



ART WORKS

Association of Ringing Teachers • www.ringingteachers.co.uk • November 2013

**New ringing team
at Eaton Bray,
recruited and
trained by ITTS
Teachers using LtR**



**Learning
the Ropes**

[Read more on page 9](#)



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Editorial

Rob Parker
robparker@ringingteachers.co.uk

Once again we have got a full edition of ART WORKS, with a mix of news from ART, success stories from ART Members and ITTS Teachers and helpful advice and support for your teaching.

The Headline Speakers for the ART Conference have both written articles in this edition, showcasing the topics they will be presenting on 8 March. Booking is open to everyone, and it promises to be a full day of talks and workshops amongst other Teachers.

I hope you enjoy this edition, we do always welcome your feedback. Equally, if you have local stories to share, please get in touch.

Chairman's Chatter

Revamp of the Moodle site

Behind the scenes works a man dedicated to improving your experience of using the Moodle site! Philip Roskelly (husband of Angela our administrative assistant) has spent, and is continuing to spend, many, many hours upgrading and revamping the Moodle site. His main reason for doing this is to make the site easier to use for Angela and for us all. He has already moved us from version 1.9 to version 2.4, the latest version, if we had stayed with the 1.9 version we would have found ourselves in a position where we were using an unsupported version which would have led to future problems.

Please visit Moodle today to see the latest release of Philip's work – a new login page and 'Search Resources'. I know many people have had problems finding things in the past, and this is a great new tool. Give it a try! To thank Philip for all his hard work he was awarded with a token as a gesture of appreciation.

Central Council Regional Seminars – Have your say!

The Central Council are running a series of Regional Seminars with the aims of listening to the opinions of grass root ringers and to inform ringers of what is going on at the centre of ringing organisation.

The first one took place in Nantwich on 12th October. Paul Lewis and Pip Penney went along to talk about ITTS and ART. There were about 40 delegates and the feedback was very positive. It proved a very good opportunity for the exchange of ideas. Keep a look out for local advertisements of the future seminars below...

- November 16 2013 - Nottingham
- December 7 2013 - Newport (Monmouthshire)
- February 8 2014 - York
- March 22 2014 - Winchester & Portsmouth (Winchester likely)
- July 19 2014 - Exeter

Have your booked your Module 2 Day Course yet?

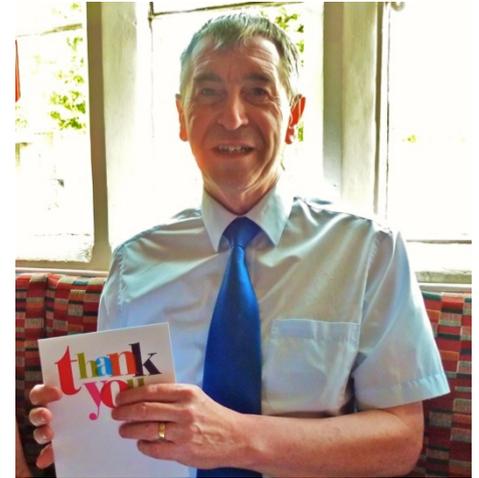
- You do not have to wait to hold a Module 2 Day Course.
- You do not have to have done your Module 1 assessments to start Mod 2
- You can attend a Module 2 before a Module 1 if you prefer
- You can attend just a Module 2 if you do not want to teach bell handling

Module 2 Day Courses are fun and contain lots of ideas for teaching in the early stages. Look on www.ringingteachers.co.uk for a Day Course to book on or contact us to hold a course in your area.

Mentor Development Workshops

The first mentoring workshop was piloted in Melksham, Wiltshire on 19th October (see page 8). There were 13 delegates present, both existing and would be ITTS Mentors. The workshop was a great success with plenty of opportunity for exchange of ideas and discussion. The duration of the workshop is half a day, it is now available to be run in your area, you can choose to hold it over a morning or an afternoon slot. If you would like to hold one please contact me via the details above.

By Pip Penney
ART Chairman
pippenney@ringingteachers.co.uk



Philip Roskelly receives a 'Thank You' from Pip Penney on behalf of ART

Are you using Learning the Ropes?

This is a great scheme for your ringers and we are aiming to get as many as possible new ringers up to their Level 3 – Introduction to Change Ringing Certificates.



Learning the Ropes

Learning the Ropes achievements are now going to be published in the Ringing World too. Make sure your ringers are noticed!

New Recruitment DVD

Recruitment is something that is difficult in some areas. There is a need for a broad reaching method of bringing the world of bell ringing to the notice of the public. Neil Ephgrave from Freeland in Oxfordshire has kindly offered to make us a recruitment video. It is now in the final stages of production and it is intended that it will be finished this year. The plan is to put it onto YouTube to maximise it's public audience. It is also planned to make a DVD of it which ringers running open tower evenings or other events can use as part of their recruitment drive.

ART Volunteers

The demand for ITTS Day Courses is now so high there is a huge amount to do. With 48 Day Courses run in 2013 and with 1,684 people now registered on the Moodle site you can see why we are busy!

You may remember receiving a request from ART for volunteers, well, many people came forward to offer help with various things from IT skills, to administration, to film making, to expert advice in various areas of our work. We now have over 20 people assisting us with these various roles; some are putting in many hours and some just a few here and there.

This is truly a terrific response and we are very grateful to everyone who came forward. If you have anything you think you could offer, please get in touch!

Register your ringers on Moodle

Go to Moodle front page and see 'Register a new ringer'. It only takes a minute with just five boxes to fill in. Our support from the Ringing Foundation depends on us being able to demonstrate the numbers of new ringers being taught – so every ringer needs to be noticed!

Problem solving with ITTS

Recently, I have been helping a lady with a long standing "classic" handling problem. This lady was very frustrated and even said to me that if it were not for her husband ringing, she would give up! The "classic" handling problem was the tail end around the front of the sally interfering with the grip.

I felt something radical was needed - so I decided to follow my ITTS training and take her right back to the beginning. Initially, I was doubtful if I would succeed as this was such a longstanding problem.

We started having individual lessons, following Learning the Ropes very closely. Some aspects were easy as the lady had a certain understanding but some were not because of the deep seated problem; then I had a "eureka" moment. We tried her ringing with her left hand above her right and the tail end in the right hand. [i.e. left handed]. The lady immediately felt very comfortable ringing left handed and I suspect she may be ambidextrous to some degree.

As with all my lessons I feel enjoyment and being relaxed is important so I always ask the student to smile and breath – one of my catch phrases. After 6 lessons we were ready to go "live"!

What did I learn?

1. No problem is insurmountable
2. Sometimes you need a radical idea!
3. The ITTS training gave me the confidence to try and help this lady and potentially keep both her and her husband in ringing

By Andy Carr
Kings Norton, Birmingham

Method or madness?

In ART WORKS 5 I began to explain some of the reasons why there has been a large increase in participation in cycling in the last few years and started to draw some comparisons with bell ringing. Cycling used to be considered a very elitist, challenging and inaccessible sport but that has changed in recent years. Ringing methods on bells is similarly very challenging, so I have been thinking about how ringing could become more accessible and less esoteric to aid recruitment and retention.

In cycling about ten years ago events called 'sportives' started to appear. These are timed long-distance challenge rides but, crucially, the concerns of inexperienced riders are addressed as a priority. Easy routes and friendly marshals ensure that new riders feel well supported. Positive feelings of achievement are engendered by the swift publication of finishing times online and medals are awarded to all. Riders flock in their thousands, their enthusiasm is infectious and they become zealous ambassadors for the sport.

The great success of sportives is that they have enabled novice riders to experience success and feel part of the wider cycling community at a very early stage. A significant learning point is this: in the past experienced cyclists expected the new generation of cyclists to be just like themselves when in reality they have very different needs and aspirations. Traditional activities are not what the newcomers primarily want to do. Is it possible there is a new generation of ringers for whom method ringing is not the ambition and should not be the expectation? Are there less-daunting activities, equivalent to sportives, which would give new ringers more enjoyment in a shorter time?

My suggestion could be summed up as "more simple exercises rung well". Nobody enjoys listening to bad, uneven ringing regardless of the complexity - which is arguably irrelevant to a passing listener. Yet there are many simple things that could be rung routinely, which are easier, even, than call changes. Mexican wave in Learning the Ropes is an example, or simple dodging or making places as part of standard tower repertoire? Perhaps reverse rounds or rounds-to-queens in two pre-planned calls (on six bells)? Success and achievement could be gauged by the accuracy of striking not by complexity.

Note I am not advocating bad ringing. In fact I am urging much better ringing; a move away from assuming that everyone's goal is to ring methods could help instil more pride in beautifully rung, simple exercises. It is not essential to ring methods and I would argue it is not even good for the Exercise for everyone to try. Over-emphasising methods tends to take the focus off the standard of striking and undervalues ringers who do not ring methods. (Method ringing will thrive, as able ringers will emerge if much greater numbers participate.)

To conclude, in cycling traditional racing and club riding are too hard for many newcomers and this, I believe, is analogous with method ringing within bell ringing. In the past experienced cyclists did not understand that the perspective and needs of novices were different from their own but an entirely new branch of cycling has generated unprecedented enthusiasm and participation. In my opinion recruitment and retention in ringing will benefit if we realise that the aspirations and abilities of learners may be quite different from those of skilled ringers. Ideally simple exercises rung well should be much more highly regarded and valued in the whole ringing community.

By Ruth Eyles

Personal cycling coach and Learning the Ropes participant



Book now to hear Ruth speak at the ART Conference 2014

Ruth is presenting 'Keeping People Ringing – can bell ringing learn anything from the British Cycling experience?'

Booking is now open to all at ringingteachers.co.uk/conference



I am urging much better ringing through a move away from assuming that everyone's goal is to ring methods

Keep your ringers ringing

The new ringer has learned to handle a bell and is now ready to ring rounds with others. The next stage of their learning experience will be very different. The teacher and new ringer have been working together intensively on a one to one basis. The new ringer has been at the centre of the teacher's attention.

Now the learning curve will flatten out. As the ringer progresses towards elementary change ringing they will have to wait their turn to ring on practice nights. Progress often seems hard to achieve, which can lead to frustration. Interest and motivation often wane.

Challenges for the teacher

As the keen new ringer or novice moves on to become a developing ringer or improver the teacher faces a big challenge in keeping the ringer interested and motivated. In any activity this is a time when participants drop out.

Developing self awareness in our ringers

A good teacher must be aware of these potential problems and encourage the developing ringer to become self aware, both of bell handling style and listening, so that good striking can be developed independently even if the teacher is not present. A simulator is an excellent way to help a developing ringer tune into intrinsic feedback and help improve listening skills. The ringer can start by ringing the tenor behind. As the skill develops the ringer can ring an inside bell in rounds and over time can move on to ringing Plain Hunt, methods and larger numbers of bells.

In the tower, listening and striking can be developed on as few as 3 or 4 bells. The advantage of using low numbers of bells is that few helpers are required and it is easy to distinguish the sound of one bell. Arranging practices for the obvious benefit of one or two developing ringers helps to reinforce the feeling that they are valued as individuals, which is in itself motivating

Kaleidoscope sequences can be used such as Treble Bob Hunt or Cambridge (right) front work can be used to develop the skill of moving the bell with accuracy. These training sessions have the added advantage of adding variety to the developing ringers' experience that will help to maintain interest.

Improving understanding

A ringer's curiosity can be satisfied by understanding the background to ringing. Theory should be taught to promote understanding and maintain interest. During later stages this accumulation of understanding will assist in the learning of more advanced methods. At each stage, teachers should ensure the ringer's practical skills are under-pinned by theoretical knowledge

Opportunity to assist with maintenance tasks in the belfry and through this gain an understanding of the mechanics of bells may be of interest to some ringers and help them to feel more involved.

Changes in the teaching relationship

Novices do not know what they do not know yet! They tend to hang on to every word and demonstration of the teacher. However, as they develop and learn more, often their self-image changes. The underlying problem is that the

Teaching Tips #6

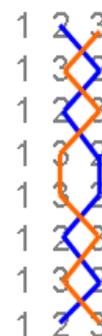
How to take the step from novice to improver

By Pip Penney
ITTS Course Tutor

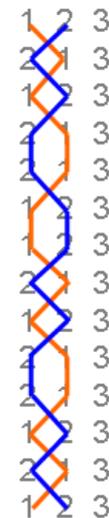


Teachers should help the developing ringer to use his or her own intrinsic feedback through the ears to improve listening skills and help improve striking

Treble Bob Hunt in 2/3



Cambridge Front work in 1/2



developing ringer may have sufficient understanding to achieve current performance but insufficient understanding to realise or accept that things are worth improving and how much skill they still need to develop.

There is often a dilemma at this stage between what the ringer “wants to learn” versus what the teacher feels the ringer “needs to learn”. Ringers often want to move on to ringing more complex methods before they can ring the methods they are currently practicing with accuracy.

Ringer’s expectations - what are the ringer’s goals?

A teacher should develop goals with the ringer. A teacher cannot expect a ringer to accept a training program if it has merely been inflicted on them. Discussion with the developing ringer is crucial. By forcing expectations on to a ringer a teacher runs the risk of scaring ringers off. Learning the Ropes provides a system of progressive goals for teachers to use with their ringers.

Broader horizons – ringing out and about

There comes a point where the developing ringer has a good enough basic technique and foundation skills for the teacher to start to encourage the ringer to go out and about to other practices. Up to this point the teacher has been ever present - teaching, motivating, reminding, demonstrating good practice. But now the ringer is frequently without this support. All too easily striking can start to slip if other ringers around don’t exhibit good striking.

As ringers move on to the world of change ringing they are often less interested in how they are ringing & more interested in learning new methods. Bad habits can easily appear, undermining prospects for future performance.

Variety and opportunity for skills development

If someone learns to ring in a band where the striking is poor they will have less opportunity for learning to strike well. In these cases there is a risk that the ringers are likely to get bored and under-stimulated, to lose motivation and to stop ringing.

Pydar Improvers

In the Deanery of Pydar in Cornwall, Phil Tremain runs a group called Pydar Improvers (Pimps for short). Ringers start at the point when they can ring rounds. The group is designed for those who can benefit from extra practice in a friendly and supportive environment. The improvers have the opportunity to ring with experienced helpers. One of Phil’s objectives is to make these practices “something people want to be at”.

The band at neighbouring Padstow had dwindled to a few ringers. Brian Woods (who attended an ITTS Module 1 Day Course in January 2012, was mentored by Phil and is now an ART Member), recruited and trained several new ringers. These ringers now ring with the Pydar Improvers, greatly benefiting from the extra ringing and enjoying the social side of the outings.

Similar opportunities for developing ringers can be created, for example, by extra sessions at ringing centres or dedicated courses run over several weeks.

The transition from novice to improver is a high-risk time for losing ringers. By paying particular attention to a ringer during this period we may help more ringers progress to the point where they are really enjoying their ringing and are less likely to give up.



It is important for teachers to spend time talking to developing ringers helping them to foster suitable goals

Developing ringers need variety, opportunity to ring with good strikers and opportunity to meet other ringers



The Pydar Improvers are a successful Cornish group led by Phil Tremain

Second Summer Camp Success

Following the success of the inaugural St Martin's Guild summer camp in 2012, we quickly set about organising its successor. The first summer camp was wholly focused on teaching new recruits. This year, we decided that we would try to develop the skills of some of our current youths, including those who we taught last year, as well as teach a group of new ringers.

The style and structure of the week would follow a similar pattern to the 2012 Camp, but we thought carefully about the feedback received. Specifically, this saw us reduce the length of the day slightly, after concluding that the same level of progress could be met in reduced times whilst maintaining motivation, and increased the variety of activities and games.

Recruitment

This is the most challenging aspect of the summer camp. We approached current young people from the Guild who we felt the camp would benefit. Enthusiasm was high and our core group was quickly signed up.

However, efforts to recruit new ringers proved very challenging. The Ringing Foundation had granted us £100 for recruitment purposes, which we put to good use alongside a personal donation, to book the Charmborough Ring. With local press, radio and an array of colourful leaflets and posters, we attracted a good number of people to have a go. We signed up a large number to a mailing list, of all ages. However, in spite of rigorous efforts to follow up, the results were disappointing; we managed to attract one new recruit who sadly did not complete the Camp.

We have reflected carefully on our recruitment approach and have a new strategy in process, but would be interested to hear from others too.

The Camp itself

Thus, this year's camp was focused towards helping current ringers advancement and progress on the "Learning the Ropes" scheme. This ranged from some who were working at or beyond Level 5 (with whom we focused on striking and conducting skills) to one who was at Level 1. The main challenge was to ensure we had enough useful activities to keep this broad range of abilities interested. We put together a folder of quizzes, games and worksheets as well as breaking down the day into short chunks, with ample opportunities for breaks and non-ringing games.

Whilst we might have struggled this year with recruiting new learners, we are successful at retaining the young ringers we do teach and our approach to building up a group who enjoy one another's company is essential to this.

Success criteria

The camp was designed to identify a group of current young people and help them progress, depending on where they are and what they are working on as individuals.

By Arthur Reeves



Book now to hear Arthur speak at the ART Conference 2014

Arthur is presenting 'Birmingham Summer Ringing Camps - Recruitment and Training Birmingham style'

Booking is now open to all at ringingteachers.co.uk/conference

Rose Horton, Catherine Vernon and Tom Horton [to the right] after their successful quarter peal of Plain Bob Triples



We had to be realistic in our aims as well as ambitious. The week culminated in two quarter peals with many firsts for those involved. In one week, we were never going to progress anybody up an entire Level. However, by the end of the week we felt that the activities they had focused on had developed each of them as ringers. The striking skills session seemed to have made a difference.

One student commented that "I think I am definitely a better ringer after this week" - something we think can be applied to all those on the camp, whether it was through a new method they have rung, something they have conducted or through a greater awareness of their striking.

As we did last year, we are thinking carefully about feedback from this year's camp and specifically about how we recruit new ringers. Once again we would like to thank the Ringing Foundation for their generous support.

Mentors meet at Melksham

On 19th October 2013 we were welcomed to the ITTS Mentoring Workshop by Tutor Pip Penney. She said that this was the first one of it's kind and that the idea was to help Mentors in their role within ITTS. Thirteen ringers were present – some with experience of having already been in the role of a Mentor.

By Christine Purnell
ITTS Mentor

The first session was to discuss what a Mentor undertakes and how to encourage and be a role model. After a short coffee break we embarked on the second session and discussed "Teacher Development" with ideas on how a Mentor could best help and support the trainee teacher.

We all enjoyed a good lunch at a nearby Wetherspoons and there was time for the ringers present to socialise and share tips.

Our afternoon session of "Getting started" suggested ways of implementing support to the delicate relationship of student, teacher and mentor. We then went onto the fourth session that considered ways of "Putting things into Practice" - which led into a general discussion and filling in feedback forms.

The day ended around 4pm and I would like to thank Pip for her interesting and thought provoking Workshop.

If you would like to hold a Mentoring workshop in your area please contact Pip Penney (details on page 2).



Know the facts for teaching with children and vulnerable adults. ART and ITTS Teachers should always be aware of the ART Safeguarding Principles whilst teaching. Please take the time to review the policy on Moodle.

For more information contact Graham Nabb via grahamnabb@ringingteachers.co.uk

ART Safeguarding Policy

Read all ART policies on Moodle
www.ringingteachers.co.uk

LtR Benefits Bray Beginners

The tower at St. Mary's, Eaton Bray, 6 (9 ½ cwt) has sadly lacked a bell team for several years and until recently there were just two ringers resident in the village. With no regular practice night, service ringing or structured training, attempts at recruitment had not proved very successful.

Whenever additional ringers were needed for special services or weddings, support was often sought from local towers such as Ivinghoe, Cheddington or Marsworth. As the team at Marsworth had recently undertaken ITTS training and begun to teach the 'Learning the Ropes' scheme supported by Mentors from Linslade, training ringers for nearby Eaton Bray seemed a logical priority.

Throughout July and August, Marsworth had run a 'learn the ropes this summer' campaign which resulted in several new recruits for the team. Our approach had been to offer dedicated practice nights to these new ringers, initially on three evenings a week as they learned to handle a bell, then ring in rounds with others. Although this was successful, not everyone could make every session and we wondered whether a more intensive approach might appeal to those who did not wish to commit to so many evenings learning the basics. As an experiment, we advertised a 'learn to ring in a weekend' course and advertised this with leaflets, posters, online, newspapers and magazines, used social media and particularly advertised in Eaton Bray.

The results were interesting – we had earmarked a whole weekend to train up to six ringers with six available ITTS Module 1 Teachers to offer individual tuition. Noise would not have been an issue as we were using our newly installed simulator, which was partly funded by grants from the Ringing Foundation and the Chiltern Branch of the ODG. We received about eight enquiries from interested people and these came from far and wide – including one gentleman who had been trying to learn to ring for several months at his local tower 25 miles away but was only offered a '5 minute go' each practice night and was on the verge of giving up in frustration!

The end result was 3 people who wished to learn on the weekend course, plus a further half dozen from Eaton Bray who wanted to come but weren't available on our proposed date. Realising we needed to be flexible, we offered to run further similar courses to fit everyone in.

Two months later, Eaton Bray now has four new ringers who have attained their level 1 of learning the ropes, two more who can handle a bell independently and are progressing towards rounds and we have received enquiries from four more villagers to come and learn to ring after Christmas.

Teaching bell handling in two days is quite demanding – both for teachers and learners. Although we had planned to teach from 10am until 5pm on two consecutive days, it seemed clear that people were starting to get tired by mid afternoon and less was being achieved. We discovered that having a day off in between the two training days was also helpful, as was the group making friends – lunch together in the pub, a drink afterwards – all these helped people to form bonds and develop a team spirit. We approached the teaching with a sense of light-hearted fun, remembering to offer positive feedback whenever our new ringers achieved anything. One lady said she felt 'nurtured' whenever she was in the tower and another commented that it was so much fun she felt like part of the team straight away.

By Rose Nightingale
Marsworth



Learning the Ropes



Marsworth had run a 'learn the ropes this summer' campaign which resulted in several new recruits



New ringers get intensive instruction from ITTS Teachers at Marsworth

We suspect that with intensive handling lessons to begin with, people quickly progress through the initial stage of learning to ring a bell independently, so the fun part of starting to ring with others is attainable much sooner. So far, nobody who has started with one of these weekend handling courses has given up – they seem keen and say that they look forward to practices. The teachers feel that giving up whole days and replacing three broken stays at Marsworth this month has been a small price to pay for an enthusiastic new service band at a nearby Church.

One of the drawbacks of having trained the new Eaton Bray team on our easy-going bells at Marsworth is that they now need to get used to the bells at Eaton Bray which are more challenging to handle for a novice ringer. Initially, we set up a 'one off' practice, where two of us did a quick belfry check first, then we started with rounds on 3, then 4 bells, building up to 6, then all swapping bells and repeating the process.

So far, the new ringers have rung for three Sunday services at their home tower, albeit with support from their ITTS teachers who have gone along to support them whenever possible.

As more ringers become ready to ring for services, our plan is to continue to train them at Marsworth at our dedicated learners' evenings (where we are exploring call changes, leading, dodging and making places) and organise occasional practices at Eaton Bray so they can gain confidence on their own bells. As all the new Eaton Bray team are of retirement age and available during the day, they are discussing holding a weekly morning practice too.

In training a new band from scratch, there is the obvious drawback of no established team for them to join in with, but they do have the advantage of on-going training through the ITTS scheme and team spirit is already in evidence (with two of them opting to wait to receive their certificates until their friend got hers too!). With several willing teachers from Marsworth and Linslade supporting the new band, 'Eaton Bray Ringers t-shirts' on order and the new band telling all their friends how much fun it is learning to ring, we feel quite optimistic that the team will continue to expand and progress. On the first Sunday service where the new ringers rang rounds, we left the tower to some applause from the choir and congregation who said things like 'well done bellringers!'. Despite our rounds sometimes going a little awry, parishioners described hearing the bells rung by members of the local congregation as a real treat and on an almost daily basis, one of the new team tell us 'I've got another friend who might like to learn to ring too'....



Barbara Morton, Gaye Soule and Sharon Stilliard receive LtR Level 1 certificates



We left the tower to applause from the choir and congregation

New Teaching Toolboxes

Would you like to run courses for your ringers? Have you got all the course materials? Teaching Toolboxes provide ready-made course materials for you!

Each toolbox provides resources for teachers and students which can be printed out as course materials, a PowerPoint presentation for you to cover the theory of each course, guidance on which ringers to target as students, theory and practical targets and ideas for you to use. There are four toolboxes ready for use Plain Hunt, Plain Bob Doubles, Grandsire Doubles and Plain Bob Minor. Everything you need to run courses for your developing ringers.



Find the toolboxes now on the ITTS Module 2 section of Moodle
www.ringingteachers.co.uk

Records of Achievement Aug, Sep & Oct 2013

Level 1

Harry Thompson - St. Peter's, Hartshorne
 Sally Tulley - Marsworth, Bucks
 Bob Deeley - Marsworth
 Lynn Benn - All Saints' Gainsborough
 Edward Evans - St James Queen's Square
 Gordon Leigh - Cadbury, Devon
 Roger Gowing - Cadbury, Devon.
 Libby Price - Cadbury, Devon.
 John Waite - Cadbury, Devon.
 Jasmine Ives - Bardwell
 Teresa Ives - Bardwell
 Kian Ives - Bardwell
 Jane Dow - Bardwell
 Owen Small - St James Queen's Square
 Lindsay Small - St James Queen's Square
 Jacqui Channon - Cadbury, Devon
 Alice Channon - Cadbury, Devon
 Anita Hirschhorn - Colwall
 Lucy McGregor - Freeland St Mary
 Thomas Monks - All Saints Marsworth,
 Buckinghamshire
 Billy Ingram - North Cadbury
 Francis Grey - Bosbury
 Tony Stapleton - Cradley
 Phoebe Rowe - Radford Semele
 Roger Young - Tamworth in Arden
 Frederick Williams - Aston Cantlow
 Gaye Soule - Marsworth
 Katie Wood - Horsington
 Richard Orr - Stoke Golding
 Carol Emms - Minsterworth
 Julia Ingram - North Cadbury
 Lizzie Ingram - North Cadbury
 Martin Savage - Bletchingley, Surrey
 Eleanor Tout - Shirenewton
 Charles Palmer - Chislet
 Sam Pearce - St. Giles, Cheddington
 Willow May - Bishops Lydeard Taunton
 Jordan Gale - St. Peter's, Hartshorne
 Anna Young - Harwich
 Juliette Lloyd - Harwich
 Mark Blades - Chislet
 Peter Ransom - Minster in Thanet
 Sandra Allen - Minster in Thanet
 Melinda Callas - Bridgwater
 Charis Armstrong - Sampford Brett
 William Bamford - Barrow-upon-Humber
 David Little - Dunblane Cathedral
 John Carter - Dunkeld Cathedral
 Anne Graham - Dunkeld Cathedral

Rhys Dale-Peerman - St. Barnabas,
 Linslade
 Ella Lay - Bishops Lydeard
 Oliver Knight - Bishops Itchington
 Daniel Pearce - Whaplode
 Sharon Stilliard - St. Mary's, Eaton Bray
 Gordon Gray - Eaton Bray
 Joyce Gent - Alrewas
 Fiona Methley - Freeland St Mary
 Helen Aries - Radford Semele
 Jeffrey Greatwood - Alrewas
 Emma Young - Harwich
 Jessica Smith - Freeland St Mary
 Sue Douglas - Offchurch
 Barbara Morton - Eaton Bray
 Trevor Bennett - Alrewas
 Brenda Bennett - Alrewas
 Tony Ogborne - Tiverton
 Mark Heritage - Tiverton
 Christopher Dunn - Horsington
 Ellie George - Corfe
 Mia George - Corfe
 Sandy Killick - Pitminster
 Phil Rahilly - Staplegrove
 Sarah Kellam - West Bagborough
 Ted Harriss - Coggeshall
 Thomas Benson - Coggeshall

Level 2

Benny Lyne Amorsen - Offchurch
 Richard Lennox - Worle
 Miles Stockton - Harborne
 Sascha Kripngans - Barrow-upon-Humber
 Carol Emms - Minsterworth
 Vivienne Sewell - Barrow-upon-Humber
 Jordan Gale - St. Peter's, Hartshorne
 Adam Gibson - Dunblane Cathedral
 Eleanor Tout - Shirenewton
 Sam Kellaway - Shirenewton
 Jennie King - Waltham St Lawrence
 Ben King - Waltham St Lawrence
 Josh Worman - Bassaleg
 Jessica Smith - Freeland St Mary
 Caroline Levine - Churchstanton, Taunton
 Yehudi Levine - Churchstanton, Taunton
 Bill Morris - Churchstanton, Taunton
 Muriel Coles - Creech St Michael, Taunton
 Harriet Manning - Creech St Michael,
 Taunton
 Ally Gabell - Hillfarrence, Taunton
 Jackie Hay-Berry - Hillfarrence, Taunton

Martin Wiesner - Hillfarrence, Taunton
 Louise Holcombe - North Curry, Taunton
 David Holcombe - North Curry, Taunton
 Annie Suddaby - North Curry, Taunton
 Ali Boulton - Staplegrove, Taunton
 Tormey Slater - Staplegrove, Taunton
 Janice Smith - Staplegrove, Taunton
 Marilyn Griffin - Staplegrove, Taunton
 Sue Goddard - Holy Trinity, Taunton
 Mary Knight - Taunton, St James
 Andrew Knight - Taunton, St James
 Thea Banks - Bishops Lydeard, Taunton
 Antonia Coleman - West Bagborough,
 Taunton
 Anne Baker - Trull, Taunton
 Lesley Dadson - Trull, Taunton
 Sue Dingle - Trull, Taunton
 Mike Emmett - Trull, Taunton
 Judith Richards - Corfe, Taunton
 Pauline Flood - Corfe, Taunton
 Peter Lang - Pitminster, Taunton
 Bob Walker - Bishops Lydeard, Taunton

Level 3

Bethan Pinnock - Harborne
 Julia Porter - Berkswell
 Nigel Dick - Lighthorne
 Mike Goodison - Dunblane Cathedral
 Paul Kaye - Offchurch
 Josh Worman - Bassaleg
 Andrew Booth - Bermondsey
 Charles Cowper - Bassaleg
 Alice Sharp - Bassaleg

Level 4 (Doubles)

Julie Minch - North Leigh
 Robert Pinnock - Harborne

Level 5 (Doubles)

Rhiannon Millar - Shirenewton

Level 5 (Minor)

Lily Carswell - Templecombe

Ed - The Ringing World will now be publishing the names of all those passing each Level of Learning the Ropes. We hope that you look out to see your ringer's names when they are published.

ART Annual Conference

Recruiting and Retaining Ringers

8 March 2014 - Earlswood Hall, Earlswood, Nr Chepstow NP16 6AW

BOOK NOW!

Use online form
or download PDF form at
www.ringingteachers.co.uk/conference

9.30	ART Members assemble Members only
9.45 – 9.50	Chairman's Welcome Members only
9.50 – 10.30	Annual General Meeting Members only Full members – voting rights / Associate Members – no voting rights
10.30	Coffee & Non-Members arrive
10.50 – 11.30	Keeping People Ringing with Dr Ruth Eyles Can bell ringing learn anything from the British Cycling experience?
11.30 – 11.45	Questions to Ruth
11.45 – 12.25	Birmingham Ringing Summer Camps with Arthur Reeves Recruitment and Training Birmingham Style
12.25 – 12.40	Questions to Arthur

LUNCH

1.45 – 2.30	A The Art of Giving Feedback with Pip Penney at Earlswood Hall	B Developing ringing skills from scratch to higher numbers with limited resources with Heather Peachey at Earlswood Hall	E Kaleidoscope Ringing with Peter Dale at Usk 1hr 30 mins Practical session	F Simulators and Their Varied Uses with Frank Seabright & Derek Ballard at Shirenewton 1hr 30 mins Practical session
2.30 – 3.15	C The Bells Ring Out Again with Brian Wood at Earlswood Hall	D Teaching Stedman with Peter Bennett at Earlswood Hall		

TEA

3.30 – 4.00	ART Teaching Toolboxes with Graham Nabb
4.00 – 4.15	New ART recruitment video – Premiere!
4.15 – 4.45	Have Your Say led by Graham Nabb Tell us what you have been up to with your teaching and ask us what you would like know

CLOSE

Afternoon sessions **E** and **F** are strictly limited to 6 per session, allocated on first come first served basis.

Booking forms and further details available from admin@ringingteachers.co.uk