
3. which? (E);
4. Mehrwerteinungs-added value —
5. sbus in your —
6. ticket (G);
7. trip (G);
8. main train station (G);
9. departure (G);
10. die Zeit (E);
11. an (E);
12. Intercity (abbrev.);
13. New York 09403;
14. daily (G);
15. arrival (G);
16. toilet (abbrev.);
17. train (G);
18. trip (G);
19. track (G);
20. which? (E);
21. from (G);
22. the —
23. foreign country (G);
24. the —
25. from (G);
26. ticket (G);
27. which? (G);
28. from (G)

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE MUNICH CONNECTION?
Part I (day) (time) Part II (day) (time)

Where did you listen to THE MUNICH CONNECTION?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.

**RATING**

- Are You Fit to be a Secret Agent? (p.1)
- Doing It Yourself (p.6)
- On Your Own Turf (p.6)
- Doing Your Own Thing (p.6)
- Check It Out: Can You Cope? (p.7)
- Wasn't I Cin The Coping Contest? (p.7)
- Crossword Puzzle (p.8)

If you didn't listen to the program, why didn't you?

What did you like BEST about the program and activities:

What did you like LEAST about the program and activities:

NAME ___________________________ Mil. Rank ________ Civ. ________ Family Member ________
MAILING ADDRESS ____________________________ Unit ________ APO ________
T-SHIRT SIZE: Men's _________ Women's _________ Child's _________ / S  M  L  XL _________
‘Doing it in Deutschland’

THE TRIPLE TREAT

WHAT’S it ALL ABOUT

THE TRIPLE TREAT is the second in a series of programs about DOING IT IN DEUTSCHLAND. Each episode is about a different “IT.” This week’s “IT” is eating out in Germany. In the first program you learned how to use public transportation. In programs to follow each one you will learn how to shop on the economy and understand legal aspects of living in Germany. Be sure to listen to the AFN-radio broadcast and use the Stars and Stripes insert for each episode. If you miss an episode, try your local education center. They will have a copy of the tape and the newspaper insert. After using these episodes it won’t be long before you’ll be “Doing It In Deutschland” too!

WINNERS CAN COPE!

You can be a winner in THE COPING CONTEST! Just listen to THE TRIPLE TREAT on AFN radio, then read the information and do the activities in the Stars and Stripes supplement. You’ll be ready to enter THE COPING CONTEST on page 7. You might be one of 25 people who win a “DOING IT IN DEUTSCHLAND” T-shirt. Your T-shirt will show Strac Willie, Doctor Zap and Chester Boondoggle “Doing It In Deutschland.”

Schedule of AFN Broadcasts

Monday, 7 February — 1100 hours
Wednesday, 9 February — 1500 hours
Saturday, 12 February — 1200 hours

THE TRIPLE TREAT

WHAT’S it ALL ABOUT

THE COPING CONTEST

Are You A FOUR STAR Restaurantur (CHOWHOUND)?

How do you “shape up” in the food department? Rate yourself on German eating habits.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you are on a hurry and want a quick meal, the best place to get it is at a Gasthaus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The best “deal” for a full meal in a Gasthaus or restaurant is to order the Tagesmenue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If you order a Vorspeise, it is more after the main dish.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Restaurant for a restaurant in 1, July in 225:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Restaurants in Germany usually post a menu outside for you to check prices and types of food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You will usually find a Restaurant in small villages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mittagessen served from 1200-2300 in most restaurants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. You tip at a German, the same way you do back home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In a crowded restaurant in Germany, it is okay to sit at a table with strangers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Always wait to be seated in a German restaurant of Gasthaus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The Stammstuhl in a Gasthaus is a table reserved for regular customers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. If you want to see a menu, you ask the waitress for “Speisekarte.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. You can get information about eating out in Germany from Michelin Guides and Menu Magazines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The waitress may say “Guten Appetit” when you lay the bill.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To ask for the bill, you can say “Zahlen bitte.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. It is okay in a German restaurant to start eating when your food comes, even if not one at your table has been served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. In a German restaurant, every day in Germany are Abendessen. Freischauk and Abendessen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. You can expect the waiter to bring bread, butter and water without having to ask for it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. If you want a mixed salad before dinner, you ask for “Gemuestsalat.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. If you want only Kitchen or Suiten-Speisen you can go to a Kneipen or Cafe.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check your answers (see page 7). A correct answer is worth one point. Wrong answers or “Don’t Know” are worth 0. Add up all your correct answers to see if you’re a ***** Chowhound.

Total Points

0-3 You need help! If you can’t make it back to the mess hall or cafeteria, you might want to death. Use the following information and activities for assistance.

4-8 At least you’re trying. Unless you’re on a diet, you might want to find out more about eating out — listen to AFN and complete the following activities.

9-12 You obviously have tried out some of the local spots. If you are going to beyond schnitzel, wurst, and beer, consult the following information for restaurants.

13-16 You are well on your way to being a “Restaurantur.” To perfect your skills, listen to AFN and test yourself on the following activities.

17-20 You obviously have eaten your way through Germany to earn the four stars. Check the following activities to see if you’re really cooking. Then take some friends who are only 1-2 out with you next time to show them how to do it in Deutschland.

Copy available to DTIC does not permit fully legible reproduction.
Have you ever gone to your favorite restaurant and seen this sign?

When you're in a hurry or want something simple to eat, a Schnell-imbiss is just the place.

In Germany it is customary to hang up your coat and hat rather than put them on your chair.

Many German restaurants have a traditional, folksy atmosphere where you can really enjoy yourself.
Entering and Being Seated

Kennen wir einen Tisch haben...?
Ist hier frei?
Ja, bitte sehr.

If There's a Problem
Das habe ich nicht bestellt. Ich wollte...
Das Fleisch ist...
Das Essen ist kalt.
Das ist nicht sauber.

Paying the Bill
Herr Ober (Fraulein), Zahlen bitte.

EATING THE MEAL
Zum Wohlf
Prost!
Guten Appetit!

To your health! (Toasts)
" " Enjoy your meal.
Thank you very much
Thank you, the same to you.
Plain
Cup
Pot
Knife
Fork
Spoon
Napkin

Wigt ( Waitress), the bill, please.
The check, please.
Total price (Tax and service included) together (Do you want to pay all together?) separate (We would like to pay separately) Small change (Do you have change?) Large bills (I have only large bills.) Can I pay in dollars? No, only in Deutsche Mark. That will be DM 20.50 Here is DM 21. Keep the change.

FINSISHING THE MEAL
Hat es gut geschmeckt?
Do you want something more?
Nothing more, thanks.
Yes, I would like dessert.

Signs
Bar
Eintritt
Eintritt frei
Service
Geldabheben
Kasse
Betreff
Wassertabellen
Telefon

Das Eismauer
Open
Closed
Waiting room
We are not responsible for accidents, left in the coat room.
No entrance
Emergency exit
Toilet
Toilet
Women's toilet
Men's toilet
Reserved
Table reserved for regulars
Telephone
"Doing it in Deutschland" - 2

HOW TO DO IT

Eating out in Germany can be fun if you know the German way to do it. The following information tells you how it’s done from the time you reach the door of the restaurant to the time you say “Auf Wiedersehen” and leave.

Plan Ahead

When you reach the door of the eating establishment you have chosen, you will find that most restaurants post a copy of their Speisekarte (menu) or their Tageskarte (daily menu) outside the door or in the window for you to look at. This allows you to decide what you want to order and see how much it will cost before going into the restaurant.

Gentlemen First

Americans often wonder what happened to “ladies first” when they see that men precede women in entering a German restaurant. This custom dates from times when the man was the one to decide whether the restaurant was okay for the woman to enter. Once inside, you will usually be expected to find your own table. To avoid standing around feeling awkward if no one comes to seat you, walk over and take a table.

Hang It Up

Germans do not leave their coats on after entering a restaurant, nor do they put them over the back of a chair or on coat hooks or hangers placed conveniently around the restaurant. In fancy restaurants there may be a coat check (Garderobe) when you come in the door.

Pick Your Spot

After you have found a table, the waiter (Herr Ober) or waitress (Froeden) will bring a menu and will ask you what you want to order — “Was möchten Sie trinken?” You have a variety of drinks to choose from. Check the Getroenke page of the menu. The most common drinks are:

- Beer (Bier) which is usually drunk with meals. You will see that nearly everyone has a glass of beer, either on tap (Bier auf) or from a bottle (Flasche). For it is the national drink.
- Wine (Wein), either white (weiss) or red (rot), is ordered by the glass as well as by the bottle. Purchasing by the glass is an excellent way of trying the various wines available in Germany.
- Coffee (Kaffee) is not drunk or served with the meal. When you do have a cup after a meal, it is a small cup (costing about 120) and stronger than our coffee.
- Water (Wasser) is not served on the table and will not be brought to you unless you ask for it. You will get mineral water (Mineralwasser) unless you ask for Leitungswasser (tap water).
- Other Beverages: Milk (Milch), tea (Tee), and fruit juice (Saft). Soft drinks and colas are sometimes ordered with meals.

Once you get your drinks, you need to know German customs for toasting. Common toasts are “Zum Wohl!” and “Prost!” As a rule, Germans clink their glasses only when wishing each other luck or when celebrating some special event such as a birthday or wedding. Usually only glasses with wine or champagne are clinked together, although beer glasses sometimes are in Bavaria.

Key to Menu Symbols:

- Items are listed in the menu in the order that they are usually eaten: appetizer, soup, main course, and dessert.
- The price is shown to the right of or below each item on the menu. This price includes the tax and the service charge.
- The most common main dishes in German restaurants are types of veal (Kalb), beef (Rind), pork (Schwein) or fish (Fisch).
- Some German menus have an English translation. If they don’t, use a phrase book, Menu Master or ask the waiter for help.
Eating Etiquette

When your food arrives, the waiter may say "Guten Appetit" or "Mahlzeit" which means enjoy your meal. You may be surprised to find that everyone is not served at the same time. Since the food is freshly prepared, it is brought to the table when it is ready. As a result, it is German custom to begin eating whenever you are served. Don't wait for everyone at the table to be served as you would in the States or your food may get very cold.

Like most Europeans, the Germans hold the fork in the left hand and the knife in the right while eating. There is no switching of the fork from left to right after the meat has been cut. When not being used, place the fork down, cross them on your plate. When you are served a new dish, switch the fork to the other hand beside the plate.

In Germany it is not considered proper to sit at a table with your hands in your lap. Rest your hands, not your elbows, on the table. If you are still eating, but wish to set your knife and fork down, cross them on your plate. When you are finished, lay your knife and fork side by side on your plate. This tells the waiter that you are finished eating so he can clear the table.

Pay Up

If you need the waiter/waitress while eating, get his/her attention by calling — Herr Ober or Frauken. When you are ready to pay for dinner, get the waiter's attention and say "Zahlen, Herr Ober" (Do you enjoy your meal?) At most German restaurants, you can stay as long as you want. Meals in Germany are served at the same time. Since the food is freshly served, it is brought to the table when it is ready. As a result, it is German custom to begin eating whenever you are served. Don't wait for everyone at the table to be served as you would in the States or your food may get very cold.

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WHERE TO DO IT

RESTAURANT: offers complete food and drinks. RATSCHELLER: is excellent for regional specialties and traditional German food. One is located in the cellar of the Rathaus (city hall) of many towns in Germany. The Ratschellers are usually high quality restaurants, although often reasonably priced. GASTSTAETTE: is simply the German word for restaurant. In railway stations they are called BAHNHOFSGASTSTAETTE. They serve complete meals. GASTHOFF: is the village word for restaurant. They serve drinks and modest to complete meals. GASTHAUS: is the same as Gasthof — a restaurant of more or less modest proportions. They offer home cooking and a folksy atmosphere.
Are You A Menu Master?
The following menu (Speisekarte) from a local Gasthaus is not complete. Use the German words in the menu choices to fill in the blanks. Simply place the letter of the correct answers on the lines provided. You can use the Phrase Guides on page 3, the menu on page 4, a "Menu-Master" or a German dictionary if you need help.

1. Salat  
2. Nudliuh  
3. T-Bone  
4. Frukt

Vorspeisen  
Dlazl. Schonehen mit (1) und B寂静  
Wildkipfke und Toast  
DM 6.50

(2)  
Hausgemachte Zwiebeluppe  
Schwarzkohle Bohne  
Ungemachte Gofiptkuppe  
DM 3.30

Spezialistaeten  
Speziale nach Art des Hauses mit Curry Reis  
Wildudematen  
"Odenwaldler Art" Hausgemachte Spezial  
DM 12.50

(4)  
Schweinestek mit Raschartoffeln  
DM 15.50

Vom Kalb  
Gurken Rais mit Schinken und Kase mit (6)  
Zwecker Schweinchenbrot mit Koriaker  
DM 21.50

Fische  
Sauce mit Krabben, Champignons und Salzchartoffeln  
DM 20.50

(5)  
in Sauerstoffe  
mit Salzchartoffeln  
DM 18.50

Beilagen  
Gemuer Salat der Saison  
Gemuer (8) Art Saison  
DM 5.50

1 Port. Gemuer der Saison  
1 Port. (9) Champignons  
DM 8.50

(10)  
Eierspitzchen (Endeber)  
Schlenker Salat  
DM 2.50

Menu Choices  
a. Salat  
b. Nachtsab  
c. Seppia  
d. "Sauerstoffe Art"  
e. Fische

On Your Own Turf

When you go out to eat on the economy you have a choice of many types of restaurants. Match the type of restaurant with the correct item in "Where to go if..." by writing the letter of the restaurant to the left of the situation.

Where to go if...
1. You want to take a chow break on the autobahn.  
a. Weinstube
b. Conditori  
c. Rasthaus  
d. Schnell Imbiss  
e. Ratskeller  
G. Gasthaus

2. You develop a case of the munchies in the train station.  

3. You want a "home cooked meal in a "local" atmosphere.  

4. You want a wide choice of wines and a light meal.  

5. You want a quick snack on the run.  

6. You find yourself starving to death at city hall.  

7. You feel like having coffee and cake in the afternoon.  

8. You want a wide choice of wines and a light meal.  

9. You want a wide choice of wines and a light meal.  

10. You want a wide choice of wines and a light meal.  

Saying it Right

See if you're ready to use German phrases when you go to a restaurant on the economy. First, match the responses on the right with the questions and statements on the left. Then, you can read the questions or statements aloud and a friend can say the responses. Finally, try to say the questions and responses from memory.

Question/Statement  
1. Ist hier frei?  
a. Nein, wir moechten getrennt bezahlen.  
b. Danke sehr.  
c. Ich hatte gern Gedeck Nummer 2.  
d. Nein, wir moechten getrennt bezahlen.  
e. Ich hatte gern Gedeck Nummer 2.

2. Was moechten Sie trinken?  

3. Hat es gut geschmekt?  

4. Was moechten Sie zum essen?  

5. Guten Appetit!  

6. Moechten Sie alles zusammen bezahlen?  

7. Wo ist die Toilette?  

8. Haben Sie Kleingeld?  


10. Kann ich in Dollar zahlen?  

1. Nein, wir moechten getrennt bezahlen.  
b. Danke sehr.  
c. Ich hatte gern Gedeck Nummer 2.  
d. Nein, nur in Deutsche Mark.  
e. Ich hatte gern Gedeck Nummer 2.
"Doing It in Deutschland"

Check it Out: Can You Cope?

I. Use the menu on page 4 to answer these questions.
   A. What is the special soup of the restaurant? 
   B. What comes with the beef pot roast? 
   C. What would the bill be for a mushroom appetizer, a pork chop in paprika cream sauce, and an ice cream? DM 
   D. Does the above bill include the tax and service charge?

II. Answer these questions without looking at pages 1-6.
   A. Where would you go for a quick dinner and soda? 
   B. Where would you have afternoon cake and coffee? 
   C. Where would you have a light evening meal with wine?

III. What do these signs mean?
   A. Garderobe 
   B. Stammtisch 
   C. Heute ist Ruheetag

IV. Write your responses in German to the following:
   A. Was mochte Sie trinken? 
   B. Hat es gut geschmeckt? 
   C. Haben Sie Kleingeld? 
   D. Wollen Sie alles zusammen bezahlen?

Answers to Crossword Puzzle in the Munchen Connection.

THE COPING CONTEST

Contest Rules

On the map provided follow Alexandra Rastopov Feodorowitsch's trail to uncover the name of the secret rendezvous point.

From the AFN radio program Doing It in Deutschland - THE TRIPLE TREAT, you know that your three agent friends found out the names of the four towns that Alena had visited while carrying out her mission — 1) Mindeld, 2) Wunsenbury, 3) Tribsch, and 4) Karlsruhe. However, none of them figured out exactly where the enemy agents were to meet.

Your assignment is to discover where the meeting took place. To do this follow the directions provided:

1. Follow Sandy's trail on the map using the numbers by the different types of food or drink. Each type of food or drink fits into a specific category on a menu.
2. Identify the types of food (e.g., strawberries) and decide which menu category it belongs in (e.g., Nachtisch).
3. Put the number of the food or drink on the line before the correct menu category.
4. One letter is underlined in each menu category (e.g., Nachtisch). Using the numbers you placed on the line before the categories, put the underlined letter in the correct order in the boxes provided. This will give you the name of the secret meeting place.
5. Answer the questions in the section called "NOW - GIVE US A PIECE OF YOUR MIND" (on the next page).
6. Write your name, rank, and mailing address in the spaces provided.
7. Cut out the contest form. Fold on the dash line so that the address is on the front. Staple or tape closed in one place.
8. Drop in any APO mail box. NO STAMP IS NEEDED.
9. Twenty-five T-shirt winners will be drawn from the contestants who have written the correct name of the rendezvous point in the boxes and completed the "NOW - GIVE US A PIECE OF YOUR MIND" questions.
10. To be eligible, entries must be received no later than two weeks from the date of the last AFN broadcast of THE TRIPLE TREAT (see the schedule information on page 1).

Menu Category

<table>
<thead>
<tr>
<th>VORSPEISEN</th>
<th>BEILAGEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIND</td>
<td>SCHWEINE</td>
</tr>
<tr>
<td>ALKOHOLFREI GETRAENKE</td>
<td>LAMM</td>
</tr>
<tr>
<td>WILDERGENTHE</td>
<td>ENEMY AGENTS' RENDEZVOUS POINT</td>
</tr>
</tbody>
</table>

Look up the name for the rendezvous point in a German/English dictionary. Write the name in English.

7

W-15
CRYPTO-CODE

Dr. Zap ordered the following items for dinner. Can you break the crypto-code to discover the German words for what he ate? Each letter of the alphabet has been replaced with another. Here are a few hints to help you get started.

1. Each letter is the code for its code. For example, H = S and S = H.
2. The first word is done for you. Now you can decode all of the Y’s, R’s, V’s, I’s.
3. Take it from there on your own!

1. YRVI = BIER
2. ADRVYVOHFKKV = BIER
3. HXSMRGAVO = BIER
4. HK2VGA0V = BIER
5. HZ02G = BIER
6. GLIGV = BIER
7. PZUUUV = BIER

German
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

English
Y V S B I H E B

Use this to help you!

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE TRIPLE TREAT?
Part I (day) (time) Part II (day) (time)
Where did you listen to THE TRIPLE TREAT?
Place a check (+) in the space in each line below which is closest to your opinion of the radio program THE TRIPLE TREAT.

helpful not helpful
interesting boring
funny dull
too short too long

If you didn’t listen to the program, why didn’t you?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.

Rate Yourself: Are you a Four Star Restaurant? (p.1) Rating
1Poor 2Fair 3Good 4Excellent 5Superior
Are You a Menu Master? (p.6)
Check the Check (p.6)
Doing Your Own Thing: Saying it Right (p.6)
On Your Own Turf (p.6)
Coping Contest (p.7)
Coping Contest (p.8)

What did you like BEST about the program and activities:

What did you like LEAST about the program and activities:

NAME ____________________________ Mil. Rank __________ Civ. _______ Family Member _______
MAILING ADDRESS ____________________________ Unit ____________________________ APO ____________
T-SHIRT SIZE: Men’s _______ Women’s _______ Child’s _______ / S M L XL _______
Have you heard or read any of the "Doing It in Deutschland" programs? If so, you probably learned to do many things in Germany — use public transportation, eat out, shop, and understand legal aspects of living in Germany. If you missed the AFN radio broadcasts and/or Stars and Stripes publications of the "Doing It in Deutschland" programs, don't worry. You can go to your local Army education center, which has copies of all four programs.

There are many other ways that you can get help during your tour overseas. Throughout USAREUR the Army provides many services to military and civilian personnel and their families. Not far from where you are now you can find help in meeting many of your needs. There are agencies which deal with physical and psychological health, leisure and recreation, legal and citizenship matters, financial and consumer affairs, housing, transportation, education, family needs, employment, and more. This DIRECTORY OF USAREUR SERVICES tells you what you can expect from each of the 35 agencies listed. You will learn:

— WHO THEY ARE ... the name of the agency
— WHY THEY'RE HERE ... the main purpose(s) of the agency
— WHAT THEY DO ... the specific services available
— WHO THEY SERVE ... the eligibility requirements for making use of the agency's services

Some services vary from one community to another, and not all agencies are located in every Army community. To get more information about agencies in your community or to find out where the closest agency office is to you, look in your Installation directory or call your nearest ACS information office.

The people at the agencies described in this DIRECTORY are ready to serve you. That is their mission!

ARMED FORCES RECREATION CENTER (AFRC)

WHAT WE DO...

Operate challenging individual and group recreation programs through a variety of outdoor activities: skiing, tennis, golf, hiking, sailing, windsurfing, mountaineering. Provide billeting for families or individuals at Garmisch, Berchtesgaden, Chiemsee and Munich, Germany.

WHO WE SERVE...

All members of the military community — military personnel, civilians and family members.

AMERICAN FORCES NETWORK RADIO & TELEVISION (AFN) — EUROPE

WHY WE'RE HERE...

To provide the U.S. military community in Germany, Belgium and the Netherlands with a radio and television service of Information and entertainment.

WHAT WE DO...

From its headquarters in Frankfurt, and its nine affiliate stations in Bremerhaven, Berlin, Wuerzburg, Nurenberg, Munich, Stuttgart, Kaiserslautem, SHAPE Belgium and Frankfurt, it produces and broadcasts radio (AM and some FM stereo) and television to a target audience of approximately 500,000 Americans. The network also operates Mini-TV for troops in remote locations.

WHO WE SERVE...

All members of the military community — military personnel, civilians and family members.

To provide a focal point in the military community for services to families as well as single soldiers. To assist the commander in the resolution of personal problems and the provision of other services as needed to improve the quality of life and the well-being of members of the command.

EXCHANGE SERVICE

WHAT WE DO...

Essential services required by AR 608-1: 1-Information, referral and follow-up (referral to other agencies when required; follow-up to assure assistance is given); 2-Financial planning and assistance services (financial planning, consumer education, budget planning and debt liquidation); 3-Relocation services (lending closets, fact sheets describing community, welcome packets, orientation/briefing to community); 4-Army Child Advocacy Program (ACAP-insures services to children are provided to include prevention, identification, treatment of child abuse/neglect, foster care); 5-Handicapped Family Member Assistance Services (assistance to assignment authorities and sponsors in obtaining assignments to locations where services are available); 6-Child Support Services (CSS) see separate heading.

WHO WE SERVE...

All members of the military community — military personnel, civilians and family members.
uniformly low prices. AAFES also generates earnings to supplement appropriated funds for the support of Army and Air Force Morale, Welfare and Recreational programs.

**WHAT WE DO...**

**AAFES-Europe** is a vital link with home for Army and Air Force communities from the Atlantic Ocean to the Persian Gulf. To bring merchandise and services to soldiers, their families, we operate about 4,000 activities including large department stores, remote site exchanges, cafeterias, McDonald's-style burger bars, 7-Eleven-type convenience stores, garages and service stations, barbershops, movie theaters, laundry and dry cleaning services, a school lunch program, vending machines and a host of other services.

**WHO WE SERVE...**

All active duty military personnel and eligible civilians (10 card holders).

**CHAPLAIN'S OFFICE**

**WHY WE'RE HERE...**

To provide a comprehensive ministry to all service members and their families within the command, including worship; religious retreats; workshops in spiritual, family and personal growth; pastoral care and counseling.

**WHAT WE DO...**

- Worship experiences are developed to meet the needs of personnel within the command. Christian education classes, support groups, chapel socials and fellowships, Bible studies, marriage encounter and enrichment groups, youth activities, opportunities for lay participation in chapel ministries, chapel choirs and music programs, various kinds of religious retreats.

**WHO WE SERVE...**

All members of the military community — military, civilians, family members and retirees.

**ARMY EMERGENCY RELIEF (AER)**

**WHY WE'RE HERE...**

To provide financial assistance to Army people and their families in time of emergency need.

**WHAT WE DO...**

- Provide emergency assistance to Army people and their family members when faced with a valid emergency need and assistance to widows/widowers and orphans of deceased Army personnel. We have an educational assistance program which provides loans/scholarships for unmarried dependent sons or daughters of Army people — active, retired, or deceased.

**WHO WE SERVE...**

Army members on extended active duty and their dependents, members of the Reserve Components of the Army (Army National Guard and U.S. Army Reserve) on continuous active duty for more than 30 days and their dependents, retirees, widows/widowers and orphans of eligible Army members.

**CHILD SUPPORT SERVICES (CSS)**

**WHY WE'RE HERE...**

To provide an alternative source of care in the military community for children of working parents.

**WHAT WE DO...**

- Provide day care and drop-in care programs for children aged 6 months to 12 years and preschool programs for children 3 to 5 years old. 1) Day care provides child care and development services for children of working parents. 2) Drop-in care/hourly care provides child care and developmental services for children when parents participate in community functions, recreational activities, etc. 3) Hallday care (preschool) provides organized activities designed to promote children's social and intellectual development and to prepare them for entry into the formal school system. 4) Some communities have begun to register family day care homes. These homes provide for infants, 6 weeks for 6 months, as well as older children whose parents prefer this type of care.

**CIVILIAN PERSONNEL OFFICE**

**WHY WE'RE HERE...**

To provide a full range of personnel management services for the Department of the Army civilian and local national employees, including recruitment and placement, position and pay management, management-employee relations and training.
WHAT WE DO...
Operate the Dependent Hire Program, recruit for and fill various lower and middle grade positions; classify and determine appropriate grade and pay for all positions; provide employee services, such as processing requests for health and life insurance, providing retirement information and processing, maintaining all civilian personnel regulations, directives and files; and maintain civilian personnel records for all employees.

WHO WE SERVE...
Employees and those eligible to apply for positions with the Department of the Army.

USAREUR
CLASS VI STORE
WHY WE'RE HERE...
To provide high quality alcoholic beverages at reasonable prices to USAREUR authorized personnel and organizations.

WHAT WE DO...
Establish convenient retail outlets to sell alcoholic beverages by the bottle or case. Customer demand determines brands, types and quantities sold.

WHO WE SERVE...
All military personnel, 18 years of age or older, during their tour of duty in USAREUR. Also USAREUR civilians, family members and certain non-U.S. NATO personnel.

COMMUNITY COUNSELING CENTER (CCC) (formerly Community Drug and Alcohol Assistance Center — CDAAC) . . . . .

WHY WE'RE HERE...
To help soldiers, their families, and DA civilians so they are better able to find satisfying ways of working and living which are free of alcohol and drug abuse.

WHAT WE DO...
We provide rehabilitation counseling services for alcohol and drug abusers and their families. We also provide awareness and education classes, crisis interventions, program information, and referrals for medical evaluations if necessary.

WHO WE SERVE...
Our clients include everyone who is entitled to military medical services.

CREDIT UNION
WHY WE'RE HERE...
To provide a co-operative savings and loan association with the dual purpose of encouraging thrift and offering members a source of credit at low interest rates.

WHAT WE DO...
Encourage members to accumulate savings as a means of building economic security. Provide various types of loans. Credit Unions also offer their members such advantages and benefits as: a favorable rate of return of savings, insured savings accounts, low cost loans, check cashing service, budget and financial counseling and lifetime membership.

WHO WE SERVE...
Military and civilian personnel and their family members who have a valid ID card.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS (DODDS)
WHY WE'RE HERE...
To provide an educational program comparable to that of the public schools in the United States for eligible minor dependents of U.S. Defense Department personnel in overseas locations.

WHAT WE DO...
Offer educational services in language arts, mathematics, science, social studies, foreign language, fine arts, health, physical education, guidance and counseling, athletics, special career and intercultural education and such electives as sex education, drug abuse education, black studies, com-
### WHAT WE DO...

Develop, coordinate, disseminate and supervise the execution of policies pertaining to the equal opportunity program. Conduct continuous analysis of trends regarding the racial climate in USAREUR.

### WHO WE SERVE...

All active duty personnel and their family members in all USAREUR/7th Army MACOMs.

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### DRIVER'S ORIENTATION AND TESTING

**WHY WE'RE HERE...**

To prepare applicants for the written and road sign tests that must be passed before receiving a license to operate a motor vehicle in Germany.

**WHAT WE DO...**

All tests (written, road sign and, if applicable, the road test) are administered, and necessary documents forwarded to USAREUR for issuance of a permanent driver's license.

**WHO WE SERVE...**

We provide service to those personnel who are entitled to logistical support under the Status of Forces Agreement. (Normally, personnel who are entitled to a USAREUR driver's license.)

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### FINANCE OFFICE

**WHY WE'RE HERE...**

To provide financial services to U.S. Army military and civilian personnel and their family members.

**WHAT WE DO...**

Cash checks, sale of local currency, travel payments (civilian and military), temporary lodging allowances (military), and portable military pay accounts.

**WHO WE SERVE...**

U.S. Army military and civilian personnel, their family members, and members of other services for certain financial services.

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### HOUSING REFERRAL OFFICE

**WHY WE'RE HERE...**

To provide assistance in locating suitable non-discriminatory off-post housing.

**WHAT WE DO...**

Obtain and maintain housing listings (vacancies); counsel and provide assistance to applicants; provide transportation to vacant listings; handle complaints; inspect rental property; maintain community liaison; ensure non-discrimination. (An agent may qualify property for listing with HRO only if the agent submits a suitable assurance of non-discrimination.)

Provide applicant with general information on the geographic area in which housing is desired, to include, as appropriate: information on public, private and parochial schools; transportation; churches; recreational facilities; shopping centers; emergency service and other community services available in the area.

**WHO WE SERVE...**

All U.S. military and their family members, and eligible DOD civilian employees and their family members.

---

### KONTAKT

**WHY WE'RE HERE...**

To develop and maintain positive relationships between Germans and Americans and other nationalities.

**WHAT WE DO...**

Promote interaction between U.S. soldiers and Germans and other Europeans through international KONTAKT groups in USAREUR military communities. Activities and programs include recreation, education, and community action projects.

**WHO WE SERVE...**

USAREUR soldiers and families, with emphasis on single soldiers, ages 18-27, to include interaction with civilian host nation citizens.

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### Getting What You Want From Agency Services

Match the items in Column I (Here is what you need ...) with the items in Column II (Here is where you find it ...). Write the numbers from Column II in the space to the left of Column I.

<table>
<thead>
<tr>
<th>Here is What You Need ...</th>
<th>Here is Where You Find It ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You want to rent sleeping bags for a camping trip.</td>
<td>1. ITT and/or USO</td>
</tr>
<tr>
<td>b. You would like some information about tours and shopping trips to factory outlets for beer steins and cuckoo clocks.</td>
<td>2. MOS Library</td>
</tr>
<tr>
<td>c. You want to check on a problem situation back home.</td>
<td>3. Recreation Center</td>
</tr>
<tr>
<td>d. You want to study FM's, TM's and other publications for your job.</td>
<td>4. Outdoor Recreation</td>
</tr>
<tr>
<td>e. You want to get more practice in your hobby - photography.</td>
<td>5. TEC tapes (Training Extension courses)</td>
</tr>
<tr>
<td>f. You want to study on your own for the SQT.</td>
<td>6. Red Cross</td>
</tr>
<tr>
<td>g. You would like to learn more about the history of Germany.</td>
<td>7. Legal Assistance Office</td>
</tr>
<tr>
<td>h. You need to give your spouse power of attorney while you’re in the field.</td>
<td>8. Post Library</td>
</tr>
<tr>
<td>i. You would like to learn about the American military.</td>
<td>9. Army Emergency Relief</td>
</tr>
</tbody>
</table>
Right Questions . . . To Get The Right Answers

Know what you need to ask.
Ask the right person, at the right place, at the right time.
State your question clearly.
Explain any special circumstances.
Repeat your question using other words if the person doesn’t seem to understand.

WHAT WE DO . . .

Assistance is available for such matters as adoption, change of name, naturalization, citizenship, divorce and separation, immigration, insurance, issuance of passports to persons other than U.S. nationals, civil rights, domestic relations, non-support of dependents, personal finances, sales contracts, debts, taxes, personal property, power of attorney, wills, and German law. In some offices, a German attorney is available. All LAOs will supply you with a list of local German lawyers who speak English.

WHO WE SERVE . . .

All members of the U.S. military community - military personnel, civilians and family members.

WHAT WE DO . . .

Provide a full range of medical and dental services. Availability of services vary at any of the two medical centers, ten hospitals, 54 health clinics, 11 dental activities and their 50 dental clinics. Limited veterinary services are available at each of the medical centers and hospitals.

WHO WE SERVE . . .

Active duty members of the Uniformed Services, their family members and DOD civilians and their family members.

MORALE SUPPORT ACTIVITIES (MSA)

WHY WE'RE HERE . . .

LIBRARIES — Leisure reading, periodicals, reference material and audio-visual materials; SPORTS — on/off duty competitions for teams and individuals; conditioning, OUTDOOR RECREATION — check-out centers, camping and gardening; BOWLING — pro-shop, snacks, RECREATION CENTER/ITT — Social, cultural, information, Tours and Travel, ARTS & CRAFTS — auto repair, photography, and multi-purpose shops; MUSIC & THEATER — music instruction, little theater, touring shows; YOUTH ACTIVITIES — mini MSA program for 6 to 19 year old family members.

WHO WE SERVE . . .

Active duty and retired military, and family members accompanied by their service sponsor may travel Space A, from and within overseas areas.

Do the Right Things . . . Because Your Success Depends On It

Be polite, courteous and patient.
But be assertive . . .
Get all the information you can.
If you don’t understand an answer, ask for an explanation.
Know when your question has been answered.
If one person doesn’t have the answer, find out who does.
If you might forget the answer, write it down.

LEGAL ASSISTANCE OFFICE

WHY WE'RE HERE . . .

To provide assistance on legal matters of a civil law nature with both military and German authorities.

WHAT WE DO . . .

1-issuance and control of privately owned vehicle operators licenses and registration of POV’s and firearms. 2-Development and enforcement operations. 3-Confinement of U.S. prisoners. 4-Development and implementation of crime prevention programs. 5-Development of nuclear, chemical and conventional security policies and programs. 6-Drug suppression operations.

WHO WE SERVE . . .

All U.S. military and civilian personnel and their family members.

MEDICAL SERVICES — 7th MEDCOM

WHY WE'RE HERE . . .

To maintain the health of the U.S. Army in Europe and to conserve its fighting strength. Care is provided for the sick and the injured in peacetime and, concurrently, preparations are made for health support of USAREUR in time of war.

WHAT WE DO . . .

To provide a broad range of recreational and leisure time programs for USAREUR military communities through participation in physical, mental, social and cultural activities.

Within Germany, service members and their families may catch "hops" to Spain, England, Greece, Turkey, and Italy at very low cost. Service members must be in uniform and must have valid leave orders, ID cards, and, in some cases, their immunization certificate and passport. Family members must have their necessary travel documents (passport and visa, or non-U.S. citizens). Current information on destinations, the best times to depart, the frequency of flights and procedures to follow are available from the MAC terminals in Frankfurt and Ramstein.

WHO WE SERVE . . .

Active duty and retired military, and family members accompanied by their service sponsor may travel Space A, from and within overseas areas.
POSTAL OPERATIONS DIRECTORATE/U.S. ARMY POSTAL GROUP — EUROPE

WHY WE'RE HERE...

To provide mail service throughout the Theater Army Europe, Belgium and Holland.

WHAT WE DO...

Exercise command and control over three Postal Companies and 17 Postal Detachments located in Germany, Belgium and Holland to include technical control over all postal operations with the European Theater. Services include

- sales of stamps and money orders, mailing of first class letters, including registered, certified and other special services; mailing of parcels: Air mail, SAM (Space Available Mail), or PAL (Parcel Airlift) and other special mail services. (Your APO has available publications describing specific guidelines regarding customs and mailing regulations.)

WHO WE SERVE...

All U.S. military, active duty and retired; their family members and DOD civilians and family members.

RECREATION CENTERS

INFORMATION, TOURS AND TRAVEL

(ITT)

WHY WE'RE HERE...

To provide a program/facility to meet multi-purpose social and cultural needs of the military community. This is the hub of information and on-post social activities.

WHAT WE DO...

Programs range from drop-in type (e.g., TV, billiards, table tennis) to scheduled special events, classes and theme parties. Rec Centers provide the setting for clubs and other special interest groups (e.g., Economy Wives, Coin Collectors) and competitions (e.g., chess, pool, piniocha). ITT provides information on activities in the area, tickets for concerts, travel and tours. Travel opportunities vary from one-day, low cost local sights to week-long visits to Europe's tourist attractions.

WHO WE SERVE...

Active duty and retired military, authorized civilians and their family members. (IAW Table 1-1, AR28-1 and UR 600-700.)

American Red Cross

RED CROSS

WHY WE'RE HERE...

To provide direct assistance to military members and their families. The American Red Cross and its program of assistance to the Armed Forces developed when national leaders, both civilian and military recognized the need for social welfare services for military personnel and their families. The need was formally articulated in 1881 when Clara Barton and a few supporters from the Association of the Red Cross. In 1900 the Congress of the United States chartered the organization and it was reincorporated by an Act of Congress on January 5, 1905.

WHAT WE DO...

COMMUNICATIONS SERVICES — Provide a means of communication on family emergencies to members of Armed Forces and their families, worldwide 24 hours. EMERGENCY FINANCIAL ASSISTANCE — In case of certain emergencies, an outright grant or interest-free loan. REPORTING & REFERRAL — Counseling for personal or family problems — the Red Cross worker helps the service member identify and understand the problem, find a solution and identify other resources in the community to help resolve problems. COMMUNITY VOLUNTEERS — serve in many capacities as caseworkers at clinics, offices, schools, etc. in addition, youth services utilizes youngsters as volunteers and in special programs such as Clown Corp., Basic Aid Training, etc. HEALTH & SAFETY — The American Red Cross teaches skills in first aid, water safety, small craft, and cardiopulmonary resuscitation (CPR). Courses are also available in preparation for Parenthood, Vital Signs, Super Sitter and more.

WHO WE SERVE...

All members of the military community (military, civilian and family members) who are entitled to logistical support. (Emergency financial assistance limited.)

RE-ENLISTMENT/CAREER COUNSELOR

WHY WE'RE HERE...

To provide the individual soldier with assistance/guidance in selecting or remaining in current MOS for career progression, obtaining reenlistment, and assignments/options. To advise commanders on reenlistment matters.

WHAT WE DO...

Counsel soldiers. Assist soldiers with problems associated with reenlistment, extensions, specific options, etc. Provide advice to ineligible soldiers on requirements to become eligible for reenlistment.

WHO WE SERVE...

All soldiers eligible for reenlistment.

How To Get Service From The Services

Know where to go and who to see.

Make an appointment, if necessary.

Get to the appointment on time.

If you can't keep an appointment, call to tell the person.

Acquire any necessary authorization and/or assistance from your chain of command.

Go prepared. Know what information/services you need. Take all required papers/documents.

Follow the agency's operating procedures (e.g., take a number, fill out an application).

Be polite, courteous and patient.

Be assertive, know your rights regarding services.

Be aware that one agency can help you to obtain service from another agency.

Recognize the problems agency personnel might face understanding/over work/peak times, such as busy seasons/new to the job.

Realize that a few agency personnel may be impatient, lazy or uncooperative. You need to be helpful to get their help.

Keep it until you find the agency or person who can help you.

Be courteous to other clients/customers seeing/serving the services.

Show your appreciation for services received.
ROD AND GUN CLUB

WHY WE'RE HERE...

To join together to accomplish mutual interests; to promote American-European relations through local and international sporting activities; to coordinate the shooting, fishing, and hunting programs for members of the clubs; and to promote educational programs to help the newcomer enjoy field and stream activities.

WHAT WE DO...

HUNTING AND FISHING: Sponsor fishing contest and annual hunting and fishing instructors' course. Control of U.S. game quotas. Furnish training tests and materials to Hunting and Fishing Offices.

SHOOTING: Sponsor teams in international and German style hunting (Deutsche Jäger Verein Club - DJV) championships, and the Armed Forces skeet shoot. Coordinate the European shooting program and schedule for NSSA, ATA and NRA.

GENERAL: Maintain film library, assist members on special projects and organization of trips.

The STARS and STRIPES

STARS AND STRIPES BOOKSTORE & NEWSPAPER

WHY WE'RE HERE...

To provide a daily "home-away-from-home" newspaper for U.S. military personnel and their families, as well as U.S. civilians stationed in Europe, the United Kingdom, the Middle East and North Africa. To operate bookstores at military installations throughout these areas. The newspaper can be purchased at Stars & Stripes bookstores, some military dining facilities and snack bars on military installations. Additionally, Stars & Stripes operates a job printing shop that offers service to U.S. military agencies in Europe.

WHAT WE DO...

A wide variety of programs and services is provided through eight principal USO locations: Frankfurt International Airport, Frankfurt, Hanau, Baumholder, Kaiserslautern, Mannheim, Stuttgart and Wiesbaden. Services and programs include intercultural understanding, extensive information and referral, travel assistance, informal education, community involvement, recreation activities, orientation to foreign cultures, USO shows and assistance to economy families through outreach programs.

WHO WE SERVE...

All members of the U.S. military and their family members and active members of the Association. Associate membership includes NATO forces military and civilian components.

United Service Organization

WHY WE'RE HERE...

To serve the spiritual, social, recreational, educational and entertainment needs of U.S. service members and their family members worldwide.

WHAT WE DO...

A wide variety of programs and services is provided through eight principal USO locations: Frankfurt International Airport, Frankfurt, Hanau, Baumholder, Kaiserslautern, Mannheim, Stuttgart and Wiesbaden. Services and programs include intercultural understanding, extensive information and referral, travel assistance, informal education, community involvement, recreation activities, orientation to foreign cultures, USO shows and assistance to economy families through outreach programs.

WHO WE SERVE...

All members of the U.S. military forces and their family members, members of the Reserve Forces and National Guard while on active duty status, military personnel of other nations under special conditions, U.S. government civilian personnel overseas and their family members.

Vehicle Registration

WHY WE'RE HERE...

To provide, in the Federal Republic of Germany and West Berlin, personnel and facilities for the issuance and control of privately owned vehicle operator's licenses, the registration or privately owned vehicles and firearms, and related services.
WHAT WE DO...

We issue privately owned vehicle operator's licenses, registrations of privately owned vehicles, as well as registration of privately owned firearms.

WHO WE SERVE...

All military personnel, eligible civilians and their family members. (Normally, personnel who are entitled to PX rationed items are entitled to a USAREUR driver's license).

Programs are organized by age groups in the areas of sports (e.g., baseball, football, soccer); outdoor activities (e.g., swimming, cheerleading); programmed activities (e.g., dances, classes, clubs); drop-in activities at the Youth Center (e.g., TV, games, snacks); and cultural tours.

YOUTH ACTIVITIES

WHY WE'RE HERE...

To provide a broad range of sports, recreational and cultural programs for the youth (i.e., age 6 to 19) who are family members in USAREUR military communities.
THE GOODS TO GO

What's It All About?
To Go, is one of a series of programs each of which deals with different "IT." When you've finished out on the economy, and understanding the legal aspects of living in Germany. Be sure to participate in all programs. This episode. The Goods to Go will be about using public transportation, eating in Germany. "DOING IT IN Deutschland." you know that Drac Willie, Chester Doondoggle, and Dr. Zap are frequently called upon by "Contact" to take part in a special mission. Well, they're at it again in The Goods To Go.

Strac Willie
Strac is really excited about this mission because it's in the field and top secret. In his enthusiasm, he confuses a very important piece of information. Because of this, Strac gets a Lecture for his 008 Schirm.

Doctor Zap
Dr. Zap knows as much about shopping on the economy as he does about eating on the economy. And everyone knows how well he can eat. His German isn't perfect, but he makes himself understood and helps his friends with the language. For example, he tells Strac he should be "druecken-mg" instead of "ziehen-ing."

Chester Doondoggle
Chester has picked up some pointers from Dr. Zap. He's learned that it can be helpful to have information at your fingertips. He was especially happy to be able to help 7/11 during their mission preparations.

7/11
No. 7/11 isn't the name of the store where our friends shop. It's the code name of the special agent who has joined them for this task. She's a newcomer, but becomes part of the team as they Do IT in Deutschland.

Drac knows more about this top secret mission that was so secret even the "agents" didn't know what they were doing. Listen to The Goods To Go on AFN at one of the times listed in the schedule. Use the information on pages 2 and 3 during the broadcast. Then complete the rest of the pages on your own or with a friend or family member. You'll soon be ready to shop on the Hauptstrasse or in your neighborhood Metzgerei.

What Are They Up To This Time?
If you've heard other episodes of "DOING IT IN DEUTSCHLAND," you know that Strac Willie, Chester Doondoggle, and Dr. Zap are frequently called upon by "Contact" to take part in a special mission. Well, they're at it again in The Goods To Go.

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Dr. Zap knows as much about shopping on the economy as he does about eating on the economy. And everyone knows how well he can eat. His German isn't perfect, but he makes himself understood and helps his friends with the language. For example, he tells Strac he should be "druecken-mg" instead of "ziehen-ing."

Chester Doondoggle
Chester has picked up some pointers from Dr. Zap. He's learned that it can be helpful to have information at your fingertips. He was especially happy to be able to help 7/11 during their mission preparations.

Schedule of AFN Broadcasts

Monday, 14 February — 1700 hours
Wednesday, 16 February — 1800 hours
Saturday, 19 February — 1900 hours

CHECK YOUR CONSUMER SENSE:
Circle the correct ending to each of the following statements.

1. The German name for a type of clothing is:
2. A metric measure for weight is:
3. The German size for an American size 15 ½ shirt is:
   a. 39 b. 41 c. 36 d. 50.
4. A store in which you would buy furniture is:
5. Mehrwertsteuer is:
   a. a seasonal sale b. department store c. children's clothing d. value added tax.
6. The clothing care symbol © means:
   a. do not a. clean b. machine wash c. drip dry d. hand wash only.
7. On all but the first Saturday of the month. German stores are open from:
   a. 0830-1800 b. 1500-1830 c. 0830-1300 d. 0400-1600.
8. The German phrase 'Ich habe Groesse...' means:
   a. I would like b. Can you show me c. How much is this d. I am size...
9. The sign "Schlussverkauf" in a store window means:
   a. clearance sale b. the store is closed c. the store accepts dollars and D-Marks d. the store sells housewares.
10. If you asked for a "grauen wollen Rock," the salesperson would show you:
    a. a green shirted coat b. a grey wool skirt c. a yellow suede coat d. a white silk blouse.

Check your answers on page 7. Give yourself 1 point for each correct response. Then find out your consumer sense.

Confused Consumer
Savvy Shopper
10 - 12    9 - 10
8 - 9
6 - 8
4 - 7
2 - 3

JOIN THE WINNERS!
Have you seen anyone wearing a T-shirt with a picture of Strac, Dr. Zap and Doondoggle "DOING IT IN DEUTSCHLAND." Well, they're COPING CONTEST winners. You too, can be a winner. Learn how by reading the COPING CONTEST rules on page 7. Then listen to the AFN broadcast and complete the following pages. Good luck!
'Doing it in Deutschland'~3

STORE DIRECTORY

- Cellar or Basement: Kellergeschoss
- Ground floor: Erdgeschoss
- First floor: 1. OG - Stock
- Second floor: 2. OG - Stock
- Third floor: 3. OG - Stock

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Other Helpful Signs

- To Steps - Treppen
- To Elevator - Fahrstuhl
- To Escalator - Rolltreppe
- To Emergency Exit - Notausgang

---

HOURS OF OPERATION

- Many stores close for an hour or two during the day.
- Stores must be closed between 1830 and 0700.

- Geöffnet: Montag-Freitag: 0830-1300, 1500-1830
- Kurzer Samstag: 0830-1300
- Langer Samstag: 0830-1800
- Mittwoch geschlossen: Nachmittag
- Sonntag und Feiertage geschlossen

- Most Saturdays, stores are open only until 1 or 2 p.m.

- On the first Saturday of each month, stores are open until 1800 or 1830.

- Stores may be closed on Wednesday afternoon, especially in small towns.

- Except for certain kinds of stores (bakeries, milk shops and flower shops) and in tourist areas or train stations, stores must be closed on Sundays.

---

Stric tried to ziehen (pull) when he should have drücken (pushed).
### American-German Size Conversion Chart

#### WOMEN:
**Blouses and Sweaters**

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<th>U.S.</th>
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<td>32</td>
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**Dresses and Suits**

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**Shoes**

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<td>16½</td>
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<td>54</td>
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</table>

#### MEN:
**Suits, Coats, Slacks and Jackets**

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<thead>
<tr>
<th>U.S.</th>
<th>German</th>
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<tbody>
<tr>
<td>34</td>
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<td>42</td>
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<td>44</td>
<td>54</td>
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**Shoes**

<table>
<thead>
<tr>
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<td>8</td>
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<td>9</td>
<td>40</td>
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<tr>
<td>10</td>
<td>41</td>
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<tr>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>12</td>
<td>43</td>
</tr>
</tbody>
</table>

**Shirts**

<table>
<thead>
<tr>
<th>U.S.</th>
<th>German</th>
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<tbody>
<tr>
<td>14</td>
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<td>15</td>
<td>38½</td>
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<tr>
<td>15½</td>
<td>39</td>
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<tr>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>16½</td>
<td>41</td>
</tr>
<tr>
<td>17</td>
<td>42</td>
</tr>
</tbody>
</table>

### Hints For Converting:
1. For blouses, add 8 to U.S. sizes (e.g., U.S. 34 = German 42).
2. For dresses/skirts, add 28 to U.S. size.
3. For shoes, add 31 to U.S. size.

---

### CLOTHING CARE INSTRUCTIONS

The following symbols appear on European clothing. Beside each symbol, its meaning is given.

1. **Hand wash only.**
2. **Garment may be dry cleaned.** Sometimes this sign is combined with a "Don't Wash" sign, which means it must be dry cleaned. If the "Don't Wash" sign is absent, the consumer has the choice.
3. **Do not dry clean.**
4. **Machine wash.**
5. **Do not bleach.**
6. **Do not hang to dry; dry flat, or on a frame.**
7. **Drip dry.** Hang while wet for best results.
8. **Tumble dry if so desired.** If sign is in green, high heat may be used; if amber, use low heat.
9. **Warm iron.** One dot means cool iron; three dots mean a hot iron.
10. **Do not iron.**

Note: An X through any symbol means "DO NOT..."
Here is a step-by-step guide to saving DMs.

**Step One:** Get specific information from your local Community Morale Support Fund (CMSF) office.

**Step Two:** Select the goods or services you want from a merchant who will accept payment through the tax-relief program. Merchants participate in the program voluntarily.

**Step Three:** Get an invoice (bill) from the merchant for the desired goods or services.

**Step Four:** Purchase a DM certified bank check made payable to the CMSF office.

**Step Five:** Take the invoice and check to the CMSF office.

**Step Six:** Complete the forms at the CMSF office. You will get a purchase order and an Abwicklungsschein (relied certification).

**Step Seven:** Take the check, the purchase order and Abwicklungsschein to the merchant and pick up the goods.

**Step Eight:** Have the merchant certify payment on the purchase order and return it to you.

**Step Nine:** Take or send one copy of the purchase order to the CMSF office.

**Step Ten:** Enjoy your purchase — Tax free!

---

### With A Little Help From Your Friends

As with most things in DOING IT IN DEUTSCHLAND, service members and their families can get help from several agencies before they go shopping on the economy. Here are some shopping-related services provided in your community.

**GO TO:**

- ITT, USO or Rec Center
- Community Morale Support Fund (CMSF)
- JAG or Legal Assistance Office
- Military Banking Facilities or Finance Office
- Education Center, LRC, Headstart or Gateway or German Volkshochschule
- Post library, Stars & Stripes Bookstore or German Buchhandlung
- Army Community Service

**FOR:**

- Group shopping tours (transportation provided)
- Tax Relief (Mehrwertsteuer)
- Interpretation of and advice about sales contracts
- Exchange dollars for DMs
- German language and customs classes
- Helpful books on what to buy, where to find what you want, how to communicate with store personnel, etc.
- Information and assistance for many aspects of shopping

### Approximate Equivalents of English and Metric Measures

**SHIFT TO METRIC**

<table>
<thead>
<tr>
<th>English Unit</th>
<th>Metric Unit</th>
<th>Conversion Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 inch</td>
<td>2.54 cm</td>
<td>1 in = 2.54 cm</td>
</tr>
<tr>
<td>1 foot</td>
<td>0.30 m</td>
<td>1 ft = 0.30 m</td>
</tr>
<tr>
<td>1 yard</td>
<td>0.91 m</td>
<td>1 yd = 0.91 m</td>
</tr>
<tr>
<td>1 mile</td>
<td>1.61 km</td>
<td>1 mi = 1.61 km</td>
</tr>
<tr>
<td>Mass (Weight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 gram</td>
<td>0.001 kg</td>
<td>1 g = 0.001 kg</td>
</tr>
<tr>
<td>1 pound</td>
<td>0.45 kg</td>
<td>1 lb = 0.45 kg</td>
</tr>
<tr>
<td>1 ton</td>
<td>0.91 t</td>
<td>1 t = 0.91 t</td>
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<tr>
<td>Capacity</td>
<td></td>
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<tr>
<td>1 fluid ounce</td>
<td>29.6 mL</td>
<td>1 fl oz = 29.6 mL</td>
</tr>
<tr>
<td>1 pint</td>
<td>0.473 L</td>
<td>1 pt = 0.473 L</td>
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<tr>
<td>1 quart</td>
<td>0.946 L</td>
<td>1 qt = 0.946 L</td>
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</tbody>
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**TEMPERATURE**

<table>
<thead>
<tr>
<th>Fahrenheit</th>
<th>Celsius</th>
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<tr>
<td>0</td>
<td>-17.8</td>
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<tr>
<td>100</td>
<td>-122</td>
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<td>212</td>
<td>100</td>
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** APPROXIMATE EQUIVALENTS OF ENGLISH AND METRIC MEASURES **
GERMAN STORES
AND WHAT THEY SELL

ANTIKWERTENHANDEL... an antique store
APOTHEKE... a pharmacy, handles only prescription and non-

prescription drugs
AUTO-HANDEL... car dealers and rental
AUTO-REPARATUREN... car repairs
BAECKEREI... bakery; breads, rolls, pastries and other batten-
ing foods
BAST UND
HEIMWERKERGESAET... hobby & craft store; craft supplies, handyman
supplies, do-it-yourself home repair and deco-

ring supplies

BETTENGESCHAET... bed shop; beds, sheets, comforters, blankets,
pillows, etc.

BLUMENGESAET... florist; fresh and dried flowers, potted plants,
lilies, etc.

BUCHHANDEL... book shop; books, maps, calendars
DROGERIE... a drug store; most items you would expect to find
in American drug stores except pharmacy items
DRUCKEREI... printer; misc. printing, i.e. pamphlets, letterhead,

etc.

EISENHANDLUNG... a hardware store; similar to U.S. hardware
stores; you can usually find rock salt here

ELEKTROGESCHAET... electric shop; light fixtures, wiring supplies,
some electric appliances

FAHRRADGESCHAET... bicycle shop (including repairs and spare parts)
FARBENGESCHAEFT... paint and covering shop; paints, wallpaper,
supplies for applying wall coverings

FEINKOSTLADEN... fine food shop; imported food items, deli items,

exceptional wines and liquors

FOTOGESAET... photo shop; cameras, projectors, film, mutos,
lens, carrying cases, tripods, etc. film processing
FRISUR... beauty shop (men, women & children)

GARTENGESCHAEFT... garden shop; seeds, plants, planters, garden

tools

GARDINGESCHAET... all sorts of curtains, drapes, etc. in different

shapes and sizes

GENUESELADEN... fresh vegetables and fruits shop
GESCHENKBOUTIQUE... gift shop; boutique gifts in all price ranges

HANDARBEITGESCHAET... needle shop; needlepoint, crochet, knitting,
tapestry

HAUSHALTSGESAET... house ware shop; items for the kitchen, china

and pottery, crystal, pots and pans, household

accessories

HUTLADEN... a hat shop

HUT UND REGENSCHIRM
GESCHAEFT... hat and umbrella shop
KAUFHAUS (WARENHAUS)... large department store
KIOSK... small stand selling newspapers, magazines, candy,

beverages (some sell sandwiches and hot
dogs)

KLEIDERGESCHAET... clothing store

KRAFTFAHRZEUGTEILE
GESCHÄFT... automotive parts store
KUNSTHANDLUNG... art shop; paintings, prints and frames

KURZWANGESCHAEFT... dry goods store (all sorts of sewing

notions)

METZGEREI... meats, cheese, sausages, etc.

MOEBELGESCHAEFT... furniture store

MOTORRADGESCHAET... motorcycle shop; sale and repair of motorcycles

SCHMUCKWARENGESAET... jewelry store

SCHUMACHER... shoe repair shop

SCHREIBWARENGESAET... stationery store

SPIELWARENGESCHAET... toy shop; toys for children of all ages

TABAKWAREN... a store for all sorts of smoking accessories, i.e.
cigarettes, cigars, cigarettes, pipes, lighters, etc.

TAPETENGESCHAEFT... wallpaper shop; various types of wall paper

and wall-posters, etc.

TEPPICHGESCHAEFT... rug shop; all sizes and shapes of rugs, shag,

shag rug shop for clocks and watches, most of them also

do repairs

WAS FARBE, BITTE?
black... schlamm
blue... blau
brown... braun

green... gruen
grey... grau

orange... orangen farben
pink... rosa

red... rot

white... weiss

yellow... gelb

Knopf 1.
Name

Zahl

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Fabri $ And
Fiber Names

1. Baste Schurwolle...Pure new wool
2. Wolle...Wool
3. Baumwolle...Cotton
4. Seide...Silk
5. Nylon...Synthetics
6. Koerper...Cotton
7. Eder...Leather
8. Borgerfleir... Wash and wear

Schlussverkauf
Clearance sale

bargain

ANZEIGEN
ANGEBOT
DE POSTA

W-29
It's Your Turn
To Play a Role

Here's your chance to play a role: first, as a shopper (Käufer); then, as a Salesperson (Verkäuferin). You will need another person to take the other role.

1. Shop For Yourself

Be prepared when you go shopping. Jot down the English names and the German sizes for yourself and your spouse, a parent or a friend of the opposite sex.

FEMALE

ITEM | SIZE
--- | ---
Bluse | 
Kleid | 
Hosen | 
Schuhe |

MALE

ITEM | SIZE
--- | ---
Hemd | 
Anzug | 
Hosen | 
Schuhe |

2. Refer to the “CLOTHING CARE” chart on page 3 and place the number for each symbol by its meaning.

1. Drip dry, for best results hang while wet.
2. Do not iron.
3. Do not bleach.
4. Hand wash only.
5. Wash cold.

W-30
Check it Out: Can You Cope?

Answer the following questions:

1. Ted wanted to buy a pair of Bavarian-style walking pants.
   a. In what type of German store would he find them?
   b. He wears an American size 36. What German size should he try?
   c. He found a pair he liked. The label looked like this:

   Reine Schur-Wolle

   What fabric were the pants made of?
   d. How should Ted keep these pants clean?
   e. The price tag looked like this: DM 107.99. How much did the pants cost?
   f. What is the German word for ham?
   g. If the exchange rate were $1 = DM 2.30, how much did the pants cost in dollars (including the tax)?

2. Maria and Joe are going on a picnic. Help them to shop for what they need.
   a. Where would they go to buy lunch?
   b. What is the German word for rolls?
   c. If they wanted about half a pound of ham, how many grams should they ask for?
   d. If they went to buy four rolls, how many should they ask for in German?
   e. If it is Saturday, June 19th, what is the latest time they could go shopping for their picnic food?

Answers

CHECK YOUR CONSUMER SENSE: It's your turn to play a role. (You can act out what you've learned by doing what you have just learned.) It's very helpful to practice shopping in the marketplace by visiting with a friend. Have you ever visited a market? How do you measure up?

THE COPING CONTEST

Contest Rules

1. Listed below in the Shopping List are the German words for the items Strac, Zap, Boondoggle, and 7/11 bought for their mission.
2. All of these items are pictured in the advertisement at the left.
3. Find the German word for each item and put its letter in the circle next to its picture.
4. Listen to the radio program "The Goods to Go" to find the answer to these two questions:
   a. How many tents did they buy?
   b. What color jacket did Chester buy?

SHOPPING LIST

a. Zelt
b. Topf
c. Schuh

d. Schlafsack

e. Rucksack
f. Decke
g. Seil
h. Lampe
i. Verband Kasten
j. Jacke

5. Answer the questions on page 8 in "Now-Give Us a Piece of Your Mind."
6. Write your name, rank and mailing address in the spaces provided.
7. Cut out the contest form. Fold on the dotted lines so that the address is on the front. Staple or tape closed in one place.
8. Drop in any APO mail box. No stamp is needed.
9. Twenty-five T-shirt winners will be drawn from the contestants who have all answers correct and have completed "Now-Give Us a Piece of Your Mind."
10. To be eligible, entries must be received no later than two weeks from the date of the last AFN broadcast of "The Goods To Go."

W-31
Word Search Puzzle

Directions:
1. Look in the diagram of letters for the German words for each type of clothing in the word list. Find them by reading forwards and down.
2. Each time you find a word in the diagram, circle it and cross it off the word list. The first word is done for you (shirt in German is Hemd).
3. You may use the information on the previous pages and a German-English dictionary.

WORD LIST
1. hund
2. Wollhose
3. Jacke
4. Schuhe
5. Rock
6. Rocke
7. Kleid
8. Schuh
9. Hose
10. Hemd
11. Weste
12. Handschuhe

THIS PROGRAM has been brought to you by The Human Resources Research Organization (HumRRO) under contract to the Army Research Institute (ARI) and Army Continuing Education Services (ACES).
The Life Coping Skills in USAREUR Project Staff:
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Rosemary Dawson, Task Director
Charita Maddox, Script Writer & Audio Director
Jeanne Hebein
Kathy Brooks
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HQ USAREUR & 7th Army
Box 1789
APO New York 09403
(312) 766-5688
(Civ) 0621-720-7625/6386

CAST OF CHARACTERS:
Narrator — Josephine Perkins
Dr. Zap — George Waller
Stnc Willie — Richard L. Miller
Chester Boodoogle — Benjamin Lawe
7/11 — Janice Gildeas
Contact — Lilburn Dawson
Recording & mixing by
Logan Gable

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE GOODS TO GO?
Part I (day) (time) Part II (day) (time)

Where did you listen to THE GOODS TO GO? __________________________________________

Place a check (✓) in the space in each line below which is closest to your opinion of the radio program THE GOODS TO GO.

helpful — — — — — not helpful
interesting — — — — — boring
funny — — — — — dull
too short — — — — — too long

If you didn't listen to the program, why didn't you? __________________________________________

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.

Check Your Consumer Sense (p. I) Poor Fair Good Excellent Superior
It's Your Turn to Play a Role (p. 6) 1 2 3 4 5
Was It a Gift? (p. 6) 1 2 3 4 5
Are You Ready to Save DM? (p. 6) 1 2 3 4 5
— How Do You Measure Up? (p. 6) 1 2 3 4 5
Was It Real? 1 2 3 4 5
Shop for Yourself (p. 6) 1 2 3 4 5
— Check It Out: Can You Cope? (p. 7) 1 2 3 4 5
— Coping Contest (p. 7) 1 2 3 4 5
— Word Search Puzzle (p. 8) 1 2 3 4 5

What did you like BEST about the program and activities:

What did you like LEAST about the program and activities?

NAME _____________________________ Mf Rnk ________ Civ ________ Family Member ______
MAILING ADDRESS ____________________________ Unit ________ APO ______

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W-32
AN INSIDE LOOK

Are you wondering what Strac, Zap and Boondoggle will be getting into in this episode? Here's an inside look. Refer to the Schedule of AFN Broadcasts and listen to their experiences in dealing with the legal aspects of living in Germany. Then complete the following pages so that you'll know where you stand under the SOFA.

Once again Strac Willie embarks on an important mission for "Contact." This adventure takes the agents outside Germany into Holland in an attempt to intercept a smuggling ring. Strac must be prepared for such a mission and this includes learning how to register his 008 umbrella.

For Dr. Zap a mission outside Germany provides another opportunity to try out his skills and, of course, to utilize his ever-handy satchel. Dr. Zap's knowledge about how to register POVs and other legal matters does come in handy, but he still seems to have a little difficulty keeping everything organized in his satchel.

Chester is getting in on the action for this mission. First, he has to study the driver's manual in order to get his license. As usual, he's in charge of supplies for the trip. However, this time he has an added responsibility as driver. This leads to some unexpected experiences including interaction with the Polizei.

KNOW WHERE YOU STAND UNDER THE SOFA

This week's episode of "DOING IT IN DEUTSCHLAND" presents some of the legal aspects of situations encountered by USAEUR personnel living in Germany. Each program in the "DOING IT IN DEUTSCHLAND" series gives you information about a different IT. Some other program topics include: using public transportation, eating on the economy, and shopping on the economy.

Maybe you've noticed a few T-shirts picturing Strac Willie, Chester Boondoggle, and Dr. Zap "DOING IT IN DEUTSCHLAND." If you haven't become familiar with these characters yet, this is your chance. You can win your own T-shirt by entering the Coping Contest. Read the contest rules on page 7 to see how. Then, listen to the AFN broadcast and complete the contest activity. You may be one of twenty-five T-shirt winners. Join the other winners "DOING IT IN DEUTSCHLAND."

Schedule of AFN Broadcasts
Monday, 21 February — 1100 hours
Wednesday, 23 February — 1900 hours
Saturday, 26 February — 1200 hours

The NATO Status of Forces Agreement (SOFA) defines the legal status of the American Armed Forces in Germany and other NATO countries. It sets forth the rights, privileges and responsibilities of the U.S. Forces, and of individual members of U.S. Forces, including civilian employees and family members of both military and civilian personnel. SOFA governs the relationship between the U.S. and foreign countries in matters of criminal jurisdiction, passports and visa regulations, and other civil and legal matters.

Separate articles in this supplement describe what SOFA means to you. They are not comprehensive and are meant only to provide general information. If you need specific information or advice on any of these matters concerning SOFA or German law, go to an expert. See your legal assistance officer.

Many laws, rules and regulations involve numbers. In THE SOFA SAGA, you will learn some of these. See how many you already know. Use the following numbers:

<table>
<thead>
<tr>
<th>6</th>
<th>.79</th>
<th>1</th>
<th>1.2</th>
<th>5</th>
<th>25</th>
<th>31</th>
<th>50</th>
<th>70</th>
<th>100</th>
<th>110</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The maximum speed within built-up areas in kilometers per hour (km/h).</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>b. The number of milligrams of blood alcohol per each milliliter of whole blood which will result in suspension of your driver's license for 90 days.</td>
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<tr>
<td>c. The maximum dollar value of each bona fide gift you may send through the APO duty free.</td>
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<tr>
<td>d. The fees for registering a POV, obtaining a driver's license or registering a firearm.</td>
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<td>e. To change kilometers per hour (km/h) to miles per hour (mph), you multiply by this number.</td>
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<td>f. The phone number for the military police.</td>
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<td>g. How many cigarettes can you bring into Germany duty free.</td>
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<tr>
<td>h. How many liters of alcoholic beverage may you give a German as a gift (not more than once a month).</td>
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<tr>
<td>i. How many meters away from your vehicle you should place your warning triangle on a two lane highway.</td>
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<td>j. The German civilian emergency call phone number.</td>
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<td>k. A service member can't take leave outside of Germany without this form.</td>
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<td>l. The number of times a person can be tried for the same crime.</td>
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</tbody>
</table>

As you work through the following pages, you will find all of the correct numbers. Check the ones you've already written and write in the others as you come across them. Then you can look at the correct answers on page 3.
Your Path To A POV Operator’s License

- USAREUR PAM 190-34 Driver’s Handbook and Examination Manual
- AE Form 3398 Application for POV USAREUR Operator’s Manual
- Driver’s Orientation Class 1000-1200
- Written Exam & Sign Test
  - hearing
  - vision
  - color perception
  - reaction time
- Physical Exam:
  - Valid U.S. driver’s license
  - Driver’s Performance Test
  - or
  - Temporary USAREUR POV operator’s license
  - If E1-E4, may need military operator’s license
- Approved AE Form 3398
- Temporary USAREUR POV operator’s license
- Check/M.O.
  - $5.00
- AE Form 206 USAREUR POV operator’s license

POV REGISTRATION

A POV (privately owned vehicle) is a car, truck, trailer or other type of vehicle. Regardless of the kind of vehicle, it must be registered with the USAREUR Registry of Motor Vehicles. The picture shows what materials are needed to register your POV. USAREUR Regulation 190-1 and USAREUR Pamphlet 190-34 describe the procedures you should follow. Or consult your local MPs or the Registry of Motor Vehicles.

To register a POV, you will need: 1) proof of ownership, 2) AE Form 1598, with proof of vehicle inspection, 3) double white insurance card, 4) USAREUR driver’s license, and 5) $5 registration fee. You will receive your AE Form 69 Registration, license plates and expiration date decal.

Speed Kills

Army records show that in most fatal automobile accidents the driver was speeding. Not only do people exceed posted speed limits, but they also drive too fast for road conditions.

Germany has two types of speed limits. You may see posted speed limits for 30 km/h, 50 km/h, 80 km/h, 100 km/h, etc. Often, however, limits that apply to certain types of highways and vehicles are not posted. For example, in cities, towns, and villages, the speed limit for cars is 50 km/h or 31 mph, unless posted otherwise. Outside built-up areas the limit is 100 km/h or 62 mph. Remember that these speed limits are for clear weather and road conditions. An exception is when you see the sign "Bei Naesse" posted with a speed limit. This is the speed limit when the road is wet.

Roads which have no speed limit but still require common sense, caution and alertness are autobahns. Often the recommended speed limit is posted. It may read “90-110 km” or “Nicht schneller als 130 km/h.”

If you have an American car, the odometer is calculated in miles per hour (mph). In Europe, speed is calculated in kilometers per hour (km/h). Here are two quick conversion formulas for changing miles to kilometers and kilometers to miles.

**KM/H to MPH:**
Multiply the km/h by .6 and drop the last digit of the answer.
Example: 90 km/h x .6 = 54.0 mph.

**MPH to KM/H:**
Multiply miles by 1.6 and drop the last digit.
Example: 90 mph x 1.6 = 144.0 km/h.

Speed limit: This sign with black numbers on a white background bordered with red indicates the maximum speed.

Recommended speed: This sign recommends that, with favorable road conditions, traffic, visibility and weather, you select a speed within those indicated. This sign has white numbers on a blue background and is used on the autobahn.

Autobahn sign which advises drivers to drive not faster than 130 km/h.
IN CASE OF ACCIDENT...

Every driver faces the possibility of being involved in an accident. It might be just a fender bender, a one or two car collision in which no one is hurt, or a fatality. The time to learn what to do in the event of an accident is NOW. As a driver involved in an accident, your responsibilities are to:

A. Stop immediately.
B. Determine the extent of damage.
C. Take the following steps for traffic safety: 1. (Minor damage) Move vehicles to side of road. 2. Put out the "Warning Triangle" at least 100 meters away from the scene to warn oncoming traffic (200 meters on the Autobahn).
D. Assist injured persons and call for medical help and ambulance, if required. Do not move injured persons until medical help arrives (unless a生命 crisis immediately necessaries). Never touch an injured person or his medical condition. Remember, you must carry a first aid kit at all times. Keep person warm to control shock.
E. Get names and addresses, driver's license and vehicle registration numbers of other drivers(s).
F. Remain at the scene of the accident until those persons involved or injured determine the identity, vehicles and nature of involvement of each individual concerned.
G. Not remove evidence until the necessary factual determinations have been made.
H. Make a sketch of the scene, measure skid marks and, if possible, take photographs.
I. Promptly complete the accident report form provided by your insurance company.
J. Nor drink any alcoholic beverages for at least six hours after the accident. (To protect yourself from allegations of being drunk when the accident occurred.)

Fleeing the scene of an accident is a serious offense under both German law and the Uniform Code of Military Justice. Only under the following circumstances may you leave the scene. In cases of minor accidents involving you and a parked unattended vehicle, you must make an effort to contact the owner/driver of the vehicle you hit. For example, if the vehicle is parked in a residential area, knock on doors and ask about the owner of the vehicle. Remain at the scene for a reasonable length of time. The owner may return soon. Then, after making every effort to contact the driver of the car, leave a note on the windshield, identifying who you are and how you can be contacted. Make a note of the damage you caused, and, if there were witnesses, get their names and addresses. Finally, report the accident to the police.

If after an accident, you call the police and the police do not arrive, get the name, address, license plate number, driver's license number and insurance information of the other driver. Estimate property damage and, most importantly, if other parties are involved, make sure they agree to your leaving.

If there is no other means of getting police or ambulance assistance, you can leave to call or take an injured person to the hospital. You should then return to the scene of the accident.
It's not long before the newcomer to Germany is able to recognize the green and white vehicles of the police or Polizei. Most of us will spend our entire tour here without needing to say more than "Guten Tag" to a German police officer. But, if you are involved in a situation of a serious nature, you should be prepared to act appropriately.

German police have authority over service members, civilians, employees and the family members of both. Your relationship to the German Police is much the same as it is to the police in your home town. Under the Status of Forces Agreement (SOFA), German police can arrest Americans. They may search, seize, fingerprint and take blood samples. If you are a service member, they may detain you until you are released to U.S. military authorities. If you are a civilian, they may detain you in a local jail.

1. Do not resist them.
2. Be polite and cooperative.
3. If you are a civilian member, show them your Legal Status Card (AE Form 3317). Point to the portion in German that requests that your unit commander or the Legal Assistance Office be notified.
4. Identity yourself with your ID card. Carry it at all times.
5. Cooperate with the police, but be cautious about what you say. What you say can be used as evidence against you later.

If You Need Legal Assistance

Lawyers in the United States perform many functions that the Office of the Judge Advocate provides to Americans stationed in Germany. They are available to assist you in many of the same services through the Claims Section, Administrative Law Section and the Legal Assistance Office. The Legal Assistance Office offers aid to U.S. Forces personnel including service members, civilians and their family members.

You can find help at your Legal Assistance Office for the following matters: Rental agreements/disagreements, domestic relations, divorce, separation, child custody, non-support of dependents, personal finance, debt, personal injury, contract agreements/disagreements, powers of attorney, citizenship, immigration, naturalization, personal and civil rights, will, German law and listings of English-speaking German lawyers.

IMPORT: To bring merchandise into one country from another country.

EXPORT: To take merchandise out of one country into another country.

German law usually requires the payment of customs duty on imported and exported items. However, under the NATO Status of Forces Agreement (SOFA) all members of the U.S. Forces, the civilian component and their family members are exempt from German customs duty on importation or exportation of furniture, automobiles and other goods intended for personal use.

There are two ways you can import items into Germany. If you know exactly what you are going to buy, complete USAREUR Customs Form AE 2075 before you leave Germany. When you are clearing goods back into Germany with purchase made in another country, this form will exempt you from paying customs duty. Or you may have the merchandise shipped to Germany by the shop where you purchase it. Complete USAREUR Customs Form AE 2075 when you return to Germany, present it to the German authorities when you are notified that your goods are here. They will release your shipment to you duty free.

The key in the legal status of an American in Germany is domicile. Whether a person is domiciled in a military community or in a German court depends on which country has legal authority or jurisdiction. For offenses that are punishable under the Uniform Code of Military Justice (UCMJ) military authorities have exclusive jurisdiction (e.g., AWOL, disobeying an order etc.) German authorities have jurisdiction when their country's laws have been violated, such as in customs violations or traffic offenses. In some cases there is concurrent jurisdiction where a service member could be subject to either German or military authorities. German authorities have exclusive jurisdiction over civilian employees and family members of military or civilian personnel.

The Army has primary jurisdiction over its members in:
- offenses against the property or security of the United States,
- offenses committed in performance of official duty, and
- crimes against persons or property of another U.S. service member, a civilian employee or a family member.

In all other offenses, German authorities have primary jurisdiction and, if convicted, a person could be confined to a German prison. In some instances, German authorities can waive jurisdiction, or U.S. officials can request that these be transferred to them.

The SOFA also provides safeguards for your rights as a service member, civilian employee of the military or family member of either. If you are arrested by the German police you have the right to:
- be accorded a prompt and speedy trial;
- be informed in advance of the charges against you;
- be confronted with the witnesses against you;
- have legal counsel of your own choice for defense;
- have a representative of your own government present at the trial (when rules of the court permit);
- be presumed innocent until guilt is established beyond reasonable doubt;
- not be tried twice for the same crime (double jeopardy). A soldier cannot be tried for the same crime by both German and military courts;
- have the services of a competent interpreter;
- have an American trial observer;
- payment by the U.S. government of counsel fees and court costs, but not fines, in serious cases involving service members (not civilian employees or family members).

You should be aware that you will need an AE Form 2075 with your shipment and that violation of customs laws or regulations are grounds for judicial action by German or U.S. forces authorities. If you are not sure of what to do in particular situations, check with the 42nd Military Police Customs Office.

Some items are limited in the amounts which may be imported. Additionally, these items may be imported/exported no more than twice a month. The table below shows the allowable amounts.

<table>
<thead>
<tr>
<th>Item</th>
<th>Allowable Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigars</td>
<td>200 (import)</td>
</tr>
<tr>
<td>Coffee, or cocoa extract</td>
<td>250 grams (export)</td>
</tr>
<tr>
<td>Coffee</td>
<td>500 grams</td>
</tr>
<tr>
<td>Caffeine</td>
<td>25 grams</td>
</tr>
<tr>
<td>Chocolate</td>
<td>500 grams</td>
</tr>
<tr>
<td>Tobacco</td>
<td>100 grams</td>
</tr>
<tr>
<td>Wine, or spirits</td>
<td>2 liters (import)</td>
</tr>
<tr>
<td>Chocolate or cocoa products</td>
<td>500 grams</td>
</tr>
</tbody>
</table>

Have you ever wanted to give your German landlord a box of chocolate as a gift? Do you have some American friends who are not associated with the military who'd love to get their favorite U.S. brands of the commissary? Have you ever considered giving a carton of cigarettes to someone in a foreign country as payment for services? Well, only in the first instance would the transfer of goods be legal.

- sell, trade or give away ANY commissary items to anyone not authorized commissary privileges.
- pay for services rendered by Germans or other unauthorized persons with cigarettes, liquor or other rationed items.
- sell any items bought in U.S. Forces facilities without authorization by the customs officials.
- give as gifts any rationed items in quantities greater than the following:
  - 4 cyan or 10 cigars or 2 1/2 oz. of smoking tobacco
  - 12 oz. of coffee or 4 1/2 oz. of instant coffee
  - 4 1/2 oz. of instant tea
  - 1 bottle alcoholic beverage or more than 1.2 liters

If you want to sell a non-expendable item, such as a car, refrigerator, or stove, to a person not authorized under the SOFA, you may if you meet the following requirements:

1. You must have been in possession of the goods for at least six months.
2. You must obtain prior approval of US military and German customs officials. Do this by submitting AE Form 2075 (Permit to Transfer) to the 42nd MP Detachment.
CUSTOMS AND THE APO: MAILING GIFTS

Any gift mailed through the APO system must have a customs label attached stating the exact contents and value.

- If your gift was made in the United States, no customs duty is charged. On the customs label write "Returned US Goods."
- If your gift was made in a foreign country and costs more than $25.00, customs duty must be paid on the entire amount, not just that part over $25.00.
- If a foreign made gift costs less than $25.00, no duty has to be paid. Gifts for several persons can be in one box and sent to a single address if:
  1. Each gift is separately wrapped, shows the name and address of intended receiver, and is marked "Bonafide Gift enclosed, not exceeding $25.00 in value."
  2. The outer parcel shows the total number of gifts and their value on the address side. For example, a parcel containing three gifts will be enclosed "Three Gifts Enclosed, Each Not Exceeding $25.00 in Value."
  3. The customs declaration form is addressed to the person to whom the outer parcel is addressed. Parcel contents will be listed on this form and show the person receiving each gift in the parcel.

You can say a package has no value, but you must clearly describe what's in the package, including what it's made of (e.g., canvas shirt, wooden spoons, crystal bowl). Remember, the receiver, not the sender, decides the duty.

DO NOT MAIL

Items that may kill or injure a person, damage mail or other property may not be mailed through the APO system. Also, it is illegal to mail rationed items. Some of these items are shown above. See your APO representative if you have any questions.

1. Injurious contents or liquor, and liquor products.
2. Contraband (e.g., switchblade knives, dairy products).
3. Narcotic drugs.
4. USAF rationed items (e.g., coffee and cigarettes).
5. Poisonous animals (snakes).
6. Explosives and flammable material (e.g., animal, orifices), or otherwise likely to cause fire while being transported.
7. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
8. Oxidizing matter or highly flammable liquids.
9. Lotteries or fraudulent matter.
10. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
11. Poisonous or poisonous matter (acids, alkalies).
12. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
13. Poisonous or poisonous matter (acids, alkalies).
14. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
15. Oxidizing material or highly flammable solids likely to cause fire while being transported.
16. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
17. Oxidizing mater.
18. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
19. Oxidizing member.
20. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
21. Oxidizing material.
22. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
23. Oxidizing material.
24. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
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26. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
27. Oxidizing material.
28. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
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36. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
37. Oxidizing material.
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47. Oxidizing material.
48. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.
49. Oxidizing material.
50. Magnetic material having enough magnetic field to cause appreciable deviation of an aircraft compass/sensing device at 15 or more feet.

PCS and APO

When you return to the United States on permanent change of station (PCS) orders, you may mail personal property of unlimited value duty free. On the PS Form 2976 (Parcel Post Customs Declaration), list the items in the package. Write on the wrapper "Free Entry Claimed Under Public Law 89-430, Movements Orders Inclosed." Place a copy of your PCS orders in the parcel. You may send both items you brought from CONUS and those you bought overseas for your own use.

PS Form 2976-A (Customs Declaration). If the sender does not wish to describe the contents of a letter or parcel on the wrapper, the sender may place the upper part of the green PS Form 2976 on the address side of the envelope and complete PS Form 2976-A and place it inside the package.
**On The Road**

Pages 2 and 3 contain a lot of information about operating a privately owned vehicle in Europe. See how much you remember.

A. To get a POV operator's license, you must pass several exams. These are:
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. (If you don't have a valid US license)

B. To register a POV for the first time, you need the following items:
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

C. Write a statement which might serve as your personal rule regarding driving and alcohol.

D. What two items are required in all POV's so that they can be used in case of an accident?
   1. 
   2. 

E. If you had a car accident while traveling in a part of Germany with US military installations, what number would you call for the police or an ambulance?

F. The personal and POV documents required for entry into other European countries are the same for all countries. True or False

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**Who Will You See In Court?**

Who has exclusive or primary jurisdiction (legal authority) in each of the following cases? Put an X under German or Military.

1. A soldier has been AWOL for three days.  
   | German | Military |
2. The daughter of a sergeant has been accused of shoplifting at a German department store.  
   | German | Military |
3. Two GIs beat up a German at a bar.  
   | German | Military |
4. A GS-9 DoD civilian ran a red light.  
   | German | Military |
5. A PFC fled the scene of an accident.  
   | German | Military |

---

**Legal or Illegal?**

Read each statement. Think about customs regulations. Mark whether it is legal or illegal.

1. To Import two pounds of coffee into Germany.  
   | Legal | Illegal |
2. To give a German friend a carton of cigarettes as a present.  
   | Legal | Illegal |
3. To sell a stereo bought at AAFES and owned less than 6 months to a local national.  
   | Legal | Illegal |
4. To give your landlord steaks bought at the commissary.  
   | Legal | Illegal |
5. To give your landlord steaks bought at AAFES-Foodland.  
   | Legal | Illegal |
6. To mail your mom's favorite tea which you bought at the commissary to her through the APO.  
   | Legal | Illegal |
7. To mail $950 worth of personal belongings to the U.S. duty free when you PCS.  
   | Legal | Illegal |
8. To send three bona fide gifts worth $22, $15 and $18 in one box duty free.  
   | Legal | Illegal |

---

**SEND A BONA FIDE GIFT**

Complete the numbered sections of the PS Form 2966A below as if you were mailing a gift of one lambswool scarf from England to your mother, sister or girlfriend. The sweater is worth less than $25.00.

---

**PARCEL POST CUSTOMS DECLARATION—UNITED STATES OF AMERICA**

<table>
<thead>
<tr>
<th>SENDER'S INSTRUCTIONS</th>
<th>DETAILED LIST OF CONTENTS</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>__1. Power of Attorney</td>
<td>__8. SOFA</td>
<td>__6. UCMJ</td>
</tr>
<tr>
<td>__5. Legal authority over</td>
<td>__6. True, real, authentic</td>
<td>__8. The laws and regulations of the US Armed Services</td>
</tr>
<tr>
<td>__7. Being held or detained by the police</td>
<td>__9. Agreement or permission given as in agreeing to submit to a blood alcohol test when you get a USAREUR POV license</td>
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<td></td>
</tr>
</tbody>
</table>

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**LEGAL ALESE**

It seems that lawyers have a language all their own. Write the latter of the correct meanings in front of the numbered words below.


a. To bring merchandise from one country into another country.
b. A tax or fee charged for bringing goods from one country into another country.
c. A legal document which allows another person to act in your place.
d. Illegal transfer of goods; for example, selling rationed items to non-authorized people.
e. The NATO agreement which defines your legal status while stationed in Germany.

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**W-38**
Check it Out: Can You Cope?

I. Rationed Items: In the boxes below, write the amount of each item which can be A) given to a German as a gift, B) sent through the APO, and C) imported into Germany. Indicate the unit of measure: e.g., oz, gr, l, qt, lb., pkg, or individual pieces.

<table>
<thead>
<tr>
<th>Item</th>
<th>Gift to German</th>
<th>Mail through APO</th>
<th>Import into Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h</td>
<td>i</td>
<td></td>
</tr>
</tbody>
</table>

II. Fill in the blanks with the correct word or phrase.

a. The legal status of US services members in Germany is governed by the
b. The legal status of family members of Army personnel in Germany is/is not the same as the legal status of their sponsor.
c. If you want a friend to sell your POV for you after you PCS, you will need
d. If customs duties is due on a mailed package, who must pay it: The sender or the receiver?
e. If you dialed this number from a military phone, who would you be calling:

III. Speed: What is the speed limit if not posted otherwise:

a. in towns and cities? km/h or about mph.
b. on highways outside built up areas? km/h or about mph.
c. recommended on autobahns? km/h or about mph.

Answers

THE COPING CONTEST

What's Missing?

You will need these things to register a POV.

<table>
<thead>
<tr>
<th>You will need these things to register a POV</th>
<th>PARCEL POST CUSTOMS DECLARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Form</td>
<td>DETAILED LIST OF CONTENTS</td>
</tr>
</tbody>
</table>
| REGISTRATION FORM | (
Type of Baggage) | (U.S.$) |
|                | Born False Gift | not exceeding $25.00 Value |

Tests to pass for
POV operator's license.

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Vision</th>
<th>Color perception</th>
<th>Written</th>
<th>Sign</th>
</tr>
</thead>
</table>

Emergency phone numbers

| Military Police | 94 |
| Military Ambulance | 97 |
| Military Fire | 95 |
| German Emergency | — |
| German Fire | 112 |

Contest Rules

1. The six pictures at the left each have one thing missing.
2. Write what is missing from each picture in the spaces provided.
3. Answer the questions in the section called "NOW GIVE US A PIECE OF YOUR MIND" on the next page.
4. Write your name, rank, and mailing address in the spaces provided.
5. Cut out the contest form. Fold on the dotted lines so that the address is on the front. Staple or tape closed in one place.
6. Drop in any APO mail box. NO STAMP IS NEEDED.
7. Twenty-five T-shirt winners will be drawn from the contestants who have correctly identified the six missing things and completed the "GIVE US A PIECE OF YOUR MIND" questions.
8. To be eligible, entries must be received not later than two weeks from the date of the last AFN broadcast of the SOFA SAGA. (See the schedule on page 1.)
FRACTURED PHRASES

The arrangement of the letters and pictures in each box represents a phrase. For example, the letters in the first box suggest the phrase "Swear under oath" because the word "SWEAR" is under the word "OATH." Try to solve the other boxes. The answers are on page 7.

<table>
<thead>
<tr>
<th>OATH</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trouGible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUST144TICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>TOXi driving GATED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>LIVING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>crimiSELFnation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>JURY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

NOW GIVE US A PIECE OF YOUR MIND!!

When did you listen to THE SOFA SAGA?
Part I (day) (time) Part II (day) (time)

Where did you listen to THE SOFA SAGA?

Place a check (✓) in the space in each line below which is closest to your opinion of the radio program THE SOFA SAGA.

- helpful
- not helpful
- interesting
- boring
- funny
- dull
- too short
- too long

If you didn't listen to the program, why didn't you?

Which of the following activities did you do in this newspaper? What did you think of the activities? Check the activities you completed. Circle the rating you'd give the activity.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Rating</th>
<th>Good</th>
<th>Excellent</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

What did you like BEST about the program and activities?

What did you like LEAST about the program and activities?

NAME ___________________________ Ml Rank _______ Civ _______ Family Member _______
MAILING ADDRESS ___________________________ 1st APO ___________________________ 2nd APO ___________________________ 3rd APO ___________________________