



# ART WORKS

Association of Ringing Teachers • [www.ringingteachers.co.uk](http://www.ringingteachers.co.uk) • August 2013

**Rose Horton &  
Richard Pinnock  
become the first to  
reach Learning the  
Ropes Level 5  
(Minor)**



**Learning  
the Ropes**

[Read more on page 8](#)



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## Editorial

**Rob Parker**  
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Welcome to the latest edition of ART WORKS. You'll notice immediately that there is a new look to this edition, and that is based upon the feedback we have received from the initial publications. We hope you welcome the improved appearance and layout.

As ever, this edition is packed full of great articles from many of the people involved in ITTS and LtR. We hope it is a useful update for you as well as challenging you to think differently about your teaching.

I hope you enjoy ART WORKS 5, do let me know your feedback.

# Chairman's Chatter

## Mentoring Workshop now up and running

Following demand at the AGM, an interactive workshop for Mentors is being piloted on 19 October. After this further workshops will be advertised. If you are interested keep an eye out on the website and book in for one.

## New guidance notes for Assessing Mentors

Carrying out the assessed teaching session for Module 1 is an extremely important role. The Assessing Mentor is the one who really sets the standard for the teachers they assess. So to help those taking on this role a new set of guidance notes have been written. They are to use in conjunction with the relevant pages of the Teacher Training Logbook. If you would like a more detailed level of guidance you can find them on Moodle in Mentor Resources.

## Learning the Ropes – Bell Handling DVD sales going well – 245 copies sold to end of July!

## Central Council Autumn Seminars

Following on from the Wellesbourne conference 'Change Ringing for the Future' in November 2011, the Central Council set up a Recruitment and Training Forum of interested groups, including ART. This autumn there will be a series of regional seminars across the country aimed at discussion with "grass roots ringers". ART will be actively involved in these as an opportunity to listen and engage with local ringers, discuss the challenges faced and help inform ringers and tower captains about the ITTS and Learning the Ropes.

## Observed in Devon

An ITTS tutor from the East of the country was on holiday in Devon. One evening he decided to go to a local ringing practice. The ringing at the tower was mainly rounds and call changes but he observed two things. The standard of bell handling was very good and he was impressed with the teaching style. He thought to himself, surely this must be an ITTS tower! It was! He came away very happy, thinking to himself, ITTS is making a difference. Yes!

## Learning the Ropes

How many of your learners have obtained a certificate with Learning the Ropes?

- 289 certificates have been awarded so far
- 100 of these certificates are for levels above Level 1

Some new ringers learn extremely quickly and we have now got 4 who have got up to Bob Minor standard with their ringing and who have obtained their Level 5 certificates. Two of these have come through the Doubles (odd bell approach) and two from the Minor (even bell approach).

## Demand for Day Courses going strong!

With 10 more Module 1 Day Courses and four more Module 2 Day Courses planned for this year this brings the total to 45, last year we ran 32 in total! If you would like a Day Course in your area (this year or next) please do contact me and we can look into arranging it.



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By Pip Penney  
ART Chairman  
[pippenney@ringingteachers.co.uk](mailto:pippenney@ringingteachers.co.uk)

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## How is ITTS going for you?

How is the ITTS course working out for you, your area and your ringers, new and existing? Drop me a line to let me know I am very interested to find out!

# To charge or not to charge...

When I set up the Ringing Centre at Kineton in 2008 I decided that I would have to make some charge to the students who would benefit from the Centre. Helpers would not pay and would have their tea, coffee and 'Harry Windsor' biscuits provided free as a small reward for their time. However those who gained benefit would need to make a contribution as payment to the church for extensive use of the building and to cover the cost of equipment (and biscuits) was essential.

The charges were very small (£10 to learn to ring – total cost!) and £2 a practice and perhaps the same for a workshop. No one begrudged the payment and without exception it was felt to be good value. In some instances ringer's local tower funds or the PCC paid but usually it was the individual.

Making a charge though had some interesting and very beneficial effects.

In the first place I immediately felt that I must give value for money. Given the low charges that was easily achieved but I constantly felt that I had to develop my teaching skills, provide theory as well as practical support and to ensure that the student felt that the experience was professionally delivered – not just a variation of a ringing practice. Long touches, limited numbers of students (2 for 90 mins) and effective feedback was the order of the day. ART and Learning the Ropes gave quality backing and support to that concept.

Contributions to Church funds raised the profile of the Ringing Centre too and it was valued within the Church community.

For the student though the approach focused their attention as well and confirmed that they wanted to learn – they were not there for social reasons or just to have a ring, they were there to develop their skills. That's what they focused on with good results. In particular those that had sought out the Centre and travelled distances to get tuition were more than willing to pay in return for good teaching and were very receptive to learning.

Similar approaches exist in the sporting environment where coaches and teachers are paid professionals (I have not gone that far!) but funds to some extent are used to support the central educational organisation – in this case ART. One day ART will have to do that to cover its central costs – I already make a payment annually. The most sustainable way to fund the future of change ringing is through perhaps £x per new ringer – it would certainly not be a revolutionary concept to other activities that benefit from the substantial increase in funding this provides to them. Two learners involved in sport do not understand why we are not organised in that way already.

I now charge £20 to teach someone to ring and often find that it is regarded as very low compared with other areas. A couple of recent incidents come to mind...

Should ringing teachers charge for tuition?  
Graham Nabb brings experience from Kineton to suggest we should

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By Graham Nabb  
ITTS Course Tutor



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Graham Nabb (centre) teaching, with others, at Kineton

- The lady who came to her second handling lesson and expected to pay another £20 - that's £20 for each lesson!
- Today's comment from someone who drove 30 miles each way for handling support and left £10 for two hours which I felt was high – she emailed back... "Your tuition was well worth the money. My daughter pays that for a game of hockey with petrol on top and has to provide all her kit! It has improved my confidence and bell handling no end so I hope to continue to improve now." A lovely response and not the first one along these lines.
- Then a conversation only last night where a group of teachers were discussing coaching in Maths and English subjects for entrance exams. £36 an hour was a charge mentioned! We know that the cost of music tuition is pretty much the same too.

My reticence to charge much for youngsters events is misplaced I find. Consider the small regular sums paid for Scouts and other organisations where they have to support a central and local infrastructure – very like ringing. After school ringing clubs tend to be very cheap compared with other clubs or say an hour or more of childcare.

Becoming a commercial organisation is not on the agenda, but we should not be embarrassed at asking for money to cover our use of facilities and central costs – it's what people expect and what we need to do to develop teaching skills and learning programs within ringing that can attract and retain ringers.

Of course, with money comes responsibility and you do need a separate account, proper records, an independent scrutiniser, maybe even a simple constitution for the centre or activity.

Not difficult - and a small price to pay.

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## Join the debate at our Facebook page

[facebook.com/ringingteachers](https://facebook.com/ringingteachers)  
or search on Facebook for  
'Association of Ringing Teachers'



Consider the small regular sums paid for Scouts and other organisations where they have to support a central and local infrastructure – very like ringing

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# Be Code compliant

The fundamental objective of ART is to develop and support the delivery, integrity, and standards in the teaching, instruction and education of the art of change ringing. As part of this we have a Code of Practice for ART Members...

- Ensure that we consider Safety issues at all times, advising learners of risks and teaching in a safe way.
- Continue to learn and develop our teaching skills
- Always use the techniques of skill development.
- Approach all teaching in a professional way
- Log all new learners on Moodle
- Ensure all trainees follow the 'Learning the Ropes' system
- Contribute to Group teaching schemes where possible
- Be an ambassador to teaching change ringing
- Teach!!!! Teach!!! Teach!!

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## ART Code of Practice

Read all ART policies on Moodle  
[www.ringingteachers.co.uk](http://www.ringingteachers.co.uk)

# Engage in some reflective practice

Do you reflect on how you could improve your teaching? Do you take for granted that your teaching is OK? Do you discuss your teaching with others?

As you teach more and more your skills will improve however it is contended that it is useful for all teachers and coaches to engage in some degree of reflection. This reflection may heighten a sense of self-awareness, leading to a "certain openness to new ideas" and helping to improve your skills as a teacher.

Before an individual can properly engage in reflective practice it is suggested that three personal attributes need to be present [Dewey 1916]

## 1. Open mindedness

- An active desire to listen to more sides than one
- To give full attention to alternative possibilities
- To recognise the possibility of error, even in beliefs dearest to us

## 2. Whole heartedness

- Having a passion – being thoroughly interested in the subject

## 3. Integrity

- Taking responsibility for the consequences of actions and accepting them. "Knowing that you are part of the problem means that you can also be part of the solution" – Wayne Smith, All Blacks rugby coach.

As a teacher gains experience the type of reflective practice changes. The type of questions the teacher asks themselves changes as experience is gained. There have been three levels identified [Ian Mauen 1977].

## TYPE OF QUESTIONS

### 1. Technical level of reflection

- What resources could I use to improve when teaching this task?
- Did I achieve the goals I set myself for this session?
- How could I fix this problem?
- What could I change to ensure the practice starts/finishes on time?
- Why don't ringers want to engage with this activity – what is wrong with them?
- Could I structure this activity better?

### 2. Practical level of reflection

This occurs when the teacher is approachable and flexible and when the teacher has developed an understanding of the effect of their own actions on other's learning.

- What is it about the way I have structured this practice session which does not appear to suit the ringers?
- What other ways could I use to get my message across?
- How does my own behaviour reinforce stereotypes?
- What messages are portrayed by my posture and my appearance?

## Teaching Tips #5

### How much do you think about your teaching?

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By Pip Penney

ITTS Course Tutor

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Three personal attributes for effective reflection

Open mindedness

Whole heartedness

Integrity



It is often useful to use like-minded ringing teachers to interact with for this type of reflective practice

### 3. Critical level of reflection

This occurs when a teacher starts to see problems in context

- Why do I find some teaching practices ineffective, unfair or unethical despite the fact that they are accepted tradition?
- Why is there a difference between the type of feedback I give to a more skilled ringer and a less skilled ringer?
- Whose knowledge am I applying as I teach?

Many teachers already ask themselves these types of searching questions. It is often useful to use like-minded ringing teachers to interact with for this type of reflective practice. However, sometimes a teacher is in a situation where he or she is unable to collaborate with others. In this situation the like-minded group might be friends or other ringers. Discussion with like-minded people can generate insight and provide an alternative perspective on the situation.

So if you do not think much about your teaching why not start discussing teaching with others, you may find it helps your teaching skills to improve.

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Levels of Reflection

Technical – least experienced

Practical – more experienced

Critical – most experienced

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# Better basics boost beginners

As a new and enthusiastic bell ringer I have thrown myself fully into this fascinating pastime over the last year, not only getting lots of practice at local towers but also reading everything I can find in books and online. ART, ITTS and Learning the Ropes are of particular interest to me as in my professional life I am a cycling coach and a tutor for new cycling coaches. Hence I tend to make comparisons between what we do in cycling and what goes on in bell ringing with regard to teaching, learning, recruitment and retention. During just a short chat with Pip Penney we soon realised there are some comparisons worth sharing.

There has been enormous growth in participation in cycling in recent years - in stark contrast with bell ringing where numbers seem to be dwindling. There are many contributing reasons for the growth in cycling but a key factor has been the opening up of many more accessible opportunities for new cyclists to get into the sport.

Go back fifteen years or so and cycling was all about riding in a club. To get into cycling you joined a club and the expectation in clubs was that all cyclists would ride long distances at a good, hard pace. However clubs were often perceived as elitist and altogether very intimidating. If you could not keep up with the weekly club run you were obliged to get yourself fitter before coming back and trying again. Those with natural talent survived but it was hard or impossible for riders with less ability or lower aspirations. In reality club cycling was very often inaccessible for new cyclists because the threshold for participation was very high.

It seems to me that there is a parallel here with learning to ring, and in particular with learning to ring methods. Getting beyond rounds and call changes is a huge challenge for any new ringer in the same way that club riding is a big challenge for novice cyclists. It takes very considerable time, ability and commitment to master even just plain hunting – several years in

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By Ruth Eyles

Personal cycling coach and Learning the Ropes participant



many cases - and yet, arguably, a ringer cannot begin to participate in the wider ringing community until they can plain hunt. It seems to be assumed that all learners aspire to ring methods and, if getting to that standard is going to take two or three years, the learner will just have to be patient and extremely determined until they get there. In the meantime how fulfilling, interesting and satisfying is the learner's experience of bell ringing?

I must emphasise at this point that I have found the world of bell ringing to be very welcoming and populated with kind, enthusiastic (and patient!) folk. However, I have talked to even competent peal ringers who describe the misery and frustration they went through when learning. If plain-hunting is the threshold every ringer must achieve before being counted a fully-fledged ringer, there is little attention paid to enhancing the quality of the experience or enjoyment of the novice ringer before they attain that level – a period of possibly several years.

A key change in the world of cycling has been the rapid increase in accessible, welcoming, supportive events for those new to the sport. Riding at club standard is no longer the lowest threshold and thousands of cyclists are now participating in an entirely new way without reaching that standard. Cyclists now gain a sense of achievement, mark their progress and feel a part of the wider cycling community at a much lower level of performance than previously. Similarly I think there are ways that novice ringers could have a more fulfilling and interesting experience and a much better welcome into the wider ringing community before they can ring methods.

In the next ART WORKS I will explain some of the changes that have taken place in cycling and suggest what lessons might be learnt in bell ringing.



There is little attention paid to enhancing the quality of the experience or enjoyment of the novice ringer before they attain the level of Plain Hunt

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## June generates fab feedback



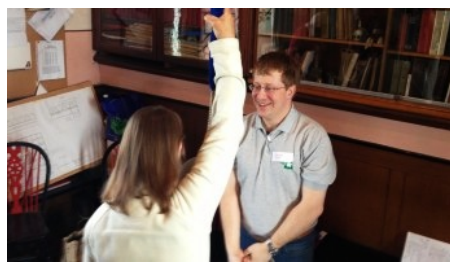
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### M1: 15 Jun 2013: Barrow upon Humber

Led by Heather Peachey

In 1988, 13% of teachers were over 60 years of age. However, in 2009 it was up to 40%.

By Simon Plows



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### M1: 22 Jun 2013: Leicester

Led by Graham Nabb

Everyone commented on how valuable the training had been and the importance of good bell control to enable change ringing

By Mark Pendery



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### M1: 28 Jun 2013: Marsworth

Led by Graham Nabb

Once we have gained confidence at this it'll be time to go onto the exciting part - finding new learners to teach with Learning the Ropes

By Richard Booth

# The first fivers at Harborne



On Saturday 22 June, two young ringers at Harborne in Birmingham made history. They became the first people to complete the Learning the Ropes scheme to Level 5 with the "minor approach". In addition they both started from first principals at Level 1. What is perhaps more remarkable is that they have achieved this in just one year! A fantastic achievement by both, but they have actually achieved far more than just a certificate.

Rose Horton started ringing last June, just after the Queen's Diamond Jubilee celebrations. She is from a ringing family and her older sister Rebekah and younger brother Tom are both ringers too. When she was 9, Rose had had a go at learning to ring, but gave up quite early on and stolidly resisted any entreaty to try again once she was a bit older. Things change though.

Rose had always kept up the social links with local ringers and enjoyed days out, holidays and all the usual events. Now in the 6th form, and thinking about university and leaving home, a realisation dawned on her that turning up at a new local tower and asking if she could go on holiday with them and help out with ringers' teas could be seen as eccentric, to say the least.

And so it was that Rose came back to the fold. After a few handling lessons she hit the ground running and her progress was rapid. Along the way to achieving Level 5 Rose has rung 13 quarter peals, one of which she conducted and to date she has rung 2 peals.

Richard Pinnock was one of the students on last year's St Martin's Guild Summer Camp. The students were taught bell handling up to rounds in a week and afterwards Richard joined the band at Harborne, where he began to make astonishing progress. In addition to the quarter peals required for Learning the Ropes, Richard has rung a quarter peal of Stedman Triples and is now ringing inside to Surprise Major and Stedman up to Cinques.

Ringing fever seems to have struck the Pinnock family and shortly after Richard completed the Summer Camp his mum Catherine, dad Rob and younger sister Bethan all began to learn. Keeping it in the family, Richard conducted Catherine's first quarter peal (Plain Bob Doubles) with Rob ringing the tenor behind.

With such talent, their journey from Level 1 to Level 5 has been rapid. At times, we even felt as though we were struggling to keep up with them. However, by sticking to the syllabus we ensured that practice at many fundamental skills was not overlooked. We are fortunate too, at Harborne, that we have many more learners and Rose and Richard get to revisit these skills most weeks as the experienced ringers helping the others along.

I am extremely proud of both of them. Well done Rose and Richard!

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By Clare McArdle  
ART Member



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Rose and Richard after being presented with their Level 5 certificates



# Devon delegates deliver

We are being led down in Devon by Les Boyce, who has put on a number of Module 1 and Module 2 Day Courses. I attended the Module 1 Day Course as a Mentor, and this is the story of my experiences and those of ITTS trainee teacher, Lynette, who I am mentoring, as we learn together.

Lynette found not one but eight absolute beginners to teach – a whole new band for the village of Cadbury, but being taught initially at Thorverton, where the bells are easy and the sound control removes the need to tie bells. It was apparent at once that my original plans to drop in every month or so as a mentor and stand around watching and giving advice would not do at all. It was going to take at least the two of us, and three when we could find someone else, to take eight people through initial bell handling so I go along every week and teach solidly for two hours alongside my trainee teacher.

We particularly like the structured approach of Learning the Ropes - breaking the ringing action into manageable portions, and frequently revising them; not allowing bad habits to be repeated but going for the best possible style in all our learners. Having the scheme meant there wasn't the temptation to say "that's good enough" if an action wasn't quite right, but in an atmosphere of relaxed enjoyment we could say "let's take you back a step and sort that out".

By the fourth week a couple were handling on their own, and by the tenth week all 7 regular attenders were ringing on their own, some having a go in rounds when we had extra helpers.

But it was the ringing up and down which amazed me. Taking ringing down in easy stages – the learner just taking in rope, and a week or two later making coils, I found there was very little I was having to do with the sally as earlier lessons had already established straight pulls and constant tension on the rope. Those straight pulls meant that no-one had the sally dancing round the ringing chamber or hitting them in the face, and consequently no-one was nervous of it.

Ringling up came a week or two later, again built on previous skills, and I watched Gordon ring up four bells while the others were arriving and we could hardly believe he'd never done any aspect of ringing up before. All the earlier work had paid off. A well designed teaching scheme indeed.

The group fit well together as a band, and are already establishing the traditional pub session after practice. New ropes have been fitted at Cadbury, the bearings cleaned out, and some practices will start to be held on their own bells. A whole new band for a silent tower... we are so proud of them!



We particularly like the structured approach of Learning the Ropes - breaking the ringing action into manageable portions, and frequently revising them

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By Lynne Hughes  
ITTS Delegate & Mentor



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Cadbury learners (L to R): Libby, John, Roger, Gordon, trainee teacher Lynette, and Malcolm. Learners not present: Andrew, Jacqui and her teenage daughter Alice.

# Expecting the best

We know that communication skills are critical, and that observation skills and feedback are essential to assist pupils during the learning process. Other attributes that are key to success include professionalism and confidence from the teacher.

Teaching and coaching have come a long way with much improved training and high skill levels. As a result the expectations of anyone learning a new skill are very high. Students are used to being taught through various formats and receiving proper recognition of achievement. Anything less is considered inadequate and even unprofessional.

When someone decides to learn a new skill they expect a professional approach with a skilled trainer. First impressions are important and teaching in a dusty, drafty belfry has to be a thing of the past - expectations are higher. Payment, however small, makes the student value the teaching, input more effort and complete the course.

For example, a recent group attending the ART Centre at Kineton for their first lesson had already received their Moodle log in and studied information on ringing. Important safety issues were explained during a tour of the bells and while watching a bell ringing. They were told about the Learning the Ropes syllabus and their logbook supported by two ITTS trained teachers using the same methodology and giving similar feedback.

Students watched their bells ringing via CCTV (great for visual learners) and had progress marked in their logbook. A dumbbell was used for some exercises and they heard their bell ringing using a simulator which was demonstrated to them. The room was (fairly!) clean, with good heating and posters and photographs of group activities on the notice board.

The ultimate compliment came after the lesson – an email expressing delight at the professional approach and enthusiasm for their next lesson!

All teachers should show confidence. Unless a teacher can convey to their student knowledge and confidence, they lose credibility and the learning process is undermined. The ability to explain coherently to someone new to the art, to demonstrate accurately to aid understanding, and to adapt to each individual and their learning style in a way that appears seamless, has to be developed in order to convey confidence to the student.

The language used needs to be carefully considered. References to 'scary', 'difficult', 'dangerous' do not instil confidence.

It is important that teachers develop their own confidence before they teach - you too practice! Practice gives familiarity and confidence as well as developing skills. Use another teacher to practice these skills – much better than practicing on a student.

When you teach you will come across as well organised and confident and your confidence will rub off on the learner. One of many benefits of working with others and teaching in groups.

## What does a new ringer expect of his teacher? Expectations have increased and we must keep up

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By Graham Nabb  
ITTS Course Tutor

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Key attributes of a modern teacher

Confidence – essential to main credibility and to pass on to the student

Professionalism – students expect a structured syllabus and achievement recognition from a trained teacher

# Brewood bags beginners

The ringers of Brewood (Staffs) embarked on a recruitment campaign to boost our numbers, backed by teaching from ART Members and the Learning the Ropes progressive learning scheme. We aim to ensure that these bells continue to be enjoyed for many generations, so we initiated an education and learning programme to reach a wide spectrum of the community.

Initially, we placed an advert for our Open Day in the local magazine, with a feature article appearing in their January edition. Local media are often very enthusiastic to receive articles from active local groups and can provide an effective channel to many residents in your target area. Our local magazine has a circulation of over 13,000 in addition to availability in local shops and cafes – providing a huge potential audience.

Gaining the support of the local church authorities is always a boost. Whilst many congregations are lower than in the past, attendees already have an affiliation with the church and are often happy to become more involved in their local parish. Our clergy are closely involved with the local CofE middle school which takes children from 9 to 13 – ideal ages for learning to ring! We were lucky that Marilyn (assistant clergy) has backed us all the way and was able to share news of the Open Day to children there.

The response to the Open Day was some 50 visitors (prospective ringers) and a list of 29 interested people (with telephone numbers).

We offered tea/coffee and biscuits in the vestry whilst visitors watched a recording of the current team ringing on a Sunday morning. In the ringing chamber many of the team were on hand to talk to the visitors whilst they waited their turn to have a 'hands on' ringing experience.

Importantly there were young ringers available to engage with the children who attended. Most of our ringers are over 60, so having young ringers involved was a definite benefit and gave the correct impression that this is a hobby for younger people PLUS an equal opportunity for boys and girls. This was further helped by the younger ringers accompanying visitors up the tower to see the bells in motion. Wooden spoons were offered to young and old to get a note out of the nearest bell - providing an insight into the bells as a musical instrument and performing art.

When someone had tried to ring a bell we then asked them if they were happy to add their names and contact details to a growing list of people interested in taking up bell ringing. This way we were able to contact them and hence our new recruits began the following Saturday ....don't let these people trickle away. After all, they turned up in response to your advert!

Training has been carried out on Saturdays with the retention of five children and five adults – and a current waiting list of some 15 volunteers. As such, this recruitment drive has been an unmitigated success and offers a possible way forward for other towers who have similar means of advertising and organising Tower Open Day recruitment drives.

## Brewood ringers share tips from their successful recruitment drive

Contributions from Andrew Else and Gill Wheatley



Brewood ringers used links with the clergy to invite children from the local C of E school to the Open Day



Don't let these people trickle away. After all, they turned up in response to your advert!



# Records of Achievement May, June & July 2013

## Level 1

Charlotte French - Belper  
Richard Lennox - Worle  
Marianne Fisher - Pershore Abbey  
Hazel Carey - Padstow  
Gwyneth Tenney - Padstow  
Daphne Hicks - Padstow  
Barbara Flanagan - Padstow  
Anne Wood - Padstow  
Shashi Sharma - Solihull  
Louis Guy-Lyon - Solihull  
Sophie Martin - St Helen's Abingdon  
Suzanne Mace - Belper  
Sonia Ward - Brewood  
Robert Hess - Brewood  
Megan Bell - Addingham, St Peter's  
Susan Denning - Offchurch  
Andrew McCarthy - Oxenhope  
Gabriel McCarthy - Oxenhope  
Elisabeth McHugh - Oxenhope  
Oliver Daw - Minster in Thanet  
Chyna Howard - Brewood  
Annie Pinson - Brewood  
Ian Ross - Easton-in-Gordano  
Bill Morris - Churchstanton, Somerset  
Muriel Coles - Creech St Michael, Somerset  
Harriet Manning - Creech St Michael, Somerset  
Sue Goddard - Holy Trinity, Taunton, Somerset  
Alan Snowley - St Mary, Taunton, Somerset  
Anne Baker - Trull, Somerset  
Zara Baker - Trull, Somerset  
Lesley Dadson - Trull, Somerset  
Sue Dingle - Trull, Somerset  
Mike Emmett - Trull, Somerset  
Alison Gabell - Hillfarrence, Somerset  
Jacqueline Hay-Berry - Hillfarrence, Somerset  
Alison Towse - Hillfarrence, Somerset  
Martin Wiesner - Hillfarrence, Somerset  
Jochen Culemann - Coggeshall  
Thomas Pegler - Warwick Schools Foundation  
Irene Stokes - St Patrick's Cathedral Dublin  
Robert W Walton - North Leigh  
Kit Hughes - Staunton on Arrow  
Korinn Sumner - Staunton on Arrow  
Kirsty Dixon - Acomb York

## Level 2

Albert Williams - Aston Cantlow Tower  
Heather Mackey - St. Leonards Deal  
Alice Kaye - Offchurch  
Thomas McGonagle - Warwick Schools Foundation  
Harvey Dowsett - Warwick Schools Foundation  
Rob Lawrence - St. John the Baptist, Mathon

## Level 3

Julie Minch - North Leigh  
Robert Pinnock - Harborne  
Catherine Pinnock - Harborne

## Level 4 (Doubles)

Catherine Vernon - Harborne  
Ruth Eyles - Leek Wootton  
Kaitlin Jarvis - Lymphsham  
Julie Minch - North Leigh

## Level 4 (Minor)

Ross W R Manning - St Mary's, Dover

## Level 5 (Doubles)

Ruth Eyles - Leek Wootton

## Level 5 (Minor)

Rose Horton - Harborne  
Richard Pinnock - Harborne

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Ed - This is the first edition of ART WORKS where we have had ringers who have achieved every Level of Learning the Ropes. To the end of July, we have awarded 289 certificates and it is especially encouraging to see more and more at higher Levels.

We are very proud of all those who are progressing through the scheme and thank all the Teachers for continuing to help the scheme grow and succeed.