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Portuguese American Digital Archive

Oral History Project

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H=HELENA

G=GRAY

N=NICOLE

H: Let me ask you a question, or say something. I was just going to say, you know, when I saw the article two years ago, I was very interested in getting a couple of things I had to you. And then as we talked it sounded like it could get more involved. And I don't want you to feel any pressure. You know, I'm still going to give you those few things that I have. If you want to do more about my family, that's great. I had this big dream about writing my parents' story anyway.

G: That's wonderful. So, here's the thing. We are definitely interested in your career in Hudson as an educator, and especially with, you know, the ESL Program. But we're also interested in your family history, because, you know, it actually will help contextualize your career in Hudson as well.

H: You know what's best. Let's go from there.

N: So, first, before we get into everything, I would just love to hear a little bit more, just very basic, you know, with the oral history we're going to go into more detail, but just about like your family, your parents and when they came here and anything.

H: Sure, sure. So, my parents have a little, a little odd story way back, in that it was my grandparents on my mother's side, that first came to the United States early 1900s. So, my mother was born in the United States.

N: Oh wow! Okay.

H: Okay. She was born in 1922. And at nine months they returned to Portugal.

N: Interesting.

H: And again, it's Portugal. My family is from Evora De Alcobaca, on the Continent. So, we are not Azorean.

N: Yah, my family is from the Continent too.

H: Oh, okay.

N: It's rare. Most people are Azoreans, but nice to meet.

H: Yes. Right.

N: Where is the town? Is that town in the north?

H: It's in Estremadura. So, it's, do you know Fatima?

N: Yes.

H: Okay, so you know, Nazare?

N: Yes. Unfortunately, I've never been out there.

H: So, it's a little town. They used to walk to Nazare to go to the market to sell.

N: Oh wow! That's amazing.

H: So, it's just north of there, of Lisbon. So, as I say, my mother was born in the United States. So, she was an American citizen. So, she came with, [my grandparents]went back with three children, and the two oldest ones died. So, they actually thought she was the one who was going to die, because she was nine months old. She was just a baby. And she's the one that survived.

N: They got sick, the other two kids?

H: So, we're not sure if it was the flu, right, or my mother used the word garguilho. I can't even say it. I can't remember what it was. I looked it up. I've asked. No one can tell me what it is. I thought it might have been smallpox. I'm not sure, but the two children passed away, and she survived. They were farmers. And she married in Evora. She had my sister in Evora. And then my father decided that he wanted to come to the United States. So, that's how they came back, right.

N: Yah. So that's how they got here. Okay.

H: So, my grandfather, her father, didn't want them to come. Even though he had been back and forth, and back and forth [from Portugal to the US a couple of times]. You know, he had lived in Ludlow. He had lived in Springfield. He had lived in upper state New York. He worked on the trains. He didn't want her to go. The daughter, the oldest daughter of eight [surviving] children. He wouldn't want her to come. So, unfortunately, he got very sick and died too. And once he died, she was free to go. So, then she came in 1952.

N: Okay.

H: And she had to come first as the American citizen.

N: Right.

H: And leave her daughter, and leave her husband, and arrange all the paperwork and everything, for them to come.

G: I see.

H: So, I think she came in March of 1952, and he came in November [1952]. So, a long time.

N: Yes, for them to be [apart], because they had one child at that point.

H: They had one child at that time. And my sister turned four on the boat.

N: Oh, cool.

H: So, I know the dates.

N: Yes, it's so interesting. That's awesome.

G: So, they took a ship?

H: They each took a ship. And my mother tells stories of, you know, my mother used to tell stories of everybody getting sick on the ship. And people being, you know, really, desperately alone, and how sad that was. And it took two weeks. And just terrible, terrible voyages, you know.

N: Yes, and it's harder to get along too.

G: So, would they have arrived in New York, or in Boston?

H: I can verify all of this. My sister has more records than I do. I think my mother came to New York, and was met there by a godparent, who had come to the States. Who had been friendly with my grandparents, you know. And he took her back to Ludlow. And they set her up in a little room house kind of thing. And she lived and worked. She got a job, and she lived there until my parents came. And then my father came, I think he came to Rhode Island for some reason. Or maybe that was my grandmother. I can't remember. [He came to NY also].

N: We have Ancestry back in the library. I can find all of that for you.

H: Yes, I can find that too.

N: And then they lived in Ludlow? Were you raised there?

H: Yah, so, I was born in Ludlow too. Yah, my mother was born in Ludlow, and I was born at Ludlow Hospital. Let's see. We lived on Franklin Street, in an apartment above another Portuguese family. That was when I was a little baby. And then they moved to Joy Street.

N: Because there's a big Portuguese Community. I've met many people from there. I've never been there, but I know.

H: They have a big feast on Labor Day weekend. So, it's a big community. And it's mostly, well it's interesting. There's a lot of people from the north.

N: Interesting. Oh, my goodness.

H: So, the majority of people are from the north of Portugal.

N: That's where my family is from. I really have to get out there now.

H: But there's a good population from the southern part.

N: Okay.

H: And then there's Chicopee, which has a bigger portion of people from the southern part. And when we say south, we're only talking the Lisbon area. We're not talking south in the Algarve. . So, then they

moved to Joy Street for a couple of years. And then they moved. They bought a house on Berkshire Street, and that's where I grew up.

N: And then you eventually worked in Hudson, when you were, as part of your career?

H: So, I have to tell you. One of the, I think, striking things about my story, and this is always emotional. So, you know how we are. My mother never went to school. She was the oldest of eight children. And my father went to, this is the Salazar era, right, where school is, education, was not required. My father went to school. He was in the fourth year, quarta classe, and that's when they do the exams, in the quarta classe. And the teacher was very pleased with him. They wanted to take him [to] the quarta classe exames, because they got a [financial bonus. The teachers would get a bonus if their students passed, right, but my grandfather took him out of school, to work. And the teacher went to the house and asked him to let the boy finish school, and whatever, but he didn't. So, my parents, you know [emotional]. It happened so fast. Anyway, the neat thing is that they had two older daughters and a younger boy, right? And the expectation was that my brother would go to college [, which he did. And the girls would finish high school. And my sister finished high school, and they made her go to work. And then she started taking night classes. And by the time I finished high school, she's six years older than I am, I wanted to go to college. I wanted to be a teacher. So, I went to college. We both, I went to Holyoke Community for a semester, and she was at Holyoke Community. She finished her Associates. Then we went to UMass Amherst. So, there's a whole lot of stories around here, not just about me, but about the way people looked at my parents.

The point I'm trying to make is, that I went on to finish college, get my Masters, and my Doctorate. [Emotional].

N: Amazing. I'm sure your parents were so proud.

G: Was that all at UMass Amherst?

H: No. I went to UMass Amherst. Then I went to BU in Bilingual Cross-Cultural Counseling. And then I went to UMass Boston. I got my Doctorate in Higher Ed. So that was, you know, it's a striking story. It doesn't happen very often. And the Portuguese have a reputation for not caring about education. Right? At least in my generation they did. And there were a lot of people who didn't. But, you know, my parents were always supportive.

G: It did seem to change though with, you and I are the same generation, with our generation, where the Portuguese parents tended to be more interested in education, and having their children certainly finish high school, and some go on to college. So, I think that was a cultural shift by that time.

H: I think it started even after I left Hudson. You know, my experience in Hudson [was that we had to struggle to get students to consider college]. My cousins don't, some of them, the younger ones have a college degree. I have cousins in Portugal who have Doctorates, but I don't have cousins in the United States that do have Doctorates. So, the immigrant experience at that time was very oppressive in some ways. Right? [To me, one of the most striking aspects about our experience is the fact that my parents had so little education, yet, all three children have advanced degrees: my older sister has a Bachelor's Degree and my younger brother has a Bachelor's Degree and an MFA. In addition, all three of us became educators. Within one generation, members of my family made a huge educational leap forward!]

G: Yes.

H: And, but their children. Their children, almost all of them, not all of them, but many of them went to college. And a couple of them even went, I think, to get, I'll have to think about that, but I think one or two may have their Doctorates too.

G: Helena, was Portuguese spoken in your home?

H: Yes.

G: Exclusively? Or was it English and Portuguese?

H: No. That's another story. You're good at asking your questions. It's so funny, because I was thinking, I didn't really think about how. I was thinking about you folks. I wasn't thinking how this was going to affect me. So, what happened was that my mother and father worked opposite shifts to help take care of the children. My father went to night school to learn English for a while, on and off, depending on the shift he was working. And my mother, of course, didn't, right? Because she was working fulltime. They were factory workers. And she wanted to spend time with her family. And then there was that whole thing that she couldn't read and write, and what was she going to go to school for? So, there was a point where my father was trying to practice English with me. So, I was little, and I actually became more dominant in English for a period, you know. And yes, and my mother couldn't talk to me very well. So, I actually have this vague memory of being in the pantry, because I was a very picky eater, and my mother was asking me what I wanted to eat. And I was telling her what I wanted to eat in English, and she didn't know what I was saying.

N: Oh wow.

H: So, that was a turning point of sorts. And then we were like getting ready to go to Portugal to visit for their first time, in 1960. So, I was almost six. So, I was four and a half, five years old when that happened. And then we didn't go that year. My sister got Rheumatic Fever. We didn't go, but my mother made a rule that we were not going to speak English at home anymore.

N: Oh wow.

H: So, we didn't. So, by the time I went to Portugal [the next year] I could get by pretty well. You know, I was still struggling. English was dominant. English was in the neighborhood. You know, that's why people call me Helen, you know, in English. I could speak and understand, but we didn't have any family, you know, an extended family [at that time]. We knew neighbors and stuff. And then, so it stayed that way for a long time. And then my brother is almost ten years younger than I am, and we continued the same idea, except that like, you know, a lot of code-switching happened, right? The siblings, we would speak English to each other. Literally, we would have that experience of Quando estou falar para voce, Mae ou Pai, falou em Portugues, and when I turn to talk to you I just, you know, say, "Look, you know, he just said such and such in English" You know, it was just that kind of fast switch, code-switching.

N: Yes, it makes sense.

G: So, do you feel that you are fairly fluent in Portuguese as a result of your, in your youth?

H: Yes, because I have a very, I have a heavy [American] accent. I know that. I've been told many times.

N: I have that experience.

H: But I also studied Portuguese at UMass Amherst.

N: Okay.

H: So, I did very well in Spanish in high school. They didn't offer Portuguese. And I wanted to be a teacher. In ninth grade I was going to teach math. In tenth grade I was going to, I had turned I think somewhere in there, to Spanish. I was going to be a Spanish teacher, because that was my most favorite class. And then I was all set to, I was accelerating and came in pretty well in advanced Spanish. And I was going to go student teach in Bilbao, Spain, early, young. They were going to let me go as a sophomore. And I got an appendicitis attack.

N: Oh man.

H: So, I had just taken one class in Portuguese, first class in Portuguese at UMass Amherst. Antonio Andrade was the professor. And I couldn't travel. So I went back to UMass, and he convinced me to take more classes. And the rest is history. I became a Portuguese/Spanish Bilingual Education Major. And I got into bilingual education, which was just, seemed I think, recently introduced at UMass as an Education Program. So, I got in on that ground level. And I was pretty political. I went to the UMass, University of Lisbon Program in 1975.

G: Oh, wow.

H: To the summer program. I was there eleven weeks. And by the eleventh week, or by the end of the summer anyway, people would say, "Are you from the north?", if I was in the south. And if I was in the south they'd say, "Are you from the north?" Because they couldn't place my accent. But at least I had it.

N: It was a local accent.

H: It was pretty good.

N: That's so funny.

G: By the way, before I forget, do you know what factory your parents worked in? And was it the same factory, or were they different?

H: It was several. For a long time, my mother worked at Cromwell Mills in Indian Orchard.

G: Was that a woolen mill?

H: It was certainly [G: textiles] textiles, but they made women's clothing.

G: Oh, okay.

H: And then they closed. They moved south, and it became Carter's, and they made children's clothing. So, when I was young, she would make clothes for us at home. Get remnants from the factory and stuff.

G: Of course.

H: So, then she stayed at Carter's. She worked for Carter's. And then they closed. And then she worked at a place called (--) Oh no. Then she went to Spaulding and worked at making basketballs.

N: Yes, right. I was like I know that brand.

H: Right? Because I think they're still there in Springfield.

G: I think so. Yes.

H: And then, or maybe she went to the [Letters]. There was a factory there in Indian Orchard, [they called it the Letters because they made sew-on cloth letters for things like Varsity sweaters, etc.]
N: Did she ever learn English, or she was always (--)

H: She did.

N: Okay.

H: She did. She could get by, you know?

N: Oh wow. Great.

H: And I taught her. I remember teaching her how to write her address. My grandmother came from Portugal, 1964? When Kennedy opened the immigration laws. Where family could help bring family, you know. So, she brought (my mother) her mother. That was the easiest. And then, so then she brought my aunts, her two sisters.

N: Oh okay. So then eventually you had family here.

H: Eventually they brought almost everybody, except for the ones [they believed to be "better off". So, my mother's, one of my mother's brothers who did very well as a farmer, they didn't bring him over.

N: Yes, I guess they didn't need to. He was fine there.

H: He had all the land, everybody's land he had. And then my father's two, one brother and one sister, lived in Lisbon. They had moved to Lisbon. And they lived a good life. And one other sister who also had a lot of land and did well as a farmer. So, everybody else came. You know, somewhere in there as a child, I don't remember the details, someone asked, one of my uncle's was a barber. He was doing "fine". He wanted to come, and he was the first from my father's side to come.

G: And what factory did your father work in?

H: So, my father worked for Chapman Valve for a long time.

G: Do you know what his position was?

H: He worked [construction for a while, but mostly on the assembly line: he worked polishing the metal pieces]. And then he went to Moore Drop Forging Co/Easco Tools for a long time. He worked on the line sharpening the tools. He worked for them a long time. And then for a short period he worked as a custodian at Chapman Valve. I think it had something to do with the shifts that he wanted to work. And, but he got bored with that. It wasn't hard enough, you know. So, he retired from tool making.

G: Yes. It was a huge industry through the valley there.

H: Yes. I have aunts who worked. I had an aunt who worked for Smith and Wesson.

G: Oh, yes.

H: I think the same aunt worked for, as a tobacco farmer, you know, a field hand for a while. All the kids worked tobaccos in the valley, right? My brother did, but my parents didn't allow their daughters to work there. (My parents were very proud of that). The Ludlow Mills had closed and opened so many times. We lived down the street from, up the street from the Ludlow Mills. But the history of that factory was, do you know anything about it?

G: A little bit, yes. It kind of mirrored what was happening in Lowell for that matter.

H: Yes. So, I think my grandmother had worked there for a while. And then, they made jute. It was a huge factory. And then they closed. And then they broke down into different factories. And my aunts, when they came, they worked there in a bra factory. I worked at a Tampax Factory. I mean, you know, lots of factories.

N: Yes, lots of different things there.

H: And lots of Portuguese, that's what they did. They were factory workers.

N: My family came in the 70s. My mom worked in a perfume factory. Now she hates perfume.

H: Here in Lowell?

N: No, in Jersey. They immigrated to Jersey. She can't smell perfume now. I don't blame her.

H: No kidding.

G: So, was your work in the Hudson Public School System your first job out of college then, in education?

H: It was out of college, yes. I had obviously had lots of jobs before that, but I had (--) So, how did I come to Hudson was one of your questions. So, I had graduated. I had student taught at Cambridge Rindge and Latin. I wanted to do an urban setting in a bilingual program [for my student teaching]. I wanted to do one of the best bilingual programs. I don't know why. I just wanted, I wanted to learn as much as I could. So, I did that in my last semester. And I had gone an extra semester, because I had started at Holyoke Community. I had lots of credits, but somehow, you know, I did extra stuff. So, I graduated in January. So, I applied for a job in Cambridge, and I didn't get it. And I think it had something to do with, you know, I was young and nervous, and didn't do very well in my interview, but I also think it had something to do with my accent. You know, I wasn't a native speaker.

G: Right.

H: And, you know, I'm not a native speaker. I'm not, you know, but I consider myself bilingual and fluent, and I can carry my conversations very well. I can read and write, but just not at a college level, you know. So, anyway, so I went back home. And I worked at Howard Johnson's as a waitress for a while. And decided that I was going to try to get a job overseas, teaching overseas. Wouldn't that be exciting? But back then, now you can get a job overseas anywhere, but I would apply for the, you know, the American schools overseas? You had to have the experience. And I didn't have any experience obviously. So, I didn't get any of those jobs. So, I was applying around, and I went cross country with my sister that summer. Kept applying, meanwhile, you know, doing stuff.

G: What year was this by the way?

H: This was 1977.

G: Okay.

H: In a small Volks Wagon. So, I am not your typical, a Volks Wagon Bug, not a bus. A bug.

N: That's so funny.

G: I've had one of those once. I did.

H: It was crazy! So yah, we weren't typical, you know. So, again, I sometimes I think I don't fit the norm.

N: No. If anything, we learn there is no, you know norm really, when it comes to learning different stories and journeys.

H: So, yah, my parents were besides themselves all the time. You know, two women, the girls, right?

N: Yah, their girls driving cross country. Yah, sure.

G: You went out to California?

H: Yah, so we went all the way to California. I had a boyfriend from college that was living out there, and another friend of ours from Ludlow and college had moved out there. So, we had like, as long as you knew what you were doing, and had connections.

G: Was this beau Portuguese American, or?

H: She was. No, he wasn't.

G: Okay.

H: No, he wasn't. So, I didn't tell them much about that. But Louisa was out there. So, that was the saving grace, you know. So anyways. So, I came back, and I still didn't have a job. And I interviewed in Providence.

G: In the public schools there?

H: Yup. And I came pretty close, I think. I might have been a finalist if I remember, but I didn't get that job either. And then I saw a substitute teacher position in Hudson. And I said, "Hey, it will give me experience." In that semester I was working at Howard Johnson's, I had been substitute teaching in Ludlow and in Springfield.

G: What grade level?

H: All grades.

G: All grades.

H: Yah. So mostly they put me in middle school, but I was opened to anything.

G: Was this English Language Arts then?

H: When I was substituting?

G: Yes, when you were substituting.

H: In Hudson, or in?

G: In Ludlow.

H: Ludlow and Springfield, any grades. Any subject.

G: Okay, gotcha.

H: You know, I'm not even sure they had a bilingual program. Ludlow was Ludlow, you know. I mean I don't remember a bilingual program. And they were, I don't think they were even in 1977, by the time I finished, I don't even think they were offering it as a foreign language just yet. I think I got offered an opportunity to apply that fall when I was already in Hudson I believe, and I said no.

G: Okay.

H: And I didn't tell my parents. But I got this substitute teaching position in Hudson. And I actually commuted for a week from Ludlow to Hudson. And then they turned it into a permanent position.

G: How soon after? Fairly quickly?

H: Yes, within a week they told me they were thinking about it. They liked me I guess, and they turned it into permanent. I didn't have to apply or anything.

G: And so again, that was middle school?

H: That was high school.

G: Oh, high school.

H: Which is what I wanted. I had secondary certification. You know, I had Bilingual, Portuguese, Portuguese as a Foreign Language. There was no ESL [certification] at the time. Portuguese Bilingual. I think I had all of those. I had passed my exams.

G: So, what were you teaching at the high school?

H: So, I was hired to teach, right away I was teaching ESL, and one language class, Portuguese Language class. That was technically part of the bilingual, all the Bilingual Program, but also part of Foreign Language. So, someone could take that class if they wanted. It was sort of a basic level. But what it really was, was a Heritage Language Class. Everybody was Portuguese, you know. Everybody in my class was Portuguese. And they either had come from Portugal and weren't very literate, or they had been brought up here. So, that's what the Portuguese class I taught. And then [Denis Frias] and Joaquim Ferro taught other language classes.

G: Yes, interesting.

H: And I taught all the ESL {classes}. So, I taught [ESL I, II, III, IV, Reading I and Reading II. I had [seven, including one Portuguese language class] preps.

N: One big workload.

G: So, did Hudson have a reputation of being somewhat cutting edge in the sense of, or not so much?

H: So, it was better than Ludlow, but it wasn't as good as Cambridge. So, it was somewhere in the middle in my view, and my sense from what I, you know, people I talked to, it was in the middle.

G: Yes, but the big difference between Cambridge and Hudson was Portuguese in Hudson. Correct?

H: Well no. Cambridge was Portuguese.

G: Right, but I mean the high school really was dominant Portuguese would you say?

H: In Hudson?

G: In Hudson.

H: Oh, that's a good question. No, I wouldn't say that.

G: Okay.

H: No, I wouldn't say that. There were certainly a lot of Portuguese. In fact, the Bilingual Program from 77 to the time I left grew quite a bit. My classes grew from, I think, you know, a small handful in the advanced class to twentyish, thirtyish. And of course, there was always the pressure to mainstream. So, my advanced class was always, you know, I had to sort of navigate keeping them there, you know, because it's for their benefit. And I have, you know, I have some pictures that, you know, will reflect a little bit of that, I think.

N: Yah, we can start looking at some of the stuff if you want.

G: Did you move to Hudson by that time?

H: I lived in Marlborough.

G: Okay.

H: So, my parents knew somebody in Hudson, and they were supposed to help me get acclimated. And they did, you know, a little bit, but I was pretty independent. And I got myself an apartment in Marlborough, which suited me just fine. Because frankly, at that age, I didn't want to be under the watchful eyes of the Hudson community, right?

G: Of course.

H: So, I had a studio apartment in Marlborough for about a year or so, two years maybe? And then there was another teacher that came in. Her name was Theresa Gibbons, who was in the Bilingual Program too. It was growing, you know, it was definitely growing. And we got an apartment together in Marlborough also. And I met my husband, and he was from Hudson. So, he's an American.

G: No Portuguese in his blood?

H: No, no, and that wasn't, you know, that wasn't intentional. It just worked out that way. I mean I wasn't opposed to marrying someone Portuguese. God, no, but you know. Yah, so we met. And he was substitute teaching, you know. He had grown up in Hudson. So, I lived there for a long time in Marlborough, and the whole time I was teaching in Hudson.

N: And he was also teaching in Hudson? Did he end up like staying there?

H: No, at the time he was in Graduate School in Theater, at Brandeis.

N: Wow.

H: So, like I said, it's not your typical path. My parents never quite understood what he did for a living. They never understood a lot of things, you know, I mean in a kind way. When I talked about my Doctorate I'd say, "I have to write a book." My mother could understand that. "I have to write a book." Okay. So, when the book was done, I was done. But back to, yah, so, my husband was in Graduate School at Brandeis, and still living in Hudson for a little while. And then he lived in Waltham. And then he got a job in Boston. He worked at the Boston Shakespeare Company for a while. And then, oh, you know, he did a lot of odd jobs. Tried to get into New York. Didn't make it. It didn't work out that way. Worked at the Medieval Manor. Started teaching parttime at UMass Boston. And still doing some theater. Worked at the Merrimack.

G: Repertory? Did he really?

H: Yes, did a couple of shows up here.

G: Oh, no kidding.

H: You know, just did what he could, and then ended up we got married in 1984. We moved to Northborough. He was working at UMass. That turned into a fulltime position. We moved to Stoughton. Oh, and then he got a job. And then 1986 I switched from Hudson to Bridgewater State University. And he was still at UMass Boston. We were in Stoughton. Then he got a job at Wheaton somewhere in there, 1990 I'm trying to think of the order of things, but. Oh, we went back to, we went to Roslindale. We moved back up to Roslindale for a while. We lived there for several years. So, he was taking the train. And then my son was born in 1992. And then he got, David got a job at Wheaton, and we moved to, that's when we moved to Stoughton. No, I'm right. I was right. Then we moved to Halifax, because it was easier for us to commute to Wheaton and Bridgewater.

G: Helena, actually, before we look at these pictures, I have just one other question I have relating to Hudson. And I just wondered what was your initial impressions of Portuguese Community and Culture in Hudson, and how did it differ from Ludlow for example?

H: Yah, so I thought about that, because I saw the question. And I think, I think the main difference is that they were even more provincial than (G: In Hudson) in Hudson than Ludlow. I thought Ludlow was, because a lot of what happens with immigrants, as you know, is that they freeze at the time of their immigration, right. So, my parents came in 1952, and there was a community, there were a lot of people that were of that generation. So, by the time 1960s came along, they were still living in the fifties, Portuguese style, right? You follow me?

G: Yes.

H: Okay. So, there was always that tension. And understanding it didn't make a difference. You're still a teenager, you know. In Hudson, it was 1977, when I started and 1986 when I left, and I had the experience- I took three field trips, me and the teachers from Hudson, took the bilingual students to New York City. And for some of them, it was their first time on an escalator, let alone seeing, you know, the World Trade Center, right, which was still there at the time. And we would go to the top of it. So, these people, their world view was locked into this really, really, tiny space. Some of them were from Rabo de Peixe, which I never went to, but they would talk about it like it was the poorest town in Santa Maria, you know, and that's where some of my students were from. So, they had no exposure to very much at all. So, you were dealing with someone who had that experience, or you know, you treated everybody the same, but it was, the tension on was a little bit stronger. So that's the big difference that I would say. The community itself was, as much as they, you know, Portuguese people, like any, like Americans, you know, if you're in the north, you're the south, you're from Boston, you're from New York, you know, we all think we're from the better place, right? You know, and in Hudson you had Santa Maria verses Sao Miguel, right. And God forbid you were from the continent, right?

G: Well, that's the interesting thing, because one thing that is unique about Hudson is the large size of Azoreans from Santa Maria.

H: Marineses, they were definitely the majority.

G: I think it's unlike any other community, town, or city in the United States. So that must have been striking to you as well when you arrived in Hudson.

H: It was interesting, especially since there it was so small. I had a little bit of trouble with the Micalense accent actually?

G: Did you?

H: So, I was always thinking about that, you know. I was thinking about that more, and the history of that. And nobody really talked about why they spoke like that, with a French accent. And my knowledge of the history was that it had to do with the prison that was there in Sao Miguel, right, the French prison that the Portuguese allowed them to stay to use the land. But anyway, nobody ever talked about that stuff.

G: Really? Is that right?

H: So, and you know, I certainly had to deal with not being from the Azores, not being a native speaker, and being not from Hudson, you know. So, all of those issues were more important, more in my face, than the fact that everybody was from Sao Miquel, because in my experience [in Ludlow] there were a lot of people from, they all said they were from Chaves in Tras-os-Montes. Of course, they weren't all from Chaves. You know, they were from different little villages. But at least my experience was that, oh, they were all from you know, that area. So, I knew what that meant. You know, my parents were from Evora de Alcobaca. There weren't as many people from Evora De Alcobaca. So, you know, it was us and them too.

G: So, who were you closest to amongst some of the Hudson Portuguese? I'm assuming some of the educators.

H: Sure. So, Joaquim Ferr was actually a very supportive and helpful colleague.

G: And where was he from, his family?

H: He was from Faro, Algarve, right. So, and he had a Doctorate. And he taught Special Ed. And, like I said, he was a very colorful person. So, there were personal things that people would always kind of, you know, exclude and you know, whatever, use against. Like I said, my language, his personality, whatever, but he was a very helpful colleague. And so, we worked well together. And then I lived with Theresa Gibbons. So, we got along very well. My best friend was actually the Special Ed Teacher who is not Portuguese. She and I met early on, and we hung out a lot. You know, it's funny. You're asking me things I haven't thought about for a long time, but there were lots of ex-high school teachers. Did you ever teach in high school?

N: I didn't, but I have friends who are teachers, and I'm learning a lot through them about the relationships between teachers. When you're a kid you don't think about it.

H: So, there were cliques, right. And some of them are just teenagers grown up, you know, trying.

N: It's frustrating.

H: It's very frustrating. Oh God, if we get to those stories. And so, through JoJo, her name was, I got to know the music teacher, and a bunch of us sort of hung out. Friday afternoons there were always teachers who wanted to go for drinks. And the groups would change. And different people would get invited, but there was one Portuguese math teacher that had graduated with me from UMass. She was from Hudson. She would come sometimes, but that was about it.

G: What was her name?

H: Her name was Maria [Chaves]. Um, what was her name? It will come to me. I brought the yearbooks for reference. So, I'm sure I can find her name. She didn't stay very long. She went off to work at a travel agency. But she, interestingly, you might be interested in talking to her. I lost track with these people, with her. She left. Her whole family, she was from a big family, worked for a big travel agency in Boston, and were making a whole lot more money than she was making teaching. So, she

went off to work with them. But I said she graduated with me from UMass, she didn't. She went to Harvard. And the reason I said UMass was because she dated someone from UMass. And I gave her a ride out there a few times on my way home. So, they snatched her up, and hired her, and she came back to teach for a couple of years, but she didn't last. But they liked her, you know, the cliquey teachers liked her interestingly.

G: Did you get to know Doctor Jose Figueredo?

H: So, I knew of him in Cambridge. And a friend of mine from Cambridge was in the Rancho (folk dance) that he led, [mostly in Cambridge] right. So, I met him a few times. And then I met him a few times in Hudson. And he was around. He would come to the, you know, the dinners and, you know, sometimes to the town meetings, the school committee meetings. [He had served on the school committee before I came to Hudson] And certainly, people spoke of him, and he was definitely very well respected.

G: What were your impressions of him?

H: Oh, just a very nice person. Very smart. Very low-key. You know, he didn't work in Hudson. So, but if had he worked in Hudson, I think it would have been a different experience.

G: How so?

H: Because he understood the field, right? And I think I understood the field, but there were a lot of people that didn't understand the field.

G: Are you saying within the school system, or just within like the school committee?

H: All.

G: Okay.

H: Right? So, our job [according to the school's expectations] was to take care of these kids, get them to learn English, and be done with it, right? And do what you have to do. And there were other people who were really, much more committed to helping them grow. I mean think about the need for bilingual education in a town like Hudson. You had some students who, like I said, had never even been on an escalator, barely gone to school, because they had to take care of the cows or whatever. Most of, many of them, right, or work at home, and they were in high school. So, bilingual education in theory is to help them transition into the same level, right?

N: Right.

H: And switch languages so they can learn in English. But the content has to be there. They didn't have the content [sometimes]. So, they had to learn the content in their native language, and learn the English, you know, so that they could continue to learn in English. That takes more than three years. I'm sorry. Right?

G: Of course.

N: Of course.

H: So, some people understood that. Some people didn't. So, Jose Figueiredo, again, my impression was that he was a very well-educated person. I don't know his personal background from Santa Maria. I think he was from Santa Maria.

G: He was. Yes.

H: He did a lot. Like, I think I mentioned to you, I found something, and then I couldn't find it again online. He did interviews on the radio (and Joaquim was in it). He would write articles for the paper. He just tried to elevate the presence of the community in a good way.

G: Speaking of radio. So, there was a program that originated in Hudson called Portugal 73. Antonio Chaves was part of that. Dr. Figueiredo was part of that. I don't know if you ever listened to it.

H: I didn't. I don't remember it. I know of it. Now that you say that I remember that, but I didn't. And I don't know if it was still there in 77.

G: I think it was through the 70s, maybe even into the early 80s.

H: Maybe, yah, and I didn't.

G: Okay.

H: Sorry.

G: No, it's just that the other thing interesting about him is that he was very interested in Hudson's history. And he even gave a talk. We're trying to get his papers, which are in the Portuguese Club in Hudson. Apparently, there are quite a few boxes of his papers, but we've had difficulty getting into the club.

H: That's so weird. That all makes sense, but I wasn't really that connected.

G: One quick thing. Nicki and I were in Lawrence not too long ago, at the Portuguese Club, and we were talking to them about our project, and we had been trying to break into Hudson. I forget which one of our, one of the fellows at the club said, "Oh, Hudson. They prefer to go their own way." It's interesting, because Lowell and Lawrence are very close. I mean they are very geographically close. And there is a lot of connections with families, and even with parishes, but there's not that same close connection between Lowell and Hudson.

H: In fact, driving up here today, I came up 495 to avoid the traffic. It occurred to me, oh that's why they're doing Hudson. Because I always think of Lowell being so far from the rest of it, you know, rest of where we are, or I am, or certainly even from Hudson. I took a class at Fitchburg State when I was there. And it was like, going north, you know, it was a big deal. And I don't think Hudson thinks of itself being connected to Lowell, or Lawrence at all. Just like Ludlow, Ludlow and Chicopee for some families, was a connection, but Ludlow isn't in and of itself, you know. And I think, it's interesting Lowell and Lawrence, you see it that way, but you know Fall River and New Bedford distinguish themselves greatly. And Cambridge and Somerville, when I was in Cambridge, Somerville was, you know, a world away.

N: Yah, it's funny how that happened.

H: It's like, they're over there. I think it's just a carryover of, you know, I'm from Santa Maria, you're from Sao Miguel, and how you see your community, and the tight knitness of it.

G: Even within Hudson, were there some differences between those from Santa Maria, and Sao Miguel?

H: Yes. You knew. Everybody knew who was from where. Yah, and there were a few people from Terceira.

G: Were there some from Terceira in Hudson?

H: Yes.

G: Because there's a big Terceira community here in Lowell.

H: Yes, and the Terceira people, I think thought themselves better than the others, you know.

N: That happens a lot. With all of them I think everyone thinks that.

H: Right? So, it was interesting. You know, I had one student in particular, that sticks out in my mind, that was from Terceira.

G: Did you go to any of the festas, or any of the special events in Hudson when you were teaching?

H: I went to the Portuguese Parent Advisory Council [activities. The PAC] was very active. Claudinor Salomao was the [PAC] president while I was there. And they put on a lot of dinners, [scholarship] fundraising dinners and so forth. And I went to those. Excuse me, I didn't really go to the festas because, what's the big festa? Santo Espirito.

G: Holy Ghost?

H: Yah. First of all we don't celebrate that, okay.

G: In Portugal?

H: Yah, in Ludlow we didn't celebrate that. So, it wasn't a festa that I was used to going to. And it always falls on Father's Day, right?

G: Often, yes.

H: So, I was going to Ludlow to my father's. So, I never went. And even when I worked in Bridgewater, they had, Bridgewater has a Portuguese Community, right?

G: Yes.

H: I never went, because of the same reason. If I missed Father's Day, I'd be in big trouble. So, I didn't go to Festa de Santo Espirito. And then in Ludlow we had the big festa on Labor Day, which celebrated, actually celebrated the inauguration of the church, Nossa Senhora de Fatima, [Our Lady of Fatima Church]

G: Aha, yes! They had that here in Lowell as well. In many communities, right?

H: Yah. So, I went to that. So, I didn't really go to the festas very much.

G: I was just, because I'm working right now on a, the deadline approach is for an exhibit on Lowell's Holy Ghost Society. And I was interested if you had attended any of these festas in Hudson, what your impressions were as kind of an outsider, even though you're Portuguese.

H: Sorry.

G: That's okay.

H: Yah, I never went to one. And I went to the Portuguese Club. I have a picture of a field trip. We took the students to the Portuguese Club.

G: Did you? What did you do there? Do you remember?

H: We just hung out. It was the middle of the day. We met some people. We let them play games, and you know. I don't even know why we did that. I don't remember, but we did just to connect them a little bit.

G: By the way, Hudson's Portuguese Club did have the reputation of being one of the best in New England. You know, nice space.

H: Yah, nice space.

G: And nice food.

H: Yup. I take that back. I did go to a festa, but that was in the late 60s. That's how my parents I did go to a festa in Hudson, but it was at the Portuguese Club, and it was before I was teaching there. And I was a teenager. And my parents would come up to these people that knew people in Hudson, to visit them and they went to a festa. And I remember a lot of people, and hanging out, they had a teenage daughter. And we sang. I remember dancing with her. Walk like an Egyptian, [Laughter] or something. One of those Egyptian songs.

G: Not in Portuguese.

H: No, no, no. That's all I remember about the festa.

N: Fun, fun, though.

H: Yah, but you know, the festas, unless you're really active, involved, I think the festas are, my experience has been, you go there to see people, to eat, to dance. If you're young, to meet boys. If you're older, to see people you haven't seen in a long time. It's a social event, and if you're from the community. That's what it is. So, I don't have any other impressions.

G: So, by the way, we've basically covered almost all the questions I had, which is really quite nice, but let me just, before you go, just a couple of other just quick things here, kind of facts if you will.

H: Sure.

G: What year were your parents born? And what were their names?

H: Right. So, my mother was born in 1922, and her name was, oh, and that's another interesting story. I'll have to tell it to you. So, my mother's name is Alzira Lucas.

G: Would you spell that please?

H: It's A L Z I R A. And her last name was L U C A S. So, her father's name was Germano Lucas, and her mother's name, whatever. And some people have the different surnames. Whatever. But the point, the story I want to get at is that her name was Alzira Lucas. My father is Antonio Do Rosario, D O R O S A R I O Santos. Okay. So, my father, and my mother (--) When my mother came to the United States, and she took care of her paperwork, she became Alzira Santos. Do you see where I'm going?

G: Yes. Yes.

H: She became Alzira Santos. Okay. Fast forward to 1984, and Helena Santos isn't going to change her name, okay. So, I had had a whole name experience. I'm Helena because my sister wanted me to be Elaine, because she liked it in English she liked the name Elaine. So, my parents said, okay, Helena, that's a pretty name. We'll name the baby Helena. So, they named the baby Helena, and my sister and the neighborhood, with the kids, called me Elaine. So, the adult neighbors called me Elaine. And then

Helena learns to write her name from her father and shows this adult what her name is. And she, adult, smart adult says, "That's not your name." "That's not how you spell your name." So, I had my first traumatic experience with that. And then the kids started calling me Helen. I don't know how that happened, but it became Helen, because it wasn't Elaine. So, it was Helen. So then in school I was Elaine in first grade, because I still wanted to be called Elaine in first grade. I don't know why. And then I was Helena. Then I was Helena. Then I was Helen. Then I was Helena. Then I was, you know the rest of the story. So, by the time I went to get my license, I wrote my license with Helen. And my father said, "I'm not signing this, because that's not your name." And my parents call me Lena sometimes, you know, which I wish had stuck, because that's so much better.

N: Yah, I love that name.

H: It's so pretty, but it didn't. So, okay. So, I had to be Helena on my license, but somehow, I snuck in Helen on my social security card. So, which I had later changed. But in any case, I was Helen in public, you know, around with people, and then I was whatever people wanted to call me. And then in college I tried to use Helena again. People never could pronounce it, and I hated the mispronunciations. So, by the time I wanted to get married there was no way I was going to go through any of this. And I was not changing my name to my husband's name. So, I was going to be Helena, my middle name is Lucas. That's the tradition. Helena Lucas Santos, right? And my mother said, "no!" "You can't do that." I changed my name to come to this country, because Americans, they follow, take their husband's name, and what an insult to your husband's family. And they're not going to like you. And I said, "That's their problem."

N: Yah, it's true.

H: So, anyway. So, I didn't change my name. So that's why I have Santos. My son is Daniel Santos Fox. So, he keeps the tradition. No hyphens. Do what you want with it, but that's what it is. And my husband's name is Fox, David Fox. So, their name was that. That's their name. And then my father had a nickname, which is kind of interesting. He was known for many, many years as Antonio de Alzira.

N: That's funny.

H: Right?

N: Maybe there's lot of Antonios.

H: No, because when my mother was here by herself, she would talk about "Meu Antonio. Meu Antonio", right?

N: So cute. I love that.

H: "Meu Antonio". And when "My Antonio" comes, when Antonio comes. So, when he came, he became "Alzira's Antonio".

N: That's so cute. I love that.

H: So, that stuck for many, many, many years, Antonio de Alzira. So, he was born in 1922. No, I reverse that. Yah, he was born in 1920.

G: Your mother was born in 1922.

H: And my father was born in 1920.

G: 1920. In the same community in Portugal?

H: Yes, in Evora, De Alcobaca. So, I like those old stories.

N: Yah, I love that. That's a great story.

G: Well, thank you.

H: Really covered everything on the list. Good.

[At this point in the interview the review of Helena's photos, documents, etc., begins. Once this review is completed, the interview resumes with final thoughts. It's important to note that Helena's collection has been digitized and can be viewed in the Portuguese American Digital Archive]

H: This is a nice letter written by the middle school principal. I worked at the high school for five years, and then I went to JFK Middle School, which is now David Quinn Middle School. It's named after the principal that I worked under. You asked about people that I thought were influential in the community. He's a man I would identify. (He was married to a Portuguese woman, but he wasn't Portuguese).

G: So he has creds?

H: I worked at the middle school for three years. I was the TBE teacher and counselor. I taught all the subjects: ESL, science, social studies, math, and I was half time bilingual counselor which meant I serviced non TBE students whose families spoke Portuguese at home. Adelino came in to teach Portuguese language arts. We did everything.

I was asked if I wanted to go the middle school. I had just finished my Masters in counseling and they were thinking about hiring someone to work in the middle school, and they asked me. No one wanted to work in the middle school, but it was an opportunity. I want to work as a bilingual counselor, and the principal was interested in me because he wanted some one who wanted to take trips with students so I said yah. I will do it. I was transferred. I had been teaching for five years. On my first day. I was standing outside my class doing hall duty, and two teachers from across the hall came over and stood by me and said, "We are so glad you are here. Now you can do something about the way those kids stink in my class."

N: oh no.

H: I was flabbergasted. I felt like I was gut punched. I couldn't talk; I just wanted to run away and cry.

G: Wow.

H: and that's what you dealt with. All the time, every day. One way or another, it was always present. For those three years that I was there, the Portuguese students were more disciplined than the American students, because when there was a problem, the assistant principal would call me to translate to their parents, but he wasn't calling all of the other students' parents. He wasn't doing that. I did everything that needed to be done. It wasn't just the bilingual students. It was the [TBE Program] bilingual students and the [mainstreamed] Portuguese students.

G: It is one of the dilemmas of this country. Because many of these teachers themselves were. grandchildren or children of immigrants themselves. These same tensions, causal tensions have occurred here in Lowell. Particularly with Southeast Asians, many of them, sadly, were not equipped to work with these students, and it wasn't just Southeast Asians, it was Puerto Ricans, there were a lot of preconceptions among the Anglo teachers. I say Anglo, but they could have been Greek Americans, Irish Americans... So those things you encountered at the middle school happened in so many areas, urban areas.

H: Anywhere. It's that whole social stratification thing. I am on top now, so somebody has to be on the bottom. I can't imagine the way things are today.

G: We all like to think there have been great improvements.

H: I used to. I used to think things were better. If they were this bad then when as a society, we were a little bit more reserving about expressing our thoughts. Now that anything goes, right? I can't imagine. I can imagine. I have other stories. I think someone like me or you. Where were you born?

N: I was born here.

H: I was assuming you were. I am sorry.

N: I am half American. I am only half Portuguese. My father is American, like your son.

H: I don't think my son feels it as much. Maria Serpa and I used to talk about this when we went to BU together. People like me [bicultural]. You see both sides. You learn to walk the line all the time: on this day, you are a Portagee, on this day you are American, and on this day you are Portuguese. You have to figure out, "How am I being perceived today"? The Portuguese don't see you as Portuguese sometimes, and the Americans don't see you as American sometimes, and vice versa. So, you are always walking this line. Even the story of my name. It's so significant to me because I pronounce my name based on who I am talking to. I know when people use my name. I know where people know me from. It's very significant.

N: I asked Maria whether people call her Lourdes, or Maria Lourdes, and she said the same thing. It depends. It depends on where people know me from, if you are my family, or not...

H: Even the mail. I almost always spell my name with the "a", but if it doesn't have the "a" it's tells me where it came from. Email has changed that because Helen has become like my nickname, but.. it's one of those little student thing

H: This is an art exhibit my brother was in. He's an artist and a teacher. He was a teacher in Sommerville, Stockbridge, and now he is in Boston.

G: He's 10 years younger, right. What is his name.

H: his name is Jose, [we called him Joey]. And my sister is Maria [Alzira], and she was a teacher in Chicopee and Indian Orchard.

There is more conversation about the documents.

H: I am not real good about keeping in touch with people. I admire people who do, but I am not one of them. I feel like I barely had enough time to do what I was doing, and take care of my family, you know. And I spent a lot of time going, with my free time, going back to my parents' home. Like every chance I get. My parents died recently, and my dad was 98. He was going to be 99 a month later. He died on February 4, 2019. Oh God, it's going to be four years. So, three years ago, at 98, almost 99. And my mother died five years before that at 93. And so, every chance I had I would go to them, you know, I mean within reason. I had a son, and got my Doctorate, and I did all that stuff while I was working and everything. So, I didn't have a lot of free time to socialize. I don't have those kinds of, anyway. I'm explaining away, but it's the truth.

G: How typical was it to have these older students at the high school?

H: There were a few. There was, Jose was the longest, I think. There were a few that didn't make it. You know, there was an older woman that didn't make it.

G: How old would Jose have been?

H: He would have been about my age at the time. So, late twenties, early thirties? I think maybe he was younger. Maybe he was younger than me, but still, late twenties, early thirties. [He was in his early to mid-twenties].

G: At the high school. That's interesting. I'm not sure other high schools would permit that. They would have to go to Adult Ed.

H: Right, and we did [not] have an [extensive] Adult Ed Program. And I think that was Dennis' doing. Dennis was good at somethings, and not so good at others, but one of the things he was good at was sort of manipulating the system and in, in a nice way. So that I think that was his doing. I wouldn't have done that. I wouldn't have done that, because I think it was not so good for, I didn't think it was so good for the students, but they appreciated it.

All right. This is something that has nothing to do with Hudson, but I used this a lot, my dissertation. And I bet you never saw this before. And the focus is on women. So, my dissertation title was "The Socialization Experience of Cape Verdean, Latina, and Portuguese Women in Higher Education, in Southeastern Massachusetts Higher Education Programs." So, there wasn't a lot written about this stuff, right? And I did narratives. So, there's a little blurb. I had to write my own story a little bit. So, it's in there too if that's useful. But this was one of the few items that I was able to find that dealt with women, Portuguese women. So, I thought, you know, you might want to look at that.

G: Interesting. So, these are your post it notes.

H: These are still my post it notes. I didn't take them out.

G: Who's the author?

H: It's a compilation of the presentations. So, I presented a short brief of my dissertation at this conference, which was on women, Portuguese women. And it was just a few years ago. And that didn't go very long. I mean they were going to do it again, and they didn't. So, I think I have my notes from my presentation in there. You can look at that.

And then these two, again, I hung on to this stuff. I don't know that you want it. I don't know what to do with it. This is a journal. Do you know this journal? So, this was from the 70s and 80s.

G: Which journal?

H: The Bilingual Journal. And these three focused on Portuguese Education in mostly Massachusetts.

G: Is Hudson covered in there?

H: Not per se, see. No. Fall River and Cambridge mostly. So, this is a paper. This is the only paper I have left I think, from BU when I was a student and I had to write a personal theory on counseling, and I integrated a little bit of my experiences from Hudson in there. So, I thought, maybe you'd want to see that.

And these are some more old resumes.

And this is a synopsis of my dissertation that I submitted to a competition that I didn't win.

G: Nicki, this actually could be quite an interesting document. I mean it was held under the auspices of the Del Phi University at Long Island, I think, New York. But it was actually published in Fall River. So, I don't know. I'm assuming there would be a copy at Del Phi, but anyway. That looks very interesting.

H: I thought so. And you know, you are very welcome to keep it, because as much as it meant to me, I have no use for it, and I don't want to throw it away.

G: A copy of this should be at the UMass Libraries.

N: I'll look to see where any copies exist. It would be good to know.

H: I can't even tell you where I got it. I got it a long time ago.

N: It's probably pretty rare.

G: There is one name I recognize in there. It's Mary Vermette, who is very, was, I think she died.

H: Yes, she did.

G: But she was very involved in Portuguese history of like New Bedford, whaling, and anyway, interesting.

H: So, I knew Mary Vermette.

G: Oh, you did?

H: I did. I met her. By the time I did my dissertation she had already passed away, but she was certainly someone I was interested in. I had met her when I was at UMass, because she knew Antonio Andrade, my professor, who was from Fall River, okay, and he brought her in to talk about her dissertation, which is on "The Perception of Portuguese in American Literature." So that was her specialty, right? And I was enthralled by this woman. And she was outgoing. Did you ever meet her?

G: Never did. I just have read about her.

H: She was vivacious, you know, funny, outgoing. Just so different from my experience. And Portuguese, you know. And then, as I got into more of the Portuguese experiences, nobody looked up to Mary Vermette.

G: No kidding. Wow.

H: Because she was Portuguese American. You couldn't name it, but it was, she was a woman. That's why I think it's so important, because you look around today, you go to a Portuguese restaurant today, you don't see two women sitting there by themselves. You see two men sitting there by themselves having lunch, right? So Portuguese women just were not equally respected. And she suffered the brunt of that.

And I have to show you this one last thing. So, this is HERS [group photo]. I attended the HERS Management Institute. It's Management Institute For Women in Higher Education Administration at Wellesley College, in 1996/97, okay. This was the first time that I met, all of these women were there. They're all people who, this was the year I started my Doctorate. They want to be leaders in higher ed. It's the first time I met a Portuguese woman [in this type of academic setting]. Her name was Rita, I think Rita [Marinho], now I'm not going to remember.

G: Well again, we can send this to you, and you can then help us with it.

H: But she was a dean. At the time she was a dean at UMass Dartmouth. And she was again, a very outgoing, outspoken person. And she stood up and she said, you know, we were talking about diversity and stuff. And she stood up and said, "this is the first time that I." This woman. She was older than me. I'm in the background somewhere. You know, and I was a lowly assistant director at the time, and she was a dean. And she stood up, and she said, "This is the first time I ever met a Portuguese woman in my academic career at this level in leadership." Because we weren't there, right. And that's why I did my dissertation with the subject I did. I did faculty instead of administrators, because, you know, lots of reasons, but they weren't there either. I met four. I had four in my research. Anyway, I'll stop.

G: I think this is going to be a fantastic collection.

N: It is going to be. I'm really excited about it.

H: Oh, thank you.

N: You've given us so much helpful information.

G: To be totally above board, this archive is really Nicki's creation. I mean she's done everything you see, is really, basically. I mean we've had some student help, which Nicki has directed.

H: It's a lot of work.

N: It's an amazing experience though. I love it. So, it's been fun. The only other thing we have to do is have you sign like donation agreements so that we have permission to digitize and post things online.

H: Okay. So, at some point you would be interested in knowing more about the things that my sister has at her house. My sister still lives in the last house my parents lived in. So, some of the things that they had are still there.

N: Yes, and we can always add to the collection. So, like once we've done all of this, if in the future your sister is interested in bringing more materials, we can always add to it. There's not like a stop point.

H: Like I said at the beginning, I mean I would love to tell their story. If you want to include their story, I have a few recordings of their conversations. We didn't do a lot with video for some reason. We have photos. We have, you know.

N: Yes, it's definitely of interest. And we, usually with every collection we write a little background on the family. So that we'll be putting a little part of their story in there when we're introducing the collection.

G: And we'd love to have you review it.

N: To make sure everything is correct. Thank you so much. This has been so lovely. I loved hearing your story, and your career and everything.

H: I really do appreciate. This has been fun. It would certainly be very meaningful if we can pull some of this into, you know, some of my family history into it.

N: For sure. We want to have that context too.

Interview ends.