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Citizen Krueger: An Examination of Cultural Province and Community Preservation

Stephen J. Hussman

ABSTRACT

This study describes the efforts of an educator to both engage and enlighten his local community regarding the importance of preserving primary resources, and a brief community history highlighting its origin. Finally, this study offers a narrative regarding a community's collaborative effort to re-discover and reclaim its identity.

Introduction

“Collecting is a basic human instinct and books and articles pour forth regularly about the history and meaning of collecting. Personal collecting can seem quirky or frivolous, but it always reveals some deeper inner meaning to life’s purpose.”¹ As we discuss, define, and expand the role of “citizen archivists,” we also look at the varied backgrounds from which they emerge. Historically, perhaps they may have been labeled cranks, packrats, hoarders, or even obsessive-compulsive; their personal motives may not have been clear or they may even have been misunderstood.

This study describes a two-part process: the efforts of one “citizen archivist,” an educator who both engaged and enlightened his local community regarding the importance of preserving primary resources, alongside a brief community history highlighting the origin and timeline of these processes. This study also offers a narrative regarding a community’s collaborative effort to re-discover and reclaim its identity.

1. Richard J. Cox, “The Impulse to Save,” in *Personal Archives and A New Archival Calling: Readings, Reflections and Ruminations* (Duluth, MN: Litwin Books, LLC, 2008), 4.

The Rise of the “Citizen Archivist”

One of the best examples of a citizen-archivist in Central Washington was Fred Krueger, now a retired history teacher from Cle Elum-Roslyn High School, who over a lengthy career acquired and collected materials relating to the history of North Kittitas County, Washington. Far different from fictional character Charles “Freddy” Krueger from *Nightmare on Elm Street*, Fred Krueger’s story follows many of the common threads of contemporary history teachers and educators.

Frederick Ernest Krueger was born in Sleepy Eye, Minnesota in 1939, the son of Frederick and Audry Krueger. He attended public schools in Sleepy Eye and graduated from the local high school in 1958, and then entered Mankato State College later that fall.² Krueger enrolled in the pre-med program and graduated in 1962 with a BS in Science and Social Studies (with a History emphasis). While at MSC, Krueger immersed himself in local history and spent much of his free time exploring related collections in Mankato’s library. In the process, he became fascinated with the native Sioux culture and history.³

Upon graduation, Krueger taught secondary school in Molville and Keokuk, Iowa for the next several years. In 1965, he was accepted into the Russian Regional Studies Program at the University of Washington. However, he had little money and was working in the University’s Property Management Division when he applied for and received a teaching assistantship in the History Department. Once there, he worked for the internationally noted scholar and social historian, Professor Dr. Karl August Wittfogel.⁴ As a teaching assistant, he was responsible for locating research items and materials, grading tests, and, on occasion, critiquing doctoral papers and essays. It was here, with Wittfogel’s encouragement and under his mentorship, that Krueger learned the serious study and scholarship required of historians and the importance of preserving societal records and cultivating institutional memory.

During this period Krueger was also introduced to Professor Dr. John Jarolimek at University of Washington’s College of Education.⁵ Later, Krueger was invited to participate in the Tri-University Project funded by the National Endowment for the

2. Mankato State College is now known as Minnesota State University-Mankato (MSUM).
3. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, accessed August 29, 2013, <http://nwda.orbiscascade.org/ark:/80444/xv96603>.
4. Internationally known historian, playwright, and social scientist Dr. Karl August Wittfogel (1896-1988), Professor Emeritus at University of Washington (1947-1966), authored *Oriental Despotism: A Comparative Study of Total Power* in 1957. Wittfogel retired from University of Washington in 1966. More information about Dr. Wittfogel can be found at <http://www.waterhistory.org/histories/wittfogel/> (accessed November 13, 2013).
5. Dr. John Jarolimek, Professor Emeritus of Education at University of Washington College of Education, authored numerous publications on social studies, including *Social Studies in Elementary Education* (MacMillan, 1977) and *Social Studies Competencies and Skills* (MacMillan, 1977).

Arts (NEA). With the Tri-U Project, he found himself responsible for researching various teaching styles, methods, and behaviors, which also included body language, feedback, and simulation theory as part of class instruction. Krueger was to later utilize much of his research in simulation theory while leading his social studies classes and student based-projects set up to acquire primary resources in the Cle Elum-Roslyn School District. His personal relationships with professors Wittfogel and Jarolimek were to have a continuing impact on Krueger's teaching, his interests, and his activities acquiring and preserving local primary resources.

In the spring of 1966, Krueger received an offer in the Cle Elum-Roslyn School District to teach social studies during the upcoming school year. He remained enrolled at the University of Washington until he completed his final coursework during the summer of 1966, and received his Masters Degree in Education in 1967. He returned to teaching in the Cle Elum-Roslyn School District and remained there for the next twenty-nine years until his retirement in 1996.

Two years following his graduation from the University of Washington, in 1969, Louis Bruno, Washington's Superintendent of Public Instruction (SPI), accepted Krueger's Title II Special Purpose Grant proposal whereby the Cle Elum-Roslyn School District would receive funding to assist in the development of primary resources for teaching, developing, and acquiring primary resources of the area, and presenting them in area schools. The grant paid for equipment such as tape recorders and cameras, as well as curriculum and teaching materials. However, the grant at that time did not fund personal wages, fuel, food, or lodging. This initial grant proposal and Bruno's support amounted to, as Krueger stated:

With a Special Purpose Grant from SPI, I pioneered the development of primary and secondary local resource materials as an instructional tool. The Seattle Times ran a special 4-page feature on my concept [entitled] "The Community as Classroom in 1971."⁶

One of his first projects involved sending out the students to interviewing members of their immediate and extended families and asking specific questions regarding family history, including arrival in the U.S. and eventual settlement in the Upper Kittitas Valley. As his program continued to evolve, Krueger created class projects utilizing primary resources obtained through individual students and their research. Often these projects resulted in locally significant class and school presentations including oral histories, photos, manuscripts, letters, family recipes, recollections of travel to the new country (immigrant experience), and more. He was credited as one of the first teachers in the locale to utilize simulation and primary resource material in class instruction. Additional projects included subjects such as constructing family genealogies, local history, grave plot research, early

6. Frederick E. Krueger to Cle-Elum Roslyn School District Chairman of the Board Pete Heide, Letter of Resignation/Retirement Highlighting Teaching Accomplishments, April 15, 1996. Frederick E. Krueger Personal Collection, Ellensburg, WA.

transportation study, immigration, and organized labor. “During the 1960’s, many libraries began collecting local and family history materials and courses on these subjects were added to college curricula. The 1976 Bicentennial celebration had an even greater impact. Academic historians now use case studies of individual communities for their research, and history teachers on all levels include regional, state, and local history in their classes.”⁷

Krueger often challenged his students to use primary resources and stressed the development of important critical thinking skills.⁸ He not only wanted the students to be able to identify primary resources, but also to utilize them in the research process and be able to present these findings in class. He continued to offer numerous student-oriented projects to capture the regional history of the Upper Kittitas Valley. The most notable of these community-based projects was the Roslyn Cemeteries preservation and documentation project in partnership with the Roslyn Kiwanis Club.⁹ Krueger managed this initiative from 1974 until his retirement in 1996.

Students, as part of this project, were tasked with researching, surveying, and photographing individual grave plots and further researching the fraternal, social, and/or benevolent organizations that maintained the individual cemeteries and graves. Many of individual and collective interments had become overgrown and the signage marking these areas had also fallen into disrepair. In many cases the signage was constructed of wood, and stone, and the harsh Central Washington winters had weathered them to the point where they were unreadable. Students worked to clear brush and weeds; clean headstones; and photograph, document, and plot the gravesites in a number of cemeteries. As part of its county centennial celebration in 1989, the Kittitas County Centennial Committee credited Krueger:

The interest of a local high school teacher, Fred Krueger, sparked a clean-up and restoration project, which came to include his

7. Faye Phillips, *Local History Collections in Libraries* (Englewood, CO: Libraries Unlimited, Inc., 1995), 2.
8. As described by Marcus Robyns, “the archivist working with faculty and students must synthesize the above definitions into a focused and workable program of instruction relative to historical research and methods and primary resources. First, she should approach the amorphous concept of critical thinking as a method with a procedure and various steps that essentially drive the process of analysis and interpretation of primary sources. The archivist should also incorporate the central idea that critical thinking skills allow for the selection of the most authentic and credible evidence from the mountains of material available to researchers.” See Marcus C. Robyns, “The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction,” *American Archivist* 64, (Fall/Winter 2001): 367.
9. “Treasures of the Digital Archives: Roslyn Cemeteries,” Washington State Archives-Digital Archives, <http://www.digitalarchives.wa.gov/News/View/76> (accessed August 29, 2013). See also “Roslyn Cemetery,” Cascade Association of Museums & History, <http://kittitashistory.com/sites/roslyn-cemetery/> (accessed August 29, 2013); “Roslyn Cemetery,” Roslyn Historical Museum Society, <http://www.roslynmuseum.com/roslyn-cemetery.html> (accessed August 29, 2013).

students, the Roslyn Kiwanis Club and a large segment of the community. New fences are being built and installed; truckloads of brush and debris are being cleared away. Generations are working side by side to preserve the historical value of the area. Their involvement in the cemetery project gives them an understanding of and pride in the continuity of their community. They are creating a strong bridge across the generation gap as they refine the historical focus point of Roslyn.¹⁰

Krueger's enthusiasm for capturing the local memory and culture became so contagious that there was a significant resurgence in local classes offering Polish and Croatian folk dancing, cooking, and language study.

Krueger founded or was heavily involved with several heritage and history organizations including the Upper Kittitas County Heritage Council in 1973. During his tenure, he personally spent much of his time researching and documenting the area. One project included the historic Salmon La Sac Guard Station located in the Wenatchee-Okanogan National Forest.¹¹ He spent 1972-1977 gathering primary background materials on its origin and construction in order to prevent the U.S. Forestry Service from dismantling it. The guard station was originally built as part of the Kittitas Railway, Power Company, and Depot in 1915, a proposed venture with French investors to construct an electric rail line connecting some of the smaller communities in the area.¹² Unfortunately, the outbreak of World War I halted any further progress and the investors returned to Europe. The building itself was architecturally unique as it was constructed utilizing the metric system and features French design and construction techniques.¹³ Between 1915 and 1916 it became the first guard station in the area, remaining in use until the early 1960s.¹⁴

10. Kittitas County Centennial Committee, "The Roslyn Cemeteries," *History of Kittitas County, Washington, 1989*, Volume I (Dallas, TX: Taylor Publishing, 1989), 12.
11. North of Cle Elum in Wenatchee National Forest in Cle Elum, WA, Salmon la Sac Guard Station, also known as Old Salmon la Sac Guard Station (Forest Service), was added to the National Register of Historic Places (#74001964) in 1974. "Washington - Kittitas County," National Register of Historic Places, <http://www.nationalregisterofhistoricplaces.com/wa/Kittitas/state.html> (accessed August 29, 2013). See also the *Guide to the Frederick Krueger Collection* (Subject Files: Salmon La Sac) (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).
12. Articles of Incorporation, Kittitas Railway and Power Company, #75, September 1911, County of Kittitas, Washington, Washington State Archives—Central Region Branch.
13. Additional description and special qualities of construction of guard station in Clayton Denman (Salmon La Sac Architectural Evaluation), 1973, Box 63-6, Series IX: Oral Histories, MS 002-06-02, Frederick Krueger Collection, Central Washington University Archives and Special Collections Department.
14. "When Forest Service appropriated Salmon La Sac Station, Lee moved to Salmon La Sac and served as first ranger there 1915-1916." Lee was the brother of Clovis Chartrand. Transcript of interview with

Later, Krueger was the recipient of a National Endowment for the Humanities (NEH) grant to study and teach in China and Japan from 1988 to 1990.¹⁵ In 1993, he was awarded a Fulbright-Hayes Grant that allowed him to study in China. He was then selected by Governor Michael Lowry and the Washington State Superintendent of Public Instruction, Dr. Judith Billings, to teach in Hyogo Prefecture, Japan, from 1994 to 1995.¹⁶ In 1996, he was invited by Mountain Star Resorts to complete a proposal for the installation of exhibits and an interpretive center at the location of the new resort.¹⁷ From 1996 to 2000, he was contracted to develop materials to be used for “historical tourism” as part of the resort’s amenities for its guests.

Over many years, Krueger accumulated his materials either through class projects or local citizens. He developed quite a large collection of personal papers, diaries, memorabilia, oral histories, recipes, videos, maps, and numerous other items documenting the local history. These items were maintained and stored in his Roslyn-Cle Elum School District classroom. However, as he neared the end of his active teaching career, he knew that the collection would outgrow both his classroom and his ability to care for the materials. He believed that the resources he had accumulated would offer an exceptional resource for North Kittitas County and beyond. Additionally, he was concerned about the public’s ability to gain both physical and intellectual access to the materials in a secure and supervised environment. In a stir of echoes from his mentors Wittfogel and Jarolimek, Krueger wished to have the primary and secondary materials made available on the widest possible level, using the most up-to-date technology. Krueger viewed these materials not only as valuable research resources, but also as indispensable tools for teaching instruction. Since Central Washington University’s Brooks Library was geographically located within the area, the institution was chosen, serving as an excellent repository for Krueger’s materials as well as provider of all required services.

As part of Brooks Library’s regional history collection, the Frederick Krueger Collection was formally donated, established, and housed in CWU’s Archives & Special Collections in 2006.¹⁸ The collection consists of over 40 cubic feet of research files, photographic negatives, prints, slides, oral histories, genealogical information,

Clovis Chartrand, 6/5/1973, Subject Files: Salmon La Sac, MS 002-06-02, Frederick Krueger Collection, Central Washington University Archives and Special Collections.

15. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).
16. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).
17. Mountain Star was later redeveloped as The Inn at Suncadia, which is now a part of Suncadia Resort. Suncadia Resort, “Resort History: A Land of Many Stories,” <http://www.suncadiaresort.com/cle-elum-resorts.php> (accessed August 29, 2013).
18. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).

local and regional maps, county school histories, correspondence, ephemera, and artifacts on the cultural history of the Upper Kittitas Valley from the middle of the 19th Century to the early 20th Century (1885-1980s).¹⁹ Additionally, the collection offers the histories of regional businesses and local civic organizations, rural schools, religious institutions, early pioneers, ethnic groups, local folklore, including documentation on the founding and development of many of the communities within the county such as Cle Elum, South Cle Elum, Roslyn, Liberty, Ronald, Easton, Thorpe, and Ellensburg.²⁰

The collection is also comprised of research materials significant to major regional industries such as: coal and gold mining, logging, cattle ranching, hay farming, and outdoor recreation. Of special mention is the extensive collection of oral histories and photographs documenting the history of coal mining and the experiences of the miners and their families in the region. Many of these oral histories also detail the challenges and achievements of early immigrant families, and enculturation into their new life in America.

Roslyn: Community Origin and Brief Early History

Many small towns and communities are rapidly disappearing through urban expansion and assimilation. Still, others are the victims of economic pressure, technology, and annexation. Towns across the United States all have important tales to tell. More importantly, they offer many sources of documentation through which to reconstruct various cultural backgrounds and historical identity. But sometimes we ask ourselves, “What is local history? How do we define and collect it?” How do individual towns, hamlets, and villages define their cultural identity and immigrant past, and how do they preserve it? These communities often disappear with little or no trace—and with them many of their primary resources.

More importantly, we must ask ourselves “If no one has embarked on this process and nothing is kept, what happens to the local memory and culture of not only the individual ethnic and social groups, but the identity of the town as well?” Sadly, the truth is that it would be lost and the individual papers and documentary sources would be scattered and left to distant memory. “Today, amateur and professional writers look in depth at the history of minority and ethnic groups in certain geographic locations—small communities, rural and urban, and the social changes within those communities—and at the history of the people who left few written records.”²¹

19. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).

20. *Guide to the Frederick Krueger Collection* (MS 002-06-02), Central Washington University Archives and Special Collections, <http://nwda.orbiscascade.org/ark:/80444/xv96603> (accessed August 29, 2013).

21. Phillips, 2.

One example of this vital history at risk concerns Roslyn, Washington. While Roslyn may appear similar to hundreds of other small towns across the United States, it has been at the epicenter of much of the Pacific Northwest and Central Washington's early immigrant population, early mining, and labor unrest. The Roslyn Historic District was designated as part of the National Register for Historic Places in 1978.²² This settlement was originated and created in 1886 by the Northern Pacific Coal Company after it had discovered large coal deposits in that locale in 1883.²³ Roslyn soon defined itself as a "coal company town" in order to support the further construction and expansion of the Northern Pacific Railway.²⁴ The late 1880s saw the rail system snaking its way through the Cascade Mountains to Puget Sound. As construction through the Stampede Pass moved forward in order to further expedite progress, Roslyn, located en route, provided the needed timber, coal, and employment.²⁵

Numerous immigrants continued to arrive in the Cle Elum-Roslyn area from Europe to work in the coalmines and on the railroad. Many of these immigrants maintained the traditions of their homeland, creating numerous benevolent societies and lodges. These societies and lodges had essentially two functions:

1. Preserve the customs and culture of their native homelands
2. Provide financial security and benevolent assistance to members and their families, including burial of the deceased²⁶

22. National Register of Historic Places Inventory-Nomination Form: Roslyn Historical District, February 14, 1978, United States Department of the Interior National Park Service, <http://pdfhost.focus.nps.gov/docs/NRHP/Text/78002760.pdf> (accessed August 30, 2013).

23. Northern Pacific Railway was the parent company of the Northern Pacific Coal Company. "Preserve America Community: Roslyn, Washington," Preserve America, <http://www.preserveamerica.gov/PACommunity-roslynWA.html> (accessed September 6, 2013).

24. Northwestern Improvement Company, Map of Roslyn Coal Lands and Mines (Roslyn, Washington), Washington Rural Heritage Digital Collections, Roslyn Public Library, <http://www.flickr.com/photos/wsl-libdev/6167006767/> (accessed August 29, 2013).

25. 1887: Construction completed of Stampede Pass and Stampede Tunnel. "Northern Kittitas County History," <http://www.nkcmuseums.org/Documents/NKCHS%20Timeline.pdf> (accessed August 29, 2013).

26. National Register of Historic Places Inventory-Nomination Form: Roslyn Historical District, February 14, 1978, United States Department of the Interior National Park Service, 45, (Original map of Roslyn Cemetery drawn by Florence K. Lentz, February 1977, Washington State Parks and Recreation Commission), <http://pdfhost.focus.nps.gov/docs/NRHP/Text/78002760.pdf> (accessed August 30, 2013). Organizations and benevolent societies holding cemeteries (25): The Independent Order of Odd Fellows (IOOF), IOOF Cemetery; New Knights of Pythias Lodge (KPL), Knights of Pythias Cemetery; Old Knights of Pythias Lodge, Old Knights of Pythias Cemetery; Sokol Lodge, Slovak Catholic-Cemetery; Wanapum Tribe 28; Improved Order of Redmen, Redmen Lodge Cemetery; Cacciatori d'Africa (Italian), Cacciatori d'Africa Cemetery; SilvioPelico Lodge (Italian); Mt. Olivet, African-American Miners Cemetery; Croatian Fraternal Union Lodge No. 56/National Croatian Society of USA (Croatian); SNF Lodge No. 79 (Serbian); St. Barbara Lodge No. 39 (Greek Catholic),

While Roslyn was known for its local history, one of its most unusual and unique landmarks was in fact, its cemetery. The Roslyn Cemetery is comprised of twenty-five individual cemetery plots and was also listed on the National Register of Historic Places in 1978.²⁷ The site of the cemetery was originally donated/purchased from the Northern Pacific Coal Company by fraternal and benevolent lodges. In total, there are 5,000 documented gravesites within in this cemetery. It is undetermined as to how many undocumented plots exist, and how many other plots may have been lost due to poor recordkeeping and maintenance/upkeep.

Why Does the Profession Need “Citizen Archivists”?

Why does the archives profession need “citizen archivists” like Fred Krueger? The answer: How could we, or the profession, exist without them!

What would have happened had Krueger not collected the historical “stuff” that he did? Would all of the history of the Roslyn and the surrounding communities have been lost? At the time, there was no real local repository capable of maintaining such a collection. Central Washington University did not have an “official” repository until late 2004 and prior to this time, many of the collections went to repositories outside of the region and state. The conclusion is simple—the materials would have been lost and irrecoverable; the collective culture of the mining and railway industries would have disappeared; the benevolent societies that created the cemetery of Roslyn would have left no trace; and the social memories of a generation would have been definitively silenced.

Our profession greatly benefits from individuals such as Fred Krueger as they reveal unique and special aspects of communities that few of us as archivists would ever be able to discover or recreate. They often produce hidden jewels such as those offered in earlier examples. Only local-resident “historians” are able to preserve some of the most salient aspects of a given community’s hidden life by conscientiously preserving artifacts and memories. Fred Krueger is an example of an individual’s ability to build on one’s collection, in his case creating projects associated with his class that would in turn involve social and civic organizations in the locale. These projects spurred a community spirit and pride, understanding, and sense of knowing one’s own history. Without the assistance of the local organizations such as the Kiwanis Club, many of these collaborative projects would not have been possible.

Santa Barbara # 39 Cemetery; Dr. David Starcevic Lodge No. 56 (Croatian), Dr. Starcevic Cemetery # 1 and # 2, Slavonian Lodge Cemetery, Lithuanian Cemetery, The Masons, Foresters, Order of Moose, Eagles, Druids, and Veterans. This also includes the Old/New City and County Cemeteries.

27. National Register of Historic Places Inventory-Nomination Form: Roslyn Historical District, Item 7, Page 11, February 14, 1978, United States Department of the Interior National Park Service, <http://pdfhost.focus.nps.gov/docs/NRHP/Text/78002760.pdf> (accessed August 29, 2013).

Krueger's success was largely built on several key factors:

1. He spent considerable time and effort acquiring and developing intimate historical knowledge of the Upper Kittitas Valley (containing numerous small towns, hamlets, and villages) over a 30-year period. Many of these settlements are now listed as simply ghost towns.
2. For many of us, it would take a lifetime to become familiar with just one of these small communities. His teaching in the local school system enabled him to craft projects that would provide opportunities to work with the community in greater detail. Thus, he was able to conduct numerous oral history interviews, construct exhibits, and develop timelines of the numerous events that occurred there. Many of these resources can be continuously utilized as primary resources in discovery and research.
3. Krueger's experience in the Russian Studies program at the University of Washington provided excellent cultural training. As part of that program, he became familiar with the language, customs, and background of the country. This experience and knowledge became highly valuable in developing relationships with the other numerous ethnic groups in the Roslyn community. As a result, Krueger could quickly identify with and adapt to the community.
4. Krueger became an accepted member of the community. "The key to obtaining custody of these records was creating a relationship based on trust. The presence of an archivist who spoke the language of the ethnic group of interest, or originated in that very community, proved particularly useful."²⁸

The trust that Krueger built in the community offered opportunities to create even more social studies related projects. At the same time, he also became the area's "unofficial" archivist. Numerous families began to offer their personal and family papers to him for safekeeping. Many of these family papers contained letters, photographs, and accounts of early immigration into the area, as well as family trees, recipes, records of festivals, and the like.

While Krueger has served as the "everyman" in our example, and proven to be a true godsend for some, some concerns arise:

1. How do we convey and reinforce proper procedures for obtaining release forms for oral history projects, personal papers, and images? We must invoke our set standards and ethical principles as set forth by our profession and further educate our user communities about the importance of these

28. Dominique Daniel, "Documenting the Immigrant and Ethnic Experience in American Archives," *American Archivist* 73 (Spring/Summer 2010): 86-87. See also Rudolph J. Vecoli, "Diamonds in Your Own Backyard: Developing Documentation on European Immigrants to North America," *Ethnic Forum* 1(2) (September 1981): 3-4.

principles. This process can be activated through local workshops, presentations, and simple discussions with the end user or patron.

2. What are the ethics for collecting? Has it been done for a greater purpose or to serve one's own interest or indulge in a personal hobby?²⁹ As Fred Krueger has clearly demonstrated, this process was completed for a much greater purpose. However, it is important to understand and differentiate between a personal hobby and serving the greater public good. In our case, Krueger's efforts, no doubt protected a community's legacy and served as an enhancement for teaching instruction.
3. How do we discourage/encourage collecting to occur; how do we educate and engage our "citizen collectors" so that their work may someday be added to a repository? It is doubtful that we can either discourage or encourage collecting. As previously mentioned in this essay, it is a human urge to want to collect. However, in order to preserve collections we must employ standards and conditions to maintain, store, and access them.
4. How can we collaborate with communities so that we can assist in developing best practices and standards for acquiring, preserving, and accessing collections? Regular interaction, outreach, and communication with the local historical societies and museums would greatly aid in developing best practices. Many community museums and historical societies have their own archives programs, and would benefit from professional assistance.
5. How do we support the acquiring of digital collections and convey this need to our citizen archivists? Born-digital collections are now rapidly becoming the mainstay of many of our collections. It is important that a repository or its representative convey its basic policies and protocols (including formats) for accepting digitally-born collections as well as explain situations in which collections must be refused.
6. How do we address ownership and copyright, when no documents have been signed? Must we go back and secure deeds from all of the families or individuals interviewed? How will this affect their ability to conduct oral histories? A frank discussion between the repository's representative and citizen collector should take place regarding assignment and ownership. In today's litigious society, ownership and copyright can be very contentious issues if not appropriately addressed or resolved at the time of donation or gifting process. We must remind ourselves of the potentially serious legal repercussions that could ensue if not resolved properly.

29. See Wittfogel and Jarolimek regarding personal impacts and impressions on Krueger.

Conclusion

Frederick Krueger influenced his students, the community, and the region on many levels. He spent much of his career educating and encouraging others not only to preserve history, but the necessity of doing so. His dedication and commitment to a community, and its support of his efforts provide a striking example of the “citizen archivist” worthy of acknowledgement. Collaboration with such individuals can enhance the professional archivist’s success. In May of 2012, the communities of Cle Elum, Roslyn, and Ronald, Washington honored Frederick Krueger with its first Frederick Krueger Award for over thirty years of service in preserving its local history.³⁰ Interestingly, the sold-out event with over 200 attendees was held at the former Northwestern Improvement Company Headquarters, where over a century before, the region’s local mining history had been created.³¹

It is crucial for any community to preserve and maintain its cultural identity and historical past. While Fred Krueger’s actions have in a sense “saved” one community’s history, we must also recognize and ensure that proper standards and ethics are involved in such collecting. If we as archivists and repositories are to accept such collections, we must also accept the responsibilities associated with them.

Roslyn’s history will continue to live on through its unique cultural resources, which have fortuitously been preserved. Unfortunately, not all towns have dedicated citizens who wish to acquire and preserve their history. Often, professional historians deal with many less fortunate places that have lost all semblance of their past. And once gone, their pasts will likely never be recovered. Citizen archivists such as Fred Krueger may be the last line between obsolescence and survival.

30. “Award honors retired Upper County teacher,” *Ellensburg Daily Record-Upper County*, Wednesday, May 30, 2012: 1.

31. The Northwestern Improvement Company was organized on October 18, 1897 by D. S. Lamont, Vice President of Northern Pacific Railroad to manage the mining properties and other lands owned by Northern Pacific Railroad. On January 17, 1898, the company was incorporated by the State of Washington and allowed to conduct business within the state. In 1899, the Northwestern Improvement Company purchased the Northern Pacific Coal Company, which included coal mines in Roslyn and Cle Elum, Washington. For the next five decades, the mines in Roslyn and Cle Elum supplied the coal fuel needed by the steam engines of the Northern Pacific Railroad. By the early 1950s, the conversion of locomotives from steam to diesel led to the decline of coal mining in the region and their eventual closures in the early 1960s. On March 3, 1970, the Northwestern Improvement Company’s subsidiary, the Northern Pacific Railroad, merged with Burlington Lines Incorporated to create Burlington Northern. See *Guide to the Northwestern Improvement Company Field Survey Notebooks* (MS 003), Central Washington University Archives and Special Collections, <http://www.lib.cwu.edu/static/manuscripts/MS003-06-03.htm> (accessed September 6, 2013).