Did the series of visualizations trigger any questions for you?

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- labor
  - Yep. So. And also and I and also the questions about how cause, I mean this is just a taste, right? This is just a taste of someone's massive piece of work and and so that's always interesting. So both the work that they did, so the historiography of that, but also what information is in that work and I love this. This kind of thing H*5
  - These lines are how long it took to make each of the things right, the transformations? So that took like 30 years. That's basically an entire career. Ohh and then it gets super short when you're just taking a digital format. Nice, although I'm a bit surprised by that one [smart right]. I guess there's probably was also in a computer somewhere, just because I'm looking at the text doesn't mean it didn't exist as a digital document somewhere, because that's pretty cool. It's nice how short this suddenly gets when it's digital. CS*6
  - I think as well it's hard to understand how much work is actually involved in all of these processes in relation to each other, right? And like there's a lot of effort that goes into the transcriptions, but just the number of records alone doesn't always tell you what's involved, like maybe an indication of the time or or something like time taken to resources involved. I'm not sure that that might be questions there on like, OK, how much effort actually went into these transformations. CS3
- LLA subjects
  - And wondering about how you know like this visualization. Actually this one particularly because it visualizes the subjects. [lla scan] Just like. What made them choose? Why did Kate only do French and German? UM Jordina did French, but she also did Physiology, Physiology, and Helen. She was, you know, she did philosophy in English and Physiology and French and German. Are there are there some of these that none of the women do? Does you know? I mean, right now we got no one in Latin and Greek, right? Does does no one's do classics. Do some of them do classics? Hygiene. That's a subject. Astronomy, right, which I mean, cause Latin, Greek. I I recall enough of the 19 century can see women doing that, but like astronomy. Like, do they do this? Do do they actually take these subjects or is it more of a they could have taken the subjects, but obviously everyone's gonna go French. German like the fancy, you know the useful subjects for a 19 late 19 century woman. Like that kind of information would be super interesting H*5
- handwritten signatures
  - These guys are clearly writing themselves into this book. Which is a fascinating concept. Because you have each well one, you have each person signature. But two, you also know. How they choose to present themselves to the university. because with like immigration records, usually that's, you know, some poor bureaucrat trying to spell people's names and where they come from and has no idea. Whereas you know David Ramsey you know, he knows where he comes from he probably knows his age. This isn't someone else guessing if there is guessing involved. David is the one doing the guessing. And so that's a really interesting. It's a very different take on it From. All of the other biographical sources that I've I've done some family research and stuff, and, you know, church books, immigration records, all of that's a someone else is writing down the information, which means there is a room for error. Whereas if Jacobs writes his name as Jacobus, that's how he chooses to present himself to the university with the Latin form of his, you know, English name, Scottish name, Scottish name probably given he was from Fife. And also I mean, I'm no script analysis but an analyst, but the differences in in writing you see here George is much older than everyone else And also writes in a very different way. Also what happened to this guy who got his name like spelled over? Cause he's spelled it badly. He basically wrote so badly someone wrote with pencil over top just to correct him. Also, Robert was so eager to write his age he wrote it over there. Because and so you get all these questions, I mean none of them are answered. H*5
- individual people
  - Most of these aren't answerable questions, but they're human questions. About the people who this Book documents or this these sources document be they smart, be they the graduate rolls The LLA register. And I think that, yeah, there's lots of lots of questions and no answers. H*5
- adding more information
  - It's maybe not relevant for your PhD but any potential plans for extending it? And we could go up to 1920s? H*6
  - Uh, yeah, I think there's. I think there's more data about further where they went afterwards. As I said, I think the records of the general counsel might be useful in plugging gap. You know, there might be more information available about careers postgraduation from both the alumnus records and the registered General Council. But it is really difficult because the university doesn't exist to gather information about where students go after they finished being a student. Umm, it's not systematic apart from I think there are. There are a couple of points in history in the 20th century where they did a survey of former students to see where they'd gone, but basically information about former students is almost accidental in where it's kept because it's dependent on the students keeping in touch with the university and telling them about where they've gone or what they're doing or whatever, in which case they would amend, you know, change of address and all that kind of stuff. That's the biggest gap. H2
  - I mean, have you found all the records? I mean have all the records been looked through? So is there anything else like I was telling you about Ronald Cant's catalogue that got lost and we found it when I was here. So is this as much as you can get now? And this database, it can be expanded even more? Like for example, say Mary Imandt, her articles that she wrote. Can that be added to her record? And then you could see where she'd gone and stuff. That's really exciting! Not only for her but for everyone. So a woman that was at the university in the 70's her dissertation could be added to her record? H4
  - The issue I guess I was curious as to whether or not you could use other record sources to trace people who did the LLA so this could be filled in. But I imagine that's a lot of work and I don't know if anyone is interested enough. Yeah, I was just wondering whether or not you could kind of go and find sort of find Alice Martin from Sheffield and see what she ended up doing, yeah. Find more information. And say if this graph can get kind of filled in. CS2
- record keeping
  - I guess the reason that particular work is done is not always transparent. So like clearly there's more attention paid to this sector [1747] from that sector [1413]. And I can sort of infer that might be because there's more information and there's more detail and there's more records. But that's the sort of question that is sort of the first one that came to my mind. I guess it's hard to visualize what's not included, so I'm sort of assuming that there's more data in this segment than that segment, like sort of per record that may not be true

    The fact that the records are not the same over time probably could have been is something you sort of want to know more about. What the original record original sources look like and what's in them what's not in them? Were you understanding your expressing margins of error? Are there any other any data points that are questionable, where maybe we can't get someone's name. We aren't sure about someone's date or Someone's matriculation status or whatever. That sort of hard to get across. H*1
- effect of record keeping on visualization
  - So I guess when you kind of get to the final visualization I'm just sort of introduced the to the idea that some students don't have data. That's sort of interesting, but you only really see that at the End. So this is I think this is the first time you're sort of introduced to the idea that there may not be data for some so students and in that sort of raises the question of How does that fit into all the previous things I've seen? So I think those are the main things I'd want to dig deep into. H*1
- how to prevent errors
  - I think I've I think one question I was left with was to what extent is their quality control ensuring that at each stage you don't get additional errors introduced? Because in my experience popping off an in various ways often introduces errors. And these texts have now gone through multiple people's hands and I think there is a potential for by the end of it, you to have ended up with the repetition of quite a few different errors. Now I'm sure people worked really hard, but I think the question in my mind would be. How often is the end result checked against the original manuscript record, I suppose. And that would then affect as a historian how I would feel about using the ultimate data, if that makes sense. H3
- economic background
  - I think. so seeing the maps and kind of where people would come from, it made me curious about I guess whether there were differences in the students themselves beyond just where they came from. So like their economic class, for example, like where the people that were coming from further distances did they tend to be wealthier or was it the opposite? Or is there like no correlation at all? Yeah, that was something I started to think about when I was looking at the maps. CS5
- single LLA career
  - Yeah, I I had a lot of questions about this [career lla] that you answered. I was very curious as to why anyone person had a career after the LLA, but it turned out to be a record keeping issue. CS2
  - Well, it's the same thing again.That last data point with the person that that was in the LLA records and we had her career information, which I thought was strange. As we didn't for anyone else. CS*1
- what are the additional sources?
  - One of the things that I was wondering about especially when you have when you go through these first few, they are pretty data light. I'm assuming these are the things that they studied. It doesn't exist for everyone. Largely, it's just a list of names. Presumably that data existed somewhere else question mark, it seems odd to Me. If you go far enough out this is but this is quite nice because they say where they got their sources from, I don't know how to read these sources but I assume these things in brackets are the sources. So yeah, I guess it made me wonder a bit about what the the rest of the university records must have really looked like cause this is very slim list [original records]. I don't know what this last column is [comitatus]. CS*6
- what got lost?
  - Yeah, the biggest outstanding question I had was really like what was lost throughout this process. CS3