

# Investigate 2<sup>nd</sup> World War

## How German Students discover their Family History A Synopsis of a Journalism Seminar at Leipzig University

By Lutz Mücke\*

### A) Introduction

Almost 70 years have passed since the end of the 2nd World War. Many public discussions have been taken place about it in Germany and a lot of scientific and popular analyses have been published over the last seven decades. Meanwhile, the third post-war generation has grown up, whose interest in the topic seems to erode.

“Are you interested in the topic?” – This question was the opening question asked to the students by the lecturer. The answers draw a clear picture: Almost three quarters of the students were not interested.

The following experiences reflect the results of the latest and most ambiguous of the presenter’s seminars on that topic from winter semester 2012/13. Twelve students of the program “Radio Master” at Leipzig University, Germany took part. All of them study in order to become radio journalists.

The presenter has lectured over the topic since 2009. All together, 57 students of the programs “Journalism Master” and “Radio Master” participated in three seminars titled “Methodical Journalistic Investigation”. The latest and most focused seminar combined journalistic investigation, the topic 2<sup>nd</sup> World War and the student’s personal family histories.

### B) Objectives of the project seminar

In the centre of the seminar the question stands: What did my great-grandfather do in the 2<sup>nd</sup> World War? Every student had to look for answers to this question in a systematic journalistic investigation. The task was to find out as much as possible about one of the great-grandfathers within the five months period of the seminar from October 2012 till April 2013.

The aims of the seminar were:

- Strengthen research, analyses and the reflection capabilities of journalism students and
- Revitalizing their interest in the topic 2<sup>nd</sup> World War.

In order to reach these aims the seminar focused on **journalistic practical, empirical and ethical dimensions**.

## **C) Seminar Concept and Methodology**

### **Part I) Group Discussions as Introduction of the Topic**

Group Discussion I: Is the topic “2<sup>nd</sup> World War” still relevant?

Outcome: Students told primarily three reasons for their more or less little interest in the topic. Thus the 2<sup>nd</sup> World War

- has been overused and has been discussed at school and in the media too often,
- is boring, because the 2<sup>nd</sup> World War has taken place too long ago,
- does not relate to their lives today.

Group Discussion II: What do you know about what your great-grandparents did in the 2<sup>nd</sup> World War?

Outcome: Some students tell stories about the 2<sup>nd</sup> World War which were told to them by their great-grandparents, grandparents, parents or relatives; others tell about photos, letters, documents stored somewhere at home in shoe boxes, drawers or in suitcases in the attic. Some mention that hardly anybody talks about that topic at all in their families. One final result of the discussion: Almost nobody knows exactly what her/his great-grandparents did in 2<sup>nd</sup> World War. Too that mirrors clearly in the subjunctive and the vague vocabulary students use (for instance, “I heart”, “I think”; “I believe”, “they told me”, “my father was not sure if” “could be”).

### **Part II) Up-front Teaching about Journalistic Research**

#### **Introduction in Methodical Journalistic Research**

The first part of the lesson introduces different methods and kinds of journalistic investigations as well as central standards of investigations. The systematic of the lesson follows Hallers book “Recherchieren” (2008). Students learn standards about research plans, investigation protocols and the documentation of their research. The lesson includes ethical standards like the German Press Codex or the media codex of Netzwerk Recherche, a German organisation of investigative journalists.

#### **Archives, databases and social media**

The second part of the teaching deals with journalistic research in archives, databases and social media. It already focuses on the seminar topic 2<sup>nd</sup> World War and introduces a set of important but usually not very well known archives and internet platforms including, for instance, national and international war archives and libraries, tracking services, museums, searching centres, church archives, scientific and special interest magazines, and internet platforms. A long list of sources and detailed information about them give students an idea about research possibilities and limits. Some of them are listed in the appendix. Students get to know research hurdles like processing times of archives, fees, or third person’s rights.

The seminar learns about standards of source criticism of archival records: Many documents, blogs or platforms should not be used without question them. It needs background information and often interpretation. For instance the “Associations from the lost German territories” (see appendix) can be helpful to get contacts and hints, but they are in no means independent experts of the 2<sup>nd</sup> World War. Till today they are highly involved in lobbying and Agenda setting concerning the topic. A good part of them is politically very active. Often some of them get criticized as revanchists and for their ultra conservative standing in the political spectrum of Germany (Salzhorn 2000).

Students become sensitized with a set of helpful questions in order to enable them to classify sources. Some of the key questions are:

- In which contexts and circumstances were the organisations and documents created, for which intents and purposes?
- Who were the founders and authors?
- Are their factual information right? Care about details!
- Can an independent expert and/or contemporary witness classify the organisation, the documents or information?
- Can I compare with other similar cases/documents?

In that context students get to know too, how to find independent experts.

### **Interview Techniques**

In that part of the seminar students get an introduction about the standards of narrative and expert interviews. The lecture deals with the following questions: Who is an independent expert? How and where can I find them? How do I prepare an expert interview? How do you usually interview an expert? (Bogner et al. 2005, Haller 2001)

In addition the students learn about narrative interviews. This kind of interview is often used to collect biographical data, which not at all must be objective automatically, but tell personal perspectives and constructed versions of reality and have very often strong social and historical dimensions. Such interviews often document oral family literature in social contexts. Here facts and fiction are difficult to distinguish. This qualitative research method targets to interpret interviews hermeneutically.

Narrative interviews need open research questions, can be time consuming (days), can have longer breaks (days) and do not only follow the common question-answer-scheme, which are mostly used by journalists. One of the main duties of the interviewer is: Let the interviewee tell in detail and length, what he wants to tell and listen to him attentively. The interviewer has to stimulate the interviewee to continue telling his story. Depending on the individual interviewee the interviewer can use a whole set of techniques to stimulate the interviewee – body language, comments, documents, books, questions... The story should not be evaluated or argued during the interview. Interviewee and interviewer can finally reflect about the interview or parts of it (Küsters 2009).

In connection with the lesson about narrative interviews students get prepared and sensitized for their research in their own families; for critical reflection of legend formation and for reflection on transgenerational consequences of war (Bode 2010; Glaesmer et al. 2011 and 2012, Radebold 2009).

## D) Student Presentations

In working groups students had to hold presentations during the seminars.

Three groups had to introduce and to discuss books. The students had to analyse the authors ways of research, the sources, mistakes, investigation hurdles, borderline aspects journalism/literature or stylistic questions like the usage of internal monologue etc. The presentations about each of the books took 20 to 30 minutes. All three books deal with family history:

*Alex Haley (1976): Roots: The Saga of an American Family. New York*

*Pollack, Martin (2006): Der Tote im Bunker: Bericht über meinen Vater. München  
(The Dead in the Bunker: Record about my Father)*

*Wibke Bruhns (2011): Meines Vaters Land. Geschichte einer deutschen Familie. Berlin  
(My Fathers land. History of an German Family)*

Haley, a US American journalist, wrote the world famous bestseller "Roots" (Kunta Kinte, Gambia), which was used as an example to discuss ethical questions, for instance copying from other books without quoting or the line between facts and fiction etc. Bruhns and Pollack are two German journalists, ex reporters for the weekly newspaper DIE ZEIT and the news magazine Der Spiegel. Both write about their fathers, who were strongly involved in the 3<sup>rd</sup> Reich. Among other things the students interviewed them about their research.

Other working groups presented the "Transgenerational Impacts of War" and about professional journalistic work in archives.

## E) Time Horizon and Research Plan

The task for each of the students was to find out as much as possible about one of their great-grandfathers within the given time from October 2012 till April 2013. Within the seminar we discussed the structure of the following rough three step research plan, which the students adapted to their individual cases:

### 1. Step: Find Family Sources

Search for all possibly left historical sources within the families. Students were sensitized to look for (A) documents like letters, photos, dairies; official papers like membership books, certificates of discharge, medals etc. from the time around 2<sup>nd</sup> World War; and (B) for oral family history/literature by contemporary witnesses and/or family members.

### 2. Step: Archives and social media

Students shall use archives, libraries, social media etc. fact check the information gained from their families and to get more information about their great-grandfathers.

### 3. Step: Experts

Find, contact and interview experts in order to fact check and reflect about the research results.

## **F) Research and Supporting Phase**

During the months November, December and January students had individual consultations with the lecturer. In December we had an additional three hours voluntary group meeting attended by almost all students. There we discussed and reflected intermediate results, details, research difficulties, and possible solutions.

## **G) Final Presentation and voluntary Extensions of the Seminar**

At the beginning we planned to have one full day for the presentation of the research in early February, three months after the start of the seminar. Before this day every student had to e-mail her/his research plan, research protocol, the documentation of the research and a personal reflection about her/his research and findings to the lecturer.

Most of the 12 students send in substantial works. Nevertheless I decided to activate the students to do again some more work, especially on the reflections of their research, but also to gain some time in order to get some more replies from archives. I wrote a short sum up of my critics to the students, motivated them to continue their work and offered to shift and to accomplish the last part of the seminar. – The students agreed and we fixed a day in April, after the semester break.

In April I received the revised works - around 200 pages of compacted data. In one or the other way all of the students referred to the following aspects in their reflections (a selection):

### **The situations in the families**

- Most students underlined that their families had none or not much knowledge about their great-grandfathers or that the topic has never been discussed within their families. One student described that situation as “the big silence”.
- Some elder family members were cautious when the (grand)child tried to get information. Some did not cooperate and withhold information.
- In some cases students had longer foreruns/warm ups in order to get access to the information from their family members.
- That the students came “officially” as journalism students made the research mostly more difficult.
- Finally most students got supported in one or the other way by one or more family members – grandmothers, grandfathers, aunts, uncles, mothers, fathers, brothers and sisters.
- In some families research cooperation’s started - three generations were searching together for answers, documents and legacies.
- Only one family was completely closed to the topic and did not cooperate with the student at all.

### **What kinds of documents were found within the families?**

Quantity’s and quality’s of documents found within the families differed a lot. Some students found almost no legacy from their great-grandfathers at all and had to start their research for instance with no more than the birthday and birth place. One student found a full documentation of the life of one of his great-grandfathers. Another student were withheld existing documents.

A selection of found documents:

- letters, post cards, correspondence, handwritings from the great-grandfathers and great-grandmothers
- passports
- photos and photo documentations about the great-grandfathers, the war, the family (often including inscriptions)
- different official blanks by the British and Red Army
- release documents from prisoners of war
- membership book of the National Socialist German Workers' Party (NSDAP)
- war maps
- war awards
- army pay books
- birth certificates
- baptismal certificates
- marriage certificates
- death certificates
- business license
- master craftsman diploma
- school and apprenticeships diplomas
- family trees

### **Research into the archives and online platforms (a selection)**

A wide range of archives were used by the students, in addition to the above mentioned (see appendix):

- several school archives
- several civil registry's offices (for instance Berlin I, responsible for the ex-German territories)
- several district and regional archives
- Federal Military Archive of Germany, Freiburg
- Tracing Service of the Ecclesiastical Welfare Associations
- Research Service of the International Red Cross
- Tracing Service of the German Red Cross
- Archives épartementales de la Savoie
- Archive of the Catholic Military Bishop
- online platforms: [www.ahnenforschung.net](http://www.ahnenforschung.net); [www.forum-der-wehrmacht.de](http://www.forum-der-wehrmacht.de)

Many archives answered relatively fast to the requests of the students – most within two months. However, some requests were not executed during the seminar length. That was to be expected, at least for the lecturer. Especially the very important Wehrmachtsauskunftstelle (WASSt) has process times up to six months.

Nevertheless, within the given time the searches in archives delivered a lot of data of the military careers of the great-grandfathers, including detailed information about the dates of entry in the army, branches of services, the troop units, geographical movements of troops, battles, ranks, awards, and injuries (sometimes including the military hospitals where they were treated), holidays, deaths, etc.

## **Research Results: What did your great-grandfather do during 2<sup>nd</sup> World War?**

The research brought to light a wealth of information, details, fates, questions, and family constellations. Of course, the individual research results differed at the end of the seminar. Most differences can be explained by

- the readiness to cooperate and the possibilities within the families,
- quality and quantity of information at the beginning of the search, found in the families,
- the responses and processing status in the archives,
- the support of experts, and
- the purposefulness, commitment and skills of students.

At the end of the seminar some students had to realize that they are still just at the beginning of the research (although they had already some substantial results). Others came amazingly far within this relatively short time. Three short summaries are intended to show the different status:

### **Student A**

Information from the family

Oral information from the father of the student: grandfather was farmer, served in the signal corps, prisoners of war (POW) after the end of the 2nd World War

Found documents: two school certificates, two cards with inscriptions "Lager Notre Dame d. Briancon", three photos from the prison camp (without date or inscription)

Requests to archives, platforms, experts etc.

- Tracing Service of the Ecclesiastical Welfare Associations
- WAST
- Archives of the city of Zwickau
- Library & Research Service of the International Red Cross
- Archives départementales de la Savoie, Chambéry, France
- Mayer of Notre-Dame-de-Briancion, France
- [www.ahnenforschung.net](http://www.ahnenforschung.net)
- Bibliotheca Albertina Leipzig - several specialist books
- Expert Historian from France

Research results

Fragmentary military career; known are the rank from 1939, the troop units; places and dates of mission from 1939 and 1945, WAST files have no information about the years 1940-44. The Archives départementales de la Savoie, France, send student a lists of documents about prisoners of war (POW) in there area. A French historian supports the research and, for instance, sends a picture of the barrack where the great-grandfather stayed very likely as a POW till 1948.

Ongoing research

- Another two interviews with sensitive family members
- Research about the years 1940-44
- Visit of the archive in Chambéry, France, where they also might have information about the years 1940-44

## **Student B**

Starting information from the family

Oral information: the daughter of the great-grandfather tells date of birth, profession, mentions that her father was a soldier in Poland, France and in the Soviet Union, and that he has been missing since 1942.

Found documents: two photos from his marriage 1937; one from a furlough 1940

Requests to archives, platforms, experts etc.

- WAsT
- The National Association for the German soldiers' graves and cemeteries abroad
- Federal Archives in Freiburg
- Regional Archives of Sachsen-Anhalt
- Registration office of the city of Wernigerode
- Research Service of the German Red Cross
- Internet platforms: [www.lexikon-der-wehrmacht.de](http://www.lexikon-der-wehrmacht.de), [www.panzer-archiv.de](http://www.panzer-archiv.de), [www.forum-der-wehrmacht.de](http://www.forum-der-wehrmacht.de)
- 2nd World War soldier's fellowship association of the 13. Tank Division
- Several specialist books

Research results

The student found out the exact date and place of missing: 6.11.1942, in a canyon southwest of Fiagdon, today North Ossetia, Russia, Caucasus. He was in the rank of a Private First Class and served in the 13. Tank Division. – These information were new to the family. The student could also find out more details about the 13. Tank Division and that the great-grandfather served also in Romania. There is neither a grave, nor was he a POW in the Soviet Union. An historian interprets: "He was probably killed without surviving witnesses".

## **Student C**

Starting information from the family

Oral information: full inspired support by the family, several face to face interviews with the grand-daughter and other more distant family members of the great-grandfather; nobody had exact information, the only knowledge was, that he was a professional truck driver and "surely no Nazi",

Found documents: birth certificate, family tree, marriage certificate, although whole family lost almost all documents while fleeing from Silesia in 1945 (Germany territory till end of the war), several family members searched intensely and found several photos with inscriptions from his military time;

Requests to archives, platforms, experts etc.

- WAsT
- Registration Office I of the City of Berlin
- Federal Archives and Military Archive in Freiburg
- Archives of the State of Saxony
- Tracing Service of the Ecclesiastical Welfare Associations
- [www.forum-der-wehrmacht.de](http://www.forum-der-wehrmacht.de)
- Expert Historian
- Several specialist books



## Research results

He was member of The National Socialist Workers Party of Germany (NSDAP) since 1940. As a soldier he certainly secured the transports and train infrastructure behind the front lines in Poland and in the Soviet Union. In 1941 his mission place was Dnepropetrovsk (today Ukraine), where in exactly these months 10.000 Jews were killed or detained. Expert opinion: "It is unlikely, that he did not know about it".

## Ongoing Research

- answers from some archives still awaited, including WAST (state April 2013)
- details about the exact troop units needed, this could lead to exact information about the deeds of the great-grandfather

## H) Executive Summary

At the beginning of the seminar the students and the lecturer came to the agreement that nobody will have to discuss and to present the results of her/his research in the seminar if she or he does not like to do so. That was risky in one way, because it was a journalism seminar and the task of journalists is to publish their research results. On the other hand that was the only way to build trust and a fruitful seminar atmosphere. The lecturer promised strict confidentiality.

The different reactions of the students families - varying from complete lack of interest up to enthusiastic support – show, how the topic 2<sup>nd</sup> World War has been abstracted over the time in public debates and school knowledge. One aim of the lecturer was to interest the students in the 2<sup>nd</sup> World War using their personal connection including their own family history. That aim has met. The disinterest of the students at the beginning of the seminar evaporated as soon as their work commenced.

More than the half of the students described how their research could became very emotional, both positive as well as negative. One student mentioned psychological problems (bad dreams, crying). Other students refer to the "blessing" of cooperating with their relatives openly on the topic.

The students achieved heightened awareness to the transgenerational effects of war. We discussed the massive human and cultural loss by 2<sup>nd</sup> World War which can still be seen almost 70 years after. Such transgenerational aftermaths' stretch from the obviously results of bombings and the resulting infrastructure and architecture of today, to the loss of for instance intellectual and cultural life because of the Holocaust, and can even influence the lives of families till today (culture of silence, inherited behaviour like acquisitiveness or traumata which can result different kinds of violence).

There was no direction given as to which of the students great-grandfathers they chose. Often they choose them because of easily available documents and oral histories. As a result of the complexity of the research and the variety of biographies the researched plans, protocols, reflections and documentations differ a lot. The individual results of the research are as varied as the lives, attitudes and political backgrounds of the great-grandfathers. The political backgrounds of the subjects vary from members of the German Communist Party (KPD), which was forbidden during the Third Reich, to members of the National Socialist German Workers Party (NSDAP). In single cases students were able to clarify and even revise their family history.

Most students realized chances and limitations of journalistic research about persons, who lived decades back. The participants of the seminar learned possibilities and limits of work in local, national and international archives. – Aspects like personal rights, application procedures, charges, processing time periods, and language barriers played a role. They also investigated various online databases and discussion platforms. Experts such as historians, book authors, and employees of archives were very helpful providing feedback and suggestions for further investigations.

The agreement that nobody would have to discuss and to present the results of her or his research in the seminar was the right way to create a productive journalistic and academic atmosphere. Even for the lecturer it came as a surprise that all participants decided to go public with the research results. During the very last lesson of the seminar all agreed on a plan to produce a 45 minute radio feature about the seminar topic.

## 2) Literature

Haley, Alex (1976): *Roots: The Saga of an American Family*. New York

Bode, Sabine (2010): *Die vergessene Generation. Die Kriegskinder brechen ihr Schweigen*. München

Bogner, Alexander; Littig, Beate und Menz, Wolfgang (2005): *Das Experteninterview. Theorie, Methode, Anwendung*. Wiesbaden

Der Deutsche Presserat: *Der Pressekodex*. <http://www.presserat.info>

Glaesmer, Heide; Kaiser, Marie; Freyberger, Harald J. (2012): *Die Kinder des Zweiten Weltkrieges in Deutschland. Ein Rahmenmodell für die psychosoziale Forschung*. In: *Trauma & Gewalt*, 6(4), 318-328.

Glaesmer, Heide; Reichmann-Radulescu, Alexandra; Brähler, Elmar; Kuwert, Philipp; Muhtz, Christoph (2011): *Transgenerationale Übertragung traumatischer Erfahrungen – Wissensstand und theoretischer Rahmen und deren Bedeutung für die Erforschung transgenerationaler Folgen des Zweiten Weltkrieges in Deutschland*. In: *Trauma & Gewalt*, 4, 330-343.

Haller, Michael (2001): *Das Interview: Ein Handbuch für Journalisten*. Konstanz

Haller, Michael (2008): *Recherchieren*. Konstanz

Küstners, Ivonne (2009): *Narrative Interviews. Grundlagen und Anwendungen*. Wiesbaden

Netzwerk Recherche: *Der Medienkodex*. <http://www.netzwerkrecherche.de>

Pollack, Martin(2006): *Der Tote im Bunker: Bericht über meinen Vater*. München

Radebold, Hartmut; Bohleber, Werner; Zinnecker, Jürgen (2009): *Transgenerationale Weitergabe kriegsbelasteter Kindheiten: Interdisziplinäre Studien zur Nachhaltigkeit historischer Erfahrungen über vier Generationen*. Weinheim

Salzhorn, Samuel (2000): *Grenzenlose Heimat. Geschichte, Gegenwart und Zukunft der Vertriebenenverbände*. Berlin

**Wibke Bruhns (2011): *Meines Vaters Land. Geschichte einer deutschen Familie*. Berlin**

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Lutz Mücke, born 1970, is co-editor of the international journalism magazine MESSAGE, which follows critically current developments in journalism. He is a board member of the European Fund for Investigative Journalism, a member of the German association of investigative journalists Netzwerk Recherche e. V. and of the Institute of Practical Journalism and Communication Research (IPJ).

He studied Journalism and African Studies at Leipzig University and at Makerere University Kampala/Uganda and received his PhD. with the thesis "Journalists of Darkness," which illuminates the structures and working conditions of foreign correspondents working in Africa.

His journalistic experiences range from print to TV to photo to news agencies; from local newsrooms of remote rural area media to national media such as Die Zeit, Frankfurter Allgemeine Zeitung, the political magazine "Monitor" in the ARD (German Public Broadcaster) to writing books. As an award winning reporter, he worked in conflict and war zones like DR Congo, Somalia, Afghanistan and Southern Sudan.

## Appendix

### 1) Selection of archives and platforms

#### **Deutsche Dienststelle Wehrmachtsauskunftsstelle (WASSt) (German Wehrmacht Information Office)**

- 15,500 sqm with around 3,600 t files and materials
- Alphabetical index of about 18 million files about participants of World War II (Wehrmacht soldiers and members of other military or paramilitary organizations)
- more than 100 million personal files
- over 2 million personal records of the German Navy 1871-1947
- more than 1 million personal records such as service books, pay books, etc.
- over 15 million records of captivity and release documents
- approximately 1.5 million records of foreign prisoners of war in German custody
- central archive for graves of war deaths (3.1 million World War II)

Address: Deutsche Dienststelle Wehrmachtsauskunftsstelle, Eichborndamm 179, 13403 Berlin; Tel: +49 30 419040, Fax: +49 30 41904100; [www.dd-wast.de](http://www.dd-wast.de)

#### **Bundesarchiv Abteilung Deutsches Reich (R) (Federal Archives Dept. Deutsches Reich)**

- central register of members of the NSDAP (11 million card files)
- party correspondence (1.3 million records)
- personal files from the Race and Settlement Main Office SS (240,000 records)
- personal files of members of the SS (350,000 records)
- personal files of members of the SA (about 550,000 records)
- personal files of the Reich Chamber of Culture

Address: Bundesarchiv Abteilung R, Postfach 450569, 12175 Berlin; Tel: +49 1888 7770; <http://www.bundesarchiv.de>

#### **Volksbund Deutsche Kriegsgräberfürsorge e.V. (The National Association for the German soldiers' graves and cemeteries abroad)**

Online database for fallen and missing soldiers  
Data sets:

- missing date and place, place of the grave, last military unit; maybe details, such as cause of death
- information about a POW camps
- maybe grave images of war cemeteries can be ordered

Address: Werner-Hilpert-Straße 2, 34112 Kassel, Tel: +49 180 570 0999; [www.volksbund.de](http://www.volksbund.de)

## **Simon Wiesenthal Centre**

- Deals with the Holocaust, war criminals, anti-Semitism and genocide
- Library with a collection of about 50,000 volumes and articles; plus pictures, diaries, artefacts, rare books, letters, templates

Address: Simon Wiesenthal Center Library and Archives, 1399 South Roxbury Drive, Los Angeles, CA 90035-4709, Tel: +1 310 772 7605, Fax: + 1 310 772 7628, <http://www.wiesenthal.com>

## **Russian State Military Archive**

- files of authorities and institutions like (including Foreign Ministry, Ministries of Interior, Justice, Economics, Finance, Propaganda)
- documents of the German security organs about political opponents

Address: 125212, Moskau, Ul. Admiral Makarov 29; Tel: +7 159 8091, Fax: +7 159 8504, <http://www.rusarchives.ru/federal/rgva>

## **International Trecking Service (ITS)**

- Records of deported displaced persons
- Personal data (including name changes, aliases and the like)
- Concentration Camps and prison records

Address: 34444 Bad Arolsen, Große Allee 5-9, Telefon: +49 5691 629 0, [www.its-arolsen.de](http://www.its-arolsen.de)

## **Online platforms**

### **Kameradschaftsverbände (2nd World War soldiers fellowship associations)**

- Afrikakorps: <http://www.deutsches-afrika-korps.de>
- 15. Infanterie-Division: <http://www.15id.de>
- 21. Infanterie-Division: <http://www.bartels.com/genealogy/ID21.php3>
- 50. Infanterie-Division: <http://www.50-infanterie-division.de>
- 62. Infanterie-Division: <http://www.62vgd.de>

### **Landsmannschaften (Associations from the lost German territories)**

- Landsmannschaft East Prussia: [www.ostpreussen.de](http://www.ostpreussen.de)
- Landsmannschaft of Sudeten: [www.sudeten.de](http://www.sudeten.de)
- Landsmannschaft of Siebenbürgen Saxons: [www.siebenbuerger.de](http://www.siebenbuerger.de)

## **Wehrmacht-Forum**

### **(German discussion forum about the German Army in 2nd World War)**

- <http://www.wehrmacht-forum.de>

