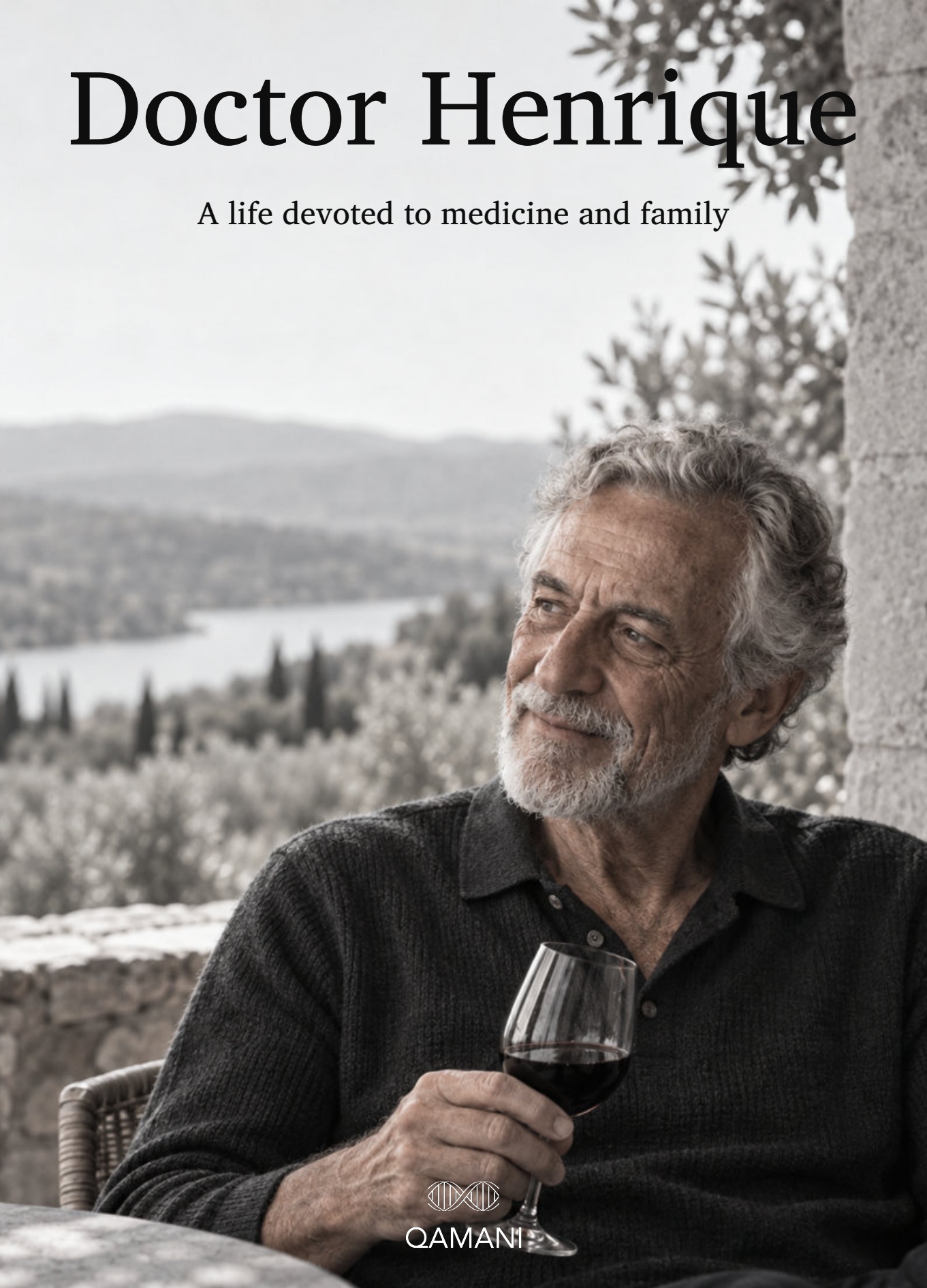


Doctor Henrique

A life devoted to medicine and family



QAMANI

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*To the family that keeps these stories
and to those who will still discover them.*

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To the reader

A LIFE DOES NOT fit only within what a person tells about themselves. It is also preserved in the son who recognizes a voice on the other side of the wall, in the granddaughter who associates her grandfather with the smell of a newspaper, in the relative who still remembers a farewell on the road.

This book brings those perspectives together. Henrique guides the story of his Spanish childhood, his arrival in Argentina, and medicine. His children, granddaughters, grandson, daughter-in-law, uncle, and cousin add scenes he might not have chosen to introduce himself with: a suitcase out of place, a swimming lesson, a repeated game, soup that arrived when someone fell ill. Lúcia moves through these memories with a presence of her own, made of work, welcome, and personality.

This demonstration adapts a biography created with Qamani from the story of a real family. Henrique and his relatives are fictional characters; names, details, and photographs were recreated. The images are AI-generated.

The book ends as a story told during a life should: with room for what may still happen.

The time of a tree

HENRIQUE WANTED TO KNOW how long a pine tree took to grow. His grandfather answered that it would take thirty, perhaps fifty years.

The grandson was still young. He had returned to Spain and was spending a season in the village, accompanying his grandfather in the work of the land. That man had already lived a great deal. Henrique found the time frame strange, given his grandfather's age.

The answer stayed with him.

"I am not planting for myself."

Decades later, when telling the episode, Henrique still remembered the explanation: the trees were for those who would come. His grandfather worked on a timescale longer than his own. He did not need to be there for that work to make sense.

On the same visit, there was another gift. Before he left, his grandfather opened a drawer and gave him an old edition of an anthology of Galician poetry. In Henrique's memory, the book was green. He would cross the ocean with an object that required another kind of patience: reading, not understanding everything, reading again.

Years later, there would be students by a bedside, children choosing professions, and grandchildren discovering their interests. Many things Henrique taught would keep happening in his absence. Before he could pass them on, however, he himself had received them.

The story of the pine trees has strength because it also speaks of that good debt: arriving somewhere where someone worked before us.

To find Henrique, one must return to the stone house.

PART I

Stone and sea

Spain, the crossing, and the formative years.



Henrique as a child, with his parents and sister.

The house that remained within him

WHEN ASKED about a special place, Henrique could choose several. There is his office in Rosario, the beach house, the cities he has visited. He chooses his grandfather's house in Spain.

That is where he says he goes when he is sad or irritated. He may be physically far away; memory takes him to the riverbank and the house. He does not need to buy a ticket for that return.

“It is that kind of place, a refuge.”

Henrique was born in 1942, in a rural region near Lugo. The village was small, and the families knew one another. His childhood appears surrounded by relatives, land, water, and manual work. The house was made of stone. Recalling that world, he speaks of oil and carbide lamps, of the absence of electricity and asphalt. The distance separating him from it is not only the ocean: it is also the distance between very different ways of living.

In that family, carpentry passed from one generation to the next. His grandfather, uncle, and father worked with wood. Looking back, Henrique sums up the succession by including himself: he too might have been a carpenter. Medicine did not yet shape the future.

One of his companions at the beginning had a kinship that their ages almost contradicted. Augusto was his maternal uncle, but the two had been born very close in time. In the lives of children, titles mattered less than the chance to play together. Whenever they could, they sought each other's company.

Augusto preserves memories that restore movement to a distant childhood. There was no money for store-bought toys. The wheels of toy carts were made from

cork and wood, crafted by hand. The toy first needed to be made. Then I could walk across the floor.

The memories are not all solemn. Augusto tells of a fight caused by the dogs in both houses. One animal bit the other, and he became angry with Henrique. Today he recognizes that the boy was not to blame for what the dog had done. Friendship survived childish indignation. The episode does not explain a career, it does not anticipate a destiny. It serves to give them both back the right to have simply been boys.



Henrique and Lucas on a visit to the childhood region of grandfather, in Spain.

There is also the story of the teacher who was said to be very strict. According to Augusto, Henrique's father worked near this man's house. Asked when he would go to school, the boy expressed his resistance because of the teacher's reputation for brutality, without realizing who he was talking to. The exact wording has been lost; The memory of the boy's inconvenient frankness remained.

This is how a childhood reaches the present: not through continuous filming, but through pieces that survivors kept for different reasons. Henrique talks about home and work. Augusto retrieves toys, dogs and an inconvenient response. Together, these memories show a child inserted into a family, a landscape and a community, before any title.

Later, when the grandchildren came to know that region, they would also see the physical size of places that had seemed enormous in the stories. Sofia would remember a small house and a large garden, and hearing her grandfather explain where he picked fruit. For her, visiting the place meant discovering a part of him that could not be known from Rosario alone.

The house did not remain important because every detail had stayed intact. It remained important because Henrique kept returning to it. His cousin Miguel Azevedo notices this on their trips: even when time in Spain is short, visiting the village has an importance that cannot be measured by the length of the stay.

When talking about the country where he was born, the doctor sums it up: he feels at home there. At the same time, he notes that the Spanish consider him Argentine. There is a small irony in this double experience. The place he returns to has also learned to see him as someone who has come from far away.

The house, however, does not require him to resolve this classification. It remains available in memory.

Eighteen Days Between Two Stages of Life

AUGUSTO GUARDA The departure as a scene seen from the road. Remember the place of farewell and follow Henrique from a distance. Then, the news would arrive by letter.

For those who stayed, the trip began as an absence. For the boy who was leaving, it began as a succession of places he had not yet seen.

Henrique was eight years old when he left Spain with his family, according to his own recollection. He recalls passing through the port of Vigo at the end of 1950. The boy from the Lugo region encountered the port city before setting out across the ocean. The sea voyage lasted eighteen days.

He remembers an Italian ship, passengers from different backgrounds, and a stop in the Canary Islands. The route he remembers runs through Spain, the crossing, Buenos Aires, and then Rosario.

The boy left his small world and began to live with people from many backgrounds. The trip presented him with differences that the village did not contain.

The parents' decision sought a possibility of life. In the family narratives, work and concern about the child's future appear, including military service. When remembering this decision, the descendants recognize in Henrique's parents the willingness to look for another perspective, still without knowing what life would be like on the other side.

In Argentina, there were relatives in Rosario and a job perspective linked to agriculture. Henrique describes beginnings without the ease that, looking back on a successful career, one might assume. There were migration expenses to pay, little money and work that did not immediately offer the expected life.

His father was a carpenter. This knowledge allowed him to pursue ventures and other opportunities. Later, he went to work in the interior of Entre Ríos, in places that Henrique associates with Concordia and Gualeguaychú. The family experimented with paths. The arrival of Rosario did not completely eliminate the need to change, try and adjust.

His mother even went to Entre Ríos to see the situation for herself. According to Henrique, she returned after eight days. The brevity of that attempt became part of the family's story. He remained in Rosario as a boarding student at the school. A family's plans did not unfold in a straight line: the father's work, the mother's choices, and their son's education had to find a way to coexist.

Eduardo, the youngest child born in Argentina, interprets this part of the past as a legacy of resistance. For him, immigration rarely begins with comfort. The grandparents' efforts passed on to the father and reached the children. It is the reading of someone who did not experience the crossing, but lived with its consequences.

Among these consequences was the requirement to fight for one's own path. There was also the insistence on studying. The family that had not arrived with enough money to ensure the boy's future placed the school at the center of their possibilities.

The decisive initiative, at this point, came from the mother.

She learned about one educational option, was not satisfied, and looked for another. The school she wanted charged tuition. Even so, she secured a tuition-free place there for Henrique.

From the ship to the classroom, the story changes scale. The crossing had taken



Henrique's parents, in a portrait kept by the family.

the boy to Argentina. The school would give him the means to choose what to do there.

The school door

IN HENRIQUE'S MEMORY, his mother does not merely accompany the move to another country. She acts. She examines the school, assesses the conditions, looks for the right school, and secures a place where her son can study without paying tuition.

So many years later, he still recognizes the importance of that initiative. The son entered a school that the family simply could not afford.

Henrique had already begun studying in Spain. In Rosario, the school came to shape his school years. He also lived there as a boarding student when his father's work took him to Entre Ríos. For him, education was tied both to opportunity and to separation. Studying meant opening new paths, but it could also mean being away from his parents' daily life.

There is no medical vocation that appears ready from early childhood. The possibility of pursuing carpentry was part of the family horizon. The children's memories of their interest in medicine point to different stimuli: a school conversation about the profession, the presence of colleagues linked to families of doctors, a lecture, an interest in the human mind. Each one kept a piece of what they heard from their father.

The absence of a single origin makes the choice more recognizable. It took shape through contact with people and ideas, within the opportunities that emerged. Henrique had to study, take exams, fail once, and keep looking.

He wanted to study medicine in La Plata. The school associated with the university district attracted him because of its tradition; the city also had an important Spanish community. He remembers taking an exam at an examination center and being rejected at the fi-

nal stage. The future he had imagined did not open up.

Returning to Buenos Aires, he found the possibility of taking the exam for medical school, in Córdoba. When remembering the 1962 entrance exam, he retains precise memories: the competition for places and the joy of finding his name among those approved. They are scenes from his memory, stored as if the classified list were still in front of him.

That result does not erase the previous one. The rejection in La Plata belongs to the same story as the approval in Córdoba. The path of the doctor who would later be sought out by students, colleagues and family also began with a closed door.

In Córdoba, contact with the clinic guided his interest. Infectious disease was defined at the end of the course, according to him. The choice did not separate the illness from the reasoning necessary to understand it. Years later, his descendants would recognize in him the pleasure of observing, formulating hypotheses and following thoughts to a possible conclusion.

André, who would follow the same specialty, describes a doctor attentive to the encounter between information and person. The exam does not just start with a laboratory result. It starts with the story heard, with what you perceive when looking, with the questions asked at the right moment. This way of working was not born as an inheritance that the son received ready-made. Before he could transmit it, Henrique needed to learn it.

His medical internship and residency took him to Buenos Aires. By the end of the 1960s, he was already building a professional life and, with Lúcia, a life as a couple. The boy who had arrived from Spain dependent on his parents' choices was beginning to make decisions that affected other people.

It's tempting to look at school just as preparation for a college entrance exam. But the memory of the mother at the origin of this experience suggests something greater. His education was a family achievement before it became an individual achievement.

Many years later, when the children spoke of what they received from their father, the training would appear at the center. He financed studies, encouraged paths, demanded effort. The gesture of the previous generation reappeared in another form.

The boy had entered through the door that his mother had helped open. The adult would spend his life opening and, sometimes too harshly, pushing other people through similar doors.

PART II

The job and the house

Medicine, Lúcia and life with children.



Henrique surrounded by family in the office. The image brings together different generations and trajectories.

Learning to care, learning to teach

HENRIQUE'S CAREER did not take root immediately in Rosario. First came a professional stint in Santa Fe, connected to the early years of the medical school in the Litoral region. He remembers an invitation, a two-year contract, and working with the first cohorts.

It was at this stage that Beatriz, the first daughter, was born. In family history, the city simultaneously marks the beginning of a teaching experience and the beginning of fatherhood. Lúcia and Henrique built a house while he helped build his professional life.

The proposal to go to university emerged as an opportunity to approach a medical center with other possibilities. Henrique places the change in 1971. Eduardo, when talking about this choice, considers that the father knew how to perceive the opportunity. What would become a long connection with Rosario began as a decision between possible paths.

At university, Henrique needed to make the reasoning that led him to a conclusion visible to students.

André stores an example of this method. During visits to the ward, the father listened to the intern, then the resident, then the assistant. Only then would he gather the information and help guide the reasoning. Those who knew less had a place to speak before hearing the answer from those who knew more.

The son only fully understood the value of this procedure when he also began to guide other people. It was not a bureaucratic order. Listening in sequence allowed us to see what each person had observed, where there was doubt and how a hypothesis was formed. It was a way of teaching without making the learner invisible.

Helena first knew Henrique in this role. Before becoming her father-in-law, he had been her professor at medical school. When she recalls her education, she highlights the bedside rounds. They offered something a theoretical class alone could not: the chance to follow the transfer of knowledge to a specific person, with a story that needed to be heard.

Kinship came later, with the marriage of Helena and Eduardo. The treatment continued. She continued calling him doctor Henrique, now with the intimacy of someone who could recognize the same man as a teacher and a family member. The title did not impede affection; it was part of the story between the two.

Later generations would find other ways of attending this school. Alice spent months observing consultations. There, her grandfather taught her how to pay attention to the patient and explained what he observed. Clara also accompanied her grandfather in the hospital as a student. The authority they had known since childhood took on another dimension when they stood before someone seeking help.

In family photographs, the medical office brings these relationships together. Henrique appears there surrounded by children and grandchildren. Lucas is also present, with his own path still open. The image does not need to promise the same profession for everyone. It shows a place where family history and work came together.

When Henrique speaks about what he considers most valuable in his career, he highlights the education of physicians. His satisfaction is not limited to academic output. It also lies in those who learned to care for patients, investigate, and make responsible decisions.

There is formal recognition in this trajectory. In 1999, he became a full professor at the university. Years later, in 2012, the medical school honored him among the retiring professors. These are milestones in his university career, not the end of the clinic: he continues to work, and his granddaughters continue to learn from him.

The most intimate way to measure this continuity is perhaps just a few steps away: in André's room, next to yours.



Henrique and André in the office. Father and son share infectious disease and the possibility of continuing to learn together.

In the face of what is not yet known

EDUARDO GREW UP LISTENING to medicine at the table. Stories from work entered the domestic conversation as naturally as the things that had occupied Father's day. There was curiosity, reasoning, questions. There was also the uneasiness caused by a new disease.

The emergence of AIDS marked his childhood. Henrique was involved in the care and study of that problem, and the family understood his anguish. Eduardo does not describe the profession as something that the father brought home only in the form of tiredness. Remember the enthusiasm with which he spoke about what he did, even when the subject was difficult.

This combination helps explain his role in infectious disease. Working in the face of the unknown did not mean being free from fear or doubt. It meant continuing to seek answers and accompany people while knowledge was still evolving.

In the early 2000s, Henrique was in HIV and AIDS clinical research at the university. The university was involved in treatment studies and observing the evolution of the disease. The trajectory told by the family has a public dimension: the doctor in the domestic conversations participated in a collective effort of assistance and investigation.

This work was not done alone. It depended on other doctors, researchers, nursing professionals and professionals from different areas, in addition to the people served. The work of each member was to provide assistance and seek answers.

The day hospital provides a concrete example. Henrique took part in a service that sought to offer infectious disease patients more individualized multi-



Henrique in a presentation for health professionals.

disciplinary follow-up. The team brought together different kinds of expertise and learned from patient care over the years. That care was built through the work of many people.

There was a concern there that spent his stay in the hospital such: how people lived after leaving

from there. Care required continuity. The success of a treatment did not make it unnecessary to accompany those who needed it.

In 2004, a recycled paper workshop brought together HIV patients. Henrique coordinated the pilot project and the AIDS Clinical Research Unit; the workshop proposal had been conceived and executed by an occupational therapist on the team. The meeting between therapeutic activity, coexistence and assistance shows the variety of work necessary to care for someone. The workshop added an activity with continuity and coexistence to the treatment.

The office offers this same attention on a smaller scale. André values the father's ability to listen to the story, observe the patient and build hypotheses. Sometimes, from the next room, he hears laughter coming from Henrique's consultation. For the son, this sound is part of the medicine he admires: the encounter does not end with the problem that led the person there.

If a question arises, André can open the door and ask for help. He didn't stop being a doctor because he could call his father. On the contrary, he knows the value of having someone nearby to think about. The shared experience continues to grow.

“Dad, come and see a case here, help me.”

The request, remembered by André, is simple. It contains decades of training and confidence. The boy who accompanied his father to the hospital became a colleague capable of recognizing what he can still learn.

One of the first memories of this environment is a glove full of air. André was small, he was in a hospital and someone offered him the inflated glove. The object, made from something so common to medical practice, became associated with entry into that world. The hospital could be scary; it could also contain a gesture of welcome.

Later, a scene on the road would make the professional choice explicit. The family was heading to Mar de las Pampas when they encountered an accident on the north coast. André was a teenager. Henrique stopped to help and, with the participation of a truck driver, provided assistance to the people involved.

André does not claim to remember exactly every movement from that incident. The certainty he retains is different: that day he decided to study medicine. Seeing his father act made concrete a possibility that until then he had known about through conversations, visits and observation.

André kept what he witnessed and the decision he made from there. The willingness to stop was enough to remain a founding event in his memory.

Henrique's medicine also led him into public administration. Between 1993 and 1996, he participated in municipal health management. He remembers hesitating at the invitation and then learning to bring together people capable of doing certain things better than himself.

It was a different requirement than the consultation. In a team, knowing the limits of one's own competence is also part of the job. Choosing carefully who to count on can be as decisive as knowing how to respond.

In the family, this long journey translates into a recurring expression from André: the father is his safe haven. Not because it eliminates all difficulties, but because there remains someone to turn to when faced with them.

Lúcia, at the center of life

BEATRIZ MAKES A POINT OF interrupting any version of the story in which her father appears alone. When she talks about him, she asks that Lúcia also be mentioned.

The daughter's memory is not that of a decorative presence alongside a career. It is that of a woman who participated in the construction of that life, organized her family, welcomed people and maintained her own personality in a relationship between two strong temperaments.

According to Beatriz, her parents' relationship began before Henrique went to college. She dates their marriage to 1969, during his residency. Everyday life accompanied his first professional steps, his time in Santa Fe, the birth of their daughter, and the move to Rosario. André and Eduardo came later.

Lúcia appears in both the big decisions and the repeated work that makes a house work. The children grew up within the effects of this care.

André also remembers her as a college professor. The information expands the portrait: Lúcia had a job and a life beyond being a wife and mother. The children associate this activity with a woman who also had interests and responsibilities outside the home.

For Helena, whose family of origin lived far from Rosario, the welcome she received from her in-laws had concrete importance. She knew she could count on them and especially emphasizes her mother-in-law. In her memories, Lúcia appears caring for Lucas, visiting, and making gestures that turned kinship into support.

A soup taken when the grandson had the flu says something that the word “generosity”, alone, cannot show. Someone saw a need, prepared something and was present. Care entered the house through a small action, without needing to announce its own importance.

The granddaughters preserved another collection of scenes: sleeping at their grandparents' house, being welcomed, talking, praying with their grandmother, traveling. At the beach, the two organized the seasons that would become part of the girls' childhood. Henrique is in games, at sea and in stories; Lúcia participates in the affective structure of these memories, of the meals and the presence that made it possible to stay.

Beatriz recognizes the admiration that existed between the parents. It also recognizes friction. They were people with strong personalities, who did not agree on everything. A life shared for decades does not become less valuable when it is admitted that there were differences. It becomes closer to what the children actually experienced.

Henrique himself adds a difficult observation to the story. When he thinks about regrets, he recognizes that he devoted energy to other activities and at times left his family in the background. When speaking about Lúcia, he considers that perhaps he did not help her fulfill all her dreams.

The realization of Henrique could coexist with opportunities that Lúcia did not have. His gratitude also included acknowledging the cost of choices made throughout of the relationship.

Lúcia's death was sudden and hit the family deeply. Eduardo remembers the hardness of having participated in that moment and trying to help. For doctor children, knowledge did not protect them from the experience of losing their mother. The experience was among the most difficult memories of all.

For Henrique, her absence also changed the scale of the house. Spaces that had once belonged to a shared routine began to seem too large. But that belongs to a later chapter. Before then, Lúcia deserves to remain fully present in her



Henrique and Beatriz. Father and daughter in a photograph family.

own life: the teacher, the mother, the grandmother, the strong-willed woman, the person who welcomed a daughter-in-law and arrived with soup, the woman whose own dreams her husband began to consider more carefully.

This is the presence Beatriz asks us to preserve. Henrique's story becomes truer when Lúcia's voice is also heard within it.

The father who arrived through the gate

THE SOUND OF THE gate announced Henrique before he entered the house. Eduardo remembers the three siblings in front of the television, each looking for a cue when they realized their father was arriving. As the youngest, he watched Beatriz and André and hurried to follow them.

This father demanded. I expected effort, behavior, responsibility. His presence reorganized the house.

Eduardo tells the scene with humor, but does not hide the rigor. Being the youngest gave him an observer position: he saw his brothers' mistakes and their consequences before making his own decisions. He learned as much from what his father said as from what happened to the other two.

Beatriz, the oldest, had to negotiate her way without this previous trial. Her father wanted to see her as a doctor. She started with agronomy and then chose dentistry. The search involved friction, different expectations and the need to build a profession that was yours.

When speaking about her father, Bia does not leave out the word 'strict.' She places it alongside others: intelligent, vibrant, generous. The proximity among them matters. Generosity did not erase his demands; his demands did not sum up the man.

Upon arrival home there could also be an offer to have dinner out. Beatriz remembers Fridays when his father wanted to spend what he had earned that day with his family, in a good restaurant chosen with his children. The same man who demanded effort liked to share the pleasure of having done so.

The memories give money different meanings. It could be saved, prompting jokes about thrift; it could pay for education, open possibilities, and bring people together around the table. The children recognize as a decisive part of what they re-

ceived the opportunity to study and organize their own lives.

That support continued when adulthood did not go according to plan. Beatriz says that when she separated from her husband and had two young daughters, she counted on her father to reorganize her family life. What she remembers is the possibility of starting over without being alone.

She also finds Henrique in work done well. Watching him care for a patient, she recognizes his willingness to be there for someone and do whatever is possible. Here, the affection between daughter and father meets her admiration for the professional.

André came to medicine by another route. Since childhood, he had wanted to accompany his father on his hospital rounds. During trips or family engagements, when Henrique needed to stop at the hospital for a visit, André wanted to get out of the car and go in with him. His choice of infectious disease would turn that closeness into a lasting professional relationship.

There was no lack of effort. André credits his father with playing an important role in insisting he complete his doctorate and reviewing his work. Recalls the defense carried out from his parents' home, during the beginning of the pandemic, with Lúcia still alive. The family home also received an academic achievement.

Eduardo chose urology. When looking for a particularly happy moment, he remembers his acceptance into the university's general surgery residency. It was his own achievement, which he also knew could bring joy to his father.

But the youngest does not give an uncritical description. It says that Henrique could be stubborn and have difficulty admitting a mistake or changing a decision. Sometimes changing course seemed to mean weakness. Eduardo recognizes this rigidity and realizes that it has softened over time, especially after the arrival of grandchildren.

Eduardo himself notices some less comfortable inheritances in his own behavior. Packing the trunk before a trip can make him nervous. A suitcase lying crosswise, out of the position he wants, is enough for him to recognize his father in his own gestures. He has to restrain himself so that organizing does not spoil the beginning of the outing.

There were also times when Henrique was the apprentice. Eduardo remembers swimming lessons with his father and, later, experiences with tennis. The man so

safe in the face of other problems, he needed to deal with difficult strokes and poorly hit balls. In tennis, he was irritated by his own mistake and could carry his frustration from one play to the next.

The son is amused by these scenes because they open a breach in authority. The father tried, made mistakes, insisted. He was together even when he wasn't doing it particularly well.

When it finishes counting, Eduardo reaches a short message. After so many episodes, there's no need to organize a grandiose eulogy.

"I think the message is that nothing has gone unnoticed. And I'm grateful."

The gate, the studies, the trip, the fees, the presence: nothing went entirely unnoticed. The gratitude that comes later knows more things than the obedience of childhood.



Henrique with his three children in the office. Their family life gave rise to individual paths in dentistry and medicine.

PART III

The houses of memory

Mar de las Pampas, Spain and the world of grandchildren.



Mar de las Pampas's house, in family memories.

The road of Mar de las Pampas

BEFORE IT BECAME a place for vacations, the house in Mar de las Pampas was a construction site. Eduardo remembers the drives down to the coast with the car loaded with building materials and the whole family inside. Sometimes the carpenter grandfather came along too. The beach already promised enjoyment, but there was work to be done before they could simply stay.

Henrique links the purchase of the land to a settlement received at the end of a period of collaboration with the medical school in Rafaela. The unexpected money found another destination: a house on the coast. In the children's memories, this construction dates back to the early 1980s. The exact dates vary; the collective experience is clear.

They took materials, monitored the work, gave opinions and enjoyed the beach. The history of carpentry, which seemed to have become distant with the choice of medicine, returned to family life through his grandfather. The knowledge of one generation still had a place in the project of the next.

Beatriz recalls a simple house, without the availability of telephone and television that would later become common. The time there needed to be filled with the people who were present. If it rained, the family stayed.

Eduardo keeps a recurring invitation from his father: take off his shoes, put on shorts and go out in the rain. He says he has retained that taste. Among the many things passed down in a family, some do not need explanation. They remain in the body which, years later, still accepts getting wet.

There was, however, one activity the children tried to escape. Henrique would settle into the hammock with an anthology of Galician poetry and call over the first person he saw to listen. The reading had an unwilling audience. Whenever the book and the hammock appeared, the desire to be somewhere else grew.

Eduardo jokes that his father finished the house but not the poem. It is a family version that Henrique would surely dispute: he says he read the work three times. The humor lies precisely in the difference between the reader and those summoned to listen.

The poem presented by the grandfather thus crossed another generation, even if it did not always find immediate enthusiasm. Henrique himself hadn't fallen in love with it at first reading either. He found the text difficult, had to insist and, later, found a way to understand it better in an explained edition.

The beach house held other kinds of gatherings. André remembers catching waves with Henrique in the late afternoon. The siblings built up a collection of seasons, friends, and trips there that cannot be reduced to the construction project or the scenery. Each return added something to the place.

When the granddaughters came, Mar de las Pampas gained new sounds and another size. During children's week, the grandparents took the four girls to the coast. The trip started inside the car, with conversation, music and the amount of things a family needs to transport to spend a few days away.

Sofia associates one of these times with a song that played on the way. Clara remembers the full car and the singing. The road wasn't just a gap between two houses. It was part of the time when everyone was together.

On the beach, grandfather could be surprised with water. On the way back, there was sand on our feet and the smell of barbecue that Clara still associates with that vacation. The problem of



Henrique and granddaughters on a family trip.

The sand ended up having a practical solution: a shower to clean your feet. A small adaptation of the house started to carry the memory of the children who used it.

Elisa remembers going with her sister on their grandfather's shoulders to a part of the sea that seemed very far away to them. For the girls, it was almost an expedition. For him, the

water was still shallow enough for him to stand. The difference in size between adult and child also created a difference in adventure.

On rainy days, there were games in the room. Chess needed to be taught again because the girls forgot it between seasons. The grandfather began his explanation again. Teaching doesn't always feel like a line moving forward; sometimes it's going back to the beginning so the company can continue.

Clara stores smells and games. Elisa guards the sea from above. They are descriptions of the same place that could not replace each other.

For cousin Miguel Azevedo and Augusto, coming from Spain, Mar de las Pampas also became a welcoming experience. The family that had once been separated by the ocean could now reunite on the Argentine side. The house was capable of receiving other versions of the same story.

Curiously, when asked about his most intimate refuge, Henrique chooses his grandfather's house in Spain. For his children and grandchildren, the beach occupies a place that he himself may not assign it in the same way. The difference reveals what a house can do: become more important in the memory of those welcomed there than its owner ever realized.

Spain, again

THE ACCENT IS OFTEN the first change the family notices. When Henrique arrives in Spain and meets his relatives, his speech begins to sound more like the place. His children comment on it with humor; his granddaughters recognize the joy of seeing him there.

His cousin Miguel Azevedo adds a nuance. He does not believe Henrique is playing a Spanish role. He sees authenticity on both sides of the ocean. The change in intonation accompanies a bond that continues to exist even when long periods are spent apart.

Eduardo recognizes himself in that connection while saying without hesitation that he is Argentine. Both things fit within the same answer. He remembers that his father arranged Spanish citizenship for the children when they did not yet fully understand what it would mean. Long before Spain became a frequent destination in other people's conversations, there were already cousins, uncles, aunts, and grandparents to visit there.

The trips followed the geography of relationships. Lugo and the family's region were more than interesting points on an itinerary. They were places where someone was waiting for them and where Henrique could show what had existed before the life his children knew in Argentina.

He showed them the house, the village, and the place where he picked fruit. Clara remembers her grandfather picking tangerines and telling stories. Sofia noticed the emotion with which he presented his childhood home and the garden. The granddaughters heard about a boy; in those places, they could bring that boy closer to the man walking beside them.

Lucas also took part in those returns. A photograph preserves grandfather and grandson together, between the house and the vegetation of the region where Henrique grew up.

Augusto, in turn, describes the satisfaction of his nephew when tasting the wine he produced. There could be more common labels. known. Henrique was interested in that wine, made by someone in the family.

The taste was accompanied by a relationship.

The uncle also remembers meals and dishes. of the region, such as chanfana. The visits passed by tables, conversations and the hospital such thing that is returned. When you traveled to Argentina, Augusto was worried about not giving work. Henrique welcomed him home, let him made him comfortable and offered resources to that you enjoyed your stay.



Henrique on a trip, with a glass of wine.

“My hotel is at Henrique’s house”, summarizes Augusto, repeating the idea with the confidence of someone who knows he can arrive.

With his granddaughters, Spain also included deviations from Henrique's preferred paths. Elisa remembers a trip to Sierra Nevada where they expected snow and found ice. The girls fell, had fun, and he was worried. The grandfather, who preferred to be close to his family in Lugo and in A Coruña, had gone to the mountains to accompany them.

Clara holds on to the memory of the first snow of her life. She chose to sleep in her grandparents' room and, when she woke up with them, saw snow outside the window. She also recalls a trip when Henrique prepared matching sets of hats, gloves, and scarves for the cousins. Taking them was not enough; he thought about what they would need to wear.

Traditional Galician music offers Henrique another way to return. He remembers family members who sang, an aunt whose voice he admired and the love he retained for this music. Among his preferences, he mentions an old Galician song. The children also associate the house with the voice of a singer of traditional Galician music.

Helena says that Lúcia recognized a more introspective day when he woke up listening to traditional Galician music. The music was a familiar track, perceived by those who knew his way of being.

Spain could be on a record, in a conversation with Augusto, at a wine table, in the accent or in the garden shown to the grandchildren. It could also be a plan yet to be realized: spending a longer season in Lugo, without the rush of a short visit.

After so many comings and goings, the country had not just become history. It continued to offer a possibility for the future.



A late afternoon on the pier, in Spain.



Henrique and Lucas in Spain. Travel brings the grandson closer to his grandfather's history and affections.

What grandchildren know

THERE ARE AT LEAST four candidates for the position of favorite granddaughter. When Henrique finds out about the dispute, he shows no surprise. He admits saying the same thing to everyone and is amused by the result.

“Worse than they believe, right?”

Clara, Alice, Elisa and Sofia have their own reasons to support their positions. Each one knows a grandfather who lived special situations with her. The game works because the attention received seems private, even when the grandfather's repertoire is repeated.

Clara, the eldest, is also his goddaughter. Her story with him includes trips, birthdays, learning at the hospital, and nights spent at her grandparents' home. At fifteen, she was given a trip to Vancouver. The initial plan was for just the two of them to go; the group ultimately included her father and sister. She remembers walking a great deal, sightseeing, and laughing. The city became tied to the experience of being with them.

More recent life also offered outings that departed from the plan. During a visit to the clubhouse, Henrique and his granddaughters expected a talk on spirituality. Instead, they found dancing, mirror games, and participants hugging one another.

He joined the proposal. The girls laughed with their grandfather who allowed himself to do something different from what was expected. Afterwards, they went to eat soup. Clara and Sofia count this episode as a shared memory: what made it special was the surprise experienced together.

Alice knows both the joke and its irritating side. When she fell, her grandfather would sometimes clap and say, ‘Serves you right.’ As a child, that annoyed her. When she tells the story, she laughs. The passage of time changed her relationship with

the scene, without needing to say that she always found it funny.

Alice also associates Henrique with the smell of newspapers, the family's homes, and the experience of watching him see patients. She spent three months observing consultations, with the privilege of asking her grandfather questions as she moved closer to the profession. The knowledge she had admired from a distance acquired procedures, attention, and reasoning.

Elisa, Alice's twin sister, holds on to the grandfather of the sea, chess, and travel. She notices places and the way he changes in the company of his grandchildren. Her memories combine fun and care: the adult who joins an adventure also worries about falls on the ice.

Sofia talks about the grandfather who called before the entrance exam to wish her luck and afterward to ask how it had gone. It was not only a matter of celebrating her admission once everything was settled. He called during the uncertain interval, while there was still an exam to take and a result to await.

She also notices the unfiltered humor, the comments that he himself finds funny. Recognizes tenderness and lack of ceremony in the same man. The four girls have a friendly grandfather, with habits and phrases that were not prepared for a tribute.

When these stories were told, the four were studying medicine. The coincidence awakens pride in the family, but each one is crossing the course on their own.

Lucas, the youngest grandson, points in another direction. He likes exact science and considers engineering. Henrique recognizes this interest and says that he avoids making too many guesses, leaving room for guidance from parents and others



A night of socializing on the couch. The photograph preserves the family inscription about sleeping in the house from grandpa.

family people. The possibility of a different future is also part of what it can offer.

With his grandfather, Lucas keeps tours on the farm. They picked fruit, saw the plums, fed corn to the chickens and chatted along the way. He associates this company with attention to nature and stories about old friendships in Spain.

Living together shows the grandson that friends don't just belong to the time in which they were made. They need to continue to be sought out, remembered, received. Henrique maintains bonds that began long before Lucas was born, and the boy can see them still in motion.

Family gatherings do not suspend differences. Alice supports Unión del Parque, influenced by her father, and jokes with her Atlético del Litoral-supporting grandfather. The rivalry fits within their affection.

In the photographs, they appear in the office, on the sofa, in restaurants and on trips. There is a night on the couch, meetings in the office, trips and hands raised during a game. The collection waives the requirement that every image be an extraordinary occasion.

One of the things the grandchildren know, after all, is how he spends an ordinary day. They know what he prefers to eat, how he laughs, what kind of comment he might make, and whom he likes to call. That intimacy does not fit on a résumé. It is a kind of knowledge built through repetition.

And that's why everyone has arguments to consider themselves special. Grandfather repeated the phrase; the shared life gave each person a memory that was theirs alone.

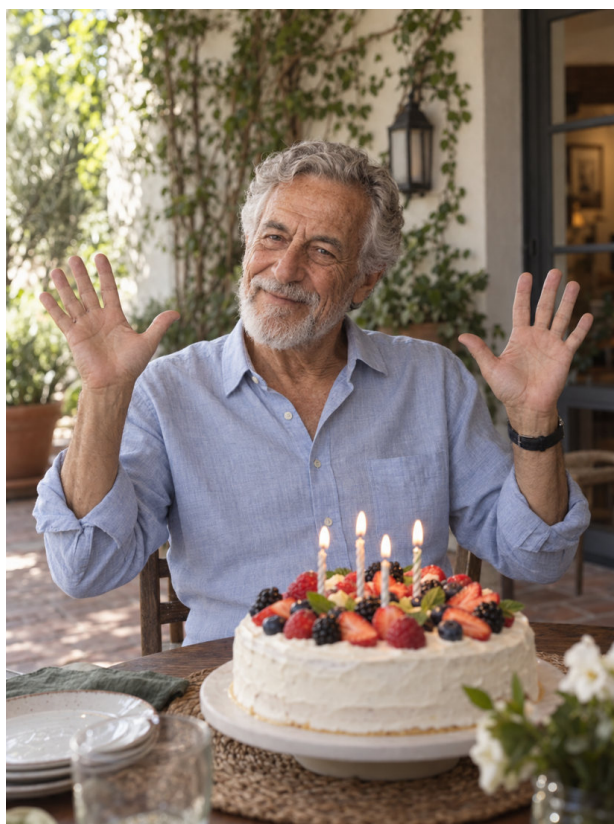


Henrique with his four granddaughters in the office. At the time, all four were studying medicine.

PART IV

There is still tomorrow

Absence, fresh starts and ordinary days.



Henrique in a family celebration, in a gesture that the family kept.

When the house changed size

AFTER Lúcia'S DEATH, the house seemed too big. Henrique describes the life that remained there as if it fit in just a few spots: half a bed, the television room, the office.

The floor plan of the house had not changed. The way it was inhabited had. Those who knew him as a man capable of guiding and deciding also saw his vulnerability. Clara says the family spent a period very close to him, sleeping at their grandfather's house. Sometimes she went to his room to check whether he was all right. It was then that she saw him cry, an unusual image in her memories.

Elisa remembers the family gathered in silence. Alice remembers the dinners her mother prepared for him. These are different gestures of closeness, without pretending to find a sentence capable of resolving the loss.

For years, Henrique and Lúcia had taken care of their children and grandchildren. Now, the younger ones were looking for ways to stay close. The relationship was not completely reversed; added a possibility. Those who had always offered support could also receive it.

For the children, losing Lúcia meant dealing with their mother's absence and accompanying their father in front of her. Eduardo talks about the hardness of that moment without disguising the emotion. Beatriz seeks to recognize what the mother had sustained in the family and the impact her death had on everyone.

Looking back, Henrique finds more than achievements. He finds time that he wishes he had allocated differently. His reflection on Lúcia's dreams belongs to this ability to revisit his own story without demanding that everything in it have been fair or sufficient.



Henrique and granddaughters at a family gathering.

None of this can be fixed by a belated explanation. But it can change the attention given to the time that remains. This perception appears together with the decision to return to living in a broader way.

After a period alone, Henrique decided to reorganize his life. The expression he uses carries humor: “Under new management.” It is not a decree of instantane-

ous happiness. It is the way he found to say that he did not want to remain confined to those few spaces in a large house.

A new relationship entered this stage. The family talks about the company and the good it does to have it. The cousin Miguel Azevedo offers a careful formulation: no one replaces anyone; loves are different. The new presence doesn't need to compete with the Lúcia's memory to be valuable.

The doctor also began to speak of dreams again. He would like to spend a period in Spain, especially in Lugo. Teresa, his partner, likes to travel, and they could share those plans. For now, they are projects, not trips already taken. The future first reappears as conversation.

Helena notices changes even at the table. For a long time, she associated her father-in-law with a firm refusal of certain dishes made with cream and of risotto. Then she saw him eat them. The detail forces her to reconsider a domestic certainty: he changes too.

The episode has the charm of transformations observed up close. The family notices the passage of time not only in major decisions. They also notice it when a person no longer matches the list of preferences everyone used to repeat.

His granddaughters continue to be part of his life. Friends keep meeting up. The office remains a place of work and exchange. Henrique talks about the satisfaction of seeing children and grandchildren well, of recovering the possibility of being happy and of resuming desires that were left for later.

The man who turned his gaze toward Lugo again continued to carry Lúcia with him in his memory. He learned to make plans in a life in which she was no longer physi-

cally present.

And the house, little by little, stopped being the only measure of what could still be lived.

The days that continue

ON THURSDAY, there is the prospect of meeting his friends. Clara knows her grandfather's routine at the club restaurant: the table, the company, the wine. Eduardo and Helena also recognize this enduring commitment.

The club, which had once been so important to his children's social life, increasingly became his place. Eduardo notices the change. In his youth, he constantly visited the clubhouse and made friends there that he kept. Now, at certain stages, it is the father who is more involved.

For Eduardo, who does not share the enthusiasm for wine to the same extent, the drink has value above all for the occasion. He likes the place and the people with whom he opens a bottle. This observation also describes something of the father's pleasure: the encounter exists beyond the label.

The Atlético del Litoral has been going through this routine for much longer. Henrique remembers going to the countryside as a high school student. The relationship with the club extended to walks with the children, night matches, ice cream, popcorn and walking to the stadium.

Eduardo remembers that his father would leave the office and go to the game in his work clothes. André, smaller, sometimes fell asleep during later games. Even though he slept in part of them, he continued to carry with him the memory of having gone.

Children's humor includes shared defeats. There were many nights when the experience was worth more for the company than the result. Belonging to a club, like other places of affection, resists a simple accounting of joys.

When they talk about seeing Atlético del Litoral become champion, a recent achievement lies behind the emotion: the 2025 regional championship title. The family adds to that re-

sult a duration the standings do not show: the wait of those who spent years cheering together.

There is that collective joy, and there are more private pleasures: listening to traditional Galician music, reading, talking, returning to Spain. Henrique does not describe them as a list of completed things. He still thinks about what he would like to do.

When he recalls an anthology of Galician poetry, he describes the transformation in his reading. At first there was difficulty. Then came another approach. An annotated edition helped him fall in love with the poem. The memory of reading in the shade of a tree at the clubhouse shows how the Spanish book also took root in the Argentine landscape of his life.

His grandfather's gift continued to change after it was received. It was not necessary to understand everything at first. Time is also part of what a reader brings to a book.

When Beatriz is asked what she would like to relive, she does not need to choose a spectacular event. She says she likes ordinary days. She imagines her father's presence in the routine, in the happiness of working and being with people.

That wish helps convey what a family asks for when paying tribute. Preserving a story does not mean bringing it to a close. It means paying attention while it is still possible to call, visit, sit at the table, and listen once more to something that may already have been told.



Henrique and family at a celebration.

Helena feels this as she records her message. The situation threatens to take on the tone of a farewell, and she resists. She prefers to invite him to visit more often. She adds a very concrete request: she has run out of Galician wine; he can bring a bottle.

The phrase returns the future to the scale of an encounter. It is not necessary to plan decades to have something ahead. Sometimes all it takes is one next visit.

Henrique talks about his children, his granddaughters, his grandson, what he learned and what he still wants. Accepts to laugh at the preference distributed equally among the girls. He talks about happiness without excluding what he lost. The conversation ends, but his day doesn't end with it.

“Now I’m going to work.”

For those who come later

HENRIQUE RECEIVED the opportunity to study from his parents, and from his grandfather a book and a lesson about time. With Lúcia, he built a family. By remembering her, he recognizes her work, desires and choices in this shared life.

Then came other people. Students who learned how to look at a patient. Children who sought professions of their own. Granddaughters who wanted to know his work. A grandson who may like the exact sciences and still carry his grandfather into conversations and walks. Spanish relatives who continued to find a home on the Argentine side.

Continuity does not require copies. Beatriz didn't need to become a doctor to receive something important from her father. Eduardo can recognize inherited stubbornness and try to do things differently. Lucas can choose another craft. Students can carry out a way of listening without repeating all the opinions of those who taught them.

Perhaps this is the most generous part of planting: not controlling everything that will grow.

Family photography in the office brings these lives together. In each person's memories, the work, demands, games and encounters that gave meaning to that closeness appear.

For Augusto, he also remains the boy who left. For André, it's next door. For Bia, it fits into an ordinary day that would be worth reliving. For his granddaughters, he is the man who makes each one believe that they occupy a unique place. For himself, he is still someone capable of dreaming about Lugo.

Grandfather's pine trees took decades to grow. The story that Henrique leaves in people also has its own time.

A life in time

- 1942 The beginning in Spain.** Henrique was born in a rural region close to Lugo, among relatives, land, water and manual work.
- Late 1950 and the early 1950s The crossing.** At eight years old, he leaves Spain, passes through Vigo, and travels by ship for eighteen days. The family settles in Rosario; the school shapes his school years.
- 1962 Medicine in Córdoba.** Enter medical school. Studies and clinical experience guide the choice of infectious diseases.
- Late 1960s Training and marriage.** After graduation, he does his residency in Buenos Aires. In 1969, he married Lúcia.
- Before 1971 Santa Fe.** About two years of medical teaching, during which Beatriz, the first daughter, is born.
- 1971 University and Rosario.** Henrique moves to university, where he will build a career as a teacher and researcher.
- Beginning of the years 1980 Mar de las Pampas.** The family participates in the construction of the beach house, which will become a meeting place for decades.
- 1993 to 1996 Public health.** Participate in municipal health management and learn how to bring together professionals from different areas.
- 1999 Full professor.** He assumes the position after years of teaching, research and assistance.
- 2002 to 2018 Research and assistance.** Years of research on HIV and AIDS, therapeutic initiatives, day hospital care and teamwork.

2012 University retirement. He is honored by the college among retiring teachers. The office continues.

2025 Atlético del Litoral's joy. Atlético del Litoral wins the 2025 regional championship, and the celebration joins decades of supporting the club as a family.

At 83 years old **Continuity.** Henrique talks about the practice, his friends, his grandchildren and his desire to spend some time in Lugo.

The voices of the family

Henrique and Lúcia are at the center of this family. The presence of Lúcia comes through the memories of those who lived with her.

Beatriz, or Bia, the eldest daughter, pursued dentistry. She is the mother of the twins Alice and Elisa. Her memories preserve Lúcia's strength, the differences between father and daughter, and the support she received as she reorganized her own life.

André, the middle son, became an infectious disease specialist. He is the father of Clara and Sofia. His memory brings together his childhood near the hospital, his decision to study medicine and his professional proximity to his father.

Eduardo, the youngest, is a urologist. His wife, Helena, met Henrique as a teacher before having him as a father-in-law. The two are parents to Lucas. Their voices add humor, gratitude, welcome and the experience of following changes over the years.

Clara, Alice, Elisa and Sofia were studying medicine in the period reported. Lucas considered engineering. This is what everyone's studies and plans were like when these stories were told.

Augusto Azevedo, Henrique's maternal uncle and almost the same age, keeps memories of his Spanish childhood and parting ways. His son, Miguel Azevedo, is Henrique's cousin and a witness to the reunions between Spain and Argentina.

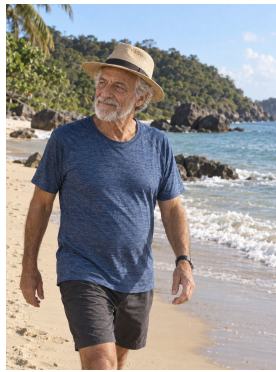
family album

Photographs of Henrique and the people who are part of its story.













THIS EDITION

Doctor Henrique

Doctor Henrique: a life dedicated to medicine and family. Demo edition, September 2026.

Adaptation of a biography created with the Qamani based on a real story. Fictional characters and AI-generated images.

Adapted dialogues. Typography Charis SIL. Format 18 × 25 cm.

To all the people who told, preserved and shared these memories.

