

ART WORKS

Issue 21
December 2017

Association of Ringing Teachers – www.ringingteachers.org

Patrons: The Whiting Society, Paul Flavell and Helen McGregor & Peter Bevis

Applications are open for the 2018 ART Awards

Not sure if they're for you? Then why not have a browse through these quotes taken from the 2017 Award winners. Hopefully you'll see that the Awards are for any teacher who is pursuing excellence.

District and ART. In March 2014, eight prospective ringers from the choir climbed the spiral stairs to the ringing chamber for the first time. We have since been joined by more recruits, all of whom have made good progress. Retention has been good with only two lapsing in their first few months."

The Sarah Beacham Youth Group Award sponsored by the Sarah Beacham Memorial Trust – prize of £400

"The Abingdon Society of Bell Ringers are now seen as a beacon of how to work with young ringers in the Oxford Diocesan Guild. Our branch is seen as a "hot spot" of young ringers."

The ART Award for a University Society that has made a Significant Contribution to Promoting Ringing to Younger People sponsored by CCCBR – prize of £500

"The most successful parts of our recruitment and retention strategy have been the use of leaflets to spread awareness of our society and integrating new members into the Society, including committee roles and social events. Having lots of different things to get involved in, helps maintain the interest of new ringers as well as providing a new avenue of ringing for more experienced members."

The Sarah Beacham School Group Award sponsored by the Sarah Beacham Memorial Trust – prize of £400

"What shines out from the Elizabeth College ringers is their thirst to improve their own ringing. 2017 looks exciting as we prepare for our annual training trip to Alderney. Hopefully by September we will not only be ringing a method at the District 6-bell striking competition but may even climb higher than last place."

The ART Award for Inspiring Leadership in Ringing sponsored by Talent Innovations – prize of £500

"Linda Garton has a record of leadership in ringing in a wide variety of roles spread over 25+ years which is second to none. There are plenty of people who lead others, or who are designated as leaders by others, but relatively few manage to inspire them. However, Linda is an example of someone who can."

The ART Award for Innovation in the Effective Use of Technology in Teaching sponsored by John Taylor & Co. – prize of £500

"In the last eight years our band has grown from four to twelve; six villagers and six honorary villagers ... during 2016, we have made sensors for another three towers in the area; they all have learners and use Beltower with a large screen. Word spread of the positive benefits and these days we have many outside bookings from friends at other towers."

Find out more about the
ART Awards and how to apply at
ringingteachers/recognition/awards

Applications need to be submitted by 31 December 2017.

The ART Award for Innovation in Recruitment or Retention sponsored by AbelSim – prize of £400

"Success depended on several different parties working together, including Arnold Church and Choir Master, Nottingham

Please feel free to nominate yourself or the group that you are part of – don't be modest – we want to encourage good practice and new ideas! If you would like to nominate a group or an individual but do not feel that you are the best person to make the application on their behalf, then please contact the ART Awards Leader, who will try to assist.

Editor – Claire Culham
artworks@ringingteachers.org

The next issue of ART WORKS will be February 2018. Copy deadline – 31 January 2018.

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Chairman's Chatter



This year I attended the Learning the Ropes Masterclass in Birmingham. The Masterclass was open to all ringers who passed their Level 5 during 2016. The inspiration of Stephanie Warboys, who organised the day, it was a great opportunity for them to ring new things in a fantastic environment and make new ringing friends. After a talk about Birmingham ringing and the importance of striking everyone tried new methods and rang on 10, 12 and 16 bells with some of the best ringers in the country – a day they will always remember. If you have ringers approaching their LtR Level 5, make sure they complete before the end of the year and give them the chance to go to the Masterclass in 2018!

Nominations for the 2017 ART Awards are open until 31 December. In the last two years £5500 has been given out in prize money, so have a look and see what you can apply for or nominate a LtR Achiever.

The ART Conference 2018 will take place at Royston on 3 March 2018 and we have a great line up of speakers covering many topical issues. Do save the date as booking opens in early January. The second day of the conference concentrates on simulators and new technology and is hosted by the CCCBR Education Committee.

Registration of new ringers on the Learning the Ropes schemes has increased by 45% this year so many more new ringers have the advantage of being able to access the support information on SmART Ringer and receiving the Tower Talk newsletter. Ringers being awarded LtR certificates

have also increased significantly but we would like to see more certificates being issued at the higher levels. With the opportunity to add ringers at any level, and the attraction of the ART Awards and the Masterclass it is surprising we do not see more people achieving Level 3 and beyond. This progress with increasing numbers of new ringers and achievement awards is a great credit to the work carried out by ringing teachers up and down the country.

The 50 Ringing Things challenge has caused a great deal of activity this year and we now have our first gold plus achievement certificate issued. Well done! Are you or your ringers in the 'Hall of Fame' yet?

Nine workshops have been run this year including the first Tower Leadership workshop which deals with the nuts and bolts of running a tower - recruitment, PR, meeting the expectations of new ringers, local relationships, managing the tower and leadership skills - and a chance to chat through difficult issues you may come across. If you have not booked one in your area yet do get in touch.

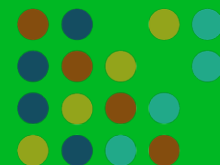
The Ringer's Guide to Learning the Ropes has now sold its 1250th copy and the new comprehensive Teacher's Guide to Learning the Ropes, which replaces Teaching Tips, sold 200 copies in its first month of publication. This has only been possible because of a huge effort by Anne Sladen, Gill Hughes & Tony Goodman, our merchandising team. Well done and thank you. These books are a fantastic support to new ringers and teachers alike.

Have a Happy Christmas everyone and my best wishes for your teaching in 2018.



ART Chairman – Graham Nabb
grahamnabb@ringingteachers.org

50 Ringing Things



It is a well known fact that some ringers love collecting things - like, for example a list of towers they have rung at!

Annie has been learning to ring for about three years and is a keen collector of coins. I also knew she kept a scrapbook of her midweek ringing outings, so when I saw the 50 Ringing Things booklets for sale at the ART Conference, I guessed it was just the sort of thing she would enjoy and picked her up a copy. What I didn't realise at the time of handing her the booklet was quite how much doing the 50 Ringing Things challenges would develop Annie's ringing, and take her on some exciting adventures.

Annie started learning to ring just after she retired from work - it was something on her 'bucket list' and she came along to learn handling at All Saints' Marsworth, before joining her local team at Hemel Hempstead, attending practices at both towers. Although Annie is a reliable service ringer and valued team member, her progress was at quite a steady pace and she had seemed to reach a plateau with learning Plain Hunt (having somehow got hooked on following bell numbers, despite everyone's best efforts not to let this happen!)

However, Annie amazed us all as she started rapidly ticking off challenges in the 50 Things booklet. Realising that many of the challenges such as 'call a quarter peal' or 'ring a themed method' weren't going to be achieved in the near future, Annie wrote out a list of all the challenges she could do. Within a few months, she had rung on half muffled bells, organised an outing (including taking us to a remote 4 bell tower to tick off another challenge!), been on a bell maintenance course, changed a stay, rung for a wedding, rung on a bell heavier than 16cwt, helped clean the ringing chamber, rung for a special occasion, rung at an Abbey or Cathedral - then driven to a nearby village to 'grab' the Charmborough mini-ring at a fete to tick off another challenge, visited a practice whilst on holiday, spliced a rope,

called call changes, helped with an open day and is currently collecting money for a sponsored quarter peal where she's ringing the tenor for Children in Need.

Earlier this month, determined to give Annie and two other ringers a specific Plain Hunt practice, our team arranged an afternoon workshop with plenty of expert helpers and time to really focus on weaning Annie off following bell numbers, which she realised was a bit of a barrier to becoming a method ringer. It was during this practice that Annie had a bit of a lightbulb moment and after over a year of struggling, suddenly got the hang of Plain Hunt - rung by place. There were big smiles all round and the helpers were delighted to watch Annie trebling to different Minimus methods and then touches of various Doubles methods as her confidence grew. She even stayed steady whilst someone made a method trip, which is a very desirable quality in a treble ringer!

At practice the following week, I asked her "So what was it that suddenly changed?" Annie's reply surprised me. She said "Well, I was beginning to despair about Plain Hunt, I had become fixated on the fact that I couldn't do it. But taking part in the 50 Ringing Things challenge is what made the difference, I told myself "But look at all these things I can achieve instead." Once I stopped worrying about Plain Hunt and started to relax, suddenly I could do it. I could count my place in the change and I knew it didn't matter about not knowing the numbers."

Although I had always known 50 Things would be fun for someone new to ringing, I hadn't appreciated just how much it would help a person's confidence - ticking off achievements on a weekly basis and ordering bronze then silver certificates proved to be really motivating.

After practice, the Tower Captain and I were locking up the Church and expressing our delight at Annie's new plain hunting skills. I said "We had better set her up a quarter peal soon then, she's becoming quite a good treble ringer"... he replied "Yes, and she's a pretty good at rope splicing too."

Rose Nightingale
ART Administrator

Bucking the Trend at Roos

At All Saints' Roos in East Yorkshire (some 15 miles east of Hull) we are in the enviable position of having a waiting list of children wanting to learn to ring.

Turning the clock back to 2010, we had a hard going ring of 5 on plain bearings, desperately in need of a complete overhaul. Teaching of adult learners was taking place mainly by me – but I certainly would not have contemplated attempting to teach a child. It felt too risky. Fast forward to 2017. We now have an easy going ring of 8, thanks to a restoration and 2 stage augmentation by Whites of Appleton.

The augmentation to 6 in 2012 proved to be the catalyst. The surrounding publicity attracted interest and enthusiasm in the village. Encouraged by Heather and Barry Peachey at the Barrow Ringing Centre, I attended a Module 1 Course and recruited a young guinea pig (Lloyd age 9) to practise on. The deal was that I would teach Lloyd (who hadn't thought about bell ringing at all) to handle a bell until I was a confident teacher and passed my teaching assessment. If he then decided that ringing was not for him, he didn't have to carry on. Lloyd is now taller than me and is a stalwart Sunday service ringer along with his brother Isaac. More learners followed and in 2014 we decided there was sufficient interest to warrant augmenting to 8.

Roos C of E Primary School were then fully engaged with this. We took years 5 and 6 to Taylors Foundry to watch the new trebles being cast and the entire

school came to the church to see them being hoisted up into the tower. This was village history in the making and wanted the children to have a feeling of ownership of their heritage. Happily this has resulted in an enduring interest from children in the village. We work hard to maintain and strengthen the links between the primary school and the church. The young ringers get very excited on school church service days as they are allowed to come down to the church ahead of their peers so that the bells are ringing as the rest of the school

other family members then get drawn in and realise what is involved. For example, one parent installed a web cam for us in the bell room so that visitors can watch 'Bellyvision' from a monitor on the ground floor.

“**Certificates are presented to the children at school in their 'Achievement Assembly' and their photos are displayed on the 'Roos has Got Talent' noticeboard in the school hall**”



arrives. We ring from an open gallery, so everyone can see the children giving of their best.

None of this would be possible without the support of their parents. Bell handling teaching is done separately from the main practice. A parent or responsible adult has to accompany the child for every session. We have found that this is a big advantage – not only from a health and safety point of view, but because

Practice nights start at 7pm and the first hour is dedicated to the junior band. At 8pm the youngest ones go home. The day I looked around and realised that our front 6 were being rung in rounds by a band of Roos under 16s was a moment of great pride.

Helen Audley

ART seeks new Resource Administrator

ART is committed to training ringers to become better teachers and to improving the learning experience of new recruits. Now in our sixth year, over 5,000 people are participating in our teaching or ringing schemes. As ART continues to thrive and grow, we need to recruit an additional administrator to assist in the future development of the organisation.

The role will be home based and will involve keeping up to date and improving ART resources and web pages. In addition, it will assist with the administration of the ART workshop programme.

If you are interested in applying, please send your CV to Lesley Belcher (lesleybelcher@ringingteachers.org) by 31 December

Required skills and attributes

- Knowledge of change ringing with an interest in training and education
- Detailed knowledge of MS Office skills, particularly PowerPoint and Word
- Knowledge/experience of using web-based content systems
- Excellent organisation skills and ability to work alone
- An eye for detail, good spelling and grammar
- Graphic design experience would be desirable

Hours, reward and tenure

- 8 hrs per week (may be a requirement for up to 2 hours a week overtime)
- Attractive remuneration
- From 1 February 2018, 1 year contract with 3 months probationary period

Tulloch Ringing Centre



Monday morning, 18 September, and a mixed bunch of ringers met at Tulloch Ringing Centre for a new venture, described as a 'Learn to Ring week'. The mix contained four visiting teachers, led by the amazing Helen McGregor, and a couple of friends, supported by the local Tulloch ringers, and the people we were going to be working with, for the next five days. Although this was intended to be for those who had never rung a bell before, the only person in that category was unable to come at the last minute. However, Phil, a non-ringer who was there with his wife and son as beginners, was persuaded to give it a go and Helen ended up teaching him to handle a bell, giving him sessions before the day started and when he came to collect them! Hope he continues, as ringing is a great family thing!

Both weeks, our first task, after introductions, was to check handling and work on any difficulties we found, also to make sure everyone could safely ring a bell up and down. As those in the first week were very new ringers and Tulloch bells felt different to what they were used to, there was quite a bit of work on these, watching, practising taking and losing the first/last coil, watching the new Raising and Lowering DVD from ART.

The second week was aimed at those wishing to improve their ringing and catered for a wider range of abilities. It started the same way, but after the second day participants were separated into groups depending on their individual needs. Most in both groups had not actually been taught how to lead or that there was a relationship with the tenor's sally at both strokes to watch for as well as to listen.

From the first day we looked at how changes were constructed, why and when speed changes were needed and how to make them, both at back and hand. They rang call changes, saying what place they were in. When not ringing, we asked them to point out what place a target bell was in or what order they were ringing in - all aimed at building ropesight skills. They worked out their own way of calling the treble to 4th place, then called it, first from the floor, then some whilst ringing the cover bell; this

moved on to reversing 1234 with a 5th as cover, and calling it, some even from an inside bell. No-one had called call changes before.

We tackled Plain Hunt on 4 and 5, calling it change by change and then in half pulls. All the time we were challenging the students to focus on places, both when ringing and standing out.

“ **The slow pace helped them all to cope with the difficulties of ropesight and improve** ”

We spent a good deal of time in the simulator room, using it in a variety of ways. We started by ringing rounds to teach them to listen for their bell and to identify what striking too early or late sounded like. With the simulator bells ringing evenly, this helped them to adjust and quickly get into place. The simulator is excellent and gives a visual feedback page on their striking that helped improve consistently slow backstrokes for example.

We moved on from rounds to covering to Doubles, using all Abel's clues to help them improve their striking. They also tried facing away from the screen to improve their listening skills. We recorded everyone's scores and subsequent improvements in them!

All in all it was a very successful and happy couple of weeks. It was great to work so intensively with people and see them improving before our eyes. It was lovely how well they all got on together, supporting and encouraging each other, with plenty of clapping!



[CLICK HERE](#)
to visit the Tulloch Ringing Centre website

Chris has been posting her teaching tips on Facebook. So far she's covered:

- New ways of practising changing the speed of your ringing.
- Starting your learners on their ropesight journey.

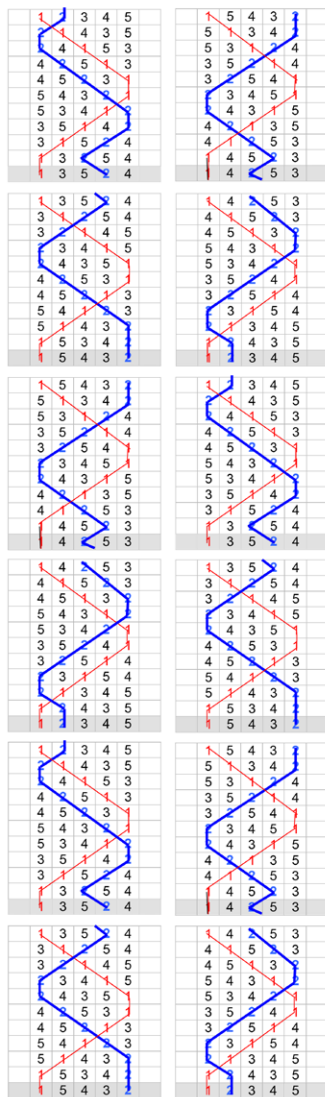
[CLICK HERE](#) to find out more and see what others have added to her tips.

Chris de Cordova



Pip's Teaching Tips

Teaching Plain Bob Doubles



Skills

Before moving on to learning any method (in this case, Plain Bob Doubles) it is important that ringers have the necessary foundation skills in place.

Ringers can gain valuable ropesight by having already learned to cover, or ringing the treble to touches of plain methods. Ringers who have completed Level 3 of the Learning the Ropes scheme will have already rung two quarter peals, one on the treble and one on the tenor.

A good sense of rhythm on five bells is also helpful. This skill can be developed by plain hunting starting on lots of different bells, as this helps the new ringer become familiar with spotting after bells on either side of them. So when ringing the third, the after bell is the second - on the ringer's right (in a clockwise tower!). Whilst if they've started on the second, their after bell will be the fourth - on their left.

Any experience your ringer can gain with dodging is valuable. If ringers can gain confidence with both dodging over and under at hand and back, they'll already be familiar with the action of dodging when it occurs in a method.

Before ringing any method, ringers need to be able to successfully count their place. If this is still a struggle, you can help by standing with them as they hunt the treble and counting their place out loud for them. Once they are hunting reliably, they can count alongside the teacher, and finally just count by themselves.

Theory

Ringers sometimes feel daunted by all the theory they need to learn when they first start ringing methods. It's helpful if they can get into the habit of learning things away from the tower. However,

some ringers can be quite resistant to this idea to begin with and teachers may have to try various strategies to persuade them.

So what's new to learn?

- The concept of the blue line and how the method works
- The order (or circle) of work
- The concept of start or place bells
- Rules for passing the treble
- The concept of the grid can be introduced for very keen people.

The first time a method is learned, it is worth holding a dedicated theory session for the ringers, perhaps before practice. Or teachers may wish to hold a separate session and invite other local ringers, or run something for the Branch or Association.

SmART Ringer Resources

The Teaching Toolboxes include a PowerPoint covering the theory of Plain Bob Doubles. [CLICK HERE](#)

For wall charts of a plain course and touches [CLICK HERE](#)

If you would like a grid to allow your ringer to write out a plain course, [CLICK HERE](#)

Teachers could print off these cards and use them in the tower, [CLICK HERE](#)

This quiz may be printed off and given to a ringer to complete before the next practice night. [CLICK HERE](#)

Methodology app allows ringers to practise methods on their Android device or smart-phone. Ringers can turn on bobs to learn touches, or just tap through a plain course. The app tells the ringer when they are correct and is easy to use!

Ringers can [CLICK HERE](#) for an explanation of how the structure of Plain Bob Doubles works, or to download diagrams for the circle of work.

Using Happy Family Game to assist learning

This game can be used to teach ringers individual leads, the order of the work and to introduce them to the concept of place bells.

Preparation

- Print the sheets x 2.
- Laminate if possible for durability.
- Cut into individual cards.

Playing Happy Families

- Deal 4 cards to each player.
- Place the rest of the cards face down in the middle.
- Turn up the top card to form a discard pile.
- The first player may either pick up the card facing up or may take the card from the top of the face down pack.
- The player must then choose a card to discard face up.

The aim is for the players to collect the correct cards to complete a plain course of the method.

When a player thinks they have the required pieces for a plain course, they have to place them in the correct order for the rest of the players to agree. If correct, the player wins and scores a point.

Pip Penney
ART Tutor

Learning the Ropes Masterclass, Birmingham 2017

Three or four years ago, in my mid-fifties, a friend suggested I should try church bell ringing and she introduced me to Lesley Boyle. I have always enjoyed exploring old churches, having been a boy chorister at St John's in Cambridge and subsequently a professional musician with a particular interest in historic buildings. Lesley invited me to have a go at ringing at St. Mary's in Swaffham Bulbeck, where she is the Tower Captain and there is a decent ring of eight. If I had realised what a good ringer she was I might have been scared off, but the ever-modest Lesley and her team of regulars made me very welcome and I soon got the bug.

My progress has been steady rather than dramatic; I don't have as much time to devote to it as I would like and my ability to learn and remember things is not what it used to be. Lesley, who is an excellent teacher, encouraged me to take part in the Association of Ringing Teachers (ART) Learning the Ropes programme, which entails completing a list of tasks and receiving certificates for finishing each of five stages. Last Christmas, thanks to the generosity of several Swaffham Bulbeck ringers who gave up their free time to coax me through some hair-raising quarter peals, I just managed to complete Level 5 in time to qualify for an all-expenses-paid Learning the Ropes Masterclass in Birmingham later that year.

On 16 September I drove to Birmingham for the Masterclass. My wife came with me and Lesley also joined us, so I had plenty of moral support. I didn't really know what to expect, except that I would have the chance to ring with the National

Twelve Bell Striking Contest champions and therefore be completely out of my depth. I felt like a nine-year-old footballer being invited to play for Barcelona.

The proceedings started with an introductory session with Stephanie Warboys, the ART Awards Leader, who led a listening test in which we had to identify striking faults in a series of videos. The nine students were each given a pack containing information on all the tutors and the three churches where we would ring, as well as some goodies including an ART Masterclass mug. My tutor was Mark Eccleston, Conductor of the St. Martin's in the Bullring band, whose biography confirmed him to be one of the finest peal ringers and composers in the country. Mark was unassuming and extremely helpful throughout the day, as were all the tutors and helpers which included Stephanie, Lesley, Group Leader Simon Linford, the Guild Ringing Master Arthur Reeves and Clare McArdle from the Birmingham School of Bell Ringing.

We walked to St. Paul's in the Jewellery Quarter, where the Birmingham School of Bell Ringing is based and there is a small ring of ten (tenor: 12cwt) Mark helped me through my first ever experience on more than eight bells - mainly ringing called changes. I started to get used to the speed and picked up some useful tips. We then moved to the Georgian St Philip's Cathedral where there is a magnificent ring of twelve (tenor: 31cwt). The ringing chamber is like a museum of bell ringing history, bedecked with peal boards commemorating record-breaking feats. For my first attempt at twelve bell ringing I didn't try anything particularly

demanding, but mainly just tried to get my bell in the right place. Only two or three students were invited to ring in each touch, the rest being experts. This made it easier for us learners to keep right, and also it meant that the standard of ringing was (mostly) good enough for a city centre audience.



Next stop was St. Martin's - home to the world's first ring of sixteen (tenor: 39cwt) and the nucleus of the team which almost always wins the National Twelve Bell Striking Contest (we had photos taken with the trophy!). Here was another palatial ringing chamber, steeped in history and lined with world record peal boards. We rang called changes on sixteen and I didn't find it easy, but at least I tried! The sound was extraordinary.

The next day we were invited to ring for Sunday services - first at the Cathedral and then at St. Martin's. It seemed the entire world-conquering team turned up and I was invited to ring with them on twelve and sixteen bells. This was an enormous privilege and something I will never forget.

The weekend was a very special way to mark the completion of the excellent Learning the Ropes scheme. It was most efficiently organised and the tutors and helpers were welcoming, patient, unpretentious and generous with their time and advice. I am extremely grateful to all of them and to the Association of Ringing Teachers.

Malcolm Creese
Swaffham Bulbeck



Getting People Accredited



Pointers for running a successful teaching refresher event

Although the Ely DA has been reasonably active in hosting and attending ART courses, not enough of our locals have accredited or are even actively teaching. Only 28/78 M1 delegates have become accredited and just 15/43 M2 attendees. Whilst discussing plans to recruit more ringers, we realised that what we actually needed were more good ringing teachers. An event to get people together, to refresh their learning and motivate them was what was required.

Here are some hints in case you decide to do something similar in your area.

Attendees and logistics

We emailed non accredited teachers to ask if they would like to take part in the event and contacted accredited ART teachers to enquire if they would be helpers. We needed about 20 non-accredited teachers and 10 helpers in order to make the event viable. After two rounds of emails and with only 2 weeks to go I had only 10 non-accredited people and about 7 helpers, so I was panicking! I did another round of emails to everyone in the original two mailouts including those who had never responded. I canvassed nearby local organisers in Suffolk and Norfolk to enquire if they had any interest. I ended up with another 5 responses which made me decide to go ahead. I phoned up and persuaded (pressurised?) a couple more helpers whom I particularly wanted to come - thick skinned persistence is helpful! In the end, 30 attended which was perfect.

The event was held from 10 till 1 so we avoided all catering issues apart from tea, coffee and biscuits. We charged £5 for attendance.

Range and variety

Teaching bell handling revision (6 helpers) – a kick start in hands-on teaching of bell handling using some absolute novices to remind attendees of their practical skills. Some handouts, advice, practical hands-on time. Also a demonstration of the use of simulator exercises with learner bell handlers

All things to do with simulators (2 helpers) - recruitment, different methods of silencing bells, simulator hardware and software options. Funding and grants.

Getting accredited with ART - some guidance (kindly bullying!) by 2 helpers with knowledge of local practices with lots of learners, supportive mentor type people and other resources to overcome the typical blockers. We discussed why accreditation is a good idea. We discussed getting the Teachers' Logbook completed, using the Learning the Ropes scheme, what to do if you have 'expired' (i.e. over 2 years since you attended your course) and how to book an assessed lesson.

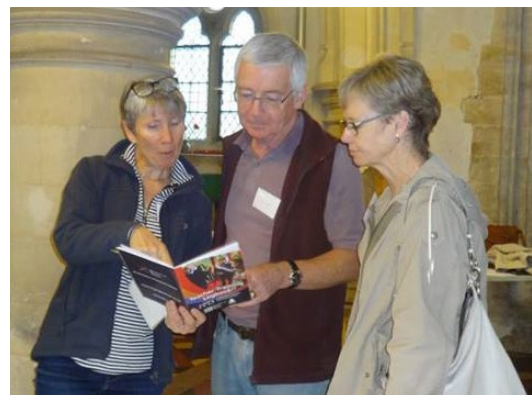
Plan well

My original guinea pig learners didn't materialise due to illness and they were a big feature of the morning. However all was not lost – a small group of people turned up to clean the church and some of them cheerfully succumbed to my desperate pleas to help us out! They did a great job – bless them – and this was commented upon by grateful attendees.

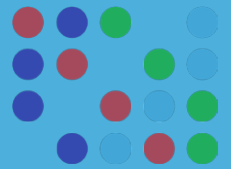
“ There was a great buzz; people talking to each other, giving advice and having a go ”

Bob Cox of Walsoken gave a ten minute talk on his own experiences of ART teaching and how it benefitted his own tower. More than one attendee commented on how useful this had been. Bob helpfully set the scene for the whole event which focussed on getting TEACHERS and whatever you need to do to enable that, not about recruiting learners. I heard one of our attendees later say that she was going to teach a friend and just get herself accredited instead of waiting around for a learner. Result!

Lesley Boyle
Event Organiser



ART Conference 2018: Making a difference



ART's exciting agenda this year includes a great line up of speakers, with keynotes by the St Martin's Guild Ringing Master, Simon Linford, Matt Bulbeck a professional outdoor sports coach and bell ringing teacher, and Colin Parker, ringer, teacher and keen cricketer.

“ **Reflecting the rapid proliferation of questions and concerns around recent events, new additions to the ART line-up include presentations about safeguarding, insurance and risk assessments** ”

Opportunity to talk through any local issues with the experts will be available throughout the day. And helping you put a positive spin on all this we have some lively “how to” sessions from the the

Central Council's Caroline Stockmann and Kate Flavell.

The second day of the conference weekend concentrates on **simulators and new technology** and is hosted by the Central Council.

Get up to speed on the latest hardware and software developments, find out how to use simulators to improve the learning experience and take the opportunity to try out the newest ideas for teaching using simulators on different systems. Sessions are tailored to new, occasional and more frequent users and a third of the time will be practical.

The ART Conference is open to all ringers. Booking opens early January, but put the date in your diary now – 3 and 4 March 2018 at Royston, Hertfordshire.

Simon Linford

Brumdingers: the story of Moseley's ringing group for kids

Matt Bulbeck

Why I refuse to be called an Instructor: the differences between instructing, teaching and coaching

Colin Parker

Engaging with young ringers: steps to success

Linda Garton and John Loveless

Developing youth teams

Pip Penney

Why do ringers keep ringing?

Veronica Downing

Differences in learners and flexible teaching approaches

Vinni Sullivan & Ruth Suggett

Small is beautiful: tales from ART Teaching Centres and Hubs

Marcus Booth

Insurance & Bell Ringing: what you need to know

Caroline Stockmann and Kate Flavell

Positive PR: 'how to' guide for towers and societies

Lesley Belcher

ART Working in Devon

We started running an After School Bell Club at Bampton Primary School in January 2015. To date we have had twelve pupils aged 9 and above enrol on the Learning the Ropes Scheme. Six have since moved onto the High School but four of these remain as regular band members of Huntsham, Bampton and/ or Tiverton St Peter. We currently have four attending weekly Bell Club sessions after school and these are working towards LtR level 1.



In October this year the North East Branch (based in Tiverton & Cullompton Deaneries) hosted the Guild of Devonshire Ringers annual striking competitions. The novice Competition was held at Bampton where we were able to enter two teams with our young ringers who had graduated from the After School Bell Club. The competition rules require at least one Novice Sunday service ringer (not having rung an inside bell to a Quarter Peal) to be in the band to ring 180 changes of Plain Hunt Doubles.

Of our two teams, Red & Flo both rang in the Bampton band and Jess rang with the Tiverton, St Peter band. Many members of the two teams are involved in LtR either as students, teachers or helpers. Six teams entered the competition during the morning. The results were given before the start of the afternoon competition at Silverton.

Before the results were announced Red was presented with a Guild certificate

(for ringing the treble to 120 Plain Bob Doubles).

We were pleased to be awarded first and second places. The photos show Red being presented with his Guild certificate by Guild President, Ali Waterson and Jess holding the silver

Leslie Boyce & Sheila Schofield

Bampton

1. Red (Novice - LtR student from Sept 2015)
2. Flo (Novice - LtR student from Sept 2015)
3. Mandy Burnett (Bell Club helper & LtR level 5)
4. Sheila Scofield (Bell Club teacher - ART teacher)
5. Les Boyce (Bell Club teacher - ART Tutor)
6. Jack Ward (Bampton ringer)

Tiverton St Peter

1. Sheila Scofield (Bell Club teacher - ART teacher)
2. Jess (Novice - LtR student from Jan 2015)
3. Jenny Jones (Bell Club helper)
4. Les Boyce (Bell Club teacher - ART Tutor)
5. Matthew Weighell (Vice Captain)
6. Mark Heritage (Captain, LtR Level 5 & ART teacher)



Tower Talk

The newsletter for new ringers

Produced by the Association of Ringing Teachers

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the latest issue
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Recent Successes

In the third quarter of 2017, 212 certificates were awarded to ringers at the various stages of Learning the Ropes (LtR) as below (last year's numbers shown for comparison):

Level 1 - Bell Handling	123 (70)
Level 2 - Foundation Ringing Skills	58 (37)
Level 3 - Introduction to Change Ringing	18 (17)
Level 4 - Novice Change Ringer	8 (14)
Level 5 - Change Ringer	5 (5)

If you'd like to see more of these and other similar statistics, they can all be found on the SMART Ringer website at www.smartringers.org.uk/records/

Exceeding All Expectations

I ventured into the world of campanology relatively late in life when, at the age of 40, I was persuaded to go along to the practice night at the Castle Bromwich Bell Ringers. I was introduced to the Birmingham School of Bell Ringing five months later and, over the past two years, the School has helped me immensely to progress and achieve my personal goals.

The Level 1 programme was invaluable in instilling in me the importance of correct bell handling. During this time I developed the skills of ringing up and down, and recognised that skilful bell control is essential if one is to strike and ring methods effectively. My own bell and eventually reached the milestone of not requiring someone to stand next to me at all times!

The next step was a move to Handsworth, where I began to learn the art of ringing evenly-struck figures and on to call changes.

By Emma Clewlow, Birmingham School of Bell Ringing



Learning Tips No.5: Odd One IN!

Why is it that some bells are harder to strike well than others? It is probably because they are odd-struck.

So, what is odd-struckness?

It is a different delay between handstroke and backstroke of the same bell. (From the Ringing World 5/11/2004).

This could happen for a variety of mechanical reasons - rarely are the bells we ring all part of a perfect set! Sometimes the odd-struckness is very pronounced and ringing needs to be adjusted to compensate for this.

By Janet Horton, Teacher at the Birmingham School of Bell Ringing





Learning the Ropes Achievers



Level 1 - Bell Handling and Control: Safe and competent bell handling including raising and lowering a bell.

September 2017

Roxanne Bartley - Middlesex Association Summer School
 Carole Girling - Kings Sutton
 Rachel Milner - Tulloch
 Sara Paulson - Brumdingers
 Kallum Wellborne - Gosforth
 Charles Lamb - Gosforth
 Lettice Lamb - Gosforth
 Rob Perryman - Altarnun
 Meganne Bassett - Birmingham School of Bell Ringing
 Caroline Cater - Kirtlington
 Chris Mahalski - Streatham and Barnes
 Justina Pupeikiene - Docklands ART Hub (Greenwich)
 Lina Pupeikiene - Docklands ART Hub (Greenwich)
 Nicole Rogers - St Columb Major
 Joanne Sidgwick - Northallerton
 Lesley Chilton - Dover (CPRC)
 Gilbert Vieri - Middlesex Association Summer School
 Tasha Caroll - North Leigh
 Kelise Hamilton - Kinver
 Richard Law - South Leigh
 Wendy Powell - Ledbury
 Chloe Woodruff - Marsworth
 Samantha Reed - Northallerton
 Brian Sinclair - Evenley
 Diane Quarrie - Streatham Ringing Education Centre
 Poppy Bristow - Alderney
 Jamie Brookshaw - Arnold

Stuart Cook - Litlington and Bassingbourn
 Neal Harris - Chesterton
 George Williams Jones - Eythorne
 Rachael Parry - Eythorne
 Jennifer Oakes - Brierley Hill

October 2017

Zoe Ward - Rumney
 Archie R C Machin - St John Devizes
 Carol Parker - Messingham
 David Corry - Dunblane Cathedral
 Peter Seward - Kildwick
 Jane Edwards - Thurcaston
 Gary Pond - Edgehill Ringing Centre
 John Kempton - Oxted
 Trevor Field - Lois Weedon
 Thomas Penny - Lydeard St Lawrence
 Nick Lockhart - Shirenewton
 Patricia Kenneally - Darlington
 Rachel Raynor - High Littleton
 Zachary Griffiths - High Littleton
 Thomas Graham - Roos
 Seth Thompson - Roos
 Carly Bailey - St John Devizes
 Angie Lewis - Cranfield
 Jada Milward - Kirklington
 George Kirk - Kirklington
 Chris Huntingdon - Hadleigh
 Edward Bale - Whitstable
 Gavin Collins - Kingston upon Thames
 Virginia Grant - Stoke St Mary
 John Williams - Histon
 Harry Williams - Histon
 Kelsea Skinner - St George's Cathedral, Perth

Emilio Hornsey - Tulloch
 Martin Neal - Coalbrookdale
 Simeon Ashton - Church Gresley

November 2017

Ethan Patman - The Bell Tower, Perth (Australia)
 Gail Bell - Thorpe on the Hill
 Mandie Bell - Thorpe on the Hill
 Alex Bell - Thorpe on the Hill
 Hilary Stevens - Holt
 Sally Wall - Sandwich
 Maggie Fenton - Swaffham Bulbeck
 Suzanne Timms - Messingham
 Mike Brauning - Ethorne
 Janet Rees - Sandwich
 Lauretta Winstanley - Wingham
 Samuel Tye - Avebury
 Teresa Zoltanska - Birmingham School of Bell Ringing ART Teaching Centre
 Rev'd David Barrett - Layer de La Haye
 Emel Duff - York
 Helen Herbert - Birmingham School of Bell Ringing ART Teaching Centre
 Kaitlin Woodland - Campton
 Barri Zonema - Middlesex Association Summer School
 Holly Pyke - Birmingham School of Bell Ringing ART Teaching Centre
 Tracey Byrne - Preston Minster
 Annette Ori - Preston Minster
 Tim Forsey - Kedington
 Zena Robertson - Barrow upon Humber ART Hub



Level 2 - Foundation Ringing Skills: Ringing with others: able to dodge, make places and ring simple call changes.

September 2017

Naomi Smart - Barnes
 Richard Kaplan - Farnborough
 Grace Wilson - Edgehill Ringing Centre
 Rachel Milner - Tulloch
 Jo French - Broomfield
 Ellie Seddon - Kirtlington
 Alexander D Town - Northallerton
 Geoff Goddard - Caistor
 Robin Peers - Fownhope
 Josh Pearce - Cheddington
 Scott Gornall - Barrow upon Humber Teaching Hub
 Howard Kerman - Barrow upon Humber Teaching Hub
 Lesley Chilton - Dover (CPRC)
 Barbara Sim - Preston
 Georgia Brown - The Chapel of St Hilda of Whitby
 Charlie Linford - Birmingham School of Ringing

October 2017

Zoe Rowe Pearce - Wethersfield
 Annabelle Barrie - The Chapel of St Hilda of Whitby
 Ben Seward - Kildwick
 Carol Morris - Longcot
 Rachel Burbidge - Shrivenham and Longcot
 Gillian Hoskin - Kineton ART Teaching Centre
 Chloe Woodruff - Marsworth ART Teaching Centre
 Lily Cooke - The Chapel of St Hilda of Whitby
 Madeleine Hillbeck - The Chapel of St Hilda of Whitby
 Tessa Thompson - The Chapel of St Hilda of Whitby
 Zoe Colvin - The Chapel of St Hilda of Whitby
 Ella Carew Reid - The Chapel of St Hilda of Whitby
 Kaeko Tozawa - St Giles Norwich
 Barbara Ghezzi - Barnes and Richmond
 Abby Fraser - Carlisle Cathedral
 Moira Bell - St Peter's Tiverton
 Angela Brownbill - Brompton Regis

Ben Gibson - Beverley
 Lily Tang - Docklands ART Hub (Greenwich)
 Holly Newton - Cannock
 Emilio Hornsey - Tulloch

November 2017

Jem Meredith - Dawlish
 Kathy McCarthy - Kineton
 Ellie Richards - Lilleshall
 Wendy Kingdom - Brompton Regis
 Dan Sneller - Sandwich
 Karen Adamson - Norfolk Ring, Bendigo
 Wendy Nash - Sherfield English
 Martin Neal - Coalbrookdale
 Ben Pearson - Heighington
 Fiona Pearson - Heighington
 Derek Cockell - Bishops Lydeard
 Jo Beck - St Giles Norwich
 Freya Broomfield - Brompton Regis
 Kaitlin Woodland - Campton
 Marysia Hermaszewka - Ducklington
 Margaret Roach - Caistor
 Amber Cusick - Westerham
 Mike Gilliatt - Caistor
 Karen Gilliatt - Caistor
 Louise Dunsford - Broseley



Level 3 - Introduction to Change Ringing: Competent at Plain Hunt and covering (demonstrated by ringing two quarter peals at least one of which is on the treble)

September 2017

Alexander D Town - Northallerton
Maureen Lord - Bishops Lydeard
Jude Atkins - Brushford
Keith Dale - Northallerton
John Wildey - Belper
Shiarna Ashton - Church Gresley

October 2017

Alistair Finbow - Wethersfield
Mia Edger - Workington
Ellena Dulson - Wimborne Minster
Geoff Goddard - Caistor
Claire Shapiro - Addington
Daniel Hughes - Addington

November 2017

Annette Bailey - Edgmond
Jimmy Yeoman - Exning
Mary Jones - Berkswell
Caspar Clyde - Darlington
Will Le Ray - Town Church, Guernsey
Margaret Roach - Caistor
Sue Baxter - Arnold



Level 4 - Novice Change Ringer:
Ringing and calling touches of a Doubles or Minor method (demonstrated by ringing a quarter peal inside). Raising and lowering a bell in peal.



Level 5 - Change Ringer:
Ringing and calling a second method and ringing touches of Plain Bob (demonstrated by ringing three quarter peals including inside to Plain Bob Minor).



Learning the Ropes Plus:
For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.

September 2017

Sue Rogers - Birmingham School of Bell Ringing
Kevin T Jackson - Tamworth
Alexander D Town - Northallerton
Nicola Twibill - Dawlish
Adrian Dyke - Hillfarrance

October 2017

Charlotte Hatto - Tulloch
Ian Turner - Tulloch
Sue Turner - Tulloch
David J Ford - Tulloch

November 2017

Julianne Hrmann - St John's Cathedral Brisbane
Chad Pickering - Cannock
Jude Buckley - Elizabeth College, Guernsey
Jane Grellier - Bicknoller
Janie Firth - Town Church, Guernsey
David Duthie - Ducklington
Andy Goldthorpe - Witney
Nathan Gould - Leek Wootton
Clare Gould - Leek Wootton
Hannah Brighty - Harpole

September 2017

Freddie Gingell - Loddon Hub, St Mary Wargrave

October 2017

David J Ford - Tulloch

November 2017

Bronwyn E T Smith - Bramcote
Julianne Hormann - St John's Cathedral, Brisbane
Jenny Sunter - Birmingham School of Bell Ringing
ART Teaching Centre
Ian Turner - Tulloch
Olivia Palmer - Town Church, Guernsey

September 2017

Mark Heritage - Tiverton: Ringing Minor
Bronwen Laugharne - Gamlingay: Ringing Triples

October 2017

Fiona A Methley - North Leigh: Ringing Doubles
Mark Heritage -
St Peter's Tiverton: calling First Quarter

Looking back at 2017...



Season's Greetings!

