

Rose Nightingale writes:

Teaching Toolboxes: The right tools for the job at Marsworth

[Read more on page 8](#)



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Editorial

Rob Parker
robparker@ringingteachers.co.uk

The Ringing Roadshow is just around the corner now, and ART will be hosting a stand and a seminar. Please do try to call by at the stand, the full range of ART teaching products, including DVDs, CDs and Teaching Toolboxes will be available for sale.

The next edition of ART WORKS comes out in November. We want to hear lots more stories about the teaching you're doing in your local area. You can email me stories (of any length) at any time via the address above.

Chairman's Chatter

Ringling Roadshow – 6th September 2014 – Newbury

The Roadshow promises to be a great day out for all your ringers check it out at www.ringingroadshow.co.uk. Have you got your tickets yet? Buy in advance through the website and save £2 per ticket.

ART is having a stand where our educational products will be on display, there will be two Wombles to be used for training purposes. The ART stand will be closely associated with the stands of the CC Ringing Centres and Education Committees. Come and pay us a visit.

Funding the future

As ART continues to develop, we are looking to the future and the need to become financially self-sufficient. In this issue we launch the ART Supporters scheme, see page 9, which is a major new initiative for ART. The Management Committee is working on various plans but if you have any experience of fundraising and may be able to assist, please contact Graham Nabb grahamnabb@ringingteachers.co.uk

A few changes... and a request for your thoughts

ART Management Committee has been reviewing various aspects of the ITTS Modules and some changes have been introduced.

- It is now a requirement rather than a recommendation that Mentors attend a Module 2 Day Course before Mentoring a Teacher for Module 2, this brings the requirement for Module 2 in line with those for Module 1.
- To attend the Module 1 Day Course as a delegate there is now a requirement that the applicants own handling style should be sufficient to pass the Learning the Ropes Level 2 handling assessment.
- The structure of Module 2 is under review in order to widen the number of Teachers able to gain from some of the content. We will shortly be launching a consultation, and we really want to hear your views.

ART Conference 2014 – 7th March 2015 – Birmingham

Planning is starting for the 3rd ART Annual Conference. A few topics under consideration are Tower Maintenance, Conducting, and Teaching Hand-bell ringing. Let me know if you would be interested in attending any of these or have other ideas you'd like to suggest. My current thoughts are to have some sessions including a practical session on the Sunday – what do you think?

How good are your Mentoring skills?

If you are a Mentor and you feel you would like to understand the Mentoring process more thoroughly why not attend one of our Mentor Development Workshops? These courses last for 2 hours and you can register online at www.ringingteachers.co.uk/itts/register

If there is not one near you why not ask for one to be run in your area?


Certificates for your quarter peal ringers

Make their efforts seem worthwhile! Would your ringers like to have their quarter peal recognised by receiving a certificate recognising their achievement? On Moodle under ITTS Module 2 you will find certificates for you to complete and print off to award to your achievers.

By Pip Penney

ART Chairman

pippenney@ringingteachers.co.uk

	
	
Learning the Ropes	
James Biggs	
ringer at	
St Matthew's, Royston	
has achieved	
First Quarter Inside	
Date	17 February 2012
Tower	St Matthew's, Royston
Method	Plain Bob Doubles
No. of Changes	1250
Ringers	1 Peter Wilkes
	2 Suzie Hall
	3 Jane Parker
	4 James Biggs
	5 Sally Kendrick
	6 Thomas Mullins
Signed _____	
Supported by 	

Educare available for ART

I am sure all Teachers and ART Members are aware of how important the safeguarding issue is. The ART Management Committee has had to give undertakings on Disclosure and Barring Service (DBS) checks to insurers and give assurances on procedures to the Charity Commission. Reading the press there seems to be almost constant court cases referring to neglect or assault. More to the point perhaps parents expect this from accredited teachers if they are to leave their loved ones in our care for training.

The Youth Toolbox gives ideas for and procedures for managing groups but in addition there are many other youngsters being taught by teachers. Thank goodness – they are our ringers, leaders and trainers of the future.

As an educational organisation, ART has a responsibility to have policies in place which Members need to adhere to and to provide access to training. Therefore, ART has now subscribed to the Educare Grassroots programme for the Child Protection online training facility. Specific programmes are also available at small costs and we will consider adding more programmes to our Membership offering in the future.

This programme is free for all ART Members to access and Members should have recently received login details. If you have not, please do contact Angela – via admin@ringingteachers.co.uk - for your personal login.

The Child Protection programme available to Members has 5 sections:-

- Child development
- Forms of Child abuse
- Recognition and Response to Abuse
- Reporting abuse – the child abuse system
- Good practice

The programme takes the form of online reading followed by an online test. Certificates are produced on successful completion.

We need to remember that the course is generic so some examples may refer to circumstances ringers are unlikely to encounter. Having said that supervising teachers in charge of youngsters do have to recognise and consider abuse at home or elsewhere if there is any suggestion or indication of it, or a youngster confides.

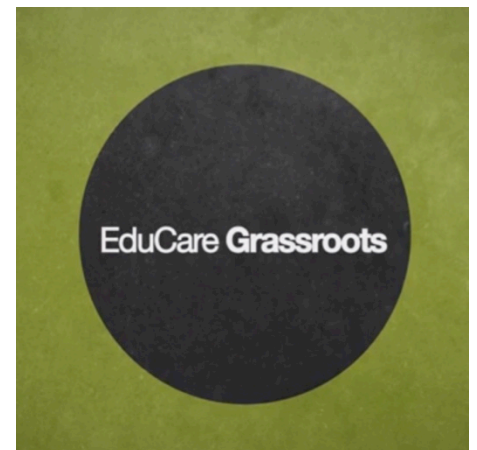
Whilst this is voluntary, I encourage you to take time to do the programme and take a further step forward towards a professional approach to teaching ringing and meeting the expectations of the outside world.

Equality Policy

To conform with appropriate legislation and to ensure a fair approach is taken to teaching and assessments, an Equality policy statement is now on the ART website – www.ringingteachers.co.uk/art/policies.

Where a teacher believes that due to a disability a student is unable to be assessed in the required way in the first instance they should email Graham Nabb (above) with details and the issue will be considered by a panel to see if an alternative approach to assess competence is appropriate.

By Graham Nabb
ART Safeguarding Officer
grahamnabb@ringingteachers.co.uk



Educare Grassroots training on Child Protection is now available to ART Members

Secret diary of an... ITTS Assessor!

I was pleased to be invited to become an External Moderator to assess Teachers aiming to complete ITTS Module 1 - Teaching Bell Handling. My professional role as a quality auditor would, I thought, be a benefit to the task in that it is helpful to have a methodical approach to ensure that all the requirements of the syllabus are met.

With a bit of homework beforehand a few questions can be jotted down and the highlight pen on the guidance notes help keep track during the assessment. Most of the work has already been done by the trainee. Previous bell handling lessons have been planned and documented and the learner(s) are making progress.

I take a light hearted approach and start by having a chat about progress to date and making sure that all the relevant documents have been completed and signed by the teacher and mentor. We then discuss the planned lesson for the day.

During the lesson, the Teacher must demonstrate their ability in each of ten skills. A pass must be scored in each section to reach the required standard. I spend most of the time observing and making notes, and occasionally might ask a question if I want clarification on a particular point. I find it is good to get some verbal feedback from the Teacher at this time as this gives them an opportunity to really show their knowledge of the subject and their communication skills.

The benefit of the ITTS is that all the Teachers are working to the same set of teaching guidelines, and it is easy to follow their work against the Teaching Tips book and their own Teacher Training Logbook.

I look out for strong points and compliance to the syllabus and will make a note of them as the lesson progresses. These notes will form the basis of my written comments at the end of the assessment.

At the very beginning I tell the Teacher that I want to give them a pass mark, but that if I feel that standards have not been met I will say so. The three assessments I have done have all been successful. They get slightly easier after the first but I know that they will all be different! Cold towers in winter and traffic hold ups during the rush hour are some potential discomforts, and at one assessment a whole team of ringers turned up to help the learner ring Rounds as part of the prepared lesson. On another occasion I was told quite firmly by the Teacher that, although I was sitting well out of the way, I must not sit with crossed legs when in the ringing room! "Where am I going to rest my clipboard?" I exclaimed!

All in all, very good fun and great to see progress in teaching. And the learner ringers - well, they just take it in their stride!

Paul Lewis leads the Assessing Mentor group, with regular communication to Assessing Mentors across the country. If you have a question about the ITTS Assessment or about arranging an External Assessment, please contact Paul via paullewis@ringingteachers.co.uk.

By Philip George
ART Member



Philip undertakes some teaching of his own, giving his granddaughter Megan her first handling lesson.



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What type of ringers do you teach?

In the last Teaching Tips article we looked at the stages of development of new ringers from the novice to expert and at the different rates of progress ringers make.

We identified that specific types of ringers need different coaching approaches and the fact that as individual ringing teachers we are unlikely to be able to become expert coaches for all of the different groups.

Catering for the various coaching requirements of different types of ringers

Performance development coach

If you are teaching ringers who are moving on fast, who are eager to progress, your role is that of "performance development coach". You will need to encourage your ringers to ring frequently and once they have reached the standard of the upper end of the home tower they will need to attend other practices to develop their skills. As the coach you can introduce them to other practices, send them on courses or run courses for them, identify a suitable practice for them to attend on a regular basis where their skills can be developed and arrange quarter peals and peals for them. It may be possible to find an advanced ringer who will mentor them and bring them on further.

ART provides off the shelf course materials in the form of Teaching Toolboxes, which cover from Plain Hunt to Surprise Minor and provide everything you need for your developing ringers. These toolboxes contain Teacher Resources, Student Resources a PowerPoint presentation which covers the theory sections, plus, teacher notes. These toolboxes can be found on the Moodle site for those who have attended an ITTS Module 2 Day Course or those who are ART Members. For all others, a CD with the resources on can be purchased at www.ringingteachers.co.uk - just click on Shop!

Participation coach

If your ringers are not in the mindset to be keen to progress for whatever reason, you must use a different approach. These ringers may be long-term ringers who have got as far as they wish to go at the current point in time or may be just unambitious and not willing to put much effort into self-development. They are often valued Sunday service ringers. Your role will be to coach to "sustain participation".

The social side of ringing needs to be considered, you as their coach should ensure these ringers have plenty of opportunity to make friends within ringing. It is this which will keep them coming along to practices and Sunday service ringing. You need to ensure that these ringers feel valued, have a role and enjoy themselves. Going down the pub after practice is a good policy, outings to other towers and other parts of the country will provide variety and maintain interest. Summer BBQs and Christmas meals have their role to play.

Other ways to help people feel involved may be to give them a specific role, such as, social secretary, tower treasurer, steeple keeper or Sunday service band organiser.

Teaching Tips #9

Part 2 of 2

By Pip Penney
ITTS Tutor

If you have not yet attended ITTS Module 2, you can apply for a Day Course through your original ITTS Tutor or via the ART website.



If your ringers are not in the mindset to be keen to progress, your role will be to coach to "sustain participation"

Children's' coach

Children's coaching needs are different and may be met by a youth group. If you are coaching children is there a provision for their needs locally? If not could you identify a person who would be willing to establish a youth group? ART provides a series of resources for those working with youth groups in the form of a Youth Toolbox (right). The toolbox is a large collection of ideas and best practice for running youth orientated groups. It available to ART members on the Moodle site under the section called Association of Ringing Teachers. For those who are not ART members it can be purchased at www.ringingteachers.co.uk - just click on Shop.

High performance coach

Once ringers start to be capable of ringing at the expert stage it is likely that to be able to progress to their full potential they will need to ring at a tower with ten or twelve bells and have opportunity to have a high powered band to ring with. These ringers include the "giants of the future, ringers who may become 12 bell striking competition ringers or peal conductors. This level of coaching can only be provided by ringers who are themselves ringing at the expert level and many ringing teachers will be unable to aspire to such a level. In this instance, unless you are a "high performance coach" yourself, you will need to find someone who is and a tower which would welcome your ringer. Your role here as the best coach for that particular ringer is actually to pass them on to a coach with the appropriate skills to take their ringing forward.

It is unlikely that each of us can be expert coaches at all the various aspect of the coaching role

One ringing coach may be an expert with children and not so suited to coaching high end performers, others may be good at bringing ringers on and developing performance and others good at maintaining a thriving Sunday service ringing band.

How can we develop our skills to cover each coaching role?

As we continue to teach we can develop our own effectiveness as coaches. Reflective practice, that is to say reviewing what we have done, how successful we consider it to be and how we could improve on it for the future will help us improve our coaching skills.

Our skills will develop on an informal level through our own experience and through observing others teach. Group teaching may be useful here. Coaches can also go out to other towers or attend courses as observers as part of the process of developing their own skills. Teaching and coaching skills can be developed through more formal routes such as attending courses and lectures such as those provided by ART at their Annual Conferences.

As ringing teachers continue with the coaching process, an understanding of some of the underlying issues will help them to develop their own skills further.

The importance of incremental learning

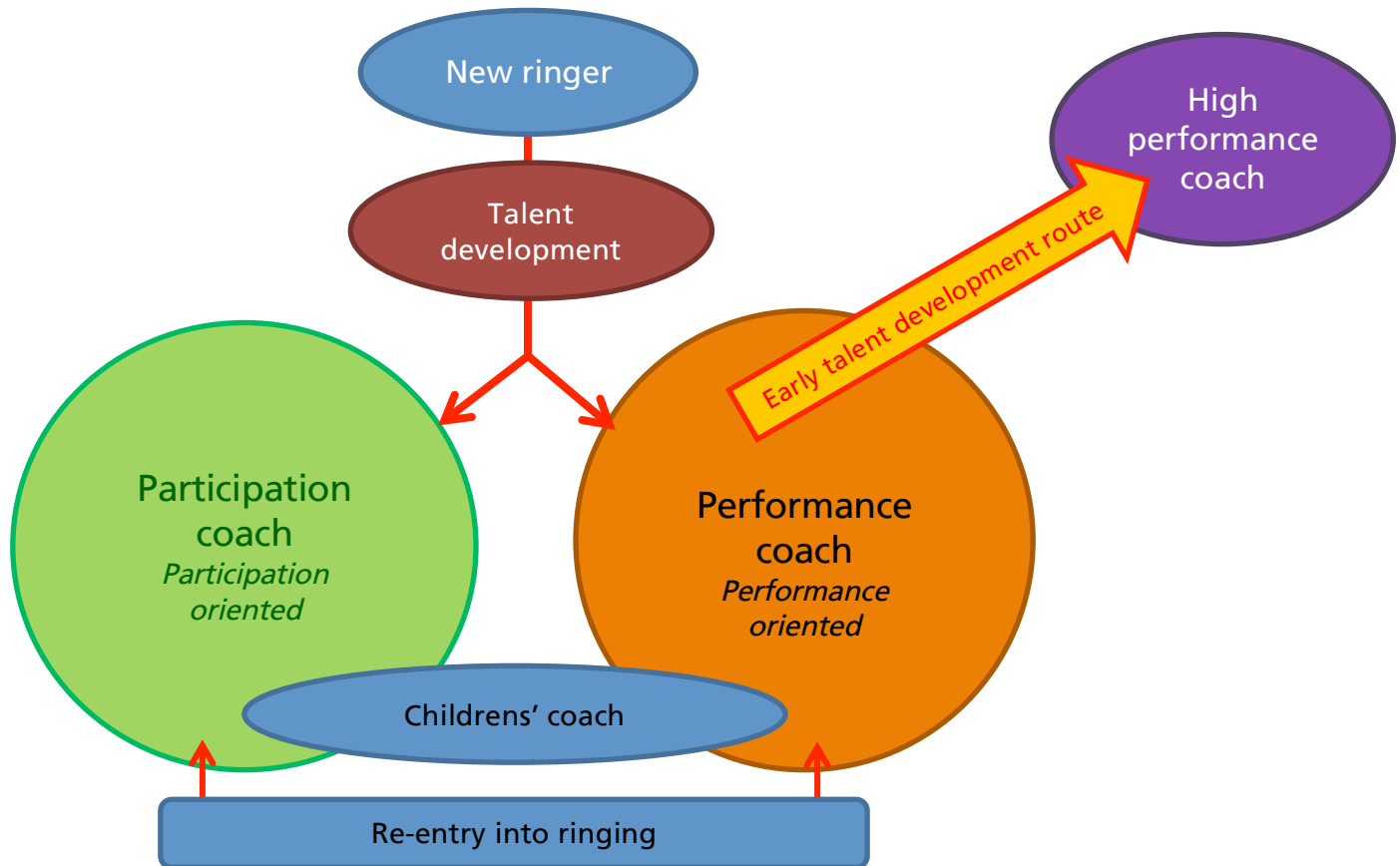
Whatever level you are teaching at, whether your role is to sustain participation, or improve performance it is necessary to take your ringers through an incremental learning pathway (learning in small stages each one built on the skills developed at the previous stage). In this way you will ensure



Youth Toolbox CD resources



Coaches can also go out to other towers or attend courses as observers as part of the process of developing their own skills.



that your ringers whatever level of performance they are at will have the appropriate theoretical grounding and skills development to allow them to progress to the highest level of performance if they have the will and the capability.

If you are currently training a ringer with a view to “sustaining participation” incremental learning is important. This ringer may, at a later date, move onto the “late talent development route” requiring coaching which is performance oriented and may even move forwards onto a “high performance development pathway” and require the attentions of a “high performance coach”.

Re-entry into ringing

In ringing there are a certain number of ringers who learn as children or teenagers and then stop ringing when they go to university or for other reasons. They may be uninvolved with ringing for years, often many years. When they re-enter ringing, provided their previous training provided them with the appropriate foundation skills built through incremental learning these ringers will be in a good position to move onto a “progressive pathway”. They frequently move through the “late talent development route”, this progress is facilitated by good foundations skills developed many years before.

The Learning the Ropes Levels 2-5 scheme provided by Association of Ringing Teachers [ART] to all those who are ART members or who have attended a Module 2 ITTS Day Course provides teachers with the resources and guidance to ensure their ringers are well equipped to develop the foundation skills required to move on to progressive pathways of ringing development and have the opportunity to go on to become top end ringers for the future.

The 'Tools' for the job

Since we started using the Learning the Ropes scheme at All Saints' Marsworth in July 2013, we have taught 13 people to ring and our twice-weekly learners' sessions are still going strong with ringers progressing at different rates. Some of those who started more recently or who come to less practices are still working on foundation skills whilst others have progressed through their Level 3, and in some cases have rung several quarter peals on treble or tenor.

As we had four ringers ready to move on to method ringing, this meant that the time we could allocate to plain bob doubles was fairly limited during a practice as we also need to cater for people who are consolidating their rounds and call changes. It was also not always possible to have enough 'support staff' present at every practice, so we decided to experiment with running a few dedicated practices, just to concentrate on plain bob doubles for those who needed it. Equally, we offered sessions just for those working on foundation skills, so that practice time could be used more effectively.

Before running the workshops and in order to get the most out of the sessions, we made sure that all those taking part were familiar with the theory of plain bob. Much of this was done in the pub after practice and ringers were also amused to be sent away with 'homework sheets' to fill in. As teachers, this was fascinating as we tried to find ways to explain theory in different ways to people who learned and understood differently. There was a wealth of material in the Plain Bob Doubles Toolbox which helped greatly, with games, worksheets and notes we needed proving very handy indeed, although we have not yet tried the PowerPoint presentation.

We planned the practices for times which our progressing ringers could all commit to, then contacted experienced ringers and asked them to support the sessions – we wanted to place a rock solid band around each individual when it was time for their turn. Our friends and mentors from St. Barnabas Linslade were an enormous help as ever. Treble passing theory had been taught already, along with the concept of place bells, the blue line, circle of work and we had spent time translating the common jargon beforehand.

When I was learning to ring bob doubles myself a few years ago, I remember going to a local practice and struggling through a plain course when the person standing behind me advised me to 'lie in observation at the next lead end'.....having no idea that this meant the same as what I referred to as 'long fifths', I was completely confused! So we were aware that terms we take for granted need to be explained beforehand as to a new ringer, they might not be at all obvious!

We found ideas in the toolbox very useful and made good use of 'funny bob doubles' and of course Bayles method which we had learned on our Module 2 Day Course. Whereas funny bob doubles allows people to practice and repeat one particular piece of work at a time, Bayles has the added advantage that the treble passing will be the same as during bob doubles, so as that was something we had particularly stressed the importance of, we favoured this more as a teaching exercise, enabling new ringers to ring a particularly tricky bit several times without having to wait 40 changes for another chance.

By Rose Nightingale
ART Member
Marsworth, Buckinghamshire



The Teaching Toolboxes CD is available to buy online at www.ringingteachers.co.uk/shop

Work on bob doubles is still ongoing but we found that running the workshops gave people a real kick start with the method and having mostly mastered the plain course that they can now go out and ring it at general practices here or elsewhere (not just learners sessions). Of course, everyone progresses at their own pace and whilst some are still consolidating the plain course, others are already ringing touches affected. We will certainly run further sessions like this whenever we have a group who are ready to progress to a bob doubles and we have also used much of the material in the plain hunt toolbox.

Ringling for the 21st Century

To ensure that ringing continues we have to recruit and train many more ringers. To do this, we need to train the teachers and captains of the future. ART's ITTS and Learning the Ropes Schemes are designed to assist in that process and ensure that our teaching methods are fit for the 21st century. We must motivate our teachers, ringers and helpers and make their time in the belfry enjoyable.

ART is now seeking individuals and groups to support our on-going work to deliver teaching and learning fit for the 21st Century.

This edition sees the launch of the new ART Supporters programme provides a framework and numerous benefits for individuals, groups, Associations or companies to support us. The programme has three levels by monthly or annual donation...

Friend (inc ART Teaching Centres)	Monthly £4+	Annual £50+
Sponsor	£20+	£250+
Patron	£85+	£1000+

Each level has a range of significant benefits available:-

Friends & Teaching Centres

Package includes recognition on Supporters page of ART Website, 25% off a ticket for the ART Conference, all ART products available at 'ART Members' rate, statement of our thanks posted on ART's social media pages and an annual Certificate of Friendship/Teaching Centre.

Sponsors

All of the above, plus an extra ART Conference ticket at 25% off, recognition on all pages of the ART website, the opportunity to host a stand at the ART Conference, free annual advert in ART WORKS, acknowledgement of thanks in every ART WORKS and monthly ITTS Teacher email.

Patrons

Package includes 50% off two tickets for the ART Conference all other benefits above plus recognition on ITTS and Learning the Ropes materials and certificates, free adverts in every ART WORKS magazine and ITTS Teacher email and annual invitation to meet the Management Committee.



Supporters

If you, or a group, association or company you belong to, are interested in become an ART Supporter we would be delighted to hear from you.

Please contact Graham Nabb
grahamnabb@ringingteachers.co.uk

A gift aid and standing order form is attached to the back of this edition of ART WORKS. Thank you.

Records for May, Jun & Jul 2014



Learning the Ropes

Level 1

Jan Baldwin - Broseley
Alice Bates - St. Leonard's Deal
Eden Horwood - Wing
Isaac Mills - Pitcombe
James Beedle - Pitcombe
Sallie Morgan - Birmingham School of Bell Ringing
James McCone - Birmingham School of Bell Ringing
Debbie Sealy - Calne
Aaron Doman - Calne
Kieran Walsh - Ilkeston
Edward Barnett - Ilkeston
Jackie Taylor - Birmingham School of Bell Ringing
James Wilkie - Roos
Brian Covey - Preston
Teresa Green - Broseley
Jonathan Nash - Bedford, St Andrew
Nick Kemp - Ladbroke
Sandra Allen - Minster
Harry Wilkie - Roos
Bruce Hodge - Thanet
Henry Loweth - Harpenden
Ella May - Henham
Kerry O'Coy - Kinver
Stuart Mallen - Kinver
Mo Awkati - Kinver
Ann Harrold - Kinver
Ian Squire - St.Peter's Hartshorne
Kayleigh Ritchie - St.Peter's Hartshorne
Joshua Simpson - All Saints, Roos
Archie Williams - Abingdon
Hannah Taylor - West Hendred
Tim Sunter - Birmingham School of Bell Ringing
Jenny Sunter - Birmingham School of Bell Ringing
John Tite - Horley
Rosie Portwood - Bramcote
Georgie Broom - Arnold
Sue Baxter - Arnold
Zoe Rose-Higgins - Arnold

Becky Green - Broseley
Stephanie Runting - Otford
Alexander Runting - Otford
Jan Verrall - Otford
Clare Leavold - Horsington
Robin Hedger - Kineton
Paul Titmus - Mickleton
Jodie Cate Marsden - Preston
Susan Marsden-Garrett - Preston
Marian Divers - Minster
Kevin Marsden-Garrett - Preston
Salli Greenwood - Trowell
Julia Hutchings - Trowell
Kira Wilson - Swaffham Bulbeck
Saffron Chambers-Taylor - Swaffham Bulbeck
James Andrews - Swaffham Bulbeck
Kiyoshi Thompson - Swaffham Bulbeck
Mungo Collison - Swaffham Bulbeck
Yvonne Wood - Wingham
Judith Faux - Ledbury
Adam Lloyd - Birmingham School of Bell Ringing
Zoe Wright - Thornham Magna
Lyn Cawley - Little Petherick
Janet Tyler - Heddington
Jim Birdsall - Tadcaster

Level 2

Rosie Brain - Stoke St. Mary, Taunton
Martin Carr - Bermondsey
Josephine Vincenti - Greenwich
David Little - Dunblane
Jonathan Nash - Bedford
Victoria Moulton - Great Gransden
Stuart Mallen - Kinver
Mo Awkati - Kinver
Christine Barnell - Birmingham School of Bell Ringing
Ethan McLellan - Buckland
Ralph Holtom - Kineton
Sharon Stilliard - St. Mary's, Eaton Bray
Jeff Thomson - Birmingham School of Bell Ringing
Frank Jordan - Worle
Bob Stilliard - Eaton Bray
Rowan Butler - Kineton

Rosie Storrar - Marsworth
Peter Sims - Swaffham Bulbeck
Judy Nestor - Birmingham School of Bell Ringing
Barbara Flanagan - Padstow

Level 3

Gaye Soule - Eaton Bray
Andrew Hardy - Birmingham School of Bell Ringing
Annette Jones - Birmingham School of Bell Ringing
Paul Brown - Devizes
Julianne Hormann - Birmingham School of Bell Ringing
Charis Armstrong - Sampford Brett
Bob Topp - Offenham
Sam Pearce - Cheddington
Benny Lyne-Amorsen - Offchurch
Sally Tulley - Marsworth

Level 4 (Doubles)

Catherine Pinnock - Harborne
Albert Williams - The Warwick Schools Foundation
Thomas Monks - All Saints, Marsworth
Andrew Booth - Bermondsey

Level 4 (Minor)

Noah Wilson Bell - Tadcaster

Level 5 (Minor)

Catherine Vernon - Harborne

Ed - Its always great to hear of Ringers succeeding through Learning the Ropes. If you have any photos or a write-up of your Ringer's success, we love to see them. My contact details are on the front cover.

GIFT AID FORM for donations to the Association of Ringing Teachers

Please treat as Gift Aid donations all qualifying gifts of money made today and in the future
I confirm I have paid or will pay an amount of Income Tax and/or Capital Gains Tax for each tax year (6 April to 5 April) that is at least equal to the amount of tax that all the charities that I donate to will reclaim on my gifts for that tax year. I understand that other taxes such as VAT and Council Tax do not qualify. I understand the charity will reclaim 25p of tax on every £1 that I give on or after 8th May 2014.

Donor's details

Title First name or initial(s) Surname

Full home address

Postcode

Signature Date

Please notify ART if you: a) Want to cancel this declaration; b) Change your name or home address ; c) No longer pay sufficient tax on your income and/or capital gains.

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self Assessment tax return or ask HM Revenue and Customs to adjust your tax code.

STANDING ORDER FORM for donations to the Association of Ringing Teachers

To The Manager of: *[Please insert the details of your bank below]*

..... Bank/Building Society Bank Sort Code: ___ / ___ / ___

Branch Address:.....

Post Code:

Please deduct the payments specified from: *[Enter your account details]*

Account Number:

Account Name:

Signature: Date:.....

Details of Payment

I would like to set up a Standing Order for a Donation to The Association of Ringing Teachers

For an amount of *[circle]* £5 £10 £20 £50 £100 Other £.....

starting on *[write current date]* and

payable monthly on of each month / annually on each year *[delete as appropriate]*

until further notice.

Send this form to your bank, but please also advise the ART Treasurer - Gill Hughes (treasurer@ringingteachers.co.uk)

For Bank Use Only

Please allocate the following Standing Order Reference Number: [Account holder's Surname]ARTDONATE

Please pay to: HSBC, 1 King Street, BELPER, Derbys, DE56 1PP.

Sort Code: 40 – 10 – 07 Account Number: 51503723 For the credit of "The Association of Ringing Teachers"