

Did you want to dig deeper into certain aspects?

- careers
  - Yeah. This is just scratching the surface of what you could do with this material and this kind of analysis. You can expand it to a bigger map, you can expand it to different aspects of their lives. You could, I mean, track, you could, isn't get navigation to their to their very end? You could build into maps, but for careers, you could look at the doctors. You could look at the lawyers. You could look at the teachers. Because like the doctors because a lot of them didn't necessarily go into doctors. They got their papers from the doctors, right. Are they more widespread than, for example, the teachers who might more naturally be female, whereas go home to teach? Or parent? You know, do we see any of these lines? Career sites. Some of those, like individual careers where you know, you only have a small handful of people who and up doing them. So they have any, you know, connections? There's so much analysis that you could do with this. 194
- statistical analysis
  - And so, you know less about mapping analysis and more kind of statistical analysis. This is just a tiny piece of and I'm sure there are many more ways of doing it than I haven't, you know, brought upon me. But this is I mean, honestly this is kind of what I did my masters on just the eighties and the 1980s and 1990s century. So like this kind of visualization is something that I find very interesting and there's so much you can do. 194
- individual/people
  - You mean as I was going through this? Does the data that comes up about the individuals, is it more there than data available for each individual? What I would want to have happen would be to be able to click on the guy and go to the link to the database so that it links out so that you then click on him and then find all the information about disordered children. So I want to get to the underlying data. That's the thing I would like to be able to do. 192
  - The other thing is the obvious thing that has sort of mentioned of me getting really about particular people like look at this anatomy person. I mean I know everything about them, but we don't have the data for that. 194
- LGA
  - Yeah, I would have liked to of course the LGA's. The LGA's are of interest to me, yes. 190
  - And seeing the LGA's these are two interesting topics here as well. 194
  - I was wondering when I saw that [single career lady] data going why we had that information for that person and nobody else. So yeah, I don't know if there was anything else. 194
  - The bigger stories, like the LGA that I don't really know much about that would be something that I would go off and find some other kind about it which takes you beyond the scope of this. 194
- content etc.
  - I think I wanted to play around more with that final, just because this offers opportunities that we haven't had before in terms of the way that the data has been structured. Because the way that Bob's book from start to finish. 194
  - This visualization [content] made me want to kind of explore it more. This is very cool. Sort of interested in kind of where people ended up. Well, that's interesting. What does it mean when the lines are highlighted like this? And I have seen [something] 192
- interactivity in presentation etc.
  - I sort of wanted to click on this, and manipulate it. I don't really know why, I just sort of looked like something you might be able to sort of do. I thought I wasn't able to see the data in the middle. That at certain point that kind of became perhaps on the smaller side. But I sort of wanted to be able to move this around as if it was in a 3D thought I sort of was curious in what it is. 191
  - It's a nice sort of looking Web page and it would be interesting, if it was slightly more interactive with some of the bits. Because it's fun to interact with a nice looking web page. 194
- primary sources
  - I absolutely want to dig deeper into the primary sources themselves, there's no doubt about it that that was really, really sort of fascinating. 190
- etc of earlier periods
  - I would have loved to see the data representation for the earlier periods. 193
- transformations
  - But I think I probably do have some questions about the actual processes and decisions, which were taken at each stage. Which I probably would do, but I don't know. I suspect that quite a lot of people probably wouldn't have done. It's probably me coming at it having tried and to someone failed to deal with some historical data at times, so I was curious about their methodologies, I suppose. So yeah, I mean, I think in that sense for me, and probably about one in 100 of the people who will ultimately answer it. I think there is a whole group who probably would be really interested in that, sort of some documents you could click to which would explain the methodologies at each stage, but that probably isn't what most people want. 190
  - The other thing I sort of wanted to know that I was finding how to get into who had done the work, I only just noticed these gaps closer to the center. And sometimes I actually wanted to be able to see, like what were the bits that they did? What were the bits that Bob Smart did. If I was to look at it now, I sort of know because I can work it out but like that was the only thing that I want to sort of dig deeper. 191
  - I don't know if the actual transformations of the data and actually has much more to dig in. I'm sure there is more to dig into, but like we have the right expertise to know what that would be. 192
- comparison between LGA and traditional
  - For me, especially when I got to the LGA's, I think that's where I wanted to dig deeper. And you mentioned as well like not everyone that avoided get designers. And so like that whole kind of narrative around the LGA students and how they compared and contrasted with the official records is very interesting to me because again, I'm doing work on gender bias myself. So I think these are the sorts of things that catch my eye these days. 190
- spikes
  - If we go right back to the start. Some interesting spikes in this data [original circle] Especially around here, like what happened in 1920 that was a sudden very large spike. These are all pretty uniform and I'm guessing there was a set number of students that they were taking through that period. There's like a cool little wavy pattern going on, you can see up and down in there and it's cool. 194
- numbers of students
  - As for digging deeper, I mean I think the number of students and generally like the sort of the students is, like the key aspects that are visualized here and think it does that pretty well. 193