1 Weverton: Alright, my very first question is, can you tell me about what motivated you to pursue a PhD in mathematics?

2 Laura: um, I think it was the undergrad professors that really encouraged me. I started out in undergrad thinking that I was going to go into graduate school for economics. And I continue taking a bunch of math classes. And I struggled a bit with math classes, and then, particularly with linear algebra, and then we took that class and it really clicked and I really started liking proof based math. And I was in a really small department, and they were really supportive. And I think they wanted their students to go to graduate school. And we're really excited about it. So that's basically how I ended up here.

3 Weverton: I see. So do you think there was any specific reason why those and the graduate professors were kind of like, helping you? pushing you to math

4 Laura: I think they waited until until I said to them that I wanted to do it. They didn't like, push me without me saying that it was something I was interested in. But I think they just thought it was like a nice life and a nice thing to do to go to graduate school. I know that I had a friend in undergrad, a woman that she was very strong in math. And I know one of our professors was like, even after we were gone, still sending her emails, like, you know, you could still go to graduate school. So they really thought it was like an ideal path to go down.

5 Weverton: Oh Nice. And you said like, you took a lot of math courses, right? [Kelly: Yeah]. And you were thinking about econ. Yeah. And then you took a lot of math courses, and then something clicked for you. And was that when you decided to, like go to grad school math or?

6 Kelly: Yeah, I think so. Um, I remember like sitting in, in calculus course, with like, there was one female math professor there. And at that point, I was, you know, completely thinking I was doing economics, but I was like, in her class thinking, like, Oh, I wish I could do that. I would rather and teach math, then teach economics. And so that did help a lot having somebody in a role that I saw.

7 Weverton: So this particular professor, did, she inspired you particularly to teaching? Is that correct?

8 Kelly: Yeah. I don't think she wasn't. Well, I actually she did inspire me to do that. But it was actually two of them. Male professors that were that kind of worked more on helping me get to the point that I needed to be to go to grad school.

9 Weverton: Is there any particular reason why you think those two professors helped you more?

10 Kelly: I don't know, we, because it was such a small department. And then, like, for the students, there were only I think, three math students, and one of those is my husband. So they, those two professors were pretty close to both my husband, Michael and I. And so they helped both of us a lot. And they like, came up with independent studies and classes for us to take. So

11 Weverton: I see, and can you tell me about the strongest feeling you have experienced as a mathematics student? I would like to hear like, about the feeling what was going on?

12 Kelly: um, Like positive or negative?

13 Weverton: Do You have both? Um,

14 Kelly: um, I guess? Well, [thinking] like about math specifically, or about being in the math department,

15 Weverton: It could be being in the math department, could be related to mathematics.

16 Kelly: Okay. I probably have the strongest feelings about, but I had a baby last year. And that was

a very odd experience to be in the math department while pregnant. And, um [thinking]

17 Weverton: why why was that odd?

18 Laura: It was, I did feel pretty alienated. [thinking] And, like, it could be just a personality thing most people didn't like, we're very friendly about it. So most, most people didn't talk to me about it, which felt kind of awkward. [thinking] yeah, i don't know.

19 Weverton:
20 Okay. So besides that personal life experience you had, is there any strong feeling that happened because of something like, not because of the space, but because of the subject,
21 Laura: because of the subject? [thinking] um, let's see. I think, like the advanced topics part was the hardest part of the graduate school experience so far. Because all the professors do advanced topics differently. But for mine, it was quite a lot of material. And then, so I studied for this exam for about like, a year and a half, I think. And then it lasted about an hour and half. So it was like, a ton of work went into that. And then it, um, and then it just all boils down to like standing in front of the board and with two professors and, you know, trying to convey that you have learned a lot, but like that being put on the spot with questions, it was like, very difficult.

22 Weverton: And this exam, particularly is that like the qualification exam or is just for that advanced course?

23 Laura: It's, um, So first, we have the qualifying exams. And then we have advanced topics, which you should do like, I think within a year and a half after you pass qualifying exams. And then that's like, at that point, you start research after you're finished with advanced topics.

24 Weverton: I see, interesting. And let me go back a little bit for that life experience that you talked about. If you would guess what happened in that moment? Is there anything that you come up with, like, why you were feeling it's odd to be pregnant? And the one talking to me? Like,

25 Kelly: I think it was something that it was pretty uncommon to see. Well, okay, on campus, it was uncomfortable as it is because we see pregnant women walking around, like, fairly young, pregnant women, and they're like, Oh, she probably didn't want that, or somebody like that. So that's uncomfortable. And then I think there's like, for me, I didn't know if, especially when, like professors and the administration, I'm not saying anything, I, I felt awkward, because I didn't know if they thought that I wasn't taking math seriously enough. So that was difficult. I was also I happen to be on research funding at the same time. So then I also thought like, Oh, they thinking that I'm just lazy, and just taking all this time off that I'm not. So that was another part of it.

26 Weverton: So you this time, like this time off, you mentioned it's more about like taking care of your health is that right? Like

27 Laura: Well, I mean, so I had research funding that whole year, and I had the baby in January. So I was doing research the whole time. But like, I don't know, like, well, I took I should have taken more time off than I did. But I took to two weeks completely of research. And I work with Rachel, the one that you just talked Yes. And so then she was like coming to my house a couple of days a week for us to do research together. And so I didn't take a ton of time off of research, but it was still like, I don't know, just because they weren't very, because there weren't a lot of people in the administration or in the faculty like saying much to me. I started like reading things into like, what if they think this bad thing? Or what if they think this?

28 Weverton: I see. So did you feel guilty about the whole situation or no? [Laura: Kinda] So can you recall the last time you talked to someone about being a PhD student in mathematics?

29 Laura: um [thinking] In what sense? Like what type of person?
30 Weverton: It could be? in any situation that you feel like, Oh, yeah, I remember, well, what

happened? It could be like someone asking about you like, what do you do? Or it could be to a friend of yours that knows you are a student?

31 Laura: Probably. Probably about like, I'm, like, so. So a month ago, when I went back to visit some family, that's probably last time I talked about it.

32 Weverton: do you remember things you said:

33 Laura: um, I think I just always tried to explain. Like what I'm doing, I feel like people are always confused about that. I'm taking classes, sometimes taking classes and working towards the PhD and also teaching and and that people always asked me if I'm going to stay in Lafayette. And I always, like trying to explain that, like, that's not a really practical thing. And I probably will not be saying here.Yeah, that's what I remember talking to them.

34 Weverton: Nice, What do you teach?

35 Laura: So actually, I will be doing 16020 in math 1605 so quite calc 2 the impact course, I'm just going to assist in it. So because of this, like, because I had research. This fall was the first time that I was going to be back in the classroom. So I ended up taking my like, paid parental leave at the start of the semester. So that's just up. It's like tomorrow was the last day of that. So I haven't been teaching yet. So I'll start teaching next week being in the classroom for that impact course.

36

Weverton: Nice. And so if you meet up with a student who was thinking about taking a PhD in mathematics, what advice or experience, could you share with that student to help them make up their mind?

37 Laura: Um, I guess I would just try to be honest with them, that it's grown. I think that with the subject I chose its takes a very long time. And I think that with some other like, with applied math, you could get out in a more reasonable amount of time. At least that's what it seems like from somebody that doesn't do applied math, but it's the people like graduate. So I guess I wouldn't recommend something like that more. Unless, I don't know, it's a huge commitment to, to do this. And I feel like everybody that I know, has, you know, consider dropping out? At least at some point.

38 Weverton: All right. Why do you think that happen? Why do you think people want to drop out?

39 Laura: um, I think, because it's so long. And, a, I think it feels like we can go a really long time without giving any sort of feedback about how we're doing and the progress that we're making. So in the beginning, when we're passing these exams, then it's like, that's more concrete, but then it gets like, I guess it depends on how your advisor is. But I think a lot of us are just like, pretty frustrated in this like research phase.

40 Weverton: So is there any specific experience you had that you would share with a student?

41 Laura: Um, [thinking] I mean, I think I would tell them about [thinking] the it well, I guess, like the advanced topics process, because that's when I think it like started getting more intense. But that was like, for me and for Rachel. But But then again, other people have had completely different experiences where the advanced topics has not been like a stressful thing at all, I don't think. Yeah, but I think that that is for me, experience that the kind of like demonstrates like how much commitment it takes to do this. Because it's just like thinking about the same thing. You're so long and still being like, you know, kind of not completely confident. And all that material is probably the hardest part.

42 Weverton: I See, did you do have any support doing the advanced topics, someone that helped you?

43 Laura: Um, Well, I was like, Rachel and I did work together [Weverton: just peers.] Yeah. Yeah.

And then we met with her advisor every week, and he is helpful. But also, like a little bit intimidating.

44 Weverton: Can you tell me more about it?

45 Laura: um, So he is, I guess, like more of a big name mathematician and so I were a little bit I think like hesitant to reveal, like, everything that we're finding difficult when we meet with him. And sometimes he just like, talks quickly, and we think that we've got it and but then we come away from meet him or like, oh, maybe we don't have we don't know exactly what he was saying is that sometimes it makes a lot more sense when he says it like really quickly.

46 Weverton: Have you ever had a feeling like I don't want to sound stupid?

47 Laura: Yeah, yeah. I think that's like always the fear.

48 Weverton; I see, So so far, what has been the most memorable aspect of your Ph.D.?

49 Laura: um, [thinkling] I think, well probably the first few years so it's a lot more like it felt a lot more social. Like there was a lot when we started, and we're taking classes with like, basically everybody that started at the same years us and then like we were on, we're on the same page. At that point,

50 Weverton: Can you tell me a little bit about like, how you see the difference between that social that happened in the beginning for what happened after?

51 Laura: Sorry, did you say the difference between it?

52 Weverton: Yeah, you said, like, it was more social, so I am trying to picture what that look like.

53 Laura: Um, so like, in the first year, even, we would always like there was a big group of us that would like, eat lunch at a little lounge in the basement. And then we were always studying for the qualifying exams. And so we would do that in groups. And a lot of people did homework and groups, I don't think I didn't do that very much, but I know other people did. And then I think just as people started, like picking their advisor and going in different paths, then it just feels like there's a lot less communicating between people.

54 Weverton: So is there any particular reason why you didn't study a lot with the study group?

55 Laura: Um, well, the first semester, the first year that I was here, I had a fellowship. So I also didn't have to do didn't have to teach them. And so because of that, I just kind of I came on campus when I had to and then I left when I didn't have to be here. Yeah. That was my bad. I could have been around.

56 Weverton: I see. So was just like this this factor like you when you didn't? If you didn't need to be here, you be just like I will be somewhere else. [Kelly: yeah] Okay. Can you tell me about one of the classes you took in your PhD, and you can talk about what the course was about? Like, I just want to hear basic description, like, what did you do to prepare for the course? Or how the class like what was the class like?

57 Laura: Yeah, so 557 was the intro. So I am studying Commutative algebra, that was the intro to commutative algebra course. And so I actually took it twice with different professors, the second time was of my advisor, and it was like, very different course than with the first professor. And he gives very, like, thorough notes, and which is something that I think he also has a lot of female students. So I, I think there's something about that, that he's very clear with his description, and it's like proofs and everything that at least I gravitated towards, so he would get very, very thorough notes, but kind of go fast through material. And we would have weekly homework and

the weekly homework. That's probably like the last, one of the last classes where there was really like a lot of us working together. And that's, that's when I did work more with peers. It was in like the community of algebra sequence. Because we would have these weekly assignments, and it would take us like all of our free time during the week, to really figure out all of the problems.

58 Weverton: And so you mentioned female students, a lot of my students work with him. He's very clear, he gives through notes, so I'm trying not to make the connection between the very clear and the female students like, Is there a particular reason why those students take the class with him?

59 Laura: Um, I think just compared to I think it helps that there, there was an older female student that was like, very, like vocal. And really, like, got everyone involved. And that was very, like, encouraging. Like, I know, the first time I went to a seminar for that, when I had just started taking that sequence of courses, she, like, talk to me, right away. That was helpful. But I think also in his class, it's like, even if you don't, because of his notes, even if you don't understand it, and while you're in class, you can go back and workout every detail. And I definitely been in courses where that is not case. And I it's just like, where they come in, without notes necessarily just kind of like, go. Like, it gets very confusing. And I I don't like that at all.

60 Weverton: So if you could give this class, let's say a ranking. Is that like a good class, Bad class, average class?

61 Laura:I'd say. Very good.
62 Weverton: Very good class. And that's because of that note thing [Kelly: yeah, yeah]. And can you tell me a little bit about your interaction with the professor who was teaching the class that semester.

63 Laura: Um, so he is my advisor. Um, yeah, so. Um, he. He is like, very helpful. I Think at times, he doesn't know when things are difficult to understand. But he is Like, very friendly and like, well meaning and? Yeah. Like that he can be intimidating.

64 Weverton: So he also like the same advisor for Rachel.[Kelly:Yes]. Oh, cool. So was there a moment you felt like you do not belong to the program?

65 Laura: Yeah.

66 Weverton: Can you Tell me about that moment. What happened?

67 Weverton: Um, probably I think the first time I felt like, well, I don't know. I mean, I probably felt like that, like, at least once a year. I remember like finals, my first year being really overwhelmed by them. And like, after leaving the exams, and at that point, I thought I shouldn't be here. But then my grade turned out to be fine. So that was okay. And then, I guess I, maybe I've had the most doubt in this like research process, I think it's just hard to know how other people's experience compares to yours. And so I don't know if like, I still don't know if like, I need more input and help, then other people have to get a result. Or if other people have the same amount of help, or what this situation as I think it's just harder to attend or what other people are going through.

68 Weverton: uhum, I see. In what are you thinking about to do like what are you thinking about doing after your doctoral program?

69 Laura: um, I'm hoping to, well, to teach, I don't want to do anything that's like too research heavy. And I, well I will have the two body problem, so my husband and I will have to find jobs, hopefully at the same college or university. And ideally, I wouldn't want to have to move around a lot more. Yeah, I would hope to go somewhere where I can stay for like, more than two years, hopefully.

70 Weverton: And what attracts you to the, let's say, teaching job, to the mathematics teaching job?

71 Laura: I feel pretty confident when teaching because we have so much experience doing it here. So I do feel like it's something I'm good at. And I think a lot of us think about industry at some point. But I am less comfortable, like jumping into something like that. I'm like, I would be comfortable. I know, like teaching math at another college. And I also, I mean, I think part of the draw for me is that I think like two hours will be good. And like I can fit it into my schedule, like I, like hopefully, I'll have more kids and then another kid or something. And that was one thing I liked about in my undergrad experience. Like I know that like the professor's was like they could leave to pick up their kids and like, their schedule was nice. But they had flexibility. And they could take care of parents when they needed to. So I like that more than I define that especially because I'm like I prefer to work. Like I work better late at night like, so. I can work during the day. And but I don't want like a set. Like you have to work at this time. I prefer to like work it into my life.

72 Weverton: I see, um, So the reason why you wouldn't like to go to the industry is just because of like lack of experience.
73 Laura: Yeah, I think so. um

74 Weverton: So I see like a ranking being formed as you describe these things. So it feels like you give priorities to certain things in your lives, um, [Kelly: yeah] And I'm just trying to make sure I'm understanding this correctly. Do you have in your mind, like, the way you want to prioritize things, or you feel like or how are you thinking about it? As you think about work, Your life, Maybe family, like, like all these together?

75 Laura: Yeah, I think the like, the family comes first. And I feel like that's like controversial in this kind of like Academic setting. Or the it's like more ideal to like, wait until after you're in like a tenure track job or something. But yeah, I definitely feel like it's necessary for me to prioritize family. And then, yeah, and then work comes next.
76 Weverton: I see. What do you think is controversial in that academic setting? Like that angle of discomfort?

77 Laura: I just feel well, maybe it's because my advisor is like does not have his own family. So I don't know if it's bad, or but I feel like it's on general that it's just like, you need to focus on school because you're in school, but like, I have applied for and just received, like, got confirmation that I'll have my eighth year just like Rachel, I don't know, she told you about that. But I'm going to be here for eight years. So like, I can't wait for it, like, put everything on hold for eight years? Because that's a long time.

78

Weverton: Yeah. So how did that confirmation happen? Like? You said that you received comfirmation.

79 Laura: Yeah, I, I just sent an email to the, to the grad chair. And saying that I was going to need an eighth year to finish the PhD. And he said, to have my advisor send like a short paragraph in support of that. So my advisor said that, and then. And then he responded very quickly, I think they had a meeting. And then he responded like the next week saying that I did have an eighth year, which is nice, because last last year, and in previous years, they've it they haven't found out about it until like March or April last year was April that they found out that they were waiting to get the next year of funding, which is like way too late to get jobs to apply for academic jobs for the next year. So

80 Weverton: So, um, okay, so it feels like you need a permission to have this eighth year. Is that right [Kelly: yeah] is that because the program should only be seven years in that right?

81 Laura: year, they guarantee funding for seven years. And it's getting a lot more common than people need an eighth year here.

82 Weverton: So does that mean that you could still stay like an eight year but you will need to pay for yourself? Is that whether you couldn't even stay there, right?

83 Laura: Oh, well, it's like may want everyone to be done by seven? But if you ask for an eight year, so far I don't know of anybody that they've said no to. But in the previous year, it's it's only been like a handful of people that have asked and I think this year for the next academic year. I think it's a lot of people that are asking to stay here.

84 Weverton: Why do you think people usually ask for that eighth year? Or you can even talk about your own experience.

85 Laura: um, just that my my research isn't ready. And I think that a lot of people are in the same boat. And I think that's just because commutative algebra research takes a long time to get into. But, there are a lot of people doing other types of research that are also so mainly just pure math in general. It just takes a long time to get there

86 Weverton: Does everyone need to go through this commutative algebra process?

87 Laura: Um, No, but there is a large, a large commutative algebra group here. And it is a lot of women. So probably you're talking to a lot of people that do that.

88 Weverton: And, and why women go through that?

89 Laura: I think, I think because of my advisor again, because of his his like note to this style, which seems really like I guess not approachable. Well, I don't know. I mean, it seems like you can understand it more easily than other topics.

90 Weverton: So do you think there are a specific like teaching style that does work for men, but does not work for women in this department?

91 Laura: um, I, Kind of, [Weverton: yeah, there's no right or wrong] the algebraic geometry. Every time I try to take a course in that I mean, I just, I don't know if it's the teaching style, or if it's just the material like I should be able to understand that because it's very related to commutative algebra But I I have never like had a professor where it's like been very clear what they, they say

92 Weveton: did you talk to other students about algebraic, algebra? Is that algebra or geometry?

93 Laura: Algebraic geometry

94 Weverton: so

95 Laura: yeah. I think it just seems more like hand wavy. Or that's how it comes across to me, maybe it's not. But when it's when it does seem hand wavy? Or how they talk about it seems hand wavy than I am just like, I don't know what to do with it. Because I'm more comfortable. with stuff if we were like being really precise about it.

96 Weverton: Do the other students also feel that way?

97 Laura: I think so.

98

Weverton: You think so. Already talked to someone and was like yeah I agree with you

99 Laura: I think Rachel feel similarly, because we've tried to like learn algebraic geometry together. I think that's how she feels about it too. But I am not sure.

100 Weverton: Okay: Um, can you tell me what is a typical day in the life of a strong student in your program?

101 Laura: um,

102 Weverton: how would that look like?

103 Laura: I think probably, well, just about everyone has teaching for like, probably two hours, on some days and office hours, some days. And then if you're past the point of taking classes, then probably spending several hours on research with obviously, some breaks. yeah

104 Weverton: if you could think about like now the ideal student how would that look like? What do you think would be like the ideal life of a mathematics Ph.D. student?

105 Laura: um, I don't know. Probably? What should it be? [Weverton: Uhum] I mean, hopefully. I mean, ideally, you do like a few hours of research, or if you're like you learned something. And not, like, had some sense that you're in the right direction. And then like, had some time to do to prepare for teaching or whatever else you had to do and then and then teach a class.

106 Weverton: So it feels like there is these these different things that are really relevant for you in terms of your PhD, which is one is teaching the other one is research, how do you like? How does like, what does research means for you? Like, what does that mean? Like? How do you feel about it like

107 Laura: I go back and forth between, you know, like, it's, it can be pretty frustrating. Especially like, when you're working on something for a long time, and not really making progress and not getting, like positive reinforcement that you're doing the right thing. I think that's the hardest part about it. Like I heard a lot of people say like, yeah, it's really hard until you get the first result. And then it gets easier, because then you realize that you can do it. And then, I mean, it can be really exciting to when you feel like you're on the right track.

108 Weverton: can you Tell me about a mathematician, you know, that you admire in your department?

109 Laura: Um, I guess. mostly my advisor.

110 Weverton: Your advisor.

111 Laura: Yeah.

112 Weverton: Can you Tell me about someone else besides him?

113 Laura: Um, let's see. There is another professor in my area. He doesn't I mean, he is more like he is definitely not as like, he has not written everything out very clearly. So, but he does explain things more in a way that that's like, the one weakness my advisor has is that he's not very, he doesn't want to want to detail explaining why you wouldn't be doing something and this other Professor does, like he does do a good job of like, explaining the idea behind something and not just the proof and so that is nice for change.

114 Weverton: And why do you think the average PhD student in math decide to pursue a PhD?

115 Laura: Um, that is a good question. I mean, so for both my husband and I, it's like, our professors told us that it was a good idea. And so I think that's like, the main reason I think we did. We've always wanted ourselves, it's like being professors. I guess I'm not too sure. Because I feel like we were everyone that started out was going to take like exactly the same like, path, and then want

the same type of job that that we want. But a lot of people are choosing different things. So I guess I'm not sure. I think, I think a lot of people just sort of like end up here because they're encouraged to.

116 Weverton: I see. Interesting, and let me try to go back. And I was wondering, is there any, like can you recall the earliest significant memory that involved the use of math in your life?

117 Laura: um, Yeah, the, the earliest? [Weverton: Yeah, most significant] So I got. So for some reason, I got injured by a dog when I was like, six, or seven, or seven. And I didn't want to go outside for a while. So they had to put me they wanted to find like extra curricular things for me to do. My parents did. And they ended up putting me in Kumon math. And so like, that was my after school activity. And then I got kind of a head with math. And so that was always like, my strong thing in school.

118 Weverton: Is that common? Kumon math in the US?

119 Laura: Um, they have it all over the place. I don't know how many students do in. And I don't think it's really the best way to learn, necessarily, but

120 Weverton: I did the math before maybe four months. And I was like, I don't wanna do this anymore.

121 Laura: Yes I always crammed with it. But like the night before, hey, we'll be doing all the packets.

122 Weverton: So if you were accepting a student to mentor in math, what qualities would that students have?

123 Laura: um, They probably have to be pretty motivated. And I guess, pretty confident.

124 Weverton: Confident? I mean, is there, are there qualities you think that would not be okay to have if you wanna, if you are accepting this student?

125 Laura: um, I don't think so. I can't think of any thing.

126 Weverton: When you think about the program here, what change Do you think that should be made in this program?

127 Laura: um, Well, I think they should make it easier, or make it like shorter. I'm, I have heard that. That's because we do so much teaching that that is part of the reason why it takes us so long. But then again, I know they need a lot of people to teach it as well. I don't know, I think they just need to make some changes to make it easier to kind of track your progress and get feedback

128 Weverton: so, was there a lot of times you felt like you had no one tell you what work you should be doing? Like?

129 Laura: Um, well, my advisor does. He tells us what to do. But He's not very expressive. So he wouldn't tell us that we were doing something wrong, I don't think. But he's also not like really telling us that we're doing it right. So we're kind of guessing.

130 Weverton: So you talked a lot about time, it feels like it's a huge commitment, like of Time. Is there any other reason you think a student would give up in obtaining a Ph.D.?

131 Laura: I mean, the money is the biggest reason that we've considered we someone seriously, that, I don't know, we were very, we had friends come out to visit and one of them was an engineering, Michigan, and he said that, like an undergraduate with an engineering degree would start out making 70,000. And he was like, what was everything? You know? You could be my boss. Which I

mean, we don't know a lot of engineering, but if they need the math skills, like we could go into a very high paying job. And the fact that that is the backup plan is sometimes frustrating. Because I mean, it's, it's a pretty small income for the amount of time

132 Weverton: so you think that people might give up, because they feel like it's not worth it. like for the salary you might get in the future. [Kelly: yeah]. Interesting. Um, Going back again. And that could be like, for your whole life was there any negative experience you had with mathematics, and that you need to overcome it,

133 Laura: Um, I did. The Yeah, it was like the first time I mentioned in the beginning. But like, the first time I took a linear course, I was very confused. And I felt like I was not prepared for it. Because, you know, I had just taken calculus, and like, the way I approached calculus was like, you know, very different from linear course with a lot of proofs. And so that I really struggled with. And I also think that I think it's strange how they do it, because they do have that like linear versus a lot of proofs. And then like, after that you're supposed to take the intro to proofs course. And I think that's strange, because because I loved the intro to proof course when it took it and probably, if I could have taken it before, and it probably would have made a lot more sense.

134 Weverton: I see. All right. okay. This is an activity. That I am curious about? So I'll ask you, and you don't need to think about like much about it. But I'll ask you to draw for me, and you don't need to be an expert in drawing. You don't need to think about anything. I just want you to draw the ideal mathematician.

135 Laura: Okay. Just like, stick figure? [Weverton: it could be, a lot of people do that. Well, I will start with the charcol board. um, I don't know, I mean, it shouldn't be like a man or a woman I don't think.

136 Weverton: Can you tell me why you mentioned about the gender?

137 Laura: Um, it's hard. I mean, you can't really like I don't think there is an ideal person. Not the way they look.

138 Weverton: Cool. Alright, so it sounds [Not relevant conversation after this]