

FRANK WHITE

Narrator

KIM HEIKKILA

Interviewer

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TRANSCRIPT—FRANK WHITE

Interviewee: Frank White
Interviewer: Kim Heikkila
Interview Date: February 19, 2025
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[START OF INTERVIEW]

Kim Heikkila: This is an interview for the Oxford Community Center Oral History Project. It is Wednesday, February 19, 2025, and I'm here at Oxford with Frank White, well-known Rondo elder, coach, official, athlete, and historian. So it's just a true pleasure to be here with you today. My name is Kim Heikkila, and today we'll be talking about Frank's long involvement at Oxford in particular over the span of many years, as well as some of his other insight, experiences, and work on African American history in Minnesota, in St. Paul, in Rondo, and in general. So thank you so much, Frank, for being here today.

Frank White: Kim, thank you. It's a pleasure to be here and going through this and jogging memories and talking about those, so thank you.

KH: Happy to. Okay, so I'm going to start with just a question that you can answer very briefly, almost like a bullet point list, and then we'll start talking more expansively thereafter. And even this question is probably going to be hard to answer in bullet points. But what is your connection to Oxford?

FW: Well, my first recollection of this area, and I'll connect it back to my research later on, is the John Cotton family. I grew up calling him Uncle John, and he was a teammate of my

father's. So the families traveled quite a bit during the summer at ball games and that stuff. They literally lived in the Quonset huts that were here on this site. And as I grew up, I didn't really realize that until I saw the pictures, and then in conversation with the family, John Cotton actually built a house right over on what we know today as Rondo and Oxford, because he said, according to his son, he wanted to wake up every day and see the playground. So that was before this ever became Oxford.

[00:02:32]

FW: The next bullet point was in approximately 1957. I was playing baseball at the Ober Boys Club, and we would always have these games against a team from Oxford. And it was always fun, because some of the guys I knew and later conversations, even Steve Winfield, who is younger than I, remembers being on the team, but too young to play. And so these games were always, in a sense, rivalry-spirited, and it was always fun to play Oxford, because Oxford was on the other side of the Rondo community. The next season in '58, I believe, the coach of that team, we referred to him as Big Six. He was Mr. Carter. I don't even remember his first name, but everybody referred to him as Big Six. And I know, I think we've sent a photo of that team, although the day they took the photos, for some reason I wasn't there. But the couple of the guys that were in there are Rich Allen, who is a dentist or a doctor right now. He and Dick Sovitchki [ph] gave me the photo and said, "You weren't here that day we took this picture." But I was on that team, and I think we've indicated that.

[00:04:16]

FW: So that would be my next time period of having involvement, because playing that team, and when then Big Six said, "Hey, you guys want to come down and play in our league, down at Oxford?" So myself and a few of the guys, he asked us to come down and play. If you

look at the photo, our baseball caps have a G on it, and we were the Giants. So there was an intramural league here, and we were the Giants team. So, then, literally, it would have been my first time coming to Oxford and playing on site. And again, that, I believe, was about the summer of 1958.

And so that was another bullet point, and then periodically I would come up when there used to be outdoor basketball courts here, and some of the pro athletes, Earl Batty, the guy that played for the Lakers, Elgin Baylor, and some other very well-known athletes, used to play basketball out there. So we would come up as teenagers and play. And so that would be my next time that I really came up and was at this site in some active way. And that was always fun. A lot of people talk about those memories or whatever, and playing. And just like catching fish, fishermen talking about the actual size of a fish, you know, the stories become inflated, which is funny when I think back. [laughter] But they were great memories.

[00:06:15]

FW: And then my next bullet point was, I attended a meeting here, probably in, I'm guessing it was like 1969 or '70. There had been an incident here and Steve Winfield and I were coming from the U [University of Minnesota] where we had met, and we were both students. We were going to go somewhere, he said, but "I got to stop at a staff meeting," because he worked here. And I said, "Okay." So I stopped with him. Bill Peterson, at the time, said, "Oh, Frank, you're from the neighborhood. Come on in and sit." And so I came in, and the incident actually ended up being at a basketball game where it was a girl's game. A team from Oxford was playing in the CAA League, Catholic Athletic Association League, because there wasn't a city program for girls at that time. Some of the older teenagers—I wasn't at the game, but what was described to me, they thought the referees were cheating and beat up the referees. So the meeting was, how

do we prevent that from happening again? During the meeting, I listened, and I made some observations and some suggestions, and as I left that meeting, Bill asked me, was I interested in working.

[00:08:01]

FW: And I kind of chuckled, because in my goal, in my plans, I wanted to be a CPA, a Certified Public Accountant. And I said, "Eh, no, recreation is not what I want to do." When I left, after about a week I thought more about the offer, and I came back to Bill, and I said, "Well, what were you thinking?" And he said, "Oh, 20 hours a week, probably." And for me, I had the GI bill because I had been in the Air Force. And then also, in '68 when I started at the U, I was telling some students out there that I knew that I was going into business, and they said, "Oh, you need to go talk to so-and-so, because I think they've got a scholarship." So I went over to this counselor's office for, I think, it was Black students, or maybe African American students, and one of the counselors said, "Yeah, we actually have a full ride that we haven't been able to give away." It was sponsored by Piper Jaffray and Hopwood [Piper Sandler Companies]. And they said, "Oh, well, yeah, you could—we'd gladly give you—" So that scholarship actually paid for books and tuition.

So being this young man coming out of the service, I thought I had the world by the tail. And I also wanted to play basketball, [it] was one of my goals in college, and I walked on the freshman team at the time. Well, when Bill made the offer, it made me rethink where I was at in life. I think I thought life was too easy, and if I worked, maybe it would put me into a situation where I would become more efficient with my time, because I would have to schedule work and school together.

[00:10:11]

FW: The next bullet point would be, I accepted working 20 hours a week, and I was here probably about three weeks, and Bill said, "How about going full time?" But it wouldn't have been in the civil service positions. I forgot what the program was, so I would be working 40 hours a week at whatever the rate was, but there wouldn't be any benefits. And I was okay with that, because as a student, I had benefits at school. And so I thought, Okay, I can do this. And again, it was going to force me to become more efficient in scheduling my time, I thought. And I would have a job.

KH: But you were going to stay in school?

FW: And I was staying in school, right. I was in CLA at the time and so this would have been my second year of school, I think, when I accepted. My plan was to be a CPA, and so I was taking business management classes. My best aptitude is in math. In fact, a little sidebar, when I was in the service, they wanted me to go to computer school, when I was in the service. However, computer school was in Biloxi, Mississippi, and I wasn't going to Biloxi, Mississippi.

[Laughs]

[00:12:13]

FW: Anyways, working here full-time really became a positive for me in terms of being connected to the community more. I saw things from a different vision than Bill and Steve Winfield and maybe the current custodian that was here. One of the things that I struggled with, and maybe this came from my chores at home and cleaning, or in the service, you clean everything. But when I came here, I remember the office was kind of in disarray. Nobody dusted, nobody cleaned. I didn't blame Bill or Steve for that. That wasn't a part of what their goal was, maybe. And then the custodian that was here was, in my opinion, worthless. And so I started telling Bill, you know, we got to clean this up. So it's interesting that he said, "Okay." And so,

literally, we cleaned the office, took furniture out, cleaned the floors, put down new wax, buff[ed] the floors, and it made it like an office that you could work in, right?

[00:13:52]

FW: From there, I think things just progressed as I looked around at the facility and even the gym and some of the things that were going on. I was learning from Bill. We also coached part-time, but at the time, I was becoming a staff person, a big brother, a dad, maybe a mom, I don't know, an uncle, to a lot of kids. And at the time, I didn't realize the influence, I think, that we were having with young people. The things that we were sharing were the values that I had and learned at home. Today, I still get Facebook messages, or when I see people, there are individuals that really thank Bill and Steve and myself for the values that we taught them a long time ago. So when I think back about that as a young man, if you said, "Frank, what are you doing here?" "Oh, I'm working," but I wouldn't have told you I'm teaching values.

KH: And how old were you at the time, about?

[00:16:00]

FW: So I would have been in—so, let me see. I would have been 25. I'm sorry, 26 in '69. Or, I'm sorry, 24. Yeah, 24 and 25. I was still in that time period where I thought I was going to play basketball at the U. I didn't know how to schedule classes because nobody said and eventually I got hurt and couldn't play. When I went back to the team, I had been cutting a five credit class, pass/fail in Algebra. I think that class started at 3:00, and practice started at 3:30. So I had told the professor, like, "I'm going out for the team, and what do I do?" And I told him, "This was a refresher for me," because I had all of the Algebra classes in high school, so it was really a refresher. And I knew I was going to pass. So he said, "Well, as long as you can take the test and pass, I'm okay with that." Well, the team, I found out later, after coming back, you

couldn't cut class to go to practice. So that kind of ended my place on the team that season, and I was actually doing very well. And then the next year, I just didn't go back. And I think I didn't go back because I think I was working and there just wasn't going to be enough time to fit all of those things in.

And I was okay with that because I was beginning to feel a place here at Oxford. And maybe because of my organizational skills, my thought processes, I kept making suggestions along the way to what was going on that I thought were improvements, and Bill was the guy in charge, and he was liking those things. So I was here at Oxford as a staff member, I think, for about three or four years, and then the city ended up having a test for full-time positions that would have been a person in charge of a center. I took the test. I did well, plus I had veterans' preference, which put me right at the top of the list.

[00:18:30]

FW: So Bill said, "Frank, look, I really want you to stay here at Oxford." He said, "But I don't know how to tell Steve." Which meant Steve would have had to go. Steve grew up, like Bill was kind of their dad, him, David, and Steve's dad. And he said, "However, you could go down to the King Center, and you would almost be starting a new program." Because the King Center was open for about a year already, because another close friend, Arvesta Kelly, was the person down there in charge. The Martin Luther King Center had opened in '72, so this was now maybe '73, something like that. Maybe '74. And so I thought about it, and I told Bill, I said, "Okay, I will go down there." Now, part of the conflict for me was that my roommate was Arvesta Kelly. So I'm going to go down and I'm going to have his job and he and I are roommates. He was upset, but not at me. He was upset at the department because they had promised him in some program that he would be on it, and when it came time, they would make him a full-time

employee. But I think he had to take the same test, too. And so because of veterans' preference, and I don't remember exactly where I fit, but I was above him. So Bill's influence was going to help select who was going to be there.

[00:20:35]

FW: And I think that was, for my growth, that was a good thing. Because I went from, if I would have stayed here in Oxford, it still would have been Bill's program. Going to the King Center, I could build what would be Frank's program. So that would have been the next bullet point. But even as I continued at the King Center, because of the way sports were delivered here, football, primarily at this site, I still continued to coach football here at Oxford. I was the midget coach, or, I'm sorry, the peewee coach, six and seventh graders. So I still was involved in that way. And then our basketball program was combined to make one large program called the Summit University Basketball Association, and so we put all of the kids into one big program, and then we made teams from there. Sometimes the kids would practice here at Oxford, sometimes they practice at MLK, but basically we all do the same kids.

[00:22:00]

FW: That was still my connection to Oxford. I still came down here, even though I was working at the King Center. If my team had practice here, I would come down here. So my connection continued through 1978. I think in '76, I became the Summit University Community Education Coordinator, which meant I would deliver programs and services at the King Center, at Oxford, at JJ Hill School, at Maxfield School, potentially at Central. I actually had an office then at Maxfield school, next to the principal. And then I also had, still, I kept an office at MLK.

KH: Did you finish your degree at the U?

FW: I did not. I became so engrossed in this profession of recreation. At one point, I went to the Chair of the Park and Rec Program at the U, his name was Charles Schultz, and I said, "Man, I'd love to become a part of the recreation program." And he said, "Well, Frank, you would only be a part-time student, and we don't give one of our spots to part-time students." And I was like, "Well, I'm already in the profession." And he was the chair, so I don't, you know, and I kind of like, "Yeah, okay. That's your deal."

[00:24:17]

FW: I took some classes in park and rec. My first class, I can't remember the guy's name, but it was like a three-credit class and the professor pulled me aside one day, and said, "Frank, I can't teach you anything." I was like, Well, okay. I mean, I still continued the class. Then I had another five-credit class that was being taught by a woman that was a long-time rec professional with the City of Minneapolis. It was her first quarter of teaching. I would go to that class and she would ask questions, you know, to stimulate interaction, and nobody would say anything. So in order to get her to move on, I would raise my hand, and I answered a question. Then she'd go further, she'd ask a question, and nobody would raise their hand. And so I go like, "Uh," and I'd raise my hand again, "Well," and then at one point she said, "Frank, well how about let other people answer?" And I thought, Well, nobody's answering. I'm going to sit here.

[00:24:00]

FW: I did that, and at about the same time is when we—now, this is a curve, so to speak. At this time, Dave Winfield said he wanted to make a donation, again, to the place, to here. And so he approached Steve, and then Steve and I talked. I shared with David. So he wanted to donate, I think it was \$2,000. I said, "Look, David, here's what we'll do. You donate \$2,000, we'll give \$1,000 to the King Center and \$1,000 to Oxford. Then we'll turn around and re-donate \$500

each, and we're going to create the Outstanding Dave Winfield award." That's what we did. And then I got the Pillsbury company involved, because I had a connection there, because that's who I played basketball for when we traveled, and the gentleman there offered me a job in marketing.

And so all of that started to take up a lot of my time. So the class, I thought, Eh. Then I went in one day to talk to the chair, and I said, "You know, I would like to drop out of the class and I'll retake it next quarter." And he said, "Well, Frank, you weren't even going to class. And then the teacher gave you an F." I was like, "Okay." And then the other class, and I wish I could remember that gentleman's name. He said, "You weren't coming to his class." Well, he had already told me, "Frank, you don't have to come to class and just take the test, because I can't teach you anything." I didn't want to throw him under the bus, so I didn't say anything.

[00:28:06]

FW: So I thought, Okay. In my opinion, I knew this gentleman, he and I had sat on some committees together, in recreation, some interview processes for the City of Minneapolis, together. To me, this is early on now. If you look across the board in recreation in this state, there were very few people of color. And I think there was a reason for that, and I think this gentleman was a part of that. He could have easily accepted me into the program, and I could have become a great example of how you go through the civil service system and maybe get other people of color into the recreation career field.

KH: Which is still an issue for the field.

FW: Yes.

KH: Are we still talking in the '70s at this time?

FW: Yeah. This would have been about '74 or '75. Because I had now become a part-time student working, but I was still taking classes. But hours for Oxford usually opened at one

o'clock until nine, but really, kids didn't come until like 3:30 or something like that. But those first hours, prep and all of that stuff. So, classes, I had to have everything in the morning at the U and I couldn't always get a full schedule. But I think I was taking—it varied. I think I was taking maybe 12 credits sometimes, and then maybe 10 or six, just whatever I could get that would fit the schedule. And things that I thought I needed still, because I still wanted to be a CPA or get a business degree, because I thought that would help me.

[00:30:44]

FW: My involvement here at Oxford, then, even though I was now the Community Ed Coordinator, the Director at the King Center, really, again, I was still coaching here. Kids that were here, I still would come down here and meet. I would be here. My presence was here, not on an everyday basis, but I was still connected, because the kids from our neighborhood would go to either the King Center or Oxford, depending upon what was going on. So I did continue to have a connection.

And then somewhere around, I think '75 or '76, I took over the Pillsbury Basketball Tournament, and I did that for over 20 years. The connection there was, again, with our basketball program, that tournament, we would utilize the gym here from one Saturday, that entire weekend, through the week in the evening, the following Saturday. And then at the King Center, we started on Saturday, same thing, but all of the championship games would be played on the second Sunday. The intent for me in doing that, again came from what was going on at the time and the perceptions that you couldn't come into this community and participate. And when I started working and became full-time, I challenged that with the department often. Now was an opportunity that we were bringing people into our neighborhood of Rondo, and the program was being administered by people of color, myself and others, in a sense, to prove a point. You could

come here, you could have a great time. It was successful. It was a great tournament. Kids walked away with stuff. Parents got a bundt cake or some product from Pillsbury.

[00:33:30]

FW: So it went really well, and along the way, we had some bumps. A couple bumps here and there. Here, I remember somebody's window got broken, but the guy was from Edina, and I knew him because our teams played against each other. He said, "Frank, this could happen anywhere." So he was nice about it. I remember another time at MLK, a lady got up—if you were down there, above the gym, on one side is the stand. So you look down on the gym. Well, the lady got up to cheer or whatever, and she turned around, and her purse was gone. So that got reported, and I think we found the purse outside the building, or something like that. But she was like, "Okay, I get it. I should have been—" But it still was an incident. But I remember one year, we had 153 teams in the tournament. At that time, it was the largest youth basketball tournament in Minnesota.

KH: And was it city-wide, did it draw from Minneapolis as well?

FW: I mean, teams came from, like, Saint Cloud, Mankato. I mean, they came from all over. Probably the vast majority were the greater metropolitan area. There was no entry fee. I had convinced the Pillsbury company that we would give a bag to every kid that played, and I put an apple and an orange in the bag, and then a Pillsbury product. It started off with a Bundt cake mix. When I sold the idea to the Pillsbury company, the gentleman's name was vice president of refrigerated foods—and they were the big money makers for Pillsbury—his name was George Masko [ph]. The first two years of the Pillsbury tournament were in Minneapolis, and I think at Phyllis Wheatley and somewhere else. And there were some questions about how things were being run. So we had boys and girls teams. We had four divisions in each, so we had sixth grade,

seventh grade, eighth grade, ninth grade. So eight divisions, boys and girls. I said, "And if we do that, and if we give kids something to make them think about nutrition or health," Apple, orange. And then, if we put a Pillsbury product in the bag, when they go home, their parents are going to say, "Oh, what tournament were you at?" And they would go, "the Pillsbury." They liked that idea. So we did that. And letters were given and returned to them. So they told me they had drawers full of letters where people were happy about it.

[00:37:00]

FW: But that still made my connection, because during the tournament, I would go back and forth, because I was always sensitive about it, I wanted things to be done right, even when I wasn't here. So we were able to hire a scorekeeper and a timer for every game, and then they had staff people, but we could hire another kid that would just help out during the time of the tournament, and he or she would get paid, maybe \$5 an hour, something like that. They were just like, "Tournament Helper" was the label that I had. We would send out stuff to all of these different programs, and they would send stuff back to me. I would get them in the tournament. I would make the schedules, I would turn around and mail everything back out to them to let them know when their first game was, and all of that type of stuff. Ordered the trophies and all of the fruit kind of stuff. And then Pillsbury would deliver their product to the King Center, so I didn't have to go pick that up. Good thing, because it was boxes of things. So again, the administration of the tournament, the officials, making sure we had officials. In itself, it could have been more than a part-time job. Wasn't maybe a full-time job, but it was done during our regular hours of business, so to speak. But it brought notoriety and respect, I think, to the St. Paul department.

The interesting thing is, after doing this for all of these years, nobody ever came to me from city administration and said, "Man, Frank, we like what you're doing here." Not once. In

fact, near the end of this, there was a staff person that was assigned at the King Center, and didn't really want to be there. And I happen to know that, because one day I walked in, and I could hear her on the phone talking to a union rep saying, "You got to get me out of here." I thought, Wow. And this was right before the tournament. I was just coming early to see if things had been delivered. She didn't really want the tournament to be there, not that she had anything better going on, but I think it was a jealousy thing. Later on, she made complaints that kids were throwing the fruit around. And there were a couple incidents where kids got upset and they thought, "I don't want this," or they lost or something. But it wasn't widespread.

[00:40:14]

FW: So about a year later, one of the new administrators called me and said, "Hey, Frank, we think we can take over this tournament." I said, "Man," because I was working in Richfield now. I said, "Okay." I said, "Here's what I'll tell you. I tried to give it away several years ago, but Pillsbury company told me, "If you walk away from this, if you don't do this anymore, we're done." Which was really a compliment to me. But this guy was persistent. I said, "Okay, well, let's go meet." We went and met with the, now, there was a new guy in that position. I didn't really know him that well, but we went and met. And during this whole time, this guy, and I don't need to say his name, but he persisted, like he was pretty arrogant, "We can run this well. Anybody can run a tournament." But you're not thinking about the bigger picture. Why are we doing the tournament? Nobody ever thought to ask why.

KH: And this was a guy from the city of St. Paul?

FW: Of Saint Paul, yeah. And so I agreed. I said, "Okay, well, I'll do it this year because we're already in process, and then next year the city can take it over." So that's how we left. I left, I went back to work. When I got back to work in Richfield, I got a call from this guy at Pillsbury.

He said, "Frank. Who is this guy?" I explained to him. He said, "Man, what is wrong with him?" I said, "You know what? I can't even respond to that." So he said, "Well, Frank, here's what I'm going to tell you. We're going to do it this year, because you're going to be involved, but after that, we're done." So now, this is the second program that I had initiated that was a great program, with a bigger picture of values and reasons than just the activity in itself.

[00:42:26]

KH: And those values and reasons had to do with that perception, You can't come here to this part of the city, it's dangerous, it's whatever?

FW: Exactly. And again, in our city administration, there weren't a lot of people of color, and it was like, my opinion is, like, the reason there weren't black quarterbacks in college and the NFL was because they weren't smart enough. So here in our administration, if you were a person of color, you weren't smart enough. That was my perception of how people were taught to me, which I never really appreciated. And I think I sent you the information about the roller skating program. I think I sent you that document that I put together telling the story. So that happened. Then the Pillsbury tournament happens, and I was okay with the guy saying we're all done, because I figured, you know what, if you're being negative about hosting this, your whole attitude is not helping. And if I can't be there the whole time, if I've got to be up there, and then I come down here, and while I'm down here, your attitude is how you treat people differently. I mean, if kids were throwing stuff, you go to kids and say, "Hey, go pick that stuff up, or you'll never play here again," or whatever the words are. But people didn't do that. They just took it as a negative. And unfortunately, that influence ended up going over to some of our staff members of color.

[00:44:15]

FW: So instead of teaching them some values and why, they might buy into that attitude of like, "Oh, the kids are terrible." Well, what's your job, you know? And I think this tournament, again, was so successful. I think people's egos were undermined, and that was never my intent. I started it when I was there, and they didn't know that I had tried to walk away from it and said, you know, not only am I here in Richfield, but I'm still working high school and college basketball. So a couple times a week when this tournament was going on, I would have to turn assignments away so I could be here. So I would say that my connection to Oxford expanded to our whole community. But I think the values, part of those values came from home. Part of the values came from when I was in the service, and I think part of it came from Bill's support, to understand and believe that those things were important, which continues to today. Bill is a part-time historian, because we talk all of the time, and he'll tell you that. And it's kind of fun, because neither one of us would have considered ourselves historians at another time in life.

[00:46:07]

FW: At one point in time, we started training officials, and we were officials ourselves. And as we did that, we would train for the City of Saint Paul, and then I would become involved in helping training to the point of where I would be out every Saturday, going from site to site, observing officials, and then also with a sportsmanship program that I helped implement. And then I would always come through Oxford, and eventually they would put me here because there were three gyms. Which was nice, because I could drive to one spot and stay there for the entire day. But again, as I did that, up until a couple years ago, I probably did that for 20 years, so I was still connected to the families. You know, many of them would recognize me, and, that in itself, would help me solve some of the issues that would come up: the irate parent or the irate coach,

because at some point in time, I may have coached them or somebody in their family. So, again, my connection continued up here, at least up until a couple of years ago, working with athletics.

[00:48:06]

FW: Another part was, I would also come here and walk five times a day as a walking participant. Inevitably, at times, kids or even young adults would be down in the gym, and their language would become challenging, either profanity or using the N-word. As I was walking, I would observe if there were any staff members in the gym. When I got done walking, I would come down here and all of the staff members would be sitting behind the desk not knowing what was going on in the gym. So I would approach whoever was in charge at the time, I'd say, "Can we go in the gym for a minute?" I would say, "Hey guys, can I interrupt you for a minute?" So whatever, if it was young adults or kids, I would say this in front of the staff member, I said, "Look, it took a long time to get this place here. I'm walking around up there, and there are other people walking. Specifically, there are other white people that are up there walking. Your language down here, I don't want to hear it, and I'm sure they don't want to hear it either. The difference would be this, when they walk away and go home, what do you think they're saying to other people about Oxford?" I said, "Now I get it. I get the frustrations, the emotions of playing, but is using that kind of language making you a better player?" And a lot of them would go, "Oh, my bad coach," or whatever, you know, or "My bad Frank," or "Mr. White," or whatever. So I could influence right then. But I'd come back again. There'd be no staff member. Same. Repetitive. So part of this would be frustrating to me, in that here's this facility, but again, we don't train our staff to think about what influences are happening here when people come in to participate.

[00:50:47]

FW: This is a great facility. I mean, with the pool, the workout room, walking. And there are other similar places in the city, but none of them have a pool like this. It's taken a long time and a lot of people's work and influence to get this building here, Oxford Community Center, Jimmy Lee Recreation Center. My guess is all of those individuals, if they were in the gym listening to the things that sometimes are said, or said at youth basketball games on a Saturday by adults or coaches, maybe even sometimes kids, would be greatly disappointed. I'm greatly disappointed, but I know there are people that worked hard in this community to get this place here.

[00:52:00]

KH: And what do you think accounts for the lack of staff training, or the license that participants, whether kids or adults, feel to behave in ways that aren't respectful? Is that a matter of them not understanding the history of what it took to build a place like this? Is it just part of the broader cultural shift? What do you think? What's happened?

FW: I think there's at least two parts of that. I believe any of the staff, that if we walked out the door and went out, asked them about why is this place here? I would have no idea. Now, I think that comes from the city—

KH: My screen went blank here, not sure what's happening. I just don't want to lose anything.

[Audio break]

KH: Okay, we had a little break in the recording because it looked like it stopped, but I think we're back on now. Okay, sorry Frank.

FW: Okay, I think there's two parts of it. The first is, I don't believe the city administration over the years has ever really thought about what has gone into the development

of why a recreation center in different parts of the community either go well or don't go well. I think here, people have no idea of history, and part of that is not intelligence. I think it's happened over a period of time, and you've got people that are involved today that have no idea. I think the other part of this is training. And I know this doesn't happen. Now it may be going on today, but over the last 10 years of my involvement with the city, I had questioned, when a new director goes to a recreation center, what kind of training do they get?

[00:54:41]

KH: The new director?

FW: The new director. My suggestion was, so generally, they maybe come from a different place, another rec center, or they move up in the ranks. Here's the problem with that. If you're going to be in charge of this building, there's a number of things that you need to know. The first thing that you need to know is, what are the city's policies across the board? That should come from, at least in the beginning, a week of training, half days, maybe, and done at city hall. So every person that runs a rec center is getting the same information. What are the policies? What can you do? What can't you do? If this happens, what do you do? Then the next week, you should have somebody come to the site and walk through a training of, let's walk through this building and talk about what's here, how do you administer that—

[00:56:17]

[Audio break]

KH: Another break in the recording. Not sure what's happening with this machine, but we are continuing.

FW: Okay, so for me, then that other part would be, you go to that site, whether it was Oxford, whether it was Palace, Hazel Park, wherever it is, there are things that are unique to each

of those buildings. And you would go through an orientation of that building. And then also, what facilities do you have at that building? Do you have ball fields? No ball fields? Do you have skating rinks? All of the things that you would be in charge of, you go through an orientation of that.

A couple examples of that is when Palace was opened up, they had a new director down there, a young lady, and during basketball season, in our rules here in St. Paul, the free throw line is shortened up by three feet from 15 to 12 for the youngest kids, so they can shoot, so they have a chance to make it. Well, those lines would never be consistently put down. So I took it upon myself to say, "Buy some floor tape" and I'll go put them in myself, "But you're going to pay me." Eventually, as I was getting older, I said, "I'm tired of getting up and down." So I said, "Why don't you have your maintenance department just paint them in like it's a regular line?" Not only do we need it for league games, but if I'm a coach for that age group, I want the kids practicing at that shorter line. Or if I'm a mom or dad and I want my kid to practice, I want that line to be there. I went to Palace one time and asked, I looked at one of the lines that was supposed to be, and I knew it was off. I said, "What's this line?" She said, "I don't know. I don't know anything about athletics." I said, "Are you the director?" She said, "Yes."

[00:58:49]

FW: So now I'm frustrated even more, which goes back to training. How can you be in charge of that building, and you don't have any idea of athletics? Part of your service is athletics. You've got ball fields out here. If you have a softball program, and you don't know how the line should be, how do you run a program? So I talked to Bill. Bill and I are connected. I told him about in Richfield, on the back of my door, one of the companies had sent me a poster kind of thing. And on that poster, it had every athletic court facility on it. So when I met with our

maintenance guys, I could point to something and say, here's this size field, da-da-da, whatever. So we put together this PDF that had all of those things on there and it was given to the city. So now, if you're a director and you're going to have 10 and under basketball, and you need to look at what the boundaries are, you could look at it and go, Oh, I need this. If you're going to use it.

[01:00:17]

FW: I offered to the person in charge at the time, I said, "Look, I will go to every building. I'm going to volunteer to do this and do an orientation with the director around what's there." I went to one place that had a softball field, and one of the staff members from municipal athletics said, "Oh, I'll meet you there." So I went there. And if you look at a softball field, when the lines go from home plate, there's an angled edge, and they go to first base and third base. And if the lines are done right, here's the line, and the base would be inside the line, because it's in fair territory. At this particular site were the staff members from municipal athletics. Now, they're athletic people. This was a woman, so she's supposed to be in charge of softball. The softball facility, the line was like that. So the base was outside the line. So I'm standing with the guy that's the Director, and the lady, and I said, "Man, look at the field. Do you see any challenges there?" Now he may not have known softball and okay, I get it, but that's supposed to be her deal. She said, "No, I don't see anything." I said, "Look at first base." She looked, and I said, "Shouldn't the line be on the outside of the—" She went, "Oh." So I'm like, man. Now, maybe sometimes we look at the trees too long on the floors, and, you know, but this was an obvious one to me.

[01:02:39]

FW: I came here one time on a Saturday, and the way it works for basketball is at the beginning of the season, municipal athletics puts together this plastic bin with first aid stuff,

score books, da-da-da, the things that they would need. And here there's three gyms, so they get three of them. In there are also forms, score sheets. And then the staff that work, they have to to fill out a form every day, and at the end of the day on Saturdays, the person here faxes it into the office. Over the years, I would get to places and there wouldn't be enough score sheets. So I was here one time. And they said, "Frank, we don't have any of these." I came to the front desk, and the young lady was here. I said, "Can you make copies of this?" She said, "Yes." And she knew who I was. In fact, she's out there right now. So then I go back and they said, "Frank, this is the wrong form." I said, "Okay, what do you need?" So they gave me another form. So I came back and I asked, young lady again, "Can you make copies of it? The other one was wrong."

[01:04:17]

FW: Now, the procedure is that here at this site, before every Saturday, they go into those bins and make sure there are enough forms. That's how it's supposed to work. So this young lady at the front desk, when I come the second time, she says, kind of a snippy way, she said, "Look, if you all are going to be here, you need to have this stuff done ahead of time." The frustrated Frank wanted to cuss her out, but the old Frank, mature Frank, maybe, looked at her and said, "Okay," and I just walked away. But the comment, "If you all are going to be here," but wait a minute, we're a part of the same program. This is a city program. "If you all?", you work for the city, I work for the city. This is a city program. What do you mean, "You all?"

Again, those are some examples of a lack of training as a staff member. First of all, before we come on Saturdays, all of this stuff should be done. In fact, I've said to all of these places "On Friday, before you leave, all three gyms should be set up with tables, chairs, the scorebooks, the books that are out there that you need, to make sure it's done." Even if that means you close the gyms an hour early, the next morning a staff member doesn't have to come

in here and then hurry to get everything done and can't get it done. It should be done before you leave, but that's training.

[01:06:26]

KH: And so, am I right in listening to what you were saying, that part of the training here—so this all came up because we were talking about language that the kids were using, and how nobody was kind of monitoring that. And you said part of it is training. So is it that this lack of training about operations, about how to make sure everything is ready, is also a matter of a lack of respect for how the program should run for other people and their time, and that that then trickles down to kids in the gym using language that maybe they shouldn't be using. Am I understanding this correctly?

FW: Absolutely. A couple more examples again to illustrate, I think, but, yes, to answer, yes. So when I was at the King Center, we had glass backboards, and one time they got broken. And you're not supposed to dunk, when you're playing pickup stuff, you're not supposed to dunk. But inevitably, sometimes older kids would come in and they would dunk. So I would put signs up in the gym, "No dunking allowed," and throughout the gym. My office was fairly close to the gym, so sometimes, if somebody hammered one, I could hear it. And I would come out in the gym and I would say, "You know what, I've already told you about no dunking. So right now we're going to close. And I would go turn off the lights and say, "Gym's closed." "Oh, Frank." I said, "Look, what's the rule?" Well, eventually, if some kid was getting ready to go up to dunk, they'd say, "You better not do that. Frank will close the gym." It stopped all of that because they wanted to be in the gym. They had the same rule here or in any place.

[01:08:44]

FW: First of all, you don't want someone to get hurt. The other part is, and this goes back to when I first came here, there would be a trash can in the corner of the gym. And kids would take a pop can and bang, bang, off the wall to bounce it into the trash can. And inevitably, there's a little bit of pop in the can, and it would splash on the wall, so it would look ugly. So, again, to Bill, I said, "Look, this doesn't make sense to me." I talked Bill into it, one weekend we shut down the building. This is on a Saturday. We brought everybody in and the walls up to a certain height were just epoxy. You could literally wash the wall, clean it. We did that. We even painted the backboards, which should have been maintenance stuff or whatever and then we put up signs that said, "I can't remember what we said, "use the trash cans properly" or whatever, "or you'll be asked to leave. This is not your home," or something like that.

[01:10:15]

FW: So literally, kids began to understand. We'd see somebody, and again, we'd be in the gym. Bang, bang. It's like "Man, do you see the sign?" "Oh, my bad." "No, go get some paper towels and clean that up." And if they didn't, I'd flip the lights off. Say "Gym's closed." "Ohh." "Man, if you can't learn the rules here, you don't need to be here." Now, probably city hall wouldn't have liked that, right, but it would always get the point across to respect the place. It's got to have somebody that has the values and maybe that those things are important to teach kids or adults even. Pick up the trash! Kids come and play basketball and if you look at it, it used to be, if you would look at where the chairs are, like for the team bench, kids bring all these plastic bottles in, and they would drink, and they'd get up, and they'd leave all of the plastic bottles there. And whenever I was there, I would say, look, "I'm not your mom. Go pick up what you brought in here." And again, trying to get kids to pick up after themselves. Coaches should be

talking about that. And there are some coaches today that do that, okay. And I think over a period of time, they're like, "Oh, yeah, we need to pick up."

[01:12:02]

FW: The other part of that is, I think today, you know, we're at a point in time where young people continue to challenge authority and believe they don't have to live by rules. Because I see that happen sometimes here, or just in young people in general, and it's sad. I think, for me, that training piece would help the entire system. Now, I've been told that the training at each place is supposed to be done by the district supervisor, and there's maybe three or four different districts, something like that. Well, they also have a role in their jobs, if they're doing them right, even if they provide training for the people that come in and are new in their system, it's probably not going to be the same. The city should have training that is, if you get advanced to this position, this is what you do. If you come in and you're a part-time staff member, again, not at that top position, there should be training. Here's what's important to our programs. Everybody should have training, and you should have it periodically, because of, again, the changes in people working.

[01:14:00]

FW: I just think that training is important because of consistency. If you're going to follow policies, everybody then maybe does the same thing. One of the things that I learned here at Oxford was that kids were smart enough—where do you have a panic bar on a door? Kids would stick a little piece of paper in where it pops out. So even though the door would look like it's closed, it didn't latch. So when I went around training and orienting, I said, "Look, you got a panic bar here. Here's what I would do. I would always pull on the panic bar, and then I would push the door. Because if you don't push the door, it might look shut, but it's not locked." So

something as simple as that, I know that's not being shared with people, and that was learned, but those are the little things that are important.

When you come into a building, even though it's a rec center, some might be older than this building. But when you come in here, and you're a taxpayer or a user, you have a certain expectation of what the building should look like, especially the restrooms. If you go to city hall, they're probably impeccable. And I used to say this when we were in Richfield, our buildings were smaller buildings, and our maintenance guys didn't understand this. I said, "Look, how many people go to the recreation centers that never go to city hall. So the standard of city hall and how it's kept clean is vastly different than when you walk into here, the King Center." So there needs to be a standard here, because this is where the majority of your users are. They never see city hall. As a taxpayer, my image of the city is, what? When I walk into this building and it's dirty, my image is—so I think all of those things go together.

[01:16:56]

FW: And so for me and the things that I've been able to learn from my association—not association, my involvement at Oxford, has truly grown from the base of Oxford, if that makes sense. And I think who I am today, as a historian, as an elder, as an administrator, as a dreamer, an observer, was helped put together by my experience of working and coaching and participating at Oxford. When I hear people talk about Oxford, it makes me think about, depending upon what they're saying, you know, are we still missing the boat? I can't imagine people my age, if we had a facility like this, how excited we would have been. A pool! I mean, a weight room! We just had a little building out in the middle, out here, and then eventually the building down below. And even that was a true upgrade, but to come to where we are today here. But there's, again, no sharing the history.

Now, maybe, maybe I'm responsible for that, too. You know, maybe I haven't gone to Andy [Last Name], or to Nate [Last Name] here now, or to Johnny [Last Name] downstairs and talk about, "You know what? There's a history here, and your job is to carry that legacy on and respect this facility and the people that come in here." If I come in here to walk, I don't want to hear the N-word. I don't want to see somebody that's sagging. But we don't value that. Some of it may be because we have young people that are working that also don't know that history, or don't know that accountability or maybe are challenged with authority, or are just here to put in their hours and get a check, and I get those pieces. But, for me, that's not what Oxford is.

[01:20:23]

KH: And just listening to you describe all of this, you know, about the lack of training or insufficient training, and the need for that, and the need for discipline, and maybe generational changes in attitudes towards authority where they're less responsive to all that. What it makes me think of is that—and I thought about this with my kid when he was little—people easily dismiss things that they perceive as, "Oh, just good manners, who needs that anymore? That's old fashioned. It's out of date." But it comes down to what you're saying. It's about showing respect for other people. It's about, you know, making sure that your system is set up, and whether it's how you maintain a building, to how you run a tournament, to how you train your staff, so that it can be fair, right? The underlying value of all of this kind of training stuff is that you're going to have respectful and fair and safe programs that honors what a community did, 70 years ago, to have a place like this be built. And so I think, you're right, that part of it is that people don't understand the history. They don't understand how things came to be the way they are. And so they take it for granted. They don't care if they're, you know, chucking their pop can into the garbage and spraying pop all over the wall. And I think, too, even just listening to you describe

how you interact with some of the young people in these spaces, and you shut off the gym, and they respond well, right?

[01:22:16]

FW: Right, yeah.

KH: Sometimes, kids, young adults, adults don't even know that they need that kind of respect or that discipline, and that they will respond to it well, because it's delivered fairly and with respect, as well.

FW: They want to be here. They want to be here, and if it gets taken away, they don't like that. But they're a part of it. Come in here. Be respectful. Enjoy yourself. Pick up after yourself. I just think that some people might say, "Oh, Frank, you're just old school," and all of that kind of stuff. And, okay, I get it, I am, but it doesn't remove the fact of where we are today. Right now, we're going to see some changes that people aren't even going to like or even have an understanding of why, and so it's more important, maybe, to know some of that history, so that you prevent that stuff from happening here. You could have people come in here that could pose a whole other kind of challenge. And if you don't take care of it, you're going to end up having fights here.

The guy that used to work here and shot somebody—I don't condone what he did, but according to the paper, the two guys that were involved, might have been three, ended up pulling his jacket over him and beating him up. Which all started from a staff member, and I don't know which one, letting somebody in the building after they were told not to. So, for me, and I've said this to Andy, I said it to the former superintendent because his son actually worked here for a while, Dr. [Joe] Gothard, and we were here one day when it was kind of like reopening Oxford. I said, "Okay, I'm not condoning what this guy did in terms of shooting, so the one guy that was

involved with beating off, gets shot. So there's some consequences, but what happened to the other person? No consequences? If there's no consequences, he's going to do that again." So accountability, and that's done by a bunch of kids that were from Central and staff members. What if staff members think, if there's no accountability—one was related to somebody, but the other staff members that are here are going like, "Man, what do I do?" If I deal with the rules, is that going to happen to me? So I think it's challenging in terms of where we are, but if we don't do anything, if we don't do any training, what do we become? And anytime there's something that happens at Oxford or at Central, or at Cooper—

[01:26:14]

KH: —my alma mater—

FW: —Or at North, there's a perception. What happened at Cooper not too long ago was, five individuals from outside of the school had nothing to do with the school, other than it happened at the school. Well, if people read, they're not going to get past "it happened at Cooper." That's going to be the perception. If it happens at Oxford, somebody got shot at Oxford, they're not going to wade through all of the “whys” or what happened to the other people. They have a perception.

I have a lot of pride, and I'm sure I'll say this later today. I might live in Woodbury, but my heart is in Rondo, in St. Paul. There are a lot of people, my parents, included, that have worked to build something here, even though they were challenged all along the way, even though things were taken away. There are still some things that have occurred here that wouldn't have happened if people didn't fight for this. We have an influx of other people that are coming here now to play soccer. So that whole transition for park and rec departments in the metro area, is, you now have an influx, a migration of people coming in that don't play baseball or softball or

tennis, they prefer to play soccer. Or is it called Catal, or badminton, or volleyball. When they have picnics, they're in large gatherings, they need more than one or two picnic tables, which is what the traditional picnic area was, right? They have big family gatherings. So we have to look at the differences. Now, at the same time, those individuals come in here, and they maybe have different values of how to use a facility.

[01:28:56]

FW: I know in Richfield, we used to have these big soccer tournaments. And I mentioned this only because on a Sunday, we'd have like, maybe three soccer games in a row for our Latino Soccer League, men's league. The place would be packed. I would get phone calls that said, "Did you see what happened at da-da-da?" "What happened?" "Oh, there were all kinds of people and they left a mess and you can't even walk through the park." So I would go out to some of these tournaments and not say anything to anybody, just kind of walk through. Now, maybe because I look Latino to some people, maybe they didn't say anything. I get that, too.

[01:30:00]

FW: So the guy that ran our soccer tournament, a friend of mine, I consider him, he's going back to Mexico. I said, "Look, if we're going to do this, you guys can't drink in the park. That's a city policy. And if you leave a mess, I'm going to get all kind of phone calls, and our maintenance guys are going to say, 'Man.'" I said, "What you got to do is get everybody to clean up. If you don't do that, I'm not going to be able to rent to you anymore. Already, they don't like the amount of time you're there because it's kind of beating up the turf." Now, I mentioned that only because St. Paul is faced with that same issue. And they're not bad people. They maybe just don't understand the values—or, do I need to pick up? I know they used to have this big Hmong festival out at McMurray [Fields], and I would always hear about the complaints that in the

beginning, they almost stopped it because there was such a mess left over. I think they solved most of that eventually by sitting down with the organizers.

But I think all of those pieces again come back to, if you're going to have people that come in and rent soccer fields, you sit down and say, here's our rules, and you're welcome here. And if you're renting, pay on time or ahead of time, whatever the policy is, but when you're all done that day, you need to pick up after yourself. Otherwise, we're not going to use you. Now, if you don't say that, and you have maintenance out there picking up afterwards, you're a part of the problem. Those maintenance individuals they've already got a job to do something else, but you're having them spend time here, which means they're not getting something done over here, because it's the same people. And all of those again, get back to training, how we communicate to one another, and our city policies. Are they really important?

[01:32:11]

FW: Here, people don't like the fact that these fences are locked, so they say that kids can't come and play on the field. Well, there's a reason for that, too. It prevents people that shouldn't be in here. Could there be open time in the space that's monitored? Just like the gym, you have an open gym, so we have an open ball field, and you have a staff member sit out there and people want to come down. You advertise, "For our neighborhood kids," or whatever, we have opened this and you can come down and kick the soccer ball, or maybe hit a softball, throw a football, but we're going to monitor it. What we're not going to allow is people to come in here and play a soccer match that shouldn't be here, right?

I think, for me, all of those impacts are things that I've learned. I think they all began here. Some of them again have been fit into me or molded into me from several different places, but some of them are because of learning here at Oxford. Learning people that lived in the Rondo

neighborhood, what their values were. Different from what people believe. People here were hardworking. Did we have some knuckleheads or whatever—every community does, right? But parents wanted their kids to come down here and be safe. They expected Bill, Steve, Frank, or whoever else worked here, to take care and make sure their kids were safe. So those are the values that were expected of us. I would have the same values today, but do we deliver that? And so I know some of that is from frustrations, but some of it is from pride. Some of it is that we can do better than this, but if we don't do that here, because city hall doesn't value that, how do we take care of it here? And we're going to rely upon the people that are here to have that expectation, those values.

[01:35:00]

KH: From the top.

FW: Right, and if it doesn't come, then you get to a point where people start saying, "Well, maybe I don't want to go to Oxford again."

KH: And then if people don't want to go to Oxford, the city is going to pull back even further, and then, potentially, end. I'm just watching the time here, because I know it's 11:10, I know you need to be back in Woodbury soon. And this has been wonderful. And this was just—I asked you one question. But I know, in the next time we meet, in addition to some of the earlier involvement here at Oxford, I really would like to talk to you about you and your family and the Rondo neighborhood. It's kind of a natural segue from what you've just been saying, about how important this place is to this community and where you learned your values. Because earlier on, you said, maybe some of them came from your family and from the military.

FW: Right.

KH: So I would very much like to talk to you the next time about—just about you and your family and growing up in Rondo and your own athletic experiences, because you were a multi-sport athlete, as well as a multi-sport coach and official.

FW: Right.

KH: And then see where we go from there, as well as, what did Oxford look like when you first started playing here versus when you started working here? Because the actual space of Oxford—what Oxford was as a playground, and then there was a building. So, I'd like to chase some of that.

FW: And a part of that—I mean, thank you for that. Those times when I came down here, it appeared to me that everybody my age was playing baseball. So when I think about baseball, it was the game when I was a kid. Totally different today. My image was coming here, and there would be a baseball game on this corner and then there'd be another one in that corner, and so it's like, Wow, man, baseball is, and it's not just baseball, but that's where I met other kids, because a lot of them lived on this end. I lived on the other end, and as I got into junior high, you know, I would know the kids, because we all went to Marshall.

[01:38:00]

FW: And I think the other piece, and I'll probably talk about this a little tomorrow, so right now, if you look at some of the documentation, one of the pieces on the Rondo neighborhood said that schools became integrated—Maxfield and JJ Hill and Central—this is talking about back in the 20s, 30s and 40s. Well, I don't see this referred to enough, and this is back to accuracy. I don't remember the exact year, but I'll say 1950, and I know I'll correct myself. So, Marshall Junior High was made in 1950. I think it's earlier than that. And after a few years, it turned into a high school. People on this end of Rondo went to Marshall Senior High.

They didn't go to Central. Then in about 1956, I think Bill went from—I think he ended up starting at Marshall Senior High, but then he moved to Central, too. But I know in the 40s, because I've looked at all of these yearbooks in my research, you would be hard-pressed to see more than 10 students of color in that decade. No teaching staff, no maintenance staff. So while it was integrated, the majority of students went until it closed, and then Central became even more integrated. I can't remember how many years later, then Highland Park was built. And then there was another migration. And maybe there was even more of a change here, and Wilson would close, Monroe would close. And I don't know where the Monroe students went. Maybe they went over to Humboldt, I don't know. But Wilson closed, so those kids probably came to Central, is my guess. I don't remember.

[01:40:30]

FW: But so, you know there were some changes, but the biggest thing that's missing here is there were a number of years, even the junior high, where kids from this neighborhood went to Marshall. And nobody ever talks about that. So we look at today, like, Oh, Central—like, yeah, there was Central, but the 40s. I mean, I was amazed as I was going through, because I was researching for my second book—looking at the yearbooks is good, because it's a picture and it's a name. I don't know all of those names, even though I know some. I was going through all of Central, all of Mechanic Arts and all of Marshall to find the athletes, because that's who I'm talking about in the book, and what they played, and maybe some of the places where they were outstanding, you know, where they were all-city or whatever. It always doesn't have that. But I was totally surprised at Central. I was like, Whoa!

KH: Well, you mentioned Cooper, you know. So I went to Cooper. I graduated in 1986 but I tell you, Crystal, New Hope, Cooper, totally different than it is now.

[01:43:00]

FW: Oh, yeah, yeah.

KH: It was a very white community and very white school. So yeah. Just because something is now doesn't mean it always was. Because there are those demographic changes and different factors pushing and pulling people in one direction.

FW: Yeah. And so again, if we go back, and now I realize that was the 40s. And even the beginning of the 50s, it didn't change until, really, Marshall closed as a senior high. But there's no mention, if you talk about the Rondo neighborhood, and you don't mention Marshall Senior High, that means that whoever wrote that had no idea, and there goes back to more accuracy of our history.

KH: And it's just that. I don't want to take us too far off topic, but with all this conversation nationally about DEI [Diversity, Equity, and Inclusion] and what history should be taught and how, it's not about doing history with a political agenda.

FW: Right.

KH: It's about what was.

FW: Exactly.

KH: It's just that's the way it was. And you have to tell the story of how it actually was.

FW: For people younger than me and even my sisters. One of my sisters is two years younger than me, and one is three years, but even talking to them, if I said Marshall Junior High, they would know, but they don't know about Marshall Senior High. And I know, even before my research, because some of my Dad's friends and teammates were at Marshall when my Dad was at Mechanics, and they would play each other. That was the rivalry. Not Mechanics and Central. I mean, that was still a rivalry, but really Marshall and Mechanics was the neighborhood rivalry.

[1:44:15]

KH: Interesting. Okay, I'm going to let you go because—I'm going to say this on record—you are being honored later this afternoon, and then you have a speaking engagement tomorrow, so you are a busy man. Getting back to that comment you made about, yeah, being in school and feeling like life is too easy. You need another job to be efficient and manage your time. [Laughter.] Well, Frank, it seems like that's how you've lived your life since then, because you have a lot of irons in the fire. So thank you, and we will continue this later.

[END OF INTERVIEW]