



FACES

STORIES

GUIDE FOR EDUCATORS

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'50 FACES – 50 STORIES'

In Luxembourg, even before the *Comité pour la Mémoire de la 2e Guerre mondiale* and the *Fondation luxembourgeoise pour la Mémoire de la Shoah* were established, efforts were being made in schools and elsewhere to inform young people about the central events of the Second World War and thus to raise their awareness of this period of history. Over the years, numerous Luxembourg institutions and representatives of civil society contributed significantly to commemorative work. By 2021, it had become a common challenge to find new ways of reaching young people and adults who have no personal or family connections to the war years and who meanwhile often have other backgrounds of experience. To meet this challenge, the *Musée National de la Résistance et des Droits Humains*, the *Musée National d'Histoire Militaire* and the *Zentrum fir politesch Bildung* foundation have jointly developed the '50 Faces – 50 Stories' box presented here.

Since the 1950s, the *Musée National de la Résistance* (today: *Musée National de la Résistance et des Droits Humains*) in Esch-sur-Alzette has been a central documentation and commemoration site focusing on resistance to the Nazi dictatorship in its educational and commemorative work. The *Musée National d'Histoire Militaire* in Diekirch has for decades now successfully documented the horrors of war for both civilians and soldiers in vivid permanent and temporary exhibitions. And since 2016, the *Zentrum fir politesch Bildung* has been reaching out to young people and adults with publications, workshops and courses in the field of historical-political education as well as with visits to memorials.

These institutions wish to do more than merely inform or document: they also fulfill an important educational mission. More than 75 years after the end of the Second World War, it is no longer a matter of merely passing on the familiar and cherished narratives that tell the story of a small, courageous country, victim of a brutal occupation regime but united against National Socialism from May 1940 onwards. Rather than presenting a linear narrative, '50 Faces – 50 Stories' takes a multi-perspective approach: it offers individual stories of people which, seen together, create a complex picture while at the same time exposing contradictions and conflicts.

Education regarding the history of the Second World War and National Socialism and the political environment of those years does not aim to merely convey facts, events, names and dates. Rather, the goal of '50 Faces – 50 Stories' is to encourage adolescents and young adults to reflect on the war years and to establish a link between then and now. The best way to understand the past

at a greater distance from the historical events is through biographies and personal stories. It is with this in mind that the three project partners developed the concept of '50 Faces – 50 Stories'.

The fifty biographies present fifty life stories. They reflect the events of the years 1940-1945 and present different perspectives on the Second World War years. The biographies do more than merely document individual life stories; they also make today's users aware of how things were connected and interlinked. Studying them reveals both parallels and contradictions. Together they create a multi-layered picture of the war and reconstruct connections and encounters between people who experienced the 1940s from different points of view. Some people knew each other in real life between 1940 and 1945. Others never met.

These fifty biographies illustrate how differently war and dictatorship were experienced, depending on background, political or religious conviction, gender, age or nationality. It was important to the initiators of the '50 Faces' project to give those who experienced the war – as victims, bystanders, or perpetrators – faces, names and identities. '50 Faces' does not claim to be exhaustive. However, the people whose biographies are presented in the project – most of whom are no longer alive – were carefully selected. The relevant sources were carefully researched and all facts verified. The editors wanted to make sure that not only the 'largest' groups of victims would be considered, but also victims and contemporary witnesses who received little attention in past decades. Only in a few exceptional cases were individuals anonymized, out of consideration for the descendants of victims.

In addition to the fifty biographical cards, the box contains an educational guide for teachers, educational workers in the memorial area and other mediators. In principle, the '50 Faces – 50 Stories' project is an open concept: it is supplemented by a website and a travelling exhibition with an accompanying exhibition catalogue. Finally, the format we have chosen allows for expansion and allows the 50 biographies that have been presented so far to be supplemented by others.

The editors

A. THE '50 FACES – 50 STORIES' CONCEPT

THE 50 FACES BOX

The 50 Faces box is a didactic tool that offers a differentiated view of the socio-historical context of the Second World War. It contains 50 cards with 50 different biographies. The biographies are real-life stories that took place in Luxembourg at the time of the Second World War – the stories of people ranging from public figures (politicians) to ordinary civilians who had to submit to the National Socialist regime.

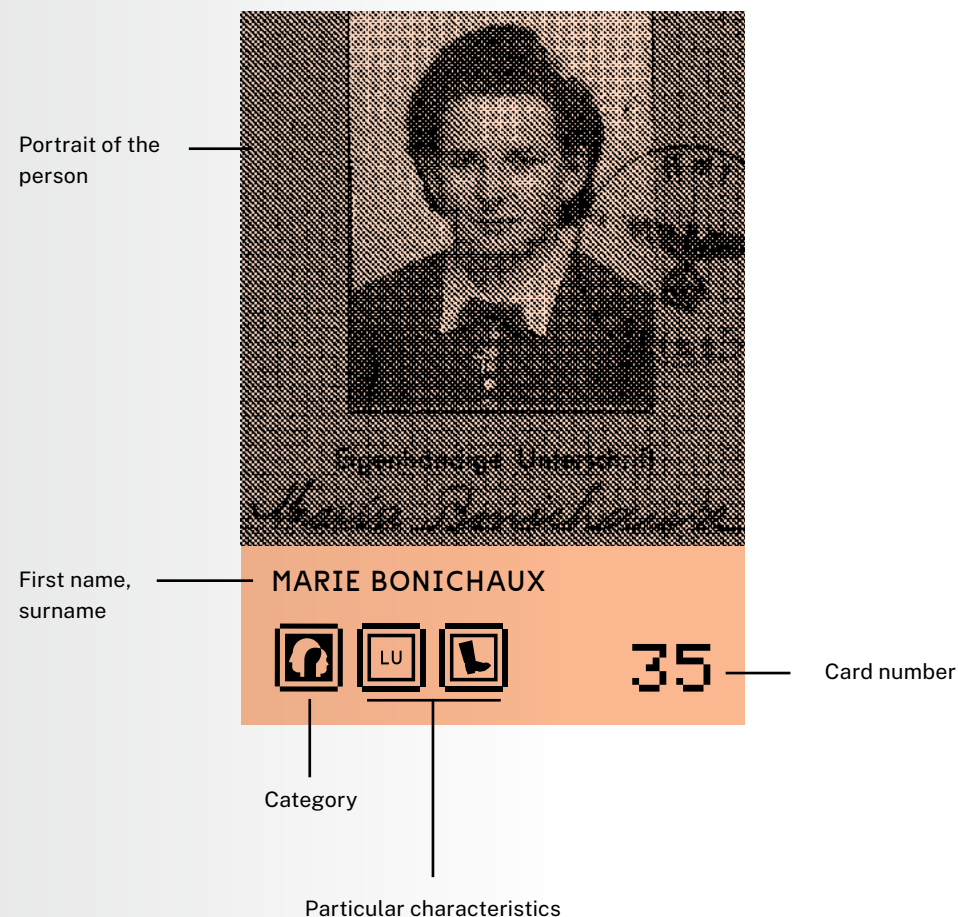
The box therefore takes a multi-perspective approach and hopes to foster a critical awareness of history. In addition, the cards can be used to discuss current problems against an historical background.

The 50 Faces box is therefore suitable for any institution dealing with the social context of the Second World War in Luxembourg and hoping to sensitize people to this topic. It can be used in both formal and non-formal education. In either case, a sensitive approach should be adopted: this means looking with the necessary respect at the lives presented in the card set and at the lives of the learners themselves.

STRUCTURE OF THE BIOGRAPHICAL CARDS

All the cards in the 50 Faces box have the same structure; they present the destiny of a single individual. Each card has a front, a content section on the inside, and a back. The cards have specific colours to symbolize four different categories: politicians, soldiers, resisters, civilians. The front of each card has a photograph of the person, his/her name, and the card number. There are also pictograms providing additional information on the identity of the person or information on his/her life and actions during the war (e.g., collaboration, escape, imprisonment, resettlement, etc.). The intention here is not to pigeon-hole people into categories but to convey facts about them in a concise and comprehensible way and to let them speak for themselves. The inside of the card – the content section – contains biographical key data as well as quotations and illustrations describing the person's situation during the Second World War. On the back there is a picture of a characteristic object (e.g., family photo, badge, diary excerpt) that is closely associated with the person, as well as another quotation.

THE FRONT OF THE CARD



THE INSIDE OF THE CARD

Card number

35

MARIE BONICHAUX

Biographical information

- 1924:** born in Nieder Korn (L)
- 1940:** evacuation to Préziderdaul (L); forced entry into the *Bund Deutscher Mädel* (BDM)
- 1941:** employment at the municipal treasury in Luxembourg City
- 1942:** wants to participate in strikes but discouraged by her supervisor
- 1943:** Reich Labour Service (RAD) in Thuringia (D)
- 1944:** war auxiliary service (*Kriegshilfsdienst*, KHD), at the Hescho factory in Hermsdorf (D)
- 1945:** liberation by the Americans, return to Luxembourg via Belgium



'Fire drill', probably in the course of air-raid protection training to assist the fire brigade in the event of bombing raids on German cities, Triebes (Thuringia), 1944

Mir kruten eng grouss Bidden aus Aluminium fir eis ze wäschen. Déi huet misse blénken, datt een sech konnt dra spigelen.

Marie Bonichaux, contemporary witness interview, 2020

Mir hu misse Pompjee spillen. An do huet den instructeur gesot: Wann ee vun jech de Schlauch lassléisst, flitt dat anert iwwer d'Haiser.



Category and characteristics

Marie Bonichaux was still a schoolgirl on 10 May 1940. In order to be allowed to continue her education, she had no choice but to join the *Bund Deutscher Mädel* (League of German Girls). She finished school, and in February 1941 she went to work for the municipal treasury in Luxembourg City. Her supervisor allowed the staff to secretly listen to foreign radio stations. In 1942 she met two Jews. Even though contact with them was forbidden, Marie Bonichaux nevertheless inconspicuously shared her lunch with them. On 31 August 1942 she wanted to take part in the strike but was prevented from doing so. A year later she was conscripted to the Reich Labour Service (RAD) in Thuringia, where she had to participate in drills, political education and other training activities. Marie Bonichaux also had to do kitchen duty and work on farms. From May 1944 she was forced to work for the Nazi war relief service at the Hescho porcelain factory. She was liberated by the Americans in February 1945.

Short biography

Enges Daags hunn ech d'Sicherunge platze gedoen. Déi 2 Ingenieure soten, si géife mir hëllefen, mä wann se net gefléckt kéinte ginn, da wéisst ech jo, wat mir néeding bléien. Ech wier an d'KZ komm, well se geduecht hätten, ech hätt et express gemaach. Si kruten et dunn awer nach gefléckt. Marie Bonichaux, contemporary witness interview, 2020

Personal quote

THE BACK OF THE CARD

Mir goufe kontrolléiert, wéi eis Better waren, eis Schief an esouguer, ob eis Zännbriichte propper waren. War dat net esou, huet eis Virgesetzten alles op de Buedem geschmass an et konnt een erëm vu vir ufänken.

Marie Bonichaux, contemporary witness interview, 2020

Personal quote



Personal item

After her liberation, Marie Bonichaux made a rucksack out of such a blanket from her war auxiliary service and used it for her journey home to Luxembourg

From 1944, Marie Bonichaux had to work in a porcelain factory as part of the war relief service. Work pass dated 17 May 1944



Personal images

'Inspection of washing bowls' during Reich Labour Service in Thuringia

Caption

FOUR CATEGORIES:



Political decision-makers: persons who had power. These may be political representatives of independent Luxembourg as well as agents of the National Socialist tyranny and their collaborators



Soldiers: persons involved in acts of war while in uniform. This applies to regular soldiers in both Allied and German armed forces as well as to persons recruited by force for service in German military units.



Resisters: persons who actively opposed the National Socialist regime and Nazi Germany by way of both armed and unarmed forms of resistance.



Civilians: persons without political power or direct involvement in the military conflict or in active resistance against National Socialism.



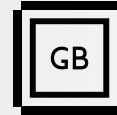
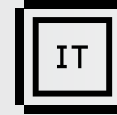
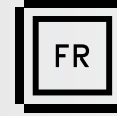
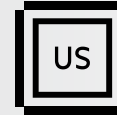
Minorities: other people persecuted by the National Socialists (Blacks, Jehovah's Witnesses, prostitutes, homosexuals, Sinti and Roma, people with disabilities)



Prison/concentration camp: people deported and imprisoned because of their background, political conviction, religion or sexual orientation

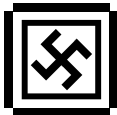


Resettlement: forcible relocation of the families of opponents, resistance fighters, deserters and conscientious objectors with the aim of re-educating them along German lines

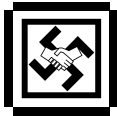


LU (Luxembourg); **DE** (Deutsches Reich, Germany);
US (USA, United States of America);
GB (Great Britain); **FR** (France); **SU** (Soviet Union);
IT (Italy)

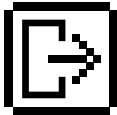
TEN SPECIFIC FEATURES:



National Socialists: staunch supporters of National Socialism



Collaborators: Luxembourgers who cooperated with the National Socialists out of conviction or who acted as their henchmen



Flight/exile/evacuation: people who fled the effects of war



Death/war victims: persons who died as a result of war or persecution



Enrôlés de force: Luxembourgers forced into German (para-)military units against their will (forced recruits)



Forced labour: persons forced to work



Jews: members of the Jewish community, persecuted by the National Socialists

B. PRACTICAL EXAMPLES AND WORKSHOP SUGGESTIONS

Depending on the size of the group, participants may also split up according to the pictograms on their cards.

MY CARD, YOUR CARD – A PRACTICAL INTRODUCTION

BRIEF DESCRIPTION:

This activity gives participants the opportunity to get to know the different cards and discuss them in small groups. It is an introductory activity that does not require in-depth treatment.

PARTICIPANTS: 4-25

MATERIAL: A3 posters, pencils or pens

LOCATION: school (students 10 years or older), youth centre, museum, memorial site

DURATION: 20-40 minutes

PROCEDURE:

1 Preparation

Before the start, the instructor places all the cards on the floor. They should be well mixed, not laid out by colour.

Participants sit in a circle around the cards. The instructor then presents the '50 Faces – 50 Stories' concept and explains that these are biographies of real people.

2 Targeted search

After the introduction, participants are asked to look at the cards more closely and choose a card that they particularly like or particularly dislike.

3 Small-group discussion

Once all participants have chosen a card, they split up according to their role category (card colour). In their small groups, participants then present their card and explain why they have chosen it.

4 General discussion and evaluation

The small groups present their results and record them on a poster.

Possible guiding questions:

- *Why did you choose the card?*
- *Which category did you choose?*
- *What differences stand out between the biographies?*

PEOPLE EXPERIENCE WAR DIFFERENTLY

BRIEF DESCRIPTION:

Participants learn that people experienced the Second World War in different ways and that life paths and destinies depend not only on personal decisions, but often on origin, religion, political orientation or other factors.

PARTICIPANTS: from 8-10

LOCATION: School (students 12 years or older)

DURATION: 60 minutes

PROCEDURE:

1 Choosing biographies

With the help of the register, the instructor makes a pre-selection of life stories of Luxembourgers that followed different courses during the Second World War. Here is a suggestion:

- (Exiled) politicians: 1 (Bodson); 6 (Charlotte); 9 (Wehrer)
- Forced recruits: 14 (Flesch); 24 (Steichen); 35 (Bonichaux)
- Jews: 39 (Handzel); 50 (Schlang)
- Resisters: 21 (Konen); 29 (Adam); 34 (Useldinger)
- Other persecuted persons: 43 (Leurs); 45 (Jean M.)

2 Discussing the selected cards

Examine the individual biographies, for instance by asking wh-questions about the people described.

3 Working out the differences

Possible questions:

- *What parallels are there in the biographies?*
- *What are the specific differences?*
- *To what extent do war and National Socialist policies influence people's life paths?*
- *Are these various groups still remembered today? Where and how?*

LOOKING AT HISTORY THROUGH THE CARDS

BRIEF DESCRIPTION:

Participants explore the fates of individuals and try to embed them in an historical context. This activity is suitable as a basis for looking at historical events from a biographical perspective.

PARTICIPANTS: 2-25

MATERIAL: pencils or pens, sheets of A4 paper

LOCATION: school (students 12 years or older)

DURATION: 120 minutes

PROCEDURE:

1 Introduction with a quotation

Before the activity begins, the instructor takes the Gustav Simon card (8) from the set. The remaining cards are laid out face down. Meanwhile, participants can gather in a circle.

The instructor selects a Gustav Simon quotation and reads it out, then shows participants a photo of the German Gauleiter, explaining his function and briefly going into essential aspects of the occupation of Luxembourg.

2 Small-group phase

Following this introduction, participants are divided into eight small groups. Each group is then asked to choose a card. When choosing the cards, it is important that all colours are represented (2 × pink, 2 × green, 2 × blue, 2 × orange).

Participants should now become 'experts' and create a profile of the person their group has chosen, which they then present to the rest of the larger group. Participants should consider the following questions when preparing their profile:

- *Who was this person?*
- *When did the most important events take place?*
- *Which objects are shown on the card? What can we say about them?*
- *What were the most important events?*
- *What has this person experienced?*

While working with their card, participants should, on their own, research anything difficult or unclear. Smartphones or tablets may be used for this purpose (see list of links). Participants may also use the additional basic historical information material and the glossary. The brochure 'The 2nd World War in Luxembourg' is another potential resource.

3 Presenting the profiles

After about 30 minutes, the eight profiles are presented in a plenary session. Individual presentations should not take longer than five minutes. The instructor now has the opportunity to focus on key historical dates, e.g. 10 May 1940, October 1941, events of 1942, September 1944, end of the war in May 1945, etc.

4 Comparing the biographies

Once all the profiles have been presented, participants are asked to compare the individual biographies.

Possible guiding questions:

- *Who shared common views?*
- *Who had different views?*
- *Where do the views differ?*
- *Which people were enemies of each other?*
- *Why were they enemies?*
- *Which people were friends, allies or had common interests?*
- *How would the people have reacted to each other if they had met?*

5 Final discussion

To conclude the activity, participants discuss which of the destinies impressed them most (in both positive and negative ways). Participants are asked to briefly explain what surprised them and what had previously been unknown to them.

The instructor should also leave room for the participants to reflect on possible alternatives for action and to draw a connection to the present day.

ONE TOPIC, ONE EVENT, FIFTY CARDS

BRIEF DESCRIPTION:

The participants explore differences between the biographies. This activity is suitable for learning about historical events and discussing their effects in a differentiated way.

PARTICIPANTS: 2-25

MATERIAL: pencils or pens, A4 paper

LOCATION: school (students 12 years or older)

DURATION: 120 minutes

PROCEDURE:

1 Choosing a topic

Before beginning the activity, the instructor should choose a topic to focus on. The list of topics will help with the selection. Examples would be: persecution of Jews, collaboration, resistance (opposition), forced recruitment or perpetration of crimes, military deployment, civilians, etc.

In the present example, we will focus on the topic of forced recruitment (*enrôlement de force*).

2 Introducing the topic in a question and answer session

Participants should gather in a circle. The instructor then explains that the topic is forced recruitment. He or she now starts with a Q and A session.

Possible questions:

- *Have you ever heard the term 'forced recruitment'?*
- *Where? (at school? in the media?, etc.)*
- *What does the term mean? What might it mean?*

If the participants cannot answer, they can try to decipher and clarify the term together. As an alternative, a quick online search can help.

3 Card search

Once the term has been clarified, participants should distribute all the cards on the floor. It is important that the front side with the portrait is visible.

Participants then pick out the cards that have something to do with the topic of forced enrolment. It is important for them not to choose according to the pictograms only, but also take time to look at the various biographical details.

This task can be done individually or in small groups.

4 In-depth discussion in small groups

Once the participants have found all the cards that have something to do with the topic, four (or more) cards should be selected. Then the participants divide into four working groups, each of which is to deal with one or two cards.

Possible guiding questions:

- *What does the person you picked have to do with the topic?*

- *At what point in the Second World War does the topic play a role?*
- *How does forced recruitment affect a person's life?*
- *What are the consequences of forced recruitment?*
- *What do you think of this person's decisions?*

5 Create a mind map

Participants are then asked to create a mind map. This map should show what the phrase 'forced recruitment' means and how forced recruitment affected people's lives and possibly changed the course of their biography.

6 Final presentation and reflection

After about 25 minutes, participants present their mind maps. The instructor listens and asks questions. The instructor should make sure that the participants get the last word in a reflection round.

Possible guiding questions:

- *Did the persons concerned have options for action?*
- *What were the similarities/differences between your characters?*
- *How would you have acted in their place?*

The reflection round is completed when all participants have had the opportunity to respond.

ELUCIDATING HISTORICAL CONCEPTS WITH '50 FACES'

BRIEF DESCRIPTION:

Students work individually or in pairs to learn and contextualise important historical terms.

PARTICIPANTS: school class

LOCATION: school (students 12 years or older)

DURATION: 60 minutes

PROCEDURE:

Students are given a selection of biographies. Depending on the topic of the lesson, persons can be selected from one and the same category or from several categories. The instructor may make a pre-selection or the participants can choose the cards themselves.

The biographies are then examined and, with the help of the additional material (e.g., glossary), the persons described are contextualized in relation to historical terms or to historical events from the years 1939 to 1945 (e.g., occupation 1940; National Socialist dictatorship and oppression from 1940; anti-Semitism and Shoah; forced recruitment and resistance from 1941; war and destruction 1944/45).

Results can also be presented in a timeline. Another approach is the placemat method.

50 CARDS, 50 JUDGEMENTS?

BRIEF DESCRIPTION:

The participants are given the opportunity to explore the options people had and to deal with the topics of guilt and responsibility.

PARTICIPANTS: 12-25

LOCATION: school (students 14 years or older), youth centre, museum

DURATION: 120 minutes

PROCEDURE:

1 Preparation

The instructor takes the following cards from the box: 02 (Diehl); 03 (Hartmann); 04 (Koetz); 05 (Kratzenberg); 07 (Peffer); 08 (Simon); 10 (Jean W.); 13 (René F.); 17 (Hennig); 21 (Konen); 24 (Steichen); 25 (Stephany); 29 (Adam); 30 (Barbel); 33 (Peruzzi); 34 (Useldinger); 39 (Handzel); 41 (Juda); 43 (Leurs); 45 (Jean M.)

2 Introduction

Participants gather in a circle and are each given one of the cards. The instructor then introduces the concept of guilt and innocence. The following introduction can be used for this:

During the war years 1940 to 1945, there were people in Luxembourg who behaved 'wrongly' by today's standards, while others did the 'right thing'. After the war, there were so-called 'épurations' ('purgés') in Luxembourg: this involved deciding whether a person was guilty or not. Luxembourgish collaborators were put on trial and punished for political offences. Germans who were responsible for deaths were charged as war criminals. The courts then had to decide whether the accused were guilty or innocent.

3 Working with the cards

Participants read the biographies and quotations (individual or team work).

Task:

- *Imagine that after the war the persons on the cards were interrogated as part of a police investigation and had to talk about their experiences and activities.*
- *Write down possible statements in first person: 'I am ... and have experienced/seen/done/been responsible for the following things during the war ...'.*

Passing judgement

The various statements are presented in the plenary session. There is then a discussion about who was guilty in the war and who was innocent, or who was the perpetrator, who was the victim, or who was simply an eyewitness.

4 Final discussion

Possible guiding questions:

- *After the war, were people held accountable or sentenced for their behaviour? Were the punishments appropriate or just?*
- *How would you have brought the perpetrators to justice or punished them?*
- *Is there a difference between law and justice?*

5 Variation: a court case as role play

You may also divide the participants into different groups – 'perpetrators', 'victims', 'witnesses' – and re-enact a post-war trial in a role play. Further roles would then have to be distributed and prepared in the group: three judges, a public prosecutor, a defence lawyer.

MEMORY MAPS

BRIEF DESCRIPTION:

In this activity, participants are asked to find out where places related to the Second World War are located in their neighbourhood. The activity provides opportunities to explore traces of the Second World War and places of remembrance in the local area.

PARTICIPANTS: 10-25

LOCATION: school (students 14 years or older), youth centre, museum

DURATION: 90-180 minutes

PROCEDURES:

1 Introduction

Option 1: In small groups, the participants go on a predefined tour that leads them to places that show 'traces' of the war or commemorate victims (streets or squares, monuments, stumbling stones, cemeteries, buildings, etc.). Each group gets one or more cards.

The museums in Esch and Diekirch have ready-made tours that can be used with school classes and other groups. The Luxembourg City tour called 'Tracing the Second World War', which is 2.5 km long, can also be used. A map of this tour is available from the *Luxembourg City Tourist Office*.

Option 2: After a short tour of the museum, small groups (3-4 people) get one of the 50 cards and then go on a walking tour of the city, which takes them to places connected with the Second World War.

2 The city tour

The instructor leads the participants to the different places and briefly introduces them. The aim is then to find out whether there is a connection between place(s) and person(s).

3 Reflection

After the tour, the small groups should briefly present their results.

Possible guiding questions for the presentation:

- Which of the places is related to the person?
- Did you know this place before?
- What surprised you about this place?
- What do you think this place used to look like?

SEARCHING FOR TRACES IN THE MUSEUM

BRIEF DESCRIPTION:

Participants should establish links between the cards and the exhibits. The activity is suitable to follow up a museum tour.

PARTICIPANTS: 6-30

LOCATION: museum, memorial site

DURATION: 60-90 minutes

PROCEDURES:

1 Preparation

Small groups are formed following a museum tour. The instructor then spreads out some or all of the cards on the floor or on a table.

2 Searching for clues

Each small group chooses one or more cards. Participants now go through the various exhibition areas of the museum looking for texts, objects or pictures that are thematically related to their card. Results are recorded either in writing or in photos.

3 Presentation

After about 20-30 minutes, all participants meet and present what 'traces' they have found in the museum.

As an alternative:

The participants of a group themselves become exhibition guides. They lead the others to the traces they have uncovered and introduce the person and the object in context.

FROM A CARD TO A LIVING SCULPTURE

BRIEF DESCRIPTION:

This theatre-based activity gives participants the opportunity to explore interpersonal relationships. The workshop promotes creative expression and offers participants opportunities to put themselves in certain situations.

PARTICIPANTS: 4-30

LOCATION: school (from 12 years), youth centre, museum

DURATION: 60-90 minutes

PROCEDURE:

1 Preparation

Before the exercise starts, the instructor places all the cards with portraits facing up and makes sure that cards of one colour are together. Participants move all the chairs and benches to the side.

2 Grouping

Once the room is prepared, several teams are formed. The instructor assigns a category to the each team: political decision-makers, soldiers, resisters, civilians. Each team then chooses one of the cards.

3 Explanation of the rules and warm-up

The instructor explains that the exercise will be about empathizing with people and their stories and creating a sculpture.

Possible introduction:

- *Today we will try to put ourselves in the shoes, thoughts and bodies of people who experienced the war. You will encounter various situations in which you will have to think about your person's facial expression, gestures and posture. In other words, you will have to imagine what the person may have looked like. Afterwards, you will create human sculptures.*
- *Decide who will be the sculptor in your group and discuss what the sculpture should look like.*
- *The sculptors: they have the task of transforming the participants into sculptures. They may not touch their sculptures; they can make changes only by giving instructions.*
- *The observers: all those who are not involved in the construction of the sculpture have the task of observing the process of creation and possibly considering alternatives.*

After the introduction and explanations, a warm-up test round takes place.

4 Forming situational sculptures

Once the warm-up round is finished, the actual activity can begin. The instructor presents situations in which the different groups are confronted with each other, e.g., an encounter between a soldier and a civilian, a perpetrator and a victim, etc. Two sculptures per situation are formed.

Example situation:

- *Imagine that the person on card X (a politician) meets the person on card Y (a resister). How would the two people position themselves in relation to each other?*

The groups are now given time to shape their sculptures. Afterwards they explain why they have formed the sculpture the way they did. The observers follow the process and listen to the group's explanation. They can then make suggestions for changes. The groups can now implement these suggestions. The sculpture can also be photographed before moving on to the next situation.

5 Closing

Concluding discussion about the experiences gained. The photos of the sculptures can be viewed together.

Possible guiding questions:

- *How did you feel?*
- *What relationships between the people were represented by the sculptures? (power, authority, humiliation, violence, etc.)*
- *What emotions were represented by the sculptures? (fear, hate, self-confidence, pain, etc.)*

MY CARD, YOUR LETTER

BRIEF DESCRIPTION:

The participants are given the opportunity to deal with a biography and an individual fate on a personal level.

PARTICIPANTS: 2-30

MATERIAL: envelopes, paper, pens

LOCATION: school (students 10 years or older), youth institutions, museums

DURATION: 60 minutes

PROCEDURE:

1 Preparation

The instructor lays out all the cards with the portrait facing upwards and makes sure that the individual role categories are evenly distributed.

2 Working with the cards

The instructor explains that the cards represent people's life stories. He/She emphasizes that each of these persons has an individual story that can be discovered with the help of the card. Participants are then asked to choose a person who appeals to them the most or about whom they want to learn more. They read the biographical information and quotes printed on the card and look at the illustrations.

3 Writing phase

Participants are asked to write a letter addressed to the person on the card. The task can be presented as follows:

- *Imagine that you could time travel and transmit messages from the present to the past. What would you then tell your person? What questions would you ask?*

The letter writers can address some of the following points:

- *Tell the person ...*
 - *what you find particularly interesting*
 - *what you think about their fate or their actions*
 - *how you would have felt in their position*
 - *how you would have acted in their situation or what you would have done differently*
- *Ask the person about ...*
- *Talk to the person about the present, e.g., what the world looks like today or what people in Luxembourg think about the Second World War.*

Before the writing phase begins, the instructor should explain what will happen to the letters. Since letters are personal, the finished letters should be put into an envelope. After the writing phase, participants write their name on the envelope. Afterwards, letters are collected so that they can be discussed again later. Alternatively, participants can keep their letter and take it home.

4 Reflection

The following questions can be discussed in a reflection session:

- How did you feel while you were writing your letter?
- What was particularly difficult for you?
- How do you think your chosen person would have reacted if they had read this letter?

C. SUPPLEMENT: LUXEMBOURG AND THE SECOND WORLD WAR

WHAT IS THE SIGNIFICANCE OF THE YEAR 1940 FOR LUXEMBOURG?

Occupation: The German attack launched against France on 10 May 1940 transformed the southern part of Luxembourg into a war zone. Some 90,000 Luxembourgers fled either to the north of Luxembourg or to the south of France. On the same day, Grand Duchess Charlotte and the government also left the country and went into exile. What remained was a de-facto government, the so-called Administrative Commission, which cooperated with the German military authorities and, until its dissolution at the end of 1940, with the German civil administration.

Collaboration and German civil administration: With German support, a Luxembourg National Socialist organisation was founded: the Volksdeutsche Bewegung, or ethnic German movement. In July 1940, Hitler appointed German Gauleiter Gustav Simon head of the civil administration in Luxembourg. All non-Jewish Luxembourgers were now considered Volksdeutsche.

From August 1940 onwards, Simon initiated a systematic Nazification and Germanization policy. The goal was annexation of the country to the German Reich and integration of its inhabitants into the German 'national community'.

WHAT GOALS DID GAULEITER GUSTAV SIMON PURSUE?

Germanization: Opposition to the French language and culture, forced integration of a substantial part of the population into pro-Nazi organisations, first and foremost the Volksdeutsche Bewegung, establishment of further Nazi organisations such as the NSDAP (Hitler's National Socialist party), the German Labour Front, the SA and SS paramilitary groups, and the Hitler Youth.

Anti-Semitism and racism: Jews and other minorities (Black Luxembourgers, Sinti and Roma) became the target of discrimination and disenfranchisement. Luxembourg's approximately 4,000 Jews, if they had not already fled, were driven out of the country, and their assets were plundered. Jews who stayed

were forced into a 'Jewish retirement home' in the north, near Fünfbunnen, and, starting in October 1941, deported to the ghettos and extermination camps of eastern Europe.

HOW DID PEOPLE IN LUXEMBOURG EXPERIENCE THE DICTATORSHIP?

Abolition of democracy: The National Socialists established a dictatorship in Luxembourg. Political parties and trade unions were banned, parliament was dissolved, civil rights and liberties were suspended. Gauleiter Simon, as head of the civil administration, had virtually unrestricted power. Free press was replaced by disinformation and propaganda.

Arrests and severe persecution measures: The Nazis took harsh action against opponents of the regime. People were arbitrarily arrested, sentenced and deported. A special court ruled against the 'offences' committed by resisters. The Gestapo spied on people, tortured its victims, and had opponents of the regime imprisoned or transported to concentration camps.

Forced recruitment of young men and women: Starting in early 1941, Luxembourgers were invited to volunteer for the Reich Labour Service. Service became compulsory in May 1941. In August 1942, in an act contrary to international law, the National Socialists also introduced compulsory military service in Luxembourg. Young men born between 1920 and 1927 were forced to go to the front for Germany, while young women were conscripted into auxiliary war service. Any political resistance or refusal to serve was punished by the offenders' entire families being resettled.

WHO ELSE WAS PERSECUTED IN LUXEMBOURG?

Black people: Black people had been living and working in Germany since before the 20th century. When the National Socialists introduced the Nuremberg Race Laws in 1935, Blacks in Germany were banned from all areas of social life. They were considered a threat to the 'Aryan race' and were often subjected to extreme brutality. They were threatened with forced sterilization and deportation to concentration camps. In Luxembourg, about five people of African origin faced a similar situation from 1941 onwards, as 'their presence was no longer

tolerated'. The German decree on 'registration of Negroes and Negro half-breeds' marked the beginning of a systematic exclusion of Blacks from Luxembourg society.

Jehovah's Witnesses: Jehovah's Witnesses were founded as a religious community in 1874. Until 1931, its members called themselves Bible Students. In 1933, the National Socialists banned the Jehovah's Witness movement in Germany because its followers rejected National Socialism and refused both the Nazi salute and military service. Despite the ban, meetings and sermons continued to take place underground, leading to numerous arrests and incarcerations in concentration camps. In Luxembourg, the community was brutally dissolved in 1940. Some 25 Jehovah's Witnesses were persecuted, arrested, imprisoned, tortured, deported or forcibly resettled.

Prostitutes: Even before the Second World War, German state authorities had attempted to control prostitution. The National Socialists radically implemented these efforts and stipulated that prostitution, as 'commercial fornication', could be practised only in certain places. These places were specified and tightly controlled by the Nazis. People who prostituted themselves or were suspected of prostitution could be arbitrarily arrested and imprisoned in concentration camps. In occupied Luxembourg, too, there were individual cases of arrest and repression against women who prostituted themselves.

Homosexuals: Section 175 of the German Penal Code criminalized homosexual relations between men in the German Reich from 1872 onwards. In 1935, the National Socialists tightened the law and began implementing it with increased severity. Homosexuals were considered 'effeminate' and a threat to the survival of the German race. Homosexual acts were subject to prosecution. Homosexual men were sent to penitentiaries and prisons or to concentration camps, where they were marked with a 'pink triangle' and became targets of the most brutal abuse. In Luxembourg, the persecution of homosexual men began in March 1941. Some ten to twenty men were sentenced to several months or years in prison or transferred to concentration camps as 'incorrigible homosexuals', and some were murdered.

Sinti and Roma: The Romani people have lived in Europe for centuries and have long been marginalized. In 1906, for example, decrees were passed in Germany to 'combat the Gypsy pest', and these laws were implemented more and more rigorously by the National Socialists from 1933 onwards. The Nuremberg

Race Laws further discriminated and disenfranchised the Sinti and Roma. The planned murder of this population group began in 1941. A group of roughly 20 Sinti has meanwhile been identified as having lived in Luxembourg during the Nazi occupation. On 29 March 1943, deportation orders were issued for Luxembourg, Belgium and the Netherlands. Although no transports from Luxembourg are known so far, some Sinti were deported to the East and murdered there. Others succeeded in going underground and surviving in Luxembourg with the help of organized networks.

People with disabilities: The National Socialists considered people with disabilities to be 'unworthy of life' and began to register people they believed to be 'hereditarily diseased'. From 1933, a forced sterilization programme was introduced, and it remained in place until the end of the war. *Aktion T4* was launched in 1940 – a killing programme (euthanasia) in which thousands of people with disabilities were murdered. There is no exact data about how many disabled people in Luxembourg were victims of either deliberate neglect or targeted killings. In the course of the deportation of Jews in 1942 and 1943, twelve Jewish patients from the Ettelbrück 'sanatorium' were transported to the Auschwitz and Theresienstadt concentration camps and murdered there.

HOW DID THE POPULATION REACT TO THE GAULEITER'S POLICIES?

Gustav Simon's policies were rejected by a broad majority of the population. In 1940, for example, many people wore patriotic badges as a sign of protest against the violation of Luxembourg's independence. In October 1941, a census had to be called off by the German civil administration because random samples showed that a large majority of respondents continued to profess loyalty to their Luxembourg mother tongue, nationality and ethnicity. In August/September 1942, following the announcement of compulsory military service for Luxembourgers, nationwide strike actions made it clear that a large part of the population remained hostile to the Greater German Reich.

HOW DID RESISTANCE MANIFEST ITSELF?

Most Luxembourgers supported active resistance, at least morally, but only a minority joined underground resistance organisations. Especially in the first

phase of the occupation, many inhabitants adopted a wait-and-see attitude. Organized resistance activities were limited to the distribution of counter-propaganda and to isolated acts of sabotage or espionage for the Allies. There was also support and assistance for victims of political persecution who had to flee, for escaped Allied military personnel and (from 1942) for some 3,500 Luxembourg conscientious objectors. However, there was hardly any resistance to the deprivation of the rights of the Jewish population and to the deportation of Jews.

WHO WERE LUXEMBOURG'S NAZIS?

Gauleiter Simon's policy found favour among a pro-German minority. The Volksdeutsche Bewegung, with over 82,000 members, had a hard core of convinced collaborators. In the Luxembourg dialect, supporters and collaborators were also called Gielemännercher because of their yellow uniforms. About 4,000 people living in Luxembourg joined the NSDAP, and an estimated 1,500 men living here volunteered to join the German armed forces.

HOW WAS LUXEMBOURG LIBERATED?

The first liberation of the country took place between 9 and 13 September 1944, and some 10,000 Germans and pro-German Luxembourgers fled across the border to Germany at this time. With the arrival of the Americans, the country was liberated from Nazi rule, with the exception of the eastern border areas. However, the American advance came to a standstill at the German border in September 1944. Because of the surprise German offensive in the Ardennes (16 December 1944 - end of January 1945), the north and east of the country then had to be liberated a second time, with many villages in that area transformed into a landscape of ruins by the fierce fighting.

HOW MANY VICTIMS WERE THERE?

Most of the country's inhabitants felt the consequences of German occupation and the war, at least indirectly. Flight, expulsion, deportation, arrests and military operations on the territory of Luxembourg affected many people, and the number of dead is high.

Some 5,700 died, about 2 percent of the country's pre-war population. The groups of victims directly affected by acts of war or persecution are distributed as follows:

- of the 10,200 men born between 1920 and 1927 who were forcibly recruited into the German armed forces, 3,000 did not return to their families, while 3,500 men evaded military service or deserted;
- 4,000 Jews who lived in Luxembourg before 1940 had to flee Luxembourg, were expelled or deported; 1,200 of them perished in the Shoah;
- 4,000 people were sent to prisons or concentration camps as political prisoners; 800 did not survive;
- 4,200 men, women and children were resettled for political reasons; 80 of them died in the resettlement process;
- 3,600 young women were forcibly recruited into the Reich Labour Service and/or forced to work as Wehrmacht auxiliaries; 60 of them died;
- of the 600 Luxembourgers who served as volunteers in allied units, 60 did not come home;
- 450 civilians died due to acts of war (e.g., bombings).

Often overlooked are people who were persecuted with particular brutality by the National Socialists because of their background or their religious or sexual orientation. They are forgotten victims of political persecution and discrimination. This applies to Sinti and Roma, Blacks, members of religious minorities, people with disabilities, homosexuals and people designated as 'asocial' by the Nazis (e.g., homeless people, prostitutes).

A count of the victims of war must also include the German and Allied soldiers who were killed on Luxembourg territory between 1940 and 1945. Most of them are buried in military cemeteries. More than 10,000 German soldiers lost their lives during the Battle of the Bulge in the Ardennes in 1944/45; the losses of the US Army were similarly high.

Statistics do not include the people who, after 1945, suffered from the psychological consequences of the war.

HOW IS THE SECOND WORLD WAR REMEMBERED IN LUXEMBOURG?

Memorials: There are more than 500 locations in Luxembourg commemorating the Second World War in different manners: memorials, museums, cemeteries, documentation centres and the so-called Stolpersteine, or stumbling stones, small brass plates set in the pavement and inscribed with the names of victims of Nazi persecution who lived there. The following map shows the most important sites.



More information on the Second World War in Luxembourg can be found in the following publication:



Der 2. Weltkrieg in Luxemburg
(The 2nd World War in Luxembourg)
published by the Comité pour la Mémoire
de la 2e Guerre mondiale and by the
Fondation Zentrum für politisch Bildung
Available online in German and in French
at www.zpb.lu

D. SUPPLEMENT: GLOSSARY OF IMPORTANT TERMS

ARDENNENOFFENSIVE

The Ardennes Offensive, also known as the Battle of the Bulge, began on 16 December 1944, when the Germans, who had been retreating for months, launched a counter-offensive and occupied the north and east of Luxembourg. Heavy fighting devastated entire villages, and hundreds of civilians died. In mid-January 1945 the Americans counterattacked and on 12 February Vianden became the last city in Luxembourg to be liberated.

CONCENTRATION CAMP

In National Socialism, this was the term for internment, labour and extermination camps. The Nazi regime usually imprisoned its political opponents in concentration camps without trial. By starving the prisoners, driving them to the brink of exhaustion through labour or arbitrarily torturing them, the aim of the regime was to break their will to resist. By 1944 there were a total of 1,000 such camps in occupied Europe. The best-known include Dachau, Buchenwald, Natzweiler, Mauthausen and the Ravensbrück women's camp. There were Luxembourg prisoners in all of these camps, and many of them were interned in three or four camps in succession.

COUNCIL OF ELDERS, JEWISH CONSISTORY

The Jewish Consistory was the representative body of the Jewish community in Luxembourg. Until the summer of 1941, with the help of Grand Rabbi Robert Serebrenik, it set up escape networks for Luxembourgish Jews. The Nazis exploited the Consistory for their anti-Jewish measures. Its presidents had to obey and implement Nazi orders. They were also forced to participate in the registration of Jewish people and in the practical implementation of injustices such as transports to the ghettos and extermination camps, for instance by forwarding deportation orders to community members. From the end of 1941, the Consistory administered the 'Jewish retirement home' of Fünfbrunnen, which was in fact a place of internment. In 1942 the Consistory was renamed 'Council of Jewish Elders'. With the departure of the last transport, in May 1943, the 'Council of Elders' was dissolved.

DEPORTATION

Deportation refers to the forced removal of political opponents or entire ethnic groups. In the context of the Second World War, the term is mostly used to describe the transportation of Jewish people to the East. The first deportation of Luxembourg Jews took place on 16 October 1941. Until 1943, seven deportation trains left Luxembourg for ghettos and extermination camps in the East, including Litzmannstadt, Theresienstadt, Izbica and Auschwitz. Jews were forced to assemble at Luxembourg City railway station and allowed to take only the bare necessities and food for three days. Valuables had to be left behind, and money was confiscated.

EVACUATION / EXILE

Evacuation means the clearing of a disaster or war zone. After the German invasion of 10 May 1940, the inhabitants of southern Luxembourg found themselves caught between the fronts and had to be evacuated from the combat zone. Some 47,000 people fled across the French border. When the French border was closed on 12 May, 45,000 more residents of the area were temporarily taken to safety in other areas of Luxembourg.

Grand Duchess Charlotte, her family and parts of the government fled to France on 10 May 1940 to avoid falling into the hands of the Nazis. They remained in exile, for instance in the USA, Canada and Great Britain, where they joined the Allies in the fight against Germany. The Grand Duchess and the government-in-exile regularly addressed the people of Luxembourg on British radio.

EXTERMINATION CAMPS, DEATH FACTORIES

Term for facilities in which people were systematically and industrially murdered in the course of the National Socialist genocide, e.g., in gas chambers. The Germans built a total of nine such camps in areas that are now Poland, Belarus and Lithuania. The most notorious extermination camp is Auschwitz-Birkenau. Mainly Jewish people from Poland, the Soviet Union and Western Europe, but also Sinti and Roma as well as Soviet prisoners of war became victims of the genocide.

FÜNFBRUNNEN

From the summer of 1941, mostly elderly and sick Jews were forcibly housed in the former convent at Fünfbrunnen, or Cinqfontaines, in the north of Luxembourg. By July 1942 some 150 people were living under most difficult conditions in what was euphemistically called the 'Jewish retirement home'. Daily life in isolation was humiliating, cramped, and deprived of any comfort. By 1943 some 300 people had passed through the Fünfbrunnen internment camp before being deported from there to eastern Europe. Today, Fünfbrunnen in Luxembourg is one of the central places of remembrance of the Shoah.

GAULEITER

In the National Socialist Workers' Party (NSDAP), a Gauleiter was a high-ranking party leader. Nazi Germany was divided into several 'Gaue', or regions. Each region was led by a Gauleiter, usually recruited among Nazi fighters who had joined the NSDAP at a very early stage. In Luxembourg, Gauleiter Gustav Simon, from the neighbouring Koblenz-Trier Gau, assumed power in 1940.

GENERAL STRIKE

Term for nationwide strike actions in Luxembourg in 1942. After the announcement of compulsory military service for Luxembourgers, protests and work stoppages erupted throughout the country on 31 August 1942. Schoolchildren, farmers, workers, civil servants and other employees protested against the measure, which was against international law. The strikes continued until 3 September but were very quickly put down by police, Gestapo and members of Nazi organisations. A state of emergency was imposed on Luxembourg until 10 September. Twenty-one strikers were summarily court-martialled and executed. Hundreds were arrested, deported to concentration camps or forcibly resettled.

GESTAPO

Abbreviation for Geheime Staatspolizei, the political secret police in Germany and in the territories occupied by Germany (1933-1945). Its headquarters in Luxembourg City was Villa Pauly, and there were branch offices in Esch-sur-Alzette and Diekirch. The Gestapo persecuted opponents of the regime and was also involved in injustices against Jews. Prisoners were interrogated, tortured and sometimes even beaten to death in Villa Pauly.

GHETTO

Starting in October 1939, Jewish people in the occupied territories of Poland were isolated in 'ghettos'. These were closed city quarters surrounded by walls or barbed wire. No Jew was allowed to leave the ghetto without permission. Cut off from the outside world, Jews in a ghetto were usually left to fend for themselves. Overcrowding, malnutrition and disease led to high mortality rates. At least 1,000 ghettos were set up in occupied Poland and in the Soviet Union. The largest ghettos were in Łódź (160,000 Jews) and Warsaw (400,000 Jews). From 1942 onwards, the ghettos were systematically cleared and their inhabitants deported to extermination camps. After 1941 Jews from Luxembourg were also sent to ghettos.

HITLER SALUTE

The salute 'Heil Hitler!', with the right arm raised, was considered a commitment to the National Socialist state and its Führer. Refusers were threatened with consequences. The 'German salute' was also enforced in Luxembourg. French expressions (e.g., 'Bonjour') were forbidden, and Luxembourgish greetings (e.g., 'Moien') were frowned upon.

HOLOCAUST, SHOAH

In 1941, the National Socialists decided to murder the Jews. In order to conceal their intentions, they gave this crime the trivializing name 'Final Solution of the Jewish Question'. Today the genocide of European Jews is called the Holocaust (Greek for 'burnt offering'). Increasingly, however, the term Shoah (Hebrew for 'catastrophe') has been gaining acceptance. Two thirds of European Jews (about six million women, children and men) were systematically murdered: by starvation and forced labour, in mass shootings, or in death factories with poison gas.

NSDAP

German abbreviation for National Socialist German Workers' Party, the Nazi party. The NSDAP was founded in 1920 and came to power in Germany under Adolf Hitler in 1933. That same year it established a National Socialist dictatorship that lasted until 1945. The NSDAP stood for radically anti-democratic, nationalist, expansionist and anti-Semitic policies. The NSDAP was established in Luxembourg in September 1941, and after the war it was banned.

NUREMBERG LAWS

Term for racist, anti-Semitic laws in Germany. The Nuremberg Race Laws were passed by the German parliament, the Reichstag, in 1935. Their main objective was to classify Jewish people into different categories based on their family relationships and to degrade them to citizens with limited rights. Step by step, the Nuremberg Laws deprived Jews of all their political, civil and economic rights. Marriages and sexual intercourse between Jews and non-Jews were forbidden. In 1940 Gauleiter Simon introduced the Nuremberg Laws to Luxembourg.

OSTARBEITER

The term *Ostarbeiter*, or 'eastern worker', was used to describe forced labourers, mostly women, recruited from the territories of the Soviet Union. As there was a shortage of labour in all sectors of the economy during the war, prisoners of war, concentration camp inmates and civilians from occupied territories were increasingly used as forced labourers. From 1942 onwards, almost 4,000 men and women from the Soviet Union came to Luxembourg as forced labourers and had to work hard in the iron industry or in agriculture. Here they had ambivalent experiences and encountered forms of exploitation, but also signs of humanity. After the war most of the forced labourers were returned to the Soviet Union, often against their will. In their homeland, they were often regarded as traitors or suspected of having collaborated with the Germans.

PARTISANS, PARTISAN ACTIONS

Partisans are armed fighters who do not belong to the regular armed forces of a country. Partisans fight underground against foreign occupying forces. During the Second World War, the word 'partisan action' referred to the systematic hunt for actual or suspected opponents of the Nazi regime, especially in eastern Europe. Alleged 'partisans' were usually arbitrarily shot without a court sentence.

POPULATION CENSUS

In October 1941 the German civil administration decided that it wanted to identify foreigners living in Luxembourg. For this purpose, it ordered a census to be held. Residents had to answer questions about their nationality, 'ethnicity', mother tongue and religion. In addition, information about Jewish ancestry had to be provided. The Germans expected questions about mother tongue and nationality to be answered with 'German'. The various resistance movements in Luxembourg distributed leaflets calling on people not to take part in the census, or to answer all questions with 'Luxembourgish'. When it became apparent that a political defeat was imminent, the census was cancelled. After the Second World War, the failed census was interpreted as a referendum against the Nazi regime.

PRISONER-OF-WAR CAMP

Warring countries set up special camps to accommodate prisoners of war. In the German Reich, these prison camps were called 'Stalag' (abbreviation for Stammlager, or base camp). For racist reasons, prisoners of war from eastern Europe were treated particularly badly and obliged to do forced labour. There were also prisoner-of-war camps on the Allied side, where treatment was generally better. Some 1,000 Luxembourgers were held as prisoners of war of the Soviet Union at the Russian prisoner-of-war camp 188 near Tambov. About 220 died there as a result the poor living conditions during their captivity.

REICH LABOUR SERVICE, AUXILIARY WAR SERVICE

The 'Reich Labour Service' (*Reichsarbeitsdienst*, RAD) was a six-month labour service for young men and women aged 18 to 24. It was introduced in Luxembourg in February 1941 and became compulsory three months later. Men worked in the construction of military and civilian infrastructure, for instance, while women were deployed mainly in agriculture

or in factories. The aim of the service was to teach young men and women discipline and give them a National Socialist education; the men also received pre-military training. After their Reich Labour Service, some young women were also forced to do war auxiliary service (*Kriegshilfsdienst*, KHD), again for a period of six months. Among other things, they may have had to work in the armaments sector, agriculture or hospitals, or they were deployed in the clean-up of war damage.

RESERVE POLICE BATTALION

Name for a German paramilitary police unit involved in war crimes against Jews and other civilians during the Second World War. At least 14 Luxembourg soldiers from the volunteer company joined reserve police battalion 101 in June 1942. This German unit actively participated in the murder of Jews in occupied Poland. During the Shoah, members of the reserve police battalion shot 38,000 Jews and deported another 45,000 to extermination camps. The Luxembourgers were involved in all of these actions.

RESISTANCE

A taking of position against the National Socialist regime. There were various forms of resistance in Luxembourg between 1940 and 1944, ranging from passive resistance to active acts and the use of force. Resistance manifested itself in all groups of the Luxembourg population. Concrete acts of resistance included, for example, listening to British broadcasts, hiding persecuted people, producing or distributing leaflets. Sabotage, assassinations or strikes were rather rare. The first resistance organisations emerged immediately in the initial phase of German occupation, recruiting their members and supporters from various political milieus. The Gestapo fought the resistance with all means at its disposal, and numerous communists, trade unionists, Catholic priests and members of the scout movement were arrested. They ended up in prisons and concentration camps.

RUSSIAN CAMPAIGN / EASTERN FRONT

Despite the 1939 non-aggression pact between the Soviet Union and the German Reich, the German Wehrmacht invaded the area of today's Ukraine on 22 June 1941. A brutal war ensued with the aim of gaining 'living space for Germans' and exploiting the area and the population economically. The German occupying forces murdered a large proportion of the Jewish population and of the Romani people as well as many Soviet war prisoners and civilians. The entire war zone was also called the Eastern Front because of its location to the east of the German Reich.

RESETTLEMENT

In Luxembourg, 'resettlement' refers to the forcible relocation of family members of opponents, resistance fighters, deserters and conscientious objectors from Luxembourg to the east of the German Reich, mostly to Silesia (in present-day Poland). The aim of this repressive measure was to punish relatives by proxy, but also to let children grow up in a German environment and thus re-educate them in the National Socialist way of thinking.

SPECIAL COURT

In 1940, the Germans set up a 'special court' in Luxembourg which applied Nazi criminal law. This court was in charge of offences considered by the occupiers to be political and anti-German – for instance acts of resistance (e.g., anti-German statements), listening to foreign radio broadcasts, or economic crimes (e.g., illegal slaughter of livestock). The special court pronounced particularly harsh sentences, and the rights of the accused were severely restricted.

SOVIET UNION

Communist state covering what today is Russia, Belarus, Ukraine and other territories. Under the authoritarian leadership of Joseph Stalin (1878-1953), the Soviet Union became a totalitarian dictatorship. In 1939 the Soviet Union signed a non-aggression pact with the German Reich. Together, they divided up and took their share of Poland in 1939. In the summer of 1941, however, the German Reich invaded the Soviet Union, and a bloody war of attrition began. Many Luxembourgers who had been forcibly recruited were deployed in the Soviet Union from 1942 onwards. Alongside the Western Allies (including the USA, France and Great Britain), the Soviet Union was one of the victors of the Second World War when it came to an end in 1945.

SPÉNGELSKRICH

Luxembourgish for 'war of the insignia'; designation for the protest behaviour of Luxembourgers in the initial phase of the German occupation. From August 1940 onwards, there were spontaneous reactions among the population against the annexation policy of the German occupying forces. In protest, many schoolchildren and civil servants wore patriotic pins with national symbols that had been distributed in 1939 during the independence celebrations. Supporters of the Volksdeutsche Bewegung, on the other hand, wore badges with the slogan 'Home to the Reich'. The Gestapo and supporters of the pro-German Volksdeutsche Bewegung took brutal action against protesters and arrests were made.

SS

Abbreviation for *Schutzstaffel*, or 'protection squadron', designating an organisation of the NSDAP. Members of the SS saw themselves as the elite of the party. Between 1933 and 1945, they were responsible for the administration of concentration and extermination camps such as Auschwitz. Under the leadership of Heinrich Himmler, the SS was significantly involved in planning and carrying out the genocide of the Jews.

UNOCCUPIED FRANCE

After victory over France in June 1940, the Germans occupied a large part of the country. In the unoccupied southern part of France, an authoritarian system of government emerged under Philippe Pétain, which cooperated with the Nazi occupation forces. Nevertheless, between 1940 and 1942 many people from Luxembourg fled to southern France to avoid arrest by the Gestapo. Among them were also Jewish people from Luxembourg. In 1942 German troops occupied the southern part of France and arrests and deportations increased.

VOLKSDEUTSCHE BEWEGUNG (VDB)

Political movement founded in the summer of 1940 by Luxembourgger Damian Kratzenberg and others. Under the motto 'Home to the Reich', the VdB promoted annexation of Luxembourg to the German Reich. Initially, members of the VdB were pro-German collaborators and convinced supporters of the regime. However, since the vast majority of Luxembourgers showed little interest in the National Socialist VdB, increasing pressure was put on them from October 1940 onwards. Many then joined the organisation out of fear of consequences. In some professions (e.g., teachers and civil servants), membership was compulsory. In 1942 the VdB had more than 80,000 members.

VOLUNTEER COMPANY

Before the German invasion, Luxembourg had a small military force, the so-called volunteer company. In 1940 the Nazis integrated them into German police units. Of the 463 soldiers, 264 were sent to prison or concentration camp for disobeying the Germans and 77 died in captivity or during military operations. Several former soldiers of the volunteer company serving in German police battalions were involved in mass murders in the occupied territories of the Soviet Union.

WEHRMACHT

In Nazi Germany, this was the term for the German armed forces (army, navy and air force). From 1941 onwards, the German Wehrmacht was also involved in the National Socialist policy of extermination in the East. Campaigning for voluntary service in the Wehrmacht began in Luxembourg in 1941. In 1942 conscription was introduced for men born between 1920 and 1927; it continued until 1944. On joining the Wehrmacht, Luxembourg's forced soldiers were automatically given German citizenship.

E. REGISTER OF PERSONS

No.	Name	Political decision-makers	Soldiers	Resisters	Civilians	National Socialists	Collaborators	Flight / exile / evacuation	Death / war victims	Prison/ concentration camp	Forcibly conscripted	Forced labour	Jews	Minorities	Resettlement	Nationality
1	Victor Bodson	x						x								LU
2	Wilhelm Diehl	x				x										EN
3	Fritz Hartmann	x				x										EN
4	Johann Koetz	x					x									LU
5	Damian Kratzenberg	x					x									LU
6	Charlotte de Nassau	x						x								LU
7	Alfons Pfeffer	x					x									LU
8	Gustav Simon	x				x										EN
9	Albert Wehrer	x														LU
10	Jean W.	x		x			x									LU
11	Hans Bein		x						x							EN
12	Douglas Cameron		x						x							GB
13	René F.		x				x									LU
14	Andre Flesch		x	x												LU
15	Anne-Marie Goerges		x													LU
16	Marcel Goniva		x								x					LU
17	Horst Hennig		x													EN
18	Hyman Josefson		x						x							US
19	Harry Kemp		x													EN
20	Paul Kinn		x	x												LU
21	Georges Konen		x	x						x						LU
22	Antoine Neven		x													LU
23	William Nellis		x						x							US
24	Joseph Steichen		x	x							x					LU
25	Joseph Stephany		x	x							x					LU
26	Daniel Strickler		x													US
27	Eugene Swartz		x													US
28	Alfred Walterscheid		x							x						US
29	Heinrich 'Hans' Adam			x					x							EN
30	Edouard Barbel			x						x						LU

No.	Name	Political decision-makers	Soldiers	Resisters	Civilians	National Socialists	Collaborators	Flight / exile / evacuation	Death / war victims	Prison/ concentration camp	Forcibly conscripted	Forced labour	Jews	Minorities	Resettlement	Nationality
31	Josy Goerres			x						x						LU
32	Julien Meyer			x									x			LU
33	Luigi Peruzzi			x						x						IT
34	Yvonne Useldinger			x						x						LU
35	Marie Bonichaux				x						x					LU
36	Tina Boschko				x					x		x				SU
37	Gebrüder Ferring				x			x								LU
38	Susanne Garçon				x			x								LU
39	Marcel Handzel				x				x				x			LU
40	Jean John				x				x							LU
41	Karl Juda				x								x			EN
42	Catherine Kinnen-Schmit				x					x				x		LU
43	Jacques Leurs				x									x		LU
44	Marguerite Linden				x											LU
45	Jean M.				x					x				x		LU
46	Victor Monnertz			x	x											LU
47	Alfred Oppenheimer				x					x			x			FR
48	Catherine O.				x					x				x		LU
49	Marguerite Schneider			x	x										x	LU
50	Joseph Schlang				x					x			x			LU

F. LINKS

LUXEMBOURG

Comité pour la Mémoire de la 2e Guerre mondiale: cm2gm.lu
Fédération des Enrôlés de Force: ons-jongen-a-meedercher.lu
Fondation luxembourgeoise pour la Mémoire de la Shoa: fondluxshoah.lu
General Patton Memorial Museum: patton.lu
Musée National d'Histoire militaire: mnhm.net
Musée National de la Résistance et des Droits humains: mnr.lu
Service de la Mémoire de la Seconde Guerre mondiale: secondeguerremondiale.public.lu
Zentrum fir politesch Bildung: zpb.lu
Zweete Weltkrich (Expo): www.zweeteweltkrich.lu

INTERNATIONAL

Centre européen du Résistant Déporté (ehemaliges KZ Natzweiler-Struthof):
struthof.fr/centre-europeendu-resistant-deporte
Gedenkstätte SS-Sonderlager Hinzert: gedenkstaette-hinzert-rlp.de
KZ-Gedenkstätte Neuengamme: kz-gedenkstaette-neuengamme.de
Lebendiges Museum Online: dhm.de/lemo
Land of Memory – EU Interreg Projekt: landofmemory.eu
Lumni: lumni.fr/college/troisieme/histoire/leurope-un-theatre-majeur-des-guerres-totales-1914-1945
The Last Voices of World War II: nationalgeographic.com/magazine/issue/june-2020
Musée de la Résistance 1940-1945 en ligne: museedelaresistanceenligne.org
United States Holocaust Memorial Museum: ushmm.org
WDR History App AR 1933-1945: wdr.de/fernsehen/unterwegs-im-westen/ar-app
Yad Vashem – The Holocaust Remembrance Center: www.yadvashem.org

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G. PHOTOS AND ILLUSTRATIONS

ANLux = Archives nationales Luxembourg
BnL = Bibliothèque nationale Luxembourg
ET = Escher Tageblatt
MNHM = Musée National d'Histoire militaire
MNRDH = Musée National de la Résistance et des Droits Humains
PVdL = Photothèque de la Ville de Luxembourg
Pr. coll. = private collection
Unknown

Heinrich Adam: Portrait of Heinrich Adam, date and photographer unknown, MNRDH; Block distribution platform and steam pressure siren at the Esch-Schiffingen rolling mill, date and photographer unknown, MNRDH; 'Takeschlüssel', MNRDH; Steam pressure siren, MNRDH; Wer sabotiert stirbt, in: ET 213 (11 Sept. 1942), p. 3. **Edouard Barbel:** Portrait of Ed. Barbel, 1944, artist: Hermann Riemer, collection unknown; Introductory run into gruesome concentration camp life, date unknown, artist: Albert Kaiser, MNRDH; 'Front lesson', date unknown, photo: M. Eltgen, General Patton Memorial Museum; Ed. Barbel commemorative plaque, MNRDH. **Hans Bein:** Portrait of Hans Bein, date and photographer unknown, MNHM; mass grave, date unknown, photo: Philippe Victor, MNHM; Bein family, Essen 1932, photographer unknown, MNHM; Wehrmacht helmet, MNRDH. **Victor Bodson:** Portrait of Victor Bodson, New York 1940, Blackstone Studios, Aschman-Bodson pr. coll.; Group photo in front of the Luxembourg Embassy, London 1942, photographer unknown, Aschman-Bodson pr. coll.; Meeting of government members with Grand Duchess Charlotte, London 1944, photographer unknown, Service Information et Presse. **Marie Bonichaux:** Identity card of Marie Bonichaux, Petingen 16 June 1943, MNRDH; 'Fire drill', Triebes 1944, photographer unknown, MNRDH; 'Washbasin check', Thuringia, date and photographer unknown, MNRDH; Identity card of Marie Bonichaux at Hescho, Hermsdorf 17 May 1944, MNRDH; War relief blanket, MNRDH. **Tina Boschko:** Portrait of Tina Boschko, 1940-1945, photographer unknown, Kati Hoor pr. coll.; Tina Boschko in the 'Ostarbeiterlager', Thionville 1943-1944, photographer unknown, Kati Hoor pr. coll.; 'Ostarbeiterausweis', Thionville 1 Feb. 1943, Kati Hoor pr. coll.; 'Ostarbeiterzeichen', Kati Hoor pr. coll. **Douglas Cameron:** Portrait of Douglas Cameron, 1939, photographer unknown, MNHM; Burning plane wreck, Bettendorf 10 May 1940, photographer unknown, MNHM; Inauguration of the monument, Bettendorf 2010, photographer unknown, MNHM; Douglas Cameron's pilot cap, MNHM. **Charlotte de Nassau:** Charlotte visiting the BBC, London 1943, photographer unknown, PVdL; 'Volksempfänger' radio, MNRDH. Wilhelm Diehl: Portrait of Wilhelm Diehl, date and photographer unknown, ANLux; speech at the Esch trade school, Esch/Alzette, date unknown, photographer anonymized, ANLux; NSDAP cap, MNHM. **René F.:** Portrait of René F. in police uniform, c. 1944, photographer unknown, MNRDH; Deportation of Jews, Miedzyrzec Podlaski, date and photographer unknown, MNRDH; 'Hunting for Jews', Poland c. 1944, photographer unknown, MNRDH. **Ferring brothers:** Portrait of the Ferring family, Tandel, date and photographer unknown, MNHM; Ferring family house, Tandel after 1945, photographer unknown, MNHM; School essay by Aloyse Ferring, 8 Feb. 1947, MNHM. **André Flesch:** Portrait of André Flesch as a member of the Vianden militia, 1944, photographer unknown, MNHM; Portrait of André Flesch as a US soldier, 1945, photographer unknown, MNHM; Vianden militia badge, MNHM. **Susanne Garçon:** Portrait of Susanne Garçon, c. 1940, photographer unknown, MNRDH; Diary page of Susanne Garçon, Esch/Alzette 10 May 1945, MNRDH; Evacuation of the southern population of Luxembourg, May 1940, photo: Tony Krier, PVdL. **Anne-Marie Goerges:** Identity card of Anne-Marie Goerges, Oct. 1944, MNHM; military pass of Anne-Marie Goerges, Algiers 20 Oct. 1943, MNHM; Croix de guerre of Anne-Marie Goerges, MNHM. **Josy Goerres:** Portrait of Josy Goerres, date and photographer unknown, Goerres pr. coll.; forged PI-MEN identity card, Montpellier March 1943, Goerres pr. coll.; PI-MEN armband of Josy Goerres, Goerres pr. coll. **Marcel Goniva:** Portrait of Marcel Goniva, 1945, photographer unknown, MNHM; Patriotic ribbon of Marcel Goniva, MNHM; Military pay book of Marcel Goniva, Goniva priv. coll. **Marcel Handzel:** School photo of Marcel Handzel, Mâcon 1940-1941, photo: J. Combier, PVdL; Marcel Handzel with his mother, date and photographer unknown, Mémorial de la Shoah; Marcel with friends, Sancé 1941, Burtin pr. coll.; class photo, Sancé 1943, Burtin pr. coll. **Fritz Hartmann:** Portrait of Fritz Hartmann, date and photographer unknown, Bundesarchiv; Fünfbrunnen convent, date and photographer unknown, MNRDH; Poster announcing executions, Luxembourg 1942, MNRDH; SS skull, MNRDH. **Horst Hennig:** Portrait of Horst Hennig, date and photographer unknown, MNHM; belt buckle, MNRDH. **Jean John:** Portrait of Jean John, date and photographer unknown, John pr. coll.; Wedding photo of Jean John, date and photographer unknown, John pr. coll.; Jean John with car, date and photographer unknown, John pr. coll.; Sketch by Jean-Yves MARY, Drame à Moestroff, in: Magazine 1939-45, 139 (1/1998) p.9 Dedication of

memorial stone, Moestroff 2010, photographer unknown, MNHM. **Hyman Josefson:** Portrait of Hyman Josefson, date and photographer unknown, Geschichtsfrënn vun der Gemeng Péiteng; Burning scout car, Pétingen 9 Sept. 1944, photo: Charles Thill, Geschichtsfrënn vun der Gemeng Péiteng; Scout car, Musson September 1944, photo: Robert Ravet/Louise Chef, Geschichtsfrënn vun der Gemeng Péiteng; Monument in memory of Hyman Josefson in Pétingen, date and photographer unknown, MNHM. **Karl Juda:** Portrait of Karl Juda, Bad Mondorf c. 1951-1953, photographer unknown, Juda pr. coll.; Portrait of the Judocy-Godefroid couple, date unknown, photo: Henri Juda, Juda pr. coll.; Judocy-Godefroid family home, Befort c. 1960, photographer unknown, Juda pr. coll.; Yellow armband with 'Judenstern', 1941/1942, MNRDH. **Harry Kemp:** Portrait of Harry Kemp, date and photographer unknown, MNHM; Emblem of the 109th Infantry Regiment, MNHM; Evacuation order handwritten by Harry Kemp, Diekirch 19 Dec. 1944, MNHM. **Paul Kinn:** Oil painting of Paul Kinn, 1946, artist Kraut, Kinn pr. coll.; Moutfort POW camp, c. 1946-1947, photographer unknown, Kinn pr. coll.; Paul Kinn's wedding photo, 1949, photographer unknown, Kinn pr. coll.; Paul Kinn's dagger, Moutfort 1947, Kinn pr. coll. Catherine Kinnen: Portrait of Catherine Kinnen, 1940, photographer unknown, Service Historique de la Défense; 'Fascism or Freedom' brochure, Switzerland 1939, ANLux. **Johann Koetz:** Portrait of Johann Koetz, 1940, photographer unknown, ANLux; Johann Koetz giving a speech, date unknown, photographer anonymized, ANLux; Meeting of local group leaders with Kratzenberg, c. 1942, photographer anonymized, ANLux; NSDAP armband, MNRDH. **Georges Konen:** Georges Konen and the 'Volunteer Company' marching off, Luxembourg City 4 Dec. 1940, Pr. coll.; 'Retraining' in Weimar, 1941, Pr. coll.; Victims of Partisan Action, Skofia Loka 31 Oct. 1941, Pr. coll.; Helmet of the 'Volunteer Company', MNHM. **Damian Kratzenberg:** Portrait of Damian Kratzenberg, Luxembourg 1930, photographer unknown, Centre national de Littérature; Speech to Hitler Youth members, Luxembourg July/August 1942, photographer unknown, ANLux; Kratzenberg in the dock, c. 1946, artist: Albert Simon, in: ET 164 (20 July 1946), p. 5; Volksdeutsche Bewegung in Luxembourg by Damian Kratzenberg, Luxembourg 1940, MNRDH. **Jacques Leurs:** Portrait of Jacques Leurs, Ufflingen c. 1930, photographer unknown, Hausemer pr. coll.; Léonie Reinert and Jacques Leurs shortly before their wedding, c. 1938, photographer unknown, Hausemer pr. coll.; registration of 'negroes' and 'negro half-breeds', Luxembourg 14 Oct. 1942, Hausemer pr. coll.; Registration entry, Luxembourg 17 Oct. 1942, Hausemer pr. coll. **Marguerite Linden:** Portrait of Marguerite Linden, Bivels 1947, photographer unknown, MNHM/Gaul collection; Sketch by GAUL Roland, Schicksale zwischen Sauer und Our - Soldaten und Zivilpersonen erzählen, vol. 2, Luxembourg, 1987 p. 69; German soldiers crossing the border river Our, December 1944, artist: Horst Helmus, MNHM. **Julien Meyer:** Portrait of Julien Meyer, c. 1945, photographer unknown, Meyer pr. coll.; Forged identity card of Julien Meyer, Longwy 3 June 1943, Meyer pr. coll.; Julien Meyer in the *maquis*, 1944-1945, photographer unknown, Meyer pr. coll.; Preserved ammunition of Julien Meyer, Meyer pr. coll. **Jean M.:** Verordnung über Massnahmen auf dem Gebiet der Stafrechtspflege, in: Verordnungsblatt 18 (4 Mar. 1941), p. 127f.; Markings of prisoners in concentration camps, Bundesarchiv; **Victor Monnertz:** Portrait of Victor Monnertz, 1947, photographer unknown, Syndicat d'Initiative of Steinfort; Hitler Youth armband, MNRDH; Ansemburg Palace, 1942, photographer unknown, MNRDH; Monnertz family and deserter Adrien Oswald after their evacuation, Steinfort 1944, photo: Victor Monnertz, Courtoy pr. coll. **William Nellis:** Portrait of William Nellis, date and photographer unknown, Dernelen pr. coll.; remains of Nellis' downed P-47 fighter-bomber, General Patton Memorial Museum Collection; William Nellis' gravestone in Henry-Chapelle, MNHM. **Antoine Neven:** Portrait of Antoine Neven, London 1942, photographer unknown, MNHM; Antoine Neven in Puy-l'Evêque internment camp, date and photographer unknown, MNHM; Merit awards given to Antoine Neven, MNHM. **Alfred Oppenheimer:** Portrait of Alfred Oppenheimer, Luxembourg, date and photographer unknown, Wilwers pr. coll.; announcement, Luxembourg 17 Nov. 1941, MNRDH; Alfred Oppenheimer during his testimony at the Eichmann trial, Jerusalem 7 June 1961, photographer unknown, Wilwers pr. coll.; René Oppenheimer and his mother Aline, Luxembourg, date and photographer unknown, Wilwers pr. coll. **Catherine O.:** Combating venereal diseases, Luxembourg 11 Feb. 1943, ANLux; File card of Catherine O., Arolsen Archives; Commandant's office and administration building, Ravensbrück 1940, photographer unknown, Ravensbrück Memorial. **Alfons Peffer:** Alfons Peffer at a funeral service, Schiffingen 22 July 1941, photographer anonymized, ANLux; meeting of local group leaders with Kratzenberg, c. 1942, photographer anonymized, ANLux; VbD rally, Schiffingen, date unknown, photographer anonymized, ANLux; Alfons Peffer's 1943 appointment calendar, ANLux. **Luigi Peruzzi:** Identity card of Luigi Peruzzi as forced labourer in Berlin, Peruzzi pr. coll.; police photo of Luigi Peruzzi, Pesaro 19 May 1943, Archivio Centrale dello Stato; diary of Luigi Peruzzi, Apr.-Sept.1945, Peruzzi pr. coll. **Joseph Schlang:** Portrait of Joseph Schlang, Esch/Alzette 1946, MNRDH; Schlang family photo, c. 1940, photographer unknown, MNRDH; Joseph Schlang after liberation, 1945, photographer unknown, MNRDH; registration card of Joseph Schlang, Auschwitz-Birkenau 1942, Auschwitz-Birkenau State Museum. **Marguerite Schneider:** Portrait of Marguerite Schneider, Trebnitz 1944, photographer unknown, MNRDH; Marguerite Schneider and her mother, Trebnitz 1944, photographer unknown, MNRDH; Marguerite Schneider in front of a barrack, Trebnitz 1944, MNRDH; women writing letters, Trebnitz 1944, photographer unknown, MNRDH; Luxembourgish children taught by Marguerite Schneider, Trebnitz 1944, MNRDH. **Gustav Simon:** Portrait of Gauleiter Gustav Simon, date and photographer unknown, MNRDH; poster promoting the German language, Luxembourg 7 Aug. 1940, MNRDH; Gustav Simon parading before assembled Nazi officials, 26 Oct. 1941, photographer unknown, MNHM. **Joseph Steichen:** Portrait of Joseph Steichen, Gotenhafen 1942, Steichen pr. coll.; 'Holzkommando', date unknown, artist: Josy Zeimet, Steichen pr. coll.; entrance of prisoner-of-war-camp 188 near Tambov,

date unknown, artist: Josy Zeimet, Steichen pr. coll.; message from Joseph Steichen, Tambov 1 Aug. 1945, Steichen pr. coll. **Joseph Stephany:** Portrait of Joseph Stephany, photographer unknown, Stephany pr. coll.; declaration of commitment to the Waffen-SS by Joseph Stephany, Klagenfurt 20 May 1941, Stephany pr. coll.; group photo of Lt. Watson and crew, 6 Feb. 1944, photographer unknown, Stephany pr. coll.; individual portraits of Joseph's siblings, photographer unknown, Stephany pr. coll. **Daniel Strickler:** Portrait of Daniel Strickler, date and photographer unknown, MNHM; monument in honour of Daniel Strickler, Consthum, date unknown, photo: Philippe Victor, MNHM; helmet of the 28th Inf. Div, MNHM; Daniel Strickler's uniform and helmet, Musée sur la Bataille des Ardennes. **Eugene Swartz:** Portrait of Eugene Swartz, date and photographer unknown, MNHM; Eugene Swartz gravestone, Knoxville, date and photographer unknown, MNHM; American helmet, MNHM; Swartz family photo, Kayl 1944, photographer unknown, MNHM. **Yvonne Useldinger:** Portrait of Yvonne Useldinger, January 1942, pr. coll.; Drawing of Fernande Useldinger, Ravensbrück 1944, artist: Lily Uden, Ravensbrück Memorial; Women at forced labour in Ravensbrück concentration camp, c. 1940, photographer unknown, Ravensbrück Memorial; Memory card with gifts from fellow prisoners, 1945, MNRDH. **Alfred Walterscheid:** Portrait of Alfred Walterscheid, 1943, US Army, MNHM; newspaper article 'Fear Walterscheid perished in plane when it exploded', date unknown, MNHM; badge of the 9th US Air Fleet, MNHM. **Albert Wehrer:** Portrait of Albert Wehrer, Luxembourg 1940, photographer unknown, PVDL; members of the Administrative Commission, Luxembourg 1940, photographer unknown, PVDL; Albert Wehrer letter to Ernest Hamelius, 13 May 1940, reproduced in the 'Avis du Conseil d'Etat' of 14 May 1940, BnL, Réserve précieuse, Fonds Louis Simmer, Ms 712, Dossier I. **Jean W.:** Portrait of Jean W., Schiffingen 1941, photographer anonymized, ANLux; Jean W. at a funeral service, Schiffingen 22 July 1941, photographer anonymized; emblem of the Volksdeutsche Bewegung, MNRDH.

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