

What stands out when you compare L&Ls with regular students?

number of L&Ls

- But what was important in terms of your article was the way that the public largely grew because of the number of L&L students who were part of the audience connecting that wasn't in L&L students. So that's what really stood out for me. I think that the amazing extension of that path between those two not-areas, that really was powerful. H2
- Well, it's not as much information on this. So no matter how sophisticated you're gonna have your search engine, it just does not gonna have enough on them. Because you can only visualize the information that you've got. H2
- How many of them there were. I had. I had totally underestimated how many of them there were, and I think you totally got. H2
- Partly just the sheer volume. So clearly, at various points the majority of students were L&L students.
- The fact that there's less data. Obviously whenever I keep the records seems less interesting where these students are coming from and where they're going to. So yeah, it's noticeable there's a large scale of students who otherwise weren't really included in the record or the work to communicate the record. H2
- And then the master update. H2
- The numbers. C24
- Yeah, I guess the two books to me at least the pictures of them have don't really seem to be justice to like this huge increase in the number of students. I mean it's like like the L&Ls took were like more than 50% of enrollments if they were counted as enrollments, is that correct? C25
- Well, the big thing for me is just like I wouldn't have expected there to be as many as there were [number of L&Ls]. Especially for something that you didn't know about that wasn't in any of the original manuscripts. It's a big number of women who are doing it, it's a big figure. H2
- There's already a lot of them. H2
- Just how big the number was? Like I assume there would be a jump from the books, but that's such a big jump. C22
- Forty is the number of them.
- So like the number of them, I'm struggling to get a really solid objective idea of this, but it feels like there are significantly more. And then this number at the top suggests that there are about four times as many L&L students as there were like male regular students, right? So that's a huge huge number of students who were studying remotely. C23

L&L bits of data

- I mean here, obviously the numbers are a lot, and that suggests that there is a massive issue of archival information here of possibly so. I'm not sure how well documented the L&L history is. And also as I mentioned before, the pure bureaucracy, presented to the women both you know, this widely spread in the UK, but also in the colonies complete like the subjects like those didn't work practically like, what are the legions there it opens for so many questions that I mean with the man like or the women who get degrees at Saint Andrews, you know, they show up, they take a boat or a train or a carriage or whatever and they show up and they're here and they're here or the, I guess the doctors, a lot of them don't necessarily show up, but you get some of the doctors. They just get the paperwork. But for the most part they're doing that. Whereas with these women it's not like a doctor. When you know, the doctors are apprentices, and then they're like mentors. Signs off on them and the paperwork goes at Saint Andrews. And they get their fancy degree in the mail. That's a rough sketch, but you know you get the picture, whereas with these women, like someone is educating them, someone is taking the time to teach them. I'm assuming it's not all book learning. But maybe it is. Maybe they're just sitting at home at their desks, studying in the dark, like with candles. I don't know. Like there's so much history here that hasn't been noted and that hasn't been as far as I'm aware anyway. H2
- Well, it's not as much information on this. So no matter how sophisticated you're gonna have your search engine, it just does not gonna have enough on them. Because you can only visualize the information that you've got. H2
- I suppose because they're not in the main register, we don't have as much detailed knowledge of what they're not captured in the same way. It's in a different series of records. H2
- It's interesting too, because like like in the looking back at the two different enrollment record books that have been in the visualization, the women's one looks a space to me that it's put out that really like the numbers in your graph show that there's this huge influx of women who wanted to attend, but there's, I think, just something about how the two books, more centered in in the universities, like so-called official records, and so it's kind of interesting from that standpoint as well. Like. C25
- It's the obvious ones, but I guess I'll mention there are obviously lots of data and where they [L&L] were afterwards compared to the rest of the students, they very much drop off the map afterwards. Literally drop off the map. C26

L&L background

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- I wonder how much time the students spent on these sort of external students did they try and give all the students equal amounts of time, or did they thought that the L&L degree was a waste of time. And so they didn't spend much time with The L&L students. Did they have to study by correspondence? C24
- They're not all in the UK as well. Like, look at this little dot, way out here, and I think Austria, Eastern land. Where other universities doing it? They must have been. C26

Lack of research into L&L

- I would assume based on the fact that no one at the university seemingly really have a good narrative over the numbers that no one has actually been aware of the scale of education that was actually going like organized education that was going on for women in this period, particularly when compared to their male counterparts. Because this is organized education on a large scale. H2

women's education

- I would assume based on the fact that no one at the university seemed to really have a good narrative over the numbers that no one has actually been aware of the scale of education that was actually going like organized education that was going on for women in this period, particularly when compared to their male counterparts. Because this is organized education on a large scale. H2
- This is a massive part of the story of women's education and of the role that this university played in women's education. And that just stands out for me.
- I had since the time I started program I had been aware of the existence of the L&L. I actually found about it when I started doing stuff in my master's year but it's very, very interesting. I would really advise that I hadn't expected it as part of the programme some progress of the university and yet actually it was changing for more women's lives than the women who came in person. I think that's interesting and something I've learned from this. H2
- And obviously that's a benefit from towards remote learning that you don't have to be on site. It emphasizes that it opens up [education]. Opportunities for females. C24

different amount of data

- I mean there's some things we've got very, very little data and there are other visualizations where you've got loads of data
- I mean that the difference in itself, I suppose I mean if you look at that one as well, you know the further education, we don't have anything for the L&Ls there. H2

record keeping interest

- The fact that there's less data. Obviously whenever I keep the records seems less interesting where these students are coming from and where they're going to. So yeah, it's noticeable there's a large scale of students who otherwise weren't really included in the record or the work to communicate the record. H2
- So the L&Ls, this turns out actually looking at this that they come from much further afield. C24

L&L birth locations

- And secondly, is the diversity and the spread, right?
- So then the other thing that I said is that spread. So it seems like it's probably true that geographical location was quite a limiting factor because it was expensive and time-consuming to travel, and you're looking like that wasn't such a restriction for the L&L students, because you know, some of the people actually did travel to the university. Like big groups of population, right? Like you have a lot around the major cities, you have quite a few around ones, but it doesn't seem to be geographically concentrated around Scotland, so it seems to be a real mix for both women and like people who live further away from the institutions. C23

remote education

- Opportunities for females and to the point where actually for the males, there are the birth locations of the males. Which usually more likely mostly at Saint Andrews if you're abroad and female, then if you're abroad and male during these time periods. So that's interesting. As I'm based on the data we have here, that's an interesting thought which is not, not something I would have expected, that something that makes sense. Because there's actually benefits to the remote learning process. C24

single L&L career

- I thought it was quite interesting this point here. [single L&L in career] as you said about this person that that actually the studying during the Transition from a remote learning to in person learning. It's quite interesting to see that that one person just transitioned to in person between the two. In the way that the data is visualized without your explorations, I would be looking at this graph and thinking, 'Why? Why is there only one L&L student? How did they know her name? What was in the L&L records said their career? Because that doesn't seem to be the right records. C24

different registers

- Well, it's a whole different register. But it's a whole different it's a whole different format. So there's this sense that it's just like this other thing that's not as official. I don't like to use of legal on the table. I think to me it's indicated by the fact that it's like a whole separate book. C25