

5-4-2021

Interview with Wendy Ng

Wendy Ng

Follow this and additional works at: https://digitalcommons.csumb.edu/auntiesewing_interviews

This Interview is brought to you for free and open access by the Auntie Sewing Squad Oral History Archive at Digital Commons @ CSUMB. It has been accepted for inclusion in Auntie Sewing Squad Interviews by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Interviewee: Wendy Ng

Interviewers: Cora Correia, Itzel Vargas

Date: May 4, 2021

Location: Zoom

Collection: Auntie Sewing Squad Oral History Archive, SBS 322: Asian American Women's History, Spring 2021

Length: 41:16

Overseen by: Dr. Chrissy Yee Lau

Bio: Wendy Ng is a third-generation Japanese and Chinese American who grew up in Northern California. She has a professional career in higher education and is currently a Dean of the College of Letters, Arts and Social Sciences at California State University East Bay. She is also a sewist in the Auntie Sewing Squad.

Thematic Outline: (00:00) Wendy Ng discusses her background growing up in a predominantly white suburb, where her knowledge and experiences with Asian American culture were fairly limited. (10:25) She shares that she identifies more as Japanese American than Chinese American largely because of her relationship with her parents. (14:54) She explains that her parents expected her and her brother to obtain a college education because they did not have a college education. (21:57) She goes on to reveal how she became involved with the Auntie Sewing Squad and why she has stopped sewing. (30:25) As a Dean, she specifies why she became involved in higher education to make changes at the policy level.

Oral History Transcript

Cora: Perfect, I'll just do a little brief introduction before we get started, I'm Cora, and this is Itzel. And then we're here with our Auntie Wendy as well. It's the fourth of March at about 5:30 p.m., sorry fourth of May, about 5:30 pm. I'm here in my house in Santa Cruz, California and we're doing this for our oral history project. It says your background is Cal State East Bay.

Wendy: Yeah, I thought I'd change it to Cal State East Bay, it's the sunset or sunrise to sunset because we are facing it. Wait, let me see that picture. Is it heading to the west or actually that is east. That's heading east, I think. You want me to introduce myself? Or?

Itzel: Oh, I think she froze but yes if you can please introduce yourself please.

Wendy: She did freeze.

Itzel: Ok we can keep going.

Wendy: Okay. I'll just keep doing what you want to do.

Itzel: Ok, can you please introduce yourself and let us know a little bit about you?

Wendy: Okay, sure. My name is Wendy Ng, I'm currently a Dean of the College of Letters, Arts and Social Sciences at Cal State East Bay. I joined the Auntie Sewing Squad during the pandemic because I knew someone else who was in it, and was another faculty member at San Francisco State University, so I was Facebook friends with her. So, I don't know if you want me to say any of my real job is, I mean, my paid job. I am a mom and I have two children, but they're all grown up. I mean, actually I have a daughter who's graduating from college this next week.

Itzel: That's exciting!

Wendy: Yeah, yeah. So we're kind of a Cal State family. So, my husband works at Cal State and he works at San Jose.

Cora: That's awesome.

Wendy: Hi Cora, welcome back you froze for a little bit but now you are back.

Cora: I know my internet connection is going a little back and forth, so hopefully, it will work out.

Wendy: Okay.

Itzel: So the first question for you... Oh sorry.

Cora: No, go ahead.

Itzel: Okay, um, how have your experiences of growing up in a white suburb area impacted your viewpoint of Asian American history in the US.?

Wendy: So when I grew up, you know, I was raised in a predominantly white suburban area in Marin County, north of San Francisco, and we were only one of, like, two Asian families in the neighborhood of Madera, California, which is sort of in southern Marin. Anyways, one family was Japanese American, the Odas, and the other family was Chinese, they were the Chens, and my family was Chinese and Japanese. My mom was Japanese American, my dad is Chinese American so I was like between the two of them, and they both had children that were my age when I was growing up, so, you know, we always them. But they weren't my friends, my friends were mostly white. So that's what I grew up with. So as far as, you know, what I understood about Asian American history was extremely limited. We didn't get anything in growing up. I'll tell you the story of my high school. I graduated from high school in 1975. And you can do the math after that one but anyway, when I graduated from high school, I was taking a US history class with my teacher Mr. Baker and he was talking about World War II and then he mentioned the internment camps, Japanese American internment camps and I went to him and I said, my mom was in an internment camp. I knew that when I was growing up because she said she lived in Utah and it snowed. It was a desert, and I found her high school yearbooks. And I said, why were they all Japanese American faces on there, I just didn't put it all together. And when I told him he looked at me and he was really, he's a white guy, he was so astounded he had never met anyone who was affected, I mean I think he knew about that history, but he had never met anyone who had been affected by that and it was so close like it was my mother, right.

Itzel: Yeah

Wendy: So, none of this came to my attention til much later that I remember these little snippets of being, you know, learning about my family's history. I became an academic. I studied this. I taught it. I used to teach Asian American Studies and Asian American history and stuff. So, it's very reflective of my little things of my past come up, and I go oh, that's when I realized how much a part of Asian American history, right, I've been. And all the other things we used to do was, we'd always go to the cemetery to jump, you know, Japanese Americans, go to the cemetery when someone, remember them when they died around their birthday and stuff. And my uncle, my mom's brother, was in World War II. And so we always knew he died during, you know,

during the war, but I didn't like to fit all that stuff together until much later. And so, I don't know if that's it. Does that kind of give you some idea about my experience?

Cora: Yeah.

Itzel: It does, that's actually really interesting. Did you learn any other languages, or just English growing up, and if so which one?

06:41

Wendy: So when I grew up, I only spoke English. I am monolingual. My mother speaks Japanese because when she was a very young child she was sent back to Japan to be adopted by one of her aunts, and for some reason she came back right in 1939 before the war. So like I wouldn't be here if my mom had never come back from Japan. Anyway, so she spoke Japanese but she never spoke it to us and my dad actually only spoke English because he was orphaned at age three. And he never knew any Chinese so he grew up in Sacramento City, an orphanage, in which his mother died when he was three years old. And then he went to a Chinese boys' orphanage in the East Bay. So, he never spoke Chinese and my mom never spoke Japanese and I learned Japanese kind of just basics when I went away when I went to graduate school at the University of Oregon and I decided I wanted to take a Japanese class introductory level. So, because I think you could get a lot about a culture by understanding the language and knowing what it means for the Japanese have a lot of phrases like, you know, it tells you a lot about the Japanese psyche like, oh, it can't be helped, we need to be strong, you know they have those phrases and things. And that was very helpful. And the fact that the Japanese language when it's constructed, you don't use the person, I did this, I did that, it's always like that, and it's been a while since I understood, but the Japanese language has a different noun, verb construction so it doesn't place the person as the most important thing of the sentence. I think that's it. But anyway, it's been a long time, but I know when I took the language I understood why there's so much about, it's not about me, it's about the group and understanding the language, so that's a long answer to why I never spoke another language. I took French in high school, like a French in college. An interesting thing about languages, when my dad retired, he worked on ships. He went to San Francisco State, and he had never gotten a bachelor's degree. And so he wanted to get a degree and so he, he majored in Chinese. And it wasn't the Chinese on his family, it was the Mandarin. He studied Mandarin. So he got a degree from San Francisco. Afterwards, yeah. So that's the story of languages in my family. So never spoke.

Cora: Do you have any siblings?

Wendy: I have one brother. He's a year younger than me. Yeah, he lives in Marin County. I don't speak to him very much he kind of like, well, he's doing his own thing. So, yeah.

Itzel: Yeah.

Cora: Would you say you felt pretty attached to your roots growing up? Why or why not? I know you said a little bit just about having your neighbor that was Chinese American and you guys are pretty close in age but beyond that. Did you feel a big connection?

10:25

Wendy: You know we didn't, I didn't feel very connected to being Chinese American because my dad was not at home very much because he was shipped out, he worked on ships. I think because my mom raised me, I really identified as being Japanese American because I knew my grandmother on my mom's side and my aunts and uncles there. I always kind of knew we were Chinese but we didn't celebrate or do those, you know, there were traditions and things like that so like if we did something we would go to the Japanese church. We do Odori, which is the dancing in August and, but we weren't really connected to anything in Marin County, we would have to go somewhere else like to Berkeley where my mom's family was living in order to do anything. But I always knew, like, as being Chinese American, well I think my mom does this to my dad, like she would always cook in. Chinese food, I mean she was a great, that was like really special and really fancy at our house like go out for takeout food, oh my gosh, Chinese food so we didn't have to cook it ourselves. And that was kind of hard to come by in Marin County. So, my parents would go into San Francisco and my dad would always bring back cartons of Chinese food and things from the Chinese deli counter. That was like really a treat. So, I, you know, identify with more being Japanese American. Yeah.

Itzel: So let's see, as a third generation growing up in the US, how was it for your mom, having to be born here and then go back to Japan and come back during the war. Does she ever tell you how it was for her growing up like that?

Wendy: You know, she never talked about how hard that was and it must have been really hard until later on when we started talking. She actually didn't want to remember Japan because it was such a traumatic experience she felt the Auntie was really mean to her and she was actually sent there because her sister had died and so she came from family, her mother, grandmother, had like six or seven kids. And there were twins, there's a boy - girl twins, and the girl got sent back to Japan to live with the auntie, and the girl died in Japan, as you know, like a young girl like eight or nine years old, so my mom was sent to replace her. And so she always thought the auntie was really mean to her. And it was very primitive, she talk to me about like living in the outhouses living not I mean they didn't have a bathroom so they had to go to the outhouse and everything so it was they were really poor. So when she came back to America, my aunt actually exchanged her, my grandmother exchanged her, she had another child, a boy, and she left the infant son. Well, he was younger maybe eight or nine years old. She left him there not even eight or nine, my mom was 13 when she came back, and he must have been 10, or nine years old, and my mom

came back and she found out she had this huge family with three brothers and sister and she had like older brothers and she just was happy to have a family. And then she, in 1939 right after that 1941 the war broke out, and then her family was moved to, you know, incarcerated. Yeah, my mom is still alive by the way, she's 91 years old, but she doesn't have much...

Itzel: Oh wow!

Wendy: Yeah I know it's kind of amazing she's that old and what our memory is, interesting, have some dementia she can't remember things she needs full time care, but she still, you know, cognizant of things around her.

Itzel: Let's see, do you feel like some of the experiences that your parents dealt with as growing up shaped you on the way that they raised you?

14:54

Wendy: Like how did they grow up? You know, my dad probably didn't have good experiences either because he was in an orphanage and you know what he did was he tried to create a family but you know there were things that he did that wouldn't be accepted today, like my brother was kind of, you know, he was young and he would get upset about things, my dad would use corporal punishment. And I remember that because I remember him crying. I don't know if he did anything bad or what but I never actually I never physically got struck, but I think my dad used corporal punishment on him. I mean, that, you know, in terms of parenting, you wouldn't do today. But the other thing they really wanted was they expected us to go to college because they never had that experience themselves. So for, you know, I told you my dad got his degree after he retired but my mom actually I found out, went to San Jose State, when it was San Jose College in 1954, 53, 52 or something really, because in all her stuff, I should have asked her because I used to work at San Jose State, I should have asked for her transcript, but I found a transcript of, like, when she was at San Jose city college, taking classes but then she couldn't afford it any longer and so she left and went to nursing school because she eventually became a nurse.

Itzel: Wow, that's amazing!

Wendy: Yeah. Well, back then you could become a nurse by going to a nursing college that's affiliated with a hospital. So it's very different then going to college, that you become a nurse. Other nursing hospitals would have their own training grounds for those registered, not a Bachelor of Science in Nursing. You have a nursing program at Monterey Bay? You do?

Itzel: I believe so

Wendy: Do they have nursing there?

Cora: Yeah, we do.

Wendy: So that's kind of some history of that. So I think how they raised us is that they always wanted to have something better for their children than they had for themselves. And they certainly did that. You know, they didn't come from large families. There was only my brother and I so you know they put everything they had into us, saved up money for college education. You know that's put a little bit aside, they paid for all my college, my brother went to two schools so they paid for it. He got two degrees and, you know, and I think today, I don't know if college is more expensive or less, but, when I hear students that have to take out loans and things like that I'm kind of puzzled because my parents, as I wouldn't say that they were poor but they both had jobs they had good jobs. They were able to save money for college. For us, it was pretty amazing.

Cora: That's awesome.

Wendy: Yeah, I'll actually have a theory on that too. So, my theory is the reason why they had good, my dog is looking my fingers now, they had good jobs, they had always been a proponent of good pay for work in unions in most, my mom and dad were in union jobs. As a nurse, my mom was in California Nurses Association. My dad was in Masters, Mates and Pilots, as a shipping person who navigated ships. They weren't management they were in union so they had really good benefits like we had medical care when I was growing up, my mom eventually worked for Kaiser. And so, I feel really really fortunate that they were able to do that and put aside money for my college, and you know and they had no college degrees. I don't think that kind of upward mobility is the same today. It's different. It's more challenging, much more challenging. I can see that with my children, my son still lives at home. He's 28 years old. He's not here right now so I could say that he's 28 years old and he lives at home, because he can't afford to move out. It's good that he just likes us enough to move home.

Itzel: Funny.

Wendy: See I could always talk about all kinds of things, because I know college students and so my daughter is still in college and, yeah, she's finishing up, she's gonna move home.

Cora: Oh, where did they go to college?

Wendy: Well, my son went to the University of Redlands which is in southern California. First he went to Foothill College and then he went to Redlands. So my thing is, I work at a university and I work with undergraduate students, I always wanted them to finish in four years. I don't care

what it took, right, because we were middle class, we don't get loans, we can't, we have to pay full, when I send my kids to school right because I'm a college professor. And my husband works at a college too but he's not a professor, so I had to make sure they got done so they if they had to they would have to go to community college to pick up the extra units to make sure they got all their GE met and all that. So both of them have gone to summer school and community college in order to make their four year time to graduation. And there, they did it. So I got one more, I don't know if she's going to do it, she might just take any incomplete. It's hard, you know Covid, right, how you guys are going to college, I mean, going to the classes in person. Yeah. Everything is zoom, she was just like so tired of staying in a room and zooming you know.

Cora: Yeah.

Itzel: It's different.

Cora: I feel like it's been hard.

Wendy: It is hard I mean for me. This is my fifth zoom today.

Cora: Oh wow. That's a lot.

Wendy: I started at 10am, and it's been one like every hour. Yeah it's a lot. We get used to it.

Cora: So, regarding the Auntie Sewing Squad I know you said you heard about it through a friend on Facebook. How many hours a week would you say you devote to being involved and how long have you been involved?

21:57

Wendy: Well, I joined more than a year ago because the person who was involved with this, my friend from San Francisco State and she actually just posted we just need fabric, at the time, and I'm like, oh I quilt. I sew things, you know I make, I have tons of fabric, I just, you know, like why do I need it here you know so, and then I started making masks myself, so I gave it to her. We did this hand off, we met halfway in between San Francisco in my house and I gave her some bags of fabric and then she distributed it out to other Aunties in front of San Francisco fabric hub, and I you know I would say maybe an hour to a week maybe two, three, I haven't done it at all for a long time the last few months. So, but I have all this stuff out, I'm looking over where I'm sewing, and I have all this stuff out, and you know it's kind of a stage thing you have to like cut, you have to press your fabric, you know some people do it really fast and everything. And then for a while we couldn't get supplies so like elastic for ears and things so people were making, I was making ties to tie around the head in the back from old t-shirts, so those t-shirt ties because, have you seen them? You know what it looks like?

Itzel: Yeah, mhmm.

Wendy: They haven't made you sew anything? Haha! There's a class at San Francisco State where they sold them right. Did you know about that?

Cora: I didn't know that was a class.

Wendy: Yes, a social justice class and they sewed masks for the Auntie Sewing Squad. And they got the machines and fabric, and so yeah so anyways if you take old t-shirts and you cut them on this certain way, like, you know how t-shirt goes down like this and you cut it across this way in really skinny strips. When you cut them out it's a long strip but you pull the strip and it stretches. And it doesn't unravel. And that works to make a head tie for a mask, because before you couldn't find any elastic to put over your ears. So we were making do with whatever we had, like, people who were sewing and wanted to have like a little nose bridge to help keep it from moving often knows that stuff was hard to find too. But pretty soon things became available, I was using I call them the coffee bag ties so I would take the ties off coffee bags, you know, you get a pound of coffee and there's like a little clip that you can do it. It's metal. So you just like put it inside and I'll get you a picture of one. (gets up to get picture of tie) So I have to drink coffee anyways but, and this is the tack you know that comes off the coffee it's got like a twist tie. So you could use these inside the mask when you sew them, and you cover it up, and then it just comes to your nose. So we were like trying to do things whatever we could to be resourceful, these ties, these kinds of things. I even, when I went to the garden shop and got some green ties that are used at the garden shop, you know, that was easy. I tried some other things bending wire but I didn't like that, because the wires, too pokey, and doesn't protect you, or paperclips or anything like that so I prefer, I was using these.

Cora: That's cool, I would have never thought of that!

25:26

Wendy: I know it's funny I was thinking, well I'm trying to think how I came up with that idea. I don't know and we drink coffee and no one thinks about it but you get them, you know, takes a lot of them though to make. But I was telling it to my husband's cousin, she lives in Italy, and she was asking what to do and I said you know those coffee bag ties and she's like, oh my gosh, yeah I know, she was making masks too so.

Cora: Oh wow. That's awesome.

Wendy: So for me it was about, you know, I have all the materials, and there are people who don't have any of the materials and if I was, you know, working in the pandemic so much we'll just do something productive.

Cora: How does it work, do you ship them to people or do you ship them to another member and then they get them to the parties that request them?

Wendy: It works that someone puts out a call and you say how many you can make. And the ideal thing is to ship them directly to the organization or person who needs them and they'll distribute them. So that's what I did, I would make mine and mail them directly. They had some funds to pay for postage and stuff, I never asked for it. I mean I use my own money, I didn't mind using my fabric or my supplies, but plus, it started getting up there but I didn't mind doing it because, one, I felt I was supporting the postal workers. And it's kind of odd, because I could just do it online and everyone was trying to find cheap ways to do but I'm like, I'll just pay them, you know. And the other thing was, is I make more money. I mean I have a good job. I was still employed, I mean I'm still employed. So, I wasn't doing the kinds of things spending money that I would normally do and we couldn't go out shopping or buy stuff I mean so I might as well buy good food, pay for postage, and then some ways I just looked at this I was employing people, even when we order stuff from Amazon and things like that we were employing other people. So, you know, that's how I rationalized it, right, because I came from a family, I was penny pinching. When I was a graduate student, I wouldn't think about paying for big things. Now that I know I have a steady income and all that, I'm like, well, I can't take it with me when I go, I'm just like, do it now and pay it forward. Right.

Itzel: Yeah

Wendy: That's what I think about it, you know.

Cora: Yeah. that's a good mentality.

Wendy: Yeah, that's a kind of altruistic thing of doing.

Cora: I was going to ask if you had any experiences since joining about people being like against wearing masks or just kind of having any hostility towards you and the cause.

Wendy: You know, I think, in the group, they're pretty positive about the whole thing, they're kind of almost like evangelist, if you know, just like really out there. Like, you know we need to help protect people, we need to do it for people who are powerless that don't have the resources so sending them out to Native reservations, farmworker populations, homeless or unhoused populations, you know, and groups that were having at one point having a very hard time

accessing PPE. You know, so that's the kind of mantra behind it. And you know, that's great, what kind of gets a little crazy with the Auntie Sewing Squad is it does become a little bit of a political commentary of things going on and if you don't agree with it, you could feel shut down or silenced. If you say, not in the group and everyone else, so to speak.

Cora: Yeah. That could be hard.

30:25

Wendy: So yeah I did pull away for a little bit because I couldn't jump on in the same way and social media that other people were engaged with but I, you know, just didn't want it. I don't disparage anyone is involved with it everything, I just don't want to support them. So that's why I agreed also, said, oh, do an oral history that would be really fun and plus, at first I thought it was a lot of API Asian Pacific American women but there's all kinds of, they're all women from all over involved. They're not all Asian Pacific American. But I do think that they're all in the more progressive brain about rather than you know hostility towards the anti-masking or anything like that.

Itzel: What factors led you to want to have a career in the higher education?

Wendy: You know when I went to college I liked the idea of what, by the way, what, what are your majors, are you, I think you told me a little bit about yourselves.

Itzel: I'm majoring to be a history teacher.

Wendy: History, okay you're in history.

Itzel: I want to be an ELD teacher in high school for the newcomers coming to the United States.

Wendy: Okay.

Cora: Mine is a molecular biology. Although I'm leaning towards either nursing right now or, like, maybe something in like microbiology or something like that, so.

Wendy: Right. Yeah. So, the reason why, I said that was I was in college as an undergraduate wondering, you know, what am I gonna do with my, so you know, I loved biology and environmental education...very big on now what would be called the sustainability movement right you know very into that. And so, but I always thought that getting a doctorate would be like kind of ultimate achievement, like a PhD doctor or something not a medical doctor but, so I ended up in graduate school, eventually in a PhD program in sociology and although they train you for research, there's a whole kind of other world out there that at the university and college

level, higher education is a career in that you have to understand the organization and also have the commitment to what higher education stands for, which is, you know, in some ways, it's very equalizing, it's very liberatory in the sense of access for individuals, because people, we do know this for a fact that if people would attain a college degree. Their income, their careers, their results will be better than if you only had a high school degree. And then same as you move along to other other degrees. And I believe truly that public education, public or private higher education, could be a great equalizer amongst people in this country. It gives access to things and it gives knowledge and there's other pieces of it you know thinking critically, understanding how to communicate all of that. And it makes a better society, right so I mean that's kind of like the big picture. Why did I get into higher education? And so I found that if I wanted to make change, I just couldn't do it just being a teacher. Teachers, one thing, that's a professor right. But the institution itself is very heteronormative white dominated everything you want to use that you around it, you know, the administrators and all that, and the like, if I wanted to make change and things, I have to be in a more powerful position so you know I became the Associate Chair and Associate Dean, Dean, now where I can actually make changes in structure if I want to. It's not easy, it's like pulling teeth and everything but I realized that that's the powerful part, you know, in administration, if you could change things. Does that make any sense to you? Is it boring? So what you're doing in either molecular biology or in history becoming a history teacher is really important because what you take away, I'm going to say public education, you will improve our state, right if you stay here in the state or anywhere else, if you move somewhere else. And we know that in the state of California because we have this master plan of higher ed, Community College, Cal State University, UCs, that's part of the reason why we have had this big boom and growth in this state. I mean, the tech industry would not have gone where it's gone unless we had people who were educated, so that's kind of the reason why I'm really committed to higher ed.

Cora: That's Awesome. Um, what would you say is the most important thing that you've learned from either your involvement in social movement work, or just anything along the way, like your biggest takeaway?

36:17

Wendy: Hmm, well, you know there's lots of takeaways here you know, one of the things is keeping at it when you think that it's not going anywhere. You know what I mean, that perseverance that you need to have in any social setting, just to keep coming back at it even if you're not successful at something and changing something, you know that's one thing that's in the long run in terms of your vision. But the other thing that I think is really important, is it does take away, is how you work with other people in the movement. And you can easily get frustrated because people who are social movement active are also, who are activists, are very passionate about what they believe. And there's always a lot of heads thinking that I believe this you know what it means like a 10 headed dragon, everybody has an idea and thought about and process how to do it. And, you know, my mantra around that is to make sure to go in that, just

make it work however you can make it work, you know, working in a collegial fashion. So, I'm trying, I'm not being very articulate here about explaining this but it's how I work with a group. I don't need to be the leader, but if you want if you need a leader I can do it, but I don't need to be it, I can work and collaborate with everyone and that's a big takeaway, to be humble enough to do the end, to realize your mistakes if you make a mistake, because there have been times in the Auntie Sewing Squad where I didn't agree with what was going on or I said something where I felt shut down, you know, there's a great group up by the way and because I told him that I said this is a misunderstanding. I just don't like the feeling from that. And you know what, this is how big they are, people are coming in and said, hey wait, I don't want you to feel this way, let's keep a check on what we're doing here, that's a very women feminist thing to do if they keep, so you know, that was really good because I read moments that I just like oh my gosh you know this is too much process. So, anyways it's seven o'clock I have to get on another zoom, because the Auntie Sewing Squad is doing a secret quilt for the person who founded it and they're all these things flying around emails about how to do this quilt and everything I'm like okay I quilt, but I'll get on and I'll participate but I just don't want to be the organizer. So the best thing to do is like agree to everything. You know I don't have a powerful position on that. And so, yeah, I don't know if those are good takeaways to have but I think it helps you in the long run to stick with your social movement or your organization to change things.

Cora: Yeah, definitely. I think that was all of our questions. Did you have any last things that you wanted to add or say thank you again for meeting with us and being a part of this.

Wendy: Well I thought your questions were really good. They were really interesting for me to answer. I'll be cur- I do you only do one of these are you doing, or each group of students is doing one. I'm just I don't know if you're going to hear about anybody else's but,

Cora: Um, yeah, we, we, as a partner like each partner does interviews one person.

Wendy: Okay.

Cora: They're going into like an archive so.

Wendy: Okay. Yeah. Okay, that sounds great. I think what you're doing is really important, the skill of oral history interviewing is, you have just the right amount of questions for this particular project right away. I used to oral histories when I did my own research so I'm like, oh yeah I get to be interviewed I get to be the one to talk, it's really hard to be, you know, when you're the interviewer that like, ask the questions because obviously in my position I love to talk about stuff and I like to talk about my own stuff too so this was really enjoyable.

Cora: Good. I'm glad.

Wendy: Well, that's good my speaker friends have been talking to me this last 15 minutes saying my battery's low I saw my check on the zoom today I gotta go charge it up for my 7pm meeting. But, yeah, well that's good, really. Thank you so much. It's great to meet you. Thank you. You say hello to your professor.

Cora: Okay, okay, we will take care bye bye.

Itzel: Bye.

Wendy: Bye