

Report of a Working Party on the future of the Old Dy'vorians Association (ODA)

1. Membership

- Ted Nield (ODA President)
- Keith Evans
- Philip Hughes
- John Rees (President Elect)
- Peter Samuel
- Roger Williams

Observer

- Phill Davies

2. Method of work

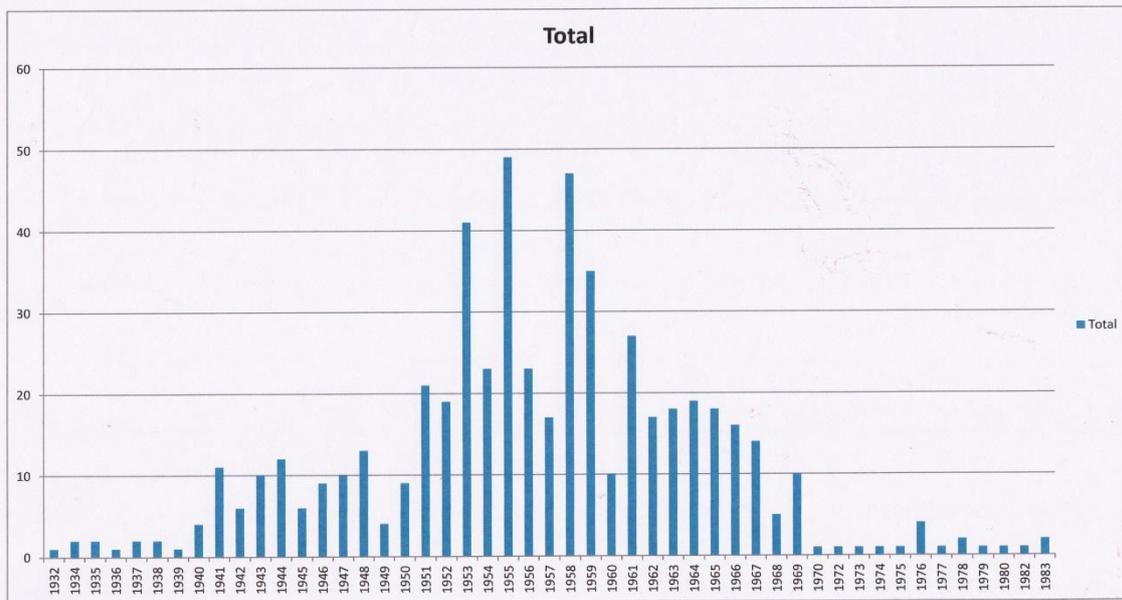
The discussion document at Annex A was circulated mid-April as a prompt to discussion, which continued through to the end of June by group email. TN closed the discussion and wrote the present paper, which was circulated to the Working Party for final drafting points before being circulated to the full committee prior to its meeting on 3 August 2016.

The paper presents a series of conclusions and points of agreement from the discussion. These move from the general to the specific. The WP uncovered no points of real disagreement, and those which did arise were eventually resolved as misunderstanding.

3. Two schools

The discussion paper (Annex) set out to explain that schools can engender two basic types of loyalty – *institutional*, and *cohort*. However, 'Old Pupil' organisations rely heavily on the former. The contention of the paper was that Grammar Schools inculcated institutional loyalty strongly – that it was, by and large, a product of a selective entry – in a way that non-selective schools with catchment areas never could.

This was accepted by the WP, and borne out subsequently by the age-distribution histogram of the ODA in 2016, which clearly shows membership falling off a cliff in 1970. However, because of the phasing-in of new cohorts, transition years like my own ('67) contain a mixture of 'old' and 'new' school pupils, which only emphasizes how invidious it would be to try to redefine the organisation as only applying to the Grammar School.



4. Conclusions – showing executive summary points in red

3.1 Name, definition and image

There was broad agreement that the **name** 'Old Dy'vorians Association' (ODA) carried with it a certain negative interpretation, in that for post-1970 pupils it tended to imply 'Pupils of the *Old Dynevor*'. This is important when (as was also agreed) **the ODA needs to define itself as being for 'any pupil or teacher who attended Dynevor Grammar School or Dynevor Senior Comprehensive School'**.

The WP decisively rejected the notion that the Association should only cater for the Grammar School boys, or indeed seek to become a wider association for those who passed the 11+ regardless of school. However, collaboration with other schools' pupil groups was not ruled out for specific (mostly sporting) activities – see below.

There was broad agreement that cosmetically, **the image of the ODA could be adjusted to make this inclusive spirit more explicit**. The recent **redesign of the ODA crest**, which grew from the need to produce an improved Condolence Card, went some way, but by no means all the way, towards this.

Many members of the group favoured my suggestion that in order to help achieve this shift in perception, **the Association should refer to itself merely as 'Dy'vorians' in informal usage**, particularly now that *all* Dy'vorians are 'old' (in the sense of 'former', though also increasingly in the other sense!), making the adjective redundant. The obvious place for this new name to go would be the magazine (TOD).

We suggest therefore that **the magazine re-brand itself 'The Dy'vorian'** – dropping the 'Old'. The strapline should read, if it doesn't already, *'The magazine for all former pupils and teachers of Dynevor School'*

3.2 Web presence and publishing

The WP also agreed that **the ODA Facebook page should be renamed 'Dynevor Revisited'**, to link it more explicitly with our website, and that the name and URL of the website should be more actively promoted across other platforms.

The Facebook site 'Dynevor Comp' should be approached and good relations fostered with their organisers, to encourage fruitful cooperation and allay any suspicions.

The WP agreed that **TOD should try to carry articles written by and for pupils of the post-Grammar School era**. This would involve identifying and nobbling likely contributors – always a tough and thankless task, as I well know from my own professional experience! However, the transitional years 67-69 might be able to help with this.

The WP also felt that **TOD** may need to move beyond the present model of 'print-first, PDF loaded online later' to 'online first, print after' model, running both online and print versions of the magazine together for a while, and keeping an open mind on whether there would be any use going 'online only'.

I don't feel that allowing immediate online access to **new** TOD copy would deter anyone from joining the Association. While keeping access to the latest editions makes sense for subscription magazines, it does not apply to TOD because nobody joins the ODA just to get the magazine. [However, in subsequent discussions it was acknowledged that the last point is not necessarily correct, as for many members who do not use the Internet and for many members living overseas, TOD is the main reason for continuing membership of the ODA.]

Personally, given the age distribution of the membership, I doubt if an 'Online Only' time will ever come for Dy'vorian. But it is an issue we should keep watching, if only because technology evolves very quickly and online magazines might one day become a lot more handy and portable than they are now with flexible, foldable and wearable computers, for example. But will they arrive in time?

3.3 Sticking with the knitting

The WP agreed most strongly that **it would be wrong to look at our current events and blame them for the absence of those who do not go to them** – this was illogical. The WP was also wary of attempting to change things that currently work well for the cohorts that appreciate them, in an attempt to reposition those events so as to be more attractive to the young. This would stand a high risk of alienating the old faithful, and a low chance of succeeding with the target group – therefore not worth the candle.

For this reason the WP agreed **that the Annual Dinner should be left as it is**, while acknowledging that as an event it is highly dependent upon a) a liking for ceremony and

formality, and b) high degrees of institutional loyalty. For that reason it might therefore have another decade - perhaps two - of life left in it.

The WP was mindful that there should be no reckless attempt to court the young that would endanger the participation of the old. The demographic chart clearly shows the correctness of this view: returns are unlikely to outweigh the losses, given what we know about cohort loyalty among post-1970 pupils.

Moreover, the currently 'active' generation(s) on the ODA committee will increasingly find themselves working on behalf of older cohorts, even as their numbers decline - especially in maintaining the annual dinner. The committee felt that maintaining such traditions can and must be undertaken as a duty, for as long as possible, and in the spirit of keeping faith with those who previously organised things for us - and kept the ODA functioning successfully well beyond the school's closure.

3.4 Historical research – posterity measures

The WP agreed that as the ODA is inevitably now living on borrowed time, it needs to make plans for its own demise (while at the same time doing what it can to stay alive!). In this regard there was universal support for the notion that **we should seek to ensure that the archive of records and achievements of Dynevor and its predecessor schools (Municipal Secondary, etc) should be preserved as a resource for future researchers in local history.** The WP saw this as an area of activity that should help the ODA build useful bridges with the local authority and history groups. In this way the ODA will enjoy the prospect of a prolonged 'afterlife'.

3.5 Other schools

There was broad support for involving Old Gorians and even superannuated Penlanners in specific events. The presence of Old Gorians at the **Balconiers** last year was not disruptive, and they seemed to enjoy it. However, the suggestion that we might look to merge with other schools' former pupils associations did not meet with favour – not least over the difficulty of contacting them. The 'Old Gorians' no longer exist – and who speaks for Old Penlanners? And even if we did contact them – what commonality would we have?

3.6 Other loyalties

The WP pointed out that I had overlooked one form of loyalty – a sub-set of 'cohort', I suppose – namely, **team loyalties**. As a journalist I don't really have these, but I accept they do exist. From this grew the idea that, when trying to conceive new events (see below) we might tap into such subaltern loyalties – and it occurred to me that this might also extend beyond sports. Would the cast for *Penny for a Song* or *The Fire Raisers* care to meet up again for a read-through?

3.7 New events

Currently the ODA runs a golfing tournament, which is very successful. If an *animateur* could be found to organise it, might we also have other such events centring on darts, bowls – or walking football?

Other suggestions included a reunited choir, or barber-shop quartet; band nights, excursions, perhaps in association with not only SCFC, the Ospreys, but local history societies, the Gower Society, Ramblers Association? As more than one WP member pointed out – the crucial thing is finding that all-important *animateur*! However, there could be feedback between these activities and others; I look forward to singing barber shop in the background at some future reunion.

Some of our contemporaries now live in places like the Algarve and have already (perhaps jokingly!) invited us over. Would the WAGs settle for coordinated holidays?

3.8 WAGs

The suggestion that we might organise WAG events (which have been attempted in our cohort group the '67-ers) met with lukewarm reactions. Some feared the sobering and otherwise constraining effect this would have, with concomitant curbing of enjoyment. Others felt that (most) males these days enjoy too few occasions when only males are present, and that this aspect of ODA activities remained a major draw.

The concept of WAGs is (to my mind) rather depressingly heteronormative. Another pointed objection to WAG events is that quite a few of us boys from the 60s/70s generation don't have Ws and Gs but Hs and Bs, and that these couples might well fear the intolerance of older generations. Generally, and for a mixture of reasons, the idea of WAGs events was **not** warmly received.

3.9 Cohort groups

There was a strong feeling that the key to future development lies in facilitating the creation and activities of cohort groups. The fact that post-1970 years experience 'cohort' but not so much 'institutional' loyalties (as evidenced by self-organising Facebook pages and events) indicated to the WP that encouraging more pre-1970 groups to have cohort evenings of their own, subject as ever to identifying an *animateur* (we in '67 have a 'Year Convener', Mr Phil Hughes). This would be one way in to building links with the post-1970 generations, if they could be persuaded to advertise their activities on our website, for example. This might serve to increase awareness and maybe boost recruitment to the ODA.

The ODA's many cohort groups have, between them, considerable experience in organising year reunions. Noel Blows is the fount of all knowledge on this. Brian Williams's 51-ers have had a number of meetings. The year of '67 meets several times a year. Roger Williams and Wynne Lewis have experience of arranging a '58 reunion, five years ago. Noel Blows (1955) organised his year's reunion some years ago, then last year repeated the 58-ers model of a reunion *weekend*. We believe that Phil Stone ('59) has organised one, and Dudley Sinnett ('60) has also expressed interest.

Surely, those who have had experience of organising such cohort events constitute a valuable resource for encouraging others and giving advice, and could (with their agreement!) be promoted as mentors by the ODA, presumably through the website.

Such individuals on the ODA committee could approach representatives from years of relatively low membership/involvement in an attempt to stimulate interest and engagement.

3.10 Cohort groups and ODA recruitment

We in '67 have managed, through a lot of hard work mainly by Phil Hughes, to re-establish contact with almost half of our intake. Phil suggests that recruitment would be most effective (and this I believe is also Noel Blows's view) when it involves a *direct personal approach* from a contemporary or near-contemporary.

The pupil lists are available through Kim Collis at the Civic Centre. But once again, the crucial thing is finding a 'Recruitment Officer' – or network of such officers - with the time and energy to devote to this tough task.

Executive Summary

- The ODA needs to **define itself** as being for '*any pupil or teacher who attended Dynevor Grammar School or Dynevor Senior Comprehensive School*'.
- The **image** of the ODA should be adjusted to make this inclusive spirit more explicit.
- The Association should refer to itself merely as '**Dy'vorians**' in informal usage
- The magazine TOD should re-brand itself '**The Dy'vorian**'
- The **ODA Facebook page** should be renamed 'Dynevor Revisited'
- **TOD** should try to carry articles written by and for pupils of the post-Grammar School era.
- The **Annual Dinner** should be left as it is
- We should seek to ensure that the **archive of records** and achievements of Dynevor and its predecessor schools (Municipal Secondary, etc) should be preserved as a resource for future researchers in local history.
- The key to future development lies in facilitating the creation and activities of **cohort groups**. Various suggestions as to how this initiative might be developed are made in the paper.
- Finally, the Working Group commends its report to the ODA Committee, and suggests that actions, on any conclusions it chooses to endorse, be now apportioned.

Ted Nield

April, 2017

ANNEX 1 - Discussion Document – the future of the Old Dy'vorians Association (ODA)

Ted Nield

When a school closes, the old pupils' organisation knows its time is limited, and a point comes when – as happened to the De-la-Beche Old Girls – the last remaining members decide to call it a day and have one last get-together. The situation with the ODA however is complicated by the fact that the school changed radically with the advent of 'comprehensivization' in the early 1970s. Dynevor became a Senior Comprehensive, losing its first to third years, merged with Manselton, and thereafter like all comprehensives drew its intake from a fixed catchment area. The major question facing the ODA is how to face this radical alteration in the school's nature.

The intake of 1967, which included me, watched this change happen. We joined a competitive-entry Grammar School for Boys, and left a Senior Comp just a few years before it became mixed. Ultimately, the school went co-ed in 1978 when it merged with Llwyn-y-Bryn, (or 'The High School', as it was known in my mother's generation).

Charting a future for our organisation, which was formed by and for the pupils of a selective Boys' Grammar School, means coming to grips with this entirely different school that Dynevor subsequently became. That means understanding the effect of the 'catchment-area' system on the attitude of its otherwise unselected pupils.

In making the analysis that follows, I benefit (I hope) from the following advantages (apart from having watched it happen). First, my parents were both teachers in Swansea. Nearly all their friends were teachers too, so I learned the inside view of education policy, as applied by Swansea Council during its most venal and corrupt period, while growing up.

Second, much of my subsequent career has been spent working for directly or indirectly in and among collective organisations (CVCP, the body representing the UK universities, and more recently, GSL - the national scientific and professional body for UK geologists) so I know something about how the 'loyalty and prestige' business works.

Lastly, I have the good fortune to have married into a French family composed largely of teachers, and through talking to them have learned about a completely different secondary school system. In France, 'old pupil' organisations are unknown, and their existence here regarded with some amazement. The reasons for this are instructive when we come to analyse pupil loyalty, and how that impinges on how the ODA might decide to position itself in future.

Selective vs non-selective schools

At the beginning of 1971/72, our fearsome headmaster Bernard Norris announced in assembly that, on the following day, we would be joined by a number of new forms containing boys from Manselton School. His precise words were:

“We have lost our younger boys; but as a Senior School we remain ONE SCHOOL. We are all *Dy’vorians*. So, I don’t want there to be any ‘THEM and US’ mentality - *IS THAT QUITE CLEAR?*”

We quaked. He put back on the glasses he had been brandishing.

“So, in other words” he concluded, “I want *US* to give *THEM* a very warm welcome.”

My, how we laughed – after he’d left.

But how had ‘we’ got to Dynevor?

Having all passed our 11+, ‘we’ had put our names down for the available Grammar schools in order of preference. Most boys in my primary school (Sketty) put Bishop Gore first, simply because it was the closest, and Dynevor second. I put Dynevor first – though for all of us, the main object of the exercise was to avoid Penlan at all costs. (One of my contemporaries was sent there, as though to the gulag. After a year and a bit, his father moved the family to Doncaster.)

But, Bishop Gore or Dynevor, the *psychological* outcome on us boys was the same. We had *earned* our places, and so already felt a sense of honour in our school even before we’d set foot in it, and went there flushed with pride.

Also, we knew we would be there for up to seven years, meaning we would enter as children and depart it as adults (or very nearly). Also, we would be split from many primary school friends and would lose touch with them. Only a handful of familiar faces would accompany us. We would meet new boys from all over Swansea, from areas different – richer, poorer, more chapel, more or less Jewish, more or less Welsh-speaking, etc. - than the one in which we grew up.

This social mixing greatly increased the vividness of our experience of life and school. Irrespective of the *esprit de corps* created by a charismatic headmaster and a highly motivated staff (many of whom had themselves been pupils), all these things conspired to create and consolidate a strong bond of loyalty between pupil and *institution*.

The Comprehensive system changed all this. Pupil cohorts henceforth ascended together through the whole school system, irrespective of academic ability. Secondary schools became like primary schools – serving districts (‘catchment areas’), removing division by exam result and replacing it with division by property price (i.e., parental wealth). Good schools in ‘nice’ middle-class areas became thereafter ever more firmly locked into local house prices. The words ‘Olchfa Catchment’, which puzzled incomers at first (they thought

it might have something to do with sewage treatment) were attached to premium properties in west Swansea, along with 'double garage' and 'original features'.

After comprehensivization, secondary school no longer offered much prospect of escape from the circumstances into which one was born. The selective system, which progressive opinion of the time depicted as a bar to social mobility that reserved the best education for the middle classes, was replaced with one that proved even more effective at doing precisely that - keeping pupils within their natal economic ghettos (of either privilege or deprivation).

The academic consequences were also the reverse of what was intended. Take-up (and eventually the provision) of minority subjects fell in all schools, because academic ability was now no longer concentrated above background in any. Thus, such subjects - e.g., minority second languages, unless, like Welsh, they were backed by legal force - became available to fewer pupils rather than more for simple economic reasons. These processes continue today as minority science subjects and even music provision dwindles.

Dynevor, as a city centre school, came to serve one of the most socially and economically deprived areas of Swansea. With the advent of school league tables, it came to feature fairly regularly on the list of failing and underperforming Welsh schools, and was even described by Welsh Office ministers as a 'sink school'. When I visited the premises at the turn of the Century (to deliver my first ODA Annual Lecture, in the school hall) I found them dirty, litter-strewn and vandalised.

Consequences for loyalty

'Old pupil' organisations rely on the afterglow that follows from feelings of comradeship and shared experience - *esprit de corps* - which prevailed as one grew up. Loyalty to a school is therefore very similar in nature to regimental loyalty, boosted by feelings of privilege at being admitted, by multitudinous traditions and disciplines, the existence of a uniform and rank structures within the pupil body, the enforcement of rules, official and unofficial, and all the peculiar rituals, long boredoms and short terrors that mark the life of pupil and soldier alike. It is also boosted by length of service/enrolment. The seven years from 11 to 18 are a very long time indeed.

Pupils who attended what I shall now call 'Old Dynevor' (because I believe this has resonances with the title of our organisation - see below), felt all these things and came to sense two distinct kinds of loyalty. The first was loyalty to the institution as *alma mater*. The second was loyalty within-year, to friends and contemporaries. These may be termed 'Institutional Loyalty' and 'Cohort Loyalty'.

It's an obvious point, but for schools, institutional loyalty is more intense the more 'academic' they are. Selective school pupils are bound to care more about their school simply because they *are* (whether they see themselves as such or not!) more 'academic'.

Non-academic pupils are never going to care that much about school, because it just isn't that important to them, and never will be.

By losing its junior school (years 1-3, in old money) the power of the school to encapsulate an entire adolescence was removed. By losing selective entry, it became one of a series of buildings through which cohorts of pupils passed. Attendance brought no special sense of distinction to post-1971 pupils. The same familiar faces filled their classes. The experience was not so vivid - or very much more broadening. It was just more of the same.

What this means today is that 'New Dy'vorians', who attended the Senior Comprehensive from 1971 on, had then, and have now, no particular reason to look with pride upon 'the institution' and do not therefore experience Institutional Loyalty. This is why they are noticeable in their absence from, and lack of interest in, most, if not all current activities of the ODA, which for obvious historical reasons is almost wholly 'institution- focused'. It may be significant that although more than one former Manselton Boy attends our '67-ers' *cohort* reunions, only one has ever attended the ODA dinner.

'New Dy'vorians' to whom I have spoken in person and online, feel Cohort Loyalty but not Institutional Loyalty. Their positive feelings for their contemporaries are plain – using new media they (just like us '67-ers) have organised their own informal year and class reunions.

There is, in other words, still an 'us and 'them' - and (I believe) we can probably never 'all be Dy'vorians' in quite the same way, as Barney Norris may have hoped.

New Dy'vorians are the product of a different school system. New technology provides them with 'bottom-up' self-organisation, without any need for hierarchical structures, committees and office-holders, which characterise the ODA. No amount of action by 'us' (ie boys of the Old Dynevor) will ever make 'them' change the way they feel about the school. Although we enjoyed hearing Benaz Aghkar's account of her days there, and despite the fact that she admitted owing very much to the school in that she had been unable to speak English when she arrived in it, it is clear that her focus too remains on her own cohort.

Many of the comments on 'New Dy'vorian' Facebook pages reveal that many New Dy'vorians hated 'the school', while remaining loyal to their contemporaries. This is partly due to the catchment system, and partly due to the fact that a higher proportion of those pupils are never likely to think much about years they regard as wasted, mostly merely endured, and wanted above all to be over.

By contrast, very few '67-ers left Dynevor with *such* feelings of loathing that they now desire nothing whatever to do with those memories and would rather forget. I know of only one, for certain – and it is a shame that he happens to be one of my oldest and closest friends and a very distinguished scientist, editor and writer. Among 'New Dy'vorians', this proportion is bound to be a lot higher. There is, I believe, nothing we can do to change this. We must though accept it, adjust our expectations, and perhaps see if we can invent new

ways of involving the expected lower percentage of New Dy'vorians, in marketing ourselves to them and remaining relevant.

What should/can we do?

This is what we need to discuss. I have presented my analysis of the problem, but I do not pretend to have all, or indeed any, of the answers! However here are some ideas that have occurred to me (and Phil Hughes) during chats at our '67-cohort curry evenings, by email, and in moments of repose.

1. Whom should we serve?

This is the most important thing to settle before we start. We could just accept the arguments above and 'give up' on the comprehensive school. We could stick with the best pay dirt, and be an association catering for grammar school boys - accepting that the Association's life will end with the decrepitude of the final grammar intake of 1969.

It's an option. However, I don't like it and neither, I know, does Phil. It would be invidious to formalise the distinction, to accept defeat on the 'them and us' front. (For one thing, it would create problems in my own cohort, which now includes a few 'New Dy'vorians'!)

One of the mistakes that un-commercially-minded associations sometimes make is to try to 'define' who their members are/should be, instead of asking themselves who among their potential market *might* join, what services they would like, and then acting accordingly (in other words, they do not immediately assume that they must be market-led).

During one of its occasional identity crises, just before I joined the staff in 1997, the Geological Society of London sought to try to 'define a geologist'. It even got as far as dividing geologists up into 'orthogeologists' (who did geology in uni and suffered in the field) and 'parageologists' (those who came to geology after a first degree in another discipline). Eventually, wiser counsel prevailed and this unedifying and divisive nonsense was stopped.

Let us not try to define what a Dy'vorian is. I would say: let's at least try to adapt our organisation, and if necessary re-define *it*. But let us not, at the same time, harbour unrealistic expectations of the degree of involvement likely from 'new Dy'vorians'. For reasons explained above, it will always be comparatively low. But it might not be zero; we could perhaps think of new activities and functions that might prove more attractive than the current offerings; and in any case – 'in questions of the spirit, quantitative considerations do not apply'.

So - I hope we can quickly reject this notion and accept that the ODA must be for *all* Dy'vorians.

2. 'The Old Dy'vorians Association'

All of us in this committee know that this title is meant to mean 'former pupils of Dynevor School'.

When the school closed it arguably became tautological, because there were suddenly no 'new' or 'young' Dy'vorians! But there is a reason, more compelling than its arguable redundancy, to **change at least our 'informal' name** - and it is this.

I don't believe we will *ever* sell ourselves to pupils who attended the Senior Comprehensive under this title. To them, 'Old Dy'vorians Association' means 'the Association for pupils who attended the Old Dynevor'. (It also has overtones of 'Old men', unlike our successors who are (still, relatively) young men and women. It might also come across to many as meaning 'Old *middle-class* men, who went to Old Dynevor and became GPs (etc.)'.)

We should, I believe, consider renaming ourselves, at least in an informal usage-based way, so as to avoid unwittingly painting ourselves in this unfortunate and unintended light, and to be more obviously, overtly, inclusive.

I favour simply '*Dy'vorians*'. (Not even a definite article!)

We *could* go for full renaming (ie including the bank accounts, the livery etc) or (which is my my preferred option) 'rebranding' – i.e., change our name and visual presentation on all public-facing documents and occasions, and slide the heraldic badge into the background. The re-brand would also be an opportunity to re-launch, and indulge in some outreach activities.

3. Existing activities

One mistake I think we tend to make whenever we hand-wring about participation, is to look at our existing events, notice that some people aren't there, and conclude that the event itself is the deterrent. This is dodgy reasoning.

The ODA runs a number of social activities that are, still, very successful – the Annual Dinner being foremost among them. Its success shows that hundreds of our members greatly appreciate it – I being one of them. The Annual Dinner is a product of 'Institutional Loyalty', and will never attract those who do not feel it. But not *everyone* is there. But then not everyone turned out even for Rowan!

Formal dinners (speeches, toasts, grace and all that) are simply not to everyone's taste. One of my own cohort will *never* come to the AD, because he spent a large part of his career as toastmaster for Lliw Borough Council and has developed an understandable horror of such events. By and large, younger people enjoy formal dinners less than older people do.

I don't see this as a problem. For those who attend the dinner, it is well aimed and successful. Changing it (in any radical way) would alienate these fans without guaranteeing any increase in uptake from non-participants. It is likely to decline, though it has many years in it yet. We should not allow the lack of 'New Dy'vorians' at Dinner to depress us

about their potential involvement with the ODA. Even if this does improve in future, *we are never likely to see them at the Dinner*, (and they probably won't buy ODA ties either).

I draw a parallel with the many successful sport-related ODA events, like the Golf Tournament, and the Balconiers. Had I not been President, I would never have attended any of these events, because I have not the slightest interest in sport – 'not even of any kind'. But you never see anyone who *does* attend these events shaking his head and complaining: 'It's a shame we can't attract more of those people who don't like sport'. Don't worry: we wouldn't thank you for trying!

If events go on working for those who like them, they don't need fixing. We don't need to beat ourselves up about the people who don't come. We just have to try to do other things for other folks, in different ways.

And that is, I believe, the big question. What more can we do (given that it's not a matter of stopping what already works) to attract the attention and gain the involvement of 'New Dy'vorians'?

4. Cohort activities

Given that the Comprehensive pupils are focused on their cohort, it seems to me that this is the way forward. Here are just a few ideas.

The ODA might take a leaf out of University alumni organisations and coordinate or help advertise year reunions. We '67-ers have our own online yearbook project, the first ever – and it is now linked to the appropriate cohort page of Dynevorrevisited. We have been planning our cohort events via Facebook and (for the non Facebookers) by email. We will shortly also publish lists of upcoming events on Dynevorrevisited. I offer our case as a model for other self-organised cohort organisations of an informal kind. We cannot be sure how such cooperation will affect our membership numbers, but it can surely only help.

TOD should perhaps carry more material from post 71-ers. (I appreciate, as a magazine editor, that finding such material will not be easy! Someone would have to make overtures, for example, via FB, to ginger up copy.)

The key to these younger cohorts is going to be new media, and the time cannot be far off that TOD will have to develop an online presence to run for some years in parallel with print. We currently have PDFs on the website, which is lovely but we need more than this to be effective in outreach. I am going through this with my own magazine *Geoscientist*, which exists in print and online, and there are things in each which do not appear in the other. I have gone on long enough already, so I won't delve into this now, but would be happy to expand on it perhaps at a face-to-face meeting.

What now?

It has taken me a few weeks to put this together. Feel free to take a similar time to read and inwardly digest! We are not in a hurry. Then, as thoughts occur, please, when they are

mature, share them in our little email group (see cc above). The idea is that we should, perhaps by the end of the year, have developed a number of such suggestions that we can present to the main Committee for consideration.

Gentlemen - thank you for your attention!

Ted Nield

President