

ART WORKS

Issue 24
September 2018

Association of Ringing Teachers – www.ringingteachers.org

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

2019 ART Awards

It's time to start thinking about the 2019 ART Awards – getting your evidence together, photos taken and for the more adventurous, videos produced. There are teaching and leadership awards which are open to ringing teachers and group everywhere, definitely not just ART teachers. If you or someone you know is doing great things, even if they feel that they're just doing what's needed, then there will be an ART award right for them.

This year the format of the Learning the Ropes Awards for ringers will be changing. There are going to be two main awards of £250 each, plus five £25 awards for those who are highly commended by the judges. Both Learning the Ropes Awards will be open to those who have completed one of the Learning the Ropes programmes (on tower or hand bells) or participated in the Learning the Ropes Plus scheme during 2018.



One award will specifically look at excellence in ringing progress whilst the other will also focus on a nominee's wider contribution to ringing – to the band, local area or the wider community. "Here's what their teachers said about some of the 2018 nominees. They are a credit to ringing!"

"They have entered into the spirit of ringing and are so supportive of all aspects of ringing. A real asset to our ringing community. This application is more about their general support to ringing than method ringing prowess."

"Sophie has the rare gift of being able to learn a method and ring it without making a mistake and in all her peals and quarters she has never made more than one small error. In addition, her striking is excellent including on 10 when she regularly rings Grandsire and Stedman Caters and Plain and Little Bob Royal."

Lesley Belcher



Read about last year's ART Award winners [HERE](#) and let this inform your nominations when the 2019 ART Awards are opened in the Autumn.

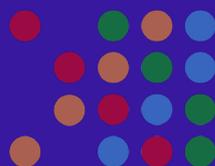
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The next issue of ART WORKS will be Nov 2018.
Copy deadline – 31 Oct 2018.

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Chairman's Chatter



We thought 2017 was a really successful year for ART, but it looks as though 2018 will surpass last year by a long way. In the first half of this year we have had a record number of new ringers registered – a record number of accreditations for both Modules. The number of courses run this year is well above previous years, and more are still being added to the events timetable. There is also a growing interest in ART Workshops.

Looking ahead, the ART Conference is taking place on March 2 2018 in Worcester and a programme of speakers on a variety of subjects is already booked. The Sunday of the Conference weekend will be run by the CCCBR Volunteer and Leadership work group and will focus on Youth. It is particularly pleasing that we are beginning to work with the V&L workgroup in a number of areas which will be to the benefit of ringing as a whole.

With the Conference in mind do remember that the ART Award winners will be announced on the Saturday evening of the conference. Now is the time to see if you or your group may be eligible to apply for an award and plan your application. There are, as usual, a variety of categories, including youth & school groups, leadership, universities, recruitment & retention and technology – as well as prizes for the best performers on the Learning the Ropes Schemes. Applications for the awards will open in October.

The number of ART Centres & Hubs is steadily increasing. These groups have ART centred teaching at their core and

are run by ART Members. We are keen to develop and implement new ways of supporting these groups in the future. If you teach as a group and work with other local towers and teachers, then why not get in touch to see if your group can be officially recognised as an ART Hub or Centre?

More and more Workshop Leaders are available to run workshops. Although coverage is not yet fully national, that will develop. If there are opportunities to run a workshop near you, particularly the Tower Leadership Workshop, do contact us make a booking.

As we develop, we continue to need increasing help from volunteers who take on a wide variety of tasks. Do you have skills that could help us? Currently we are looking for additional IT support ([see HERE](#)) but there are opportunities to help in many areas.

I think the recent issue of the ART Tower Talk, the online magazine for ringers by ringers (available on the web site if you have missed it), is a clear demonstration that the work we are all doing to recruit and develop our teaching is improving the learning experience of ringers – our organisation's mission – well done everyone. Let's keep up the good work!



ART Chairman – Graham Nabb
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RINGING REMEMBERS

What will your tower ring?

Armistice Day, November 11th falls on a Sunday this year. It is the 100th anniversary of the end of World War One – the war to end all wars as it was thought at the time. 1,400 ringers were lost during the First World War and Ringing Remembers is a nationwide project to recruit 1,400 new ringers to replace those lost and ring for the centenary of the Armistice.

Churches around the country are asked to ring during the morning for service half muffled in the traditional manner and a request has gone out for as many as possible to ring after 12:30 on open bells and make a joyous sound.

To quote Tennyson:

Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Some people no doubt will ring quarter peals and peals, some will have open ringing. But if you have recruited ringers under the Ringing Remembers scheme what could you ring with such new ringers?

Most will ring rounds of course, some will be ready for Call Changes the odd one or two may be ready to ring their first quarter, maybe on the tenor, but what else could you ring in tower that is simple, satisfying for the ringers and sounds great?

When the bells are half muffled a few simple ideas

Whole pull and stand

A whole pull of rounds, then all but the tenor stands for a whole pull. The tenor ringer keeps rings this whole pull then the rest of the band join in again for another whole pull and stand. This sounds really great and sombre enough for the occasion. Maybe now is the time to start to practise?

Diminishing rounds

Everyone rings rounds, then on the conductor's call the treble sets the bell, followed by the two, then the three etc. until only the tenor remains ringing. The amount of whole pulls between each bell setting can be variable and called by the conductor. Again this needs practise beforehand to perfect but it too sounds great.

Whole pull Plain Hunt

This is sometimes known as "a cure for melancholia". Whole pull Plain Hunt sounds great half muffled. Again it requires practise and ringers need to remember to lead for four blows – two whole pulls. You can start teaching your band by explaining the theory of what is going to happen and then talking your ringers through each change with more than one whole pull thus slowing the whole thing down and making it more manageable for early ringers to learn. Once they have got the idea then can change after every whole pull. They will soon learn the pattern of the numbers and they only change places at handstroke which they will be familiar with from ringing Call Changes.

A few simple ideas for ringing when on open bells

Mexican Wave is a good choice as three strong ringers can support three new ringers. Each ringer has plenty of time to ring steady rounds and only has to move a place down, back to rounds, a place up and back to rounds.

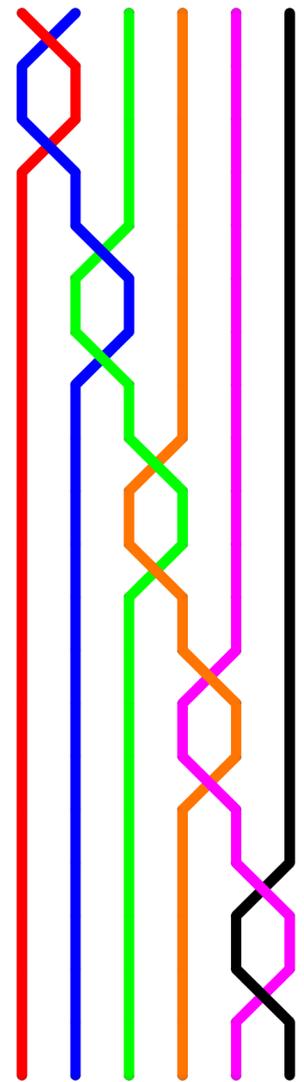
Big change little change requires a little more skill. The ringers ring rounds for a whole pull, then move back into rounds for a whole pull, then just the internal bells change places for a whole pull and then go back into rounds for a whole pull. The tenor and the treble ringer have the easiest roles to play but of course a ringer on the treble must have learnt to lead. The conductor can call each move until such time as the band no longer need guidance and can ring it without assistance.

The calls would be:

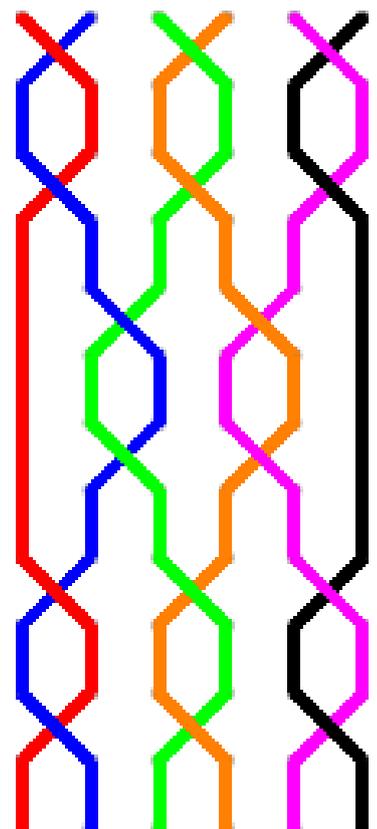
Go next time - big change – rounds – little change – rounds etc.

Kaleidoscope sequences uses a combination of long places, places and dodging. You could make a sequence up to suit the ringers in your tower and even give it a name!

Whatever you decide to ring on the day you can set your band a target to perfect your choices and you still have plenty of time to practise so that these simple things sound really great on the day!



Mexican Wave



Big change little change

Pip Penney
ART Tutor

Recruiting Ringers: A Recipe for Success

“Great day. I learnt a lot on the Module 1, but how can I find someone to teach when our little village church is in the middle or nowhere!” These words were heard often after various members of the Dorset County Association of Church Bell Ringers had completed their first ART Day Course last November in Charminster. The same was heard again after a second Module 1 Day Course in February. So, taking the bull by the horns, we decided to come up with a way to help our twenty Module 1 teachers find the necessary learners they required, whilst at the same time recruiting new people to ringing, which is the remit of the Ringing Remembers programme.

As luck would have it, whilst a couple of us were at a local events meeting, we came across the organiser of the Kingston Maurward Agricultural College Open Day and knowing this event was to encourage country crafts and courses at the College, I plunged in and enquired if they fancied a stall with a difference this year. As they were eager to hear more I suggested a mini-ring ... “A what?” came the reply and thus followed an explanation. Our second stroke of luck came in the shape of one of our ringers in the DCA (Janet Collins) who knew the keeper of the Stallpits mini-ring. After several e-mails to Tony Crabtree it was sorted - the bells were available on the day we required. Tony also kindly agreed to travel down from Oxford the evening before so we could set up early on the Sunday morning.

The middle part of this plan involved some work in contacting various ART teachers in Dorset (including Richard Ellis, Andy Smith, Howard Bowering, Janet Collins, Debbie Phipps, Cathy Neyland and the Lytchett Matravers ART ringers) and putting together a list of volunteers for the day to keep the ringing going and allowing the public to come along and have a go. Obviously we also asked our young ringers from East and West Dorset (organised by Hilary Child and Sue Carter). Knowing that ten thousand people had gone through the gates of Kingston Maurward for their Open Day in 2017 it was hoped we might be able to recruit the sixty ringers lost during the war in Dorset (which is our target as part of the Ringing Remembers initiative for this year).



Young ringer demonstration

The third piece of luck was that the weather held for us on Sunday 24th June and we were able to set up the mini-ring at 8 a.m. and then bask in the glorious sunshine all day. The whole thing would have been impossible without the help of ringers from all over Dorset and with the Salisbury Diocese Guild working alongside us too. Plenty of toddlers and young children wanted a go, as did some people who said, “I did try this once before when I was younger but gave it up!” Those who had interest or flair were invited to give us their details on a specially prepared slip so that we could contact them and invite them to come and see the real bells at their local tower with a view to ‘having a real go’. In total we collected just over thirty forms by the



Member of public having a turn directed by Nigel

end of the day, but some of these were couples, or parent and child and even an entire family who are home schooled and wanted a new interest and learning experience to share together! More importantly the ringers who attended all had a tiring but “thoroughly enjoyable day” too.

So, if you want to have a go at recruiting, this is the recipe we would advise:

Ingredients:

- A pinch of willingness and enthusiasm
- A handful of ringers of mixed ages and abilities
- A few lbs of bells (tenor no more than 5lbs 14 oz)
- 10 spoonfuls of ART teachers
- 3 heaped tablespoons of enjoyment
- 50g of Ringing Remembers and other leaflets to hand out
- A sprinkle of cheerfulness
- 100g of demonstrating and helping throughout the day

Mix together in a flat field with a cup of sunshine, and top with a quarter of peal to complete!



Quarter Peal Team with cleanup helpers

Dorset County Association
Kingston Maurward College, Dorset
The Stallpits Ring
Sunday, 24 June 2018 in 31m
(5lbs 14oz in Eb)
1260 Plain Bob Doubles

- 1 Robin J Mears
- 2 Janet M Collins
- 3 Andrew G Smith
- 4 Ellen R A Smith
- 5 Tony Crabtree (C)
- 6 Nigel D Pridmore

1st on a mini ring for all except 5.
(Please note 4 out of 6 were ART trained)

Jane Pridmore

A Tale of Three Ringers - Learn to Ring in a Week



The Tower Captain's Tale (Judith Frye)

Ringing Remembers seemed a good opportunity to attract more ringers. In Dunblane teaching more intensively has long been our aim but it is not always easy to achieve as it requires a lot of commitment on the part of both learners and teachers. Since several of the band are now retired, a five-day course towards the end of the school holidays was planned with the aim of attracting youngsters. "Learn to Ring in a Week" was advertised on the Cathedral website and local websites; information was sent to various youth organisations; the Boys Brigade visited the practice night; Facebook and Twitter were employed; and posters displayed all around the town.

Our advertising produced three very enthusiastic recruits. Since our ringing room does not have a great deal of space between bells, and the bells are quite heavy, this was a good-sized group.

To ensure that all the teachers were working to the same standards an ART Module 1 Day Course was the ideal preparation. Since I am an ART Tutor this was easy to arrange just for our tower a few days beforehand. A detailed plan ensured that we covered all aspects of training in four practical sessions per day.

These were interspersed with informal sessions introducing listening skills, ringing jargon, "walking" plain hunt, handbells, quizzes and ringing with Abel.

The Teacher's Tale (Eric)

The teachers had quite lengthy ringing careers but had recently committed to the ART Training Scheme. The Module 1 Day Course helped individuals not only with the theory and practise of teaching bell handling, but also to get a review of their own ringing technique and make a few changes.

The three learners had different learning styles and acknowledged the importance of one-to-one training throughout the week. They each progressed through the practical skills at different speeds, with them all able to achieve the same results on day 4: ringing separate back strokes and hand strokes in rounds. On Friday they managed a varied number of combined strokes in rounds, which was followed up with another day session the following week. 15-20 hours in the tower during the week – a comfortable informal training room close to the tower for discussion, presentations and group activities were invaluable for the trainees to get to know each other better and let them find out about the wider world of ringing.



Miranda about to ring handstrokes

Part of the enjoyment of the week came from the time spent up in the bells and also seeing the Ellacombe chiming mechanism – one of the trainees managed to ring a tune on this after a short demonstration. Ringing the bell in rounds at the end of the week was seen as both the highest achievement of the week, but also the most challenging – keeping control and finding the rhythm.

Everyone agreed the intensive week was a great way to learn, one of the trainees feeling quite certain they would not have stuck to it with months of short sessions. The teachers benefited from the group approach to training, being the instructor at times plus observer, mock trainee, video taker for feedback and to help unblock problems that were hindering progress at times.

The Recruits' Tale

We were made to feel very welcome by our teachers, who would be giving up their time throughout the coming week to help us learn the ropes! The week started with a trip to the bell tower and included the all-important safety aspects, seeing the bells and being shown how it's done. We also



Rob demonstrating the hand ring exercise to Eric



Jane positioning the dummy tail end on the sally

heard a little about the history of bell ringing here in Dunblane. None of us had any idea just how complicated ringing would be; it's certainly not a case of yanking a rope and a bell would tunefully ring. Our teachers allowed us to progress at our own pace. There was an excellent balance of practical sessions in the tower and other activities in the Cathedral Hall. A lot of thought had obviously gone into the planning of these activities, all designed to reinforce the practical side but also a lot of fun. Clapping exercises to try and get the rhythm of rounds, listening to recordings of bells to try and figure out how many were ringing and using handbells, to name a few. The teachers had lots of clever ideas up their sleeves to ensure that learning was achievable and fun. Above all they were positive and patient - thank you.

The course title was "Learn to Ring in a Week" and we have managed this - just. We've also got much, much more from the experience. We've made new friends; bell ringers are extremely nice people. We thoroughly recommend bell ringing to anyone, of any age, who wants to learn.

"When I read about Learn to Ring in a Week for Armistice, I thought to myself 'that is for me' and quickly signed up for the course. How very tragic that more than 1400 bell ringers lost their lives during WW1. Reflecting on this and upon my love of the sound of tower bells I decided to try to learn myself. I was very enthusiastic before I started learning and despite some frustration when taking or letting out coils without 'knitting' them, setting the

bell without an almighty thump and trying not to ring in unison with those on my right and left during rounds, I still am. I have certainly taken exercise and the gentle aches are rather welcome. I remain extremely keen to ring with others and continue to learn and master techniques." **Miranda**

"I'm retired and moved to Dunblane a few months ago. I was looking for something different to do and saw the poster for the course on the Cathedral notice board. I talked myself in and out of it several times but decided to give it a go. Our teachers were great, so patient and enthusiastic. I have found it quite challenging both mentally and physically but persevered and am so pleased that I did. I've learnt a lot during this week, with so much more to learn. There is quite an age range between the three of us on this course, just highlighting that this really is for anyone of any age who is willing to learn. I hadn't been aware of the Ringing Remembers Campaign before seeing the poster but feel privileged to have been part of it." **Jane**

"I heard about bell ringing through my Scout Leader and immediately signed myself up. I found it so useful how patient and encouraging our teachers were. I have thoroughly enjoyed myself. Surprisingly I was the only Scout that went for it and I'm definitely



Molly proudly ringing backstrokes on the 24-cwt tenor

glad I did. This week has been so useful and an amazing experience, I'm definitely going to continue with this awesome skill. Living in Dunblane I have listened to the bells frequently, so to get the chance to ring them was so cool!" **Molly**

The Moral of the Story (Judith again)

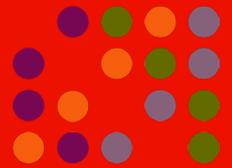
Although we targetted our advertising at youngsters our recruits covered a wide age range, but our teachers surpassed that with an age span of more than 60 years! And it didn't matter; we all made friends quickly.

“ In five days, our recruits were putting both strokes together with good style and reasonable bell control and they had managed some rounds with assistance ”

There is a little more work to do before they pass LtR Level 1, but their sense of achievement by the end of the week was immense. The smile on Molly's face as she rang backstrokes on the 24-cwt tenor said it all.

Our band now has three new ringers who are very enthusiastic and so keen to progress that we have organised some more training sessions! Our team of teachers have done a considerable amount towards their Module 1 accreditation and have benefited from putting the course skills straight into action. They found that team teaching really works; sharing ideas, teaching different ringers, watching others teach and having support on hand are invaluable. It was a very successful week for recruits and teachers alike. And what have I learned? Teaching so intensively is brilliant - we're already planning the next one!

What is harder to master: quantum physics or rocket science?



Following on from Barbara Le Gallez's article in February ARTWorks on Stretham REC, where the title posed "Harder than Quantum Physics?", one can add:

“ Neither of them can be completely “mastered”. There can always be better engines and fuels for rockets. But, rockets are harder to get good at building ”

Davis Brookshire, 2015

I think the same is true of bell ringing! It's also part of the challenge; you never stop learning ... that's what I love about! It's also what makes it a challenge to teach! That's where, for me, ART comes in, bringing some structure, standards and order to things in a consistent way.

I attended an ART Day Course some time ago now and have gone on to set up St Peter & St Paul's church tower Hathern, Leicestershire with a full simulator facility using Belfree sensors and have all three PC-based simulator software installed (I mostly use Virtual Belfry). The tower also has a CCTV setup to allow the learner to watch their bell during ringing up and down and normal ringing. I have found this invaluable in the early stages so the student can make the connection between the rope and what is happening at the other end, to the bell. We were one of the first ART Hubs, but there is only me teaching there.

Hathern is part of a United Benefice of five churches, all with bells and all needing to find ringers. The way I work is to do "taster" sessions for people to try to tempt new learners, and to concentrate on teaching Learning the Ropes (LtR) Levels 1 and 2 to people from any of the villages. Once they are able to handle competently and safely ringing at least rounds with the simulator I then introduce them to their local tower in the benefice and let the local tower captains work from there. Primarily I have worked with Kegworth and have been able to keep an eye on progress and to record this for the

ringers in their Personal Progress Logbooks. Thus we work in a co-operative way.

The simulator facilities allow for prolonged learner practice without disturbing the neighbours and I use them to develop ringers to being able to ring rounds before introducing them to "real live" ringers! I offer to teach ringers to this LtR Level 2 for all the towers in our Benefice and have passed on a number in this way, as well as continuing with our own tower's ringers with my first LtR Level 5 student graduating recently. Some people have left the village and have gone on to continue their ringing development in other towers which I still see as an achievement.

In addition to this bell handling teaching, I have also provided remedial help for handling and striking issues with the aid of the simulator for other towers in our district and in the Leicester Diocesan Guild. I also find the simulator very useful for helping people with method issues, where we set up repeated

chunks of work that could be repeated over and over again until they are well learnt and then they can be put together to re-form the method.

While we can silence all 8 bells for full simulation what I originally envisaged was the use of a single portable sensor that could be used in multiple towers, was relatively cheap and could be treated as plug and play set up as a "pop-up" simulator.

My vision is still to have a few sets of single sensors in the Guild so people can borrow them while they are teaching LtR Levels 1 & 2 and use the simulator for striking feedback, learning rounds and Plain Hunt with a "perfect" band around them! The transition to real people then comes as a surprise because it's often found to be easier!

Tony Croft



Pop-up simulation - just one at a time!

When teaching a new ringer from scratch it can take varying amounts of rope time, but, often long periods of repetitive ringing whether you are teaching traditionally or practicing for Learning the Ropes Levels 1 and 2. This can be very annoying to your neighbours so “silent practice” has the major benefit of allowing you to ring for longer periods or at unsociable hours, or on multiple bells teaching a number of ringers at the same time. It also offers a lot of useful information for feedback and allows the learner to ring with other bells without the need for actual ringers!

“ Silent practice can be used at the various Ringing Centres and towers fitted with simulators BUT the original idea behind Belfree and Simbell was to make silent practice available in any tower, on a temporary basis. ”

should be simple and straight forward to set-up, thus giving the possibility of easily portable, “pop-up” silent ringing in any tower!

All that is required is a clapper “full muffle” or “tie” (i.e. motorcycle tyre segment, other such muffle or rope), a single sensor mounted on the training bell, and a dongle receiver which plugs into a reasonable specification Windows PC running one of the simulator software packages (Abel, Beltower or Virtual Belfry) or for for teaching bell handling just software that goes “bong” at the right time! This applies to both Belfree and Simbell sensor setups.

In the near future it will be possible to attach the dongle to a suitable Android Smart Phone or Tablet running the newly released Methodology app (See Google Play Store), but in the meantime it is possible to buy a reasonable spec second hand Windows 8 or 10 PC online for £200 to £400.

a “try before you buy” option for the sensors. See respective websites for further information.



www.simbell.co.uk

All you should have to do then is to plug in the dongle and open and set up your chosen simulator package and away you go. In either case it's then easy to leave either the mount or the reflective tape on the wheel making it easy and quick to set up prior to a practice session and pass on to another tower in-between if required.

For LtR Level 2 practice you can use the simulator with the learner ringing any bell to simulate covering or ringing rounds with a set of perfect ringers; no need for your band to ring endless rounds in the early stages of learning. The striking statistics can be very useful for giving immediate feedback and also provides a valuable measure of progress and in some cases, especially younger learners, a competitive element to keep them interested too.

“It's not rocket science” and can make a huge difference to the amount of rope time you can make available. Simulation is NOT just for Ringing Centres and I would strongly recommend anyone interested to attend one of the ART Simulator Awareness and Teaching LtR with a Simulator workshops where they can learn how to set things up and teach bell ringing using this technology.



www.belfree.ateyercheese.co.uk

Steve Farmer (Simbel) and I (Belfree) have found since the launch of our products that nearly all interest has been for full installations of six or eight bell setups for various towers. Part of our original concept for these new types of wireless sensors was that they

Belfree uses a simple mount which is fastened to the wheel and the sensor clipped in. Simbell uses reflective tape which is attached to the wheel and the photo sensor fastened to the frame with Velcro or zip ties as per the instructions on the respective websites. Both offer

Tony Croft

York – One Year On

During the summer of 2017 we went through the process of applying and being interviewed to be part of the new bellringing team at York Minster. It was clear from that process that the Chapter expected the new band to include a large teaching component, and that definitely included teaching from scratch. It was also clear that if a qualification existed, they would prefer their teachers to have it.

Teaching ringing at York Minster is not a new idea. There was certainly teaching going on within the band when Alison joined as a teenager in the mid-eighties from one of the outlying York towers, at the point where she was learning Bob Doubles inside at a 10cwt 6. There were people at a similar age and a bit younger than Alison in the Minster's band who were being taught by the Minster bellringers at a number of towers alongside the Minster that were part of that team's remit at the time: initially at St Martin-le-Grand Coney St (a 10cwt 8 where Minster practices were held on alternate Tuesdays) and at St Michael's Spurriergate (an 8cwt 6) following their restoration in around 1987. There was also a dumbbell in the ringing room at the Minster and there was a learner or two who learned from scratch on that.

We both made it clear in our applications that we would be prepared to teach ringing, including at the Minster, and work towards ART accreditation. We undertook Module 1 (bell handling) on 30 September 2017 and started teaching immediately. Two adults had signed up to learn from scratch and we set about this utilising Tuesday practices at the Minster, Thursday practices at St Wilfrid's, and three Sunday service ringing slots with a tied bell practice fitted in between services. It was an ambitious and exhausting programme, but worth every minute to watch the progress, week on week, to meet our self-made target of both our learners ringing rounds unaided for Christmas morning service at the Minster (they had been ringing unassisted at St Wilfrid's and at Minster practice for a little while before that). We were joined early in 2018 by a member of the Minster's congregation who had learned as a teenager but given up prior to learning to hunt. In the last year all three have made good progress, have passed their LtR Level 2, and are working towards LtR Level 3 which we hope to complete by the end of 2018, with first quarters at

around the anniversary of starting. In July we attended our Module 2 Day Course (Change Ringing), and not before time: our learners are champing at the bit and marching through some of the LtR Level 3 exercises at speed.

We also have a number of young people associated with the band: there are currently three junior members at the Minster, all of whom ring for Sunday service, and two have rung quarters at the Minster. We are also teaching three more children of other band members. This is slow progress at the Minster but enhanced by additional sessions at St Wilfrid's. The future is looking bright.

We have just installed a Bagley simulator at St Wilfrid's with the intention of running more tied-bell practices to give all the learners and improvers at both towers more rope time. This will help to relieve the pressure on the main Minster and St Wilfrid's practices which are currently both very focussed at this level; as at all towers, a balance needs to be struck to keep the more experienced members interested. Managing St Wilfrid's practice, which spans everything from backstrokes only to Spliced Royal via Bob Doubles, Yorkshire Major and Kent Royal, can be challenging, especially when introducing calling and conducting skills and gaining experience in different parts of the circle are added into the mix. There is no doubt that every touch has a learning outcome! Ringing at the Minster is still technically less adventurous, not least due to the size

of the bells, but momentum is building and small forward steps are being taken.

Having taken the ART Modules, we have embraced the structured learning plan and have seen real progress in both the way people learn and the way we teach. It has also been very interesting to see how many of our existing ringers step up, or struggle, with some of the exercises we have introduced from Learning the Ropes, either through unfamiliarity or a need for better bell control. We have seen improvements in handling and striking from more than just our learners, and a group of ringers keen to improve these core skills has started to arrive early to help. Some have even asked to come early specifically for some handling coaching, even though they've been ringing for quite a long time.

Everyone here is gaining from the ART schemes and community. We are being helped by a number of experienced ART teachers and mentors across the country, and that gives us access to a wider support network than we could have imagined. We are also always very pleased to see visitors at both towers, so if you are in or close to York do come and see us. The Minster practises on Tuesdays from 7 to 9pm (please contact head@yorkminster.org) and St Wilfrid's on Thursdays from 6.30 to 9pm (please contact rm@stwilfridsbellringers.org.uk).

Alison Edmonds and David Hull



An exploration of learning styles



Research on learning styles can be traced back over a hundred years and generally it set out to explore how individuals approach and deal with learning situations. Many learning style models have been developed over this time and some are sufficiently well documented, tested and influential to be taken seriously, for example Kolb's 'Learning Style Inventory' (Kolb, 1999). However, as you delve in to the research of each learning style model that has been proposed, reliability and validity can be questioned and findings are frequently contradictory and inconclusive.

The most simple of these learning style models, and therefore possibly the most widely used (and subsequently misused) is that of VAK (visual, auditory and kinaesthetic). It has been strongly argued that VAK lacks both reliability and validity and does not have a solid basis in research (Sharpe et al., 2008). VAK learning style questionnaires offer no sound diagnostic or predictive pedagogical power and can be completely misleading.

"It is sometimes claimed that learning styles are largely fixed and innate. This belief can lead teachers to label students as having a particular learning style and so provide materials and sources that are appropriate to that style. Students may then come to internalise this label and think of themselves as a certain learner who should concentrate on this diagnosed style." (Demos, 2004). Indeed, I have met many learners who label themselves as 'kinaesthetic' and believe that they will only be able to learn if the teaching is 'hands-on'. The Demos 'About Learning' report goes on to say "Whilst it may be true that some learners have a dominant learning style, a good education does not limit them to that style or type, but ensures that students have opportunities to strengthen the other learning styles. In misguided hands, learning styles could become not a means of personalising learning, but a new version of general intelligence that slots learners into preconceived categories and puts unwarranted ceilings on their intellectual development and achievement."

What can be concluded from the array of learning style models is that learning is complicated and multi-dimensional. Research in to this area must continue but as teachers we have to concede to the

fact that teaching is complex and requires effort. We should never be content with simple, 'quick-fix' models.

What does all this mean for a ringing teacher? Good teachers know that student's learn through all of their senses and that the brain processes information from all that it sees, hears and does. As Pip Penney states in her book, 'Teacher's Guide to Learning the Ropes'; "It is important to use demonstration, explanation and exercises which allow the ringer to learn by experience." Acknowledging some of the complexities that the research shows, the book rightly goes on to state that students learn using a mixture of 'learning styles' and preferences may change as learning progresses. Consider using a range of models, diagrams, pictures, demonstrations, verbal explanations, analogies, reviewing video footage, as well as exploring the senses, for example, focussing on what is heard and felt. But most importantly, consult with your students and ask them to reflect on their own progress. How do they feel they have learnt that particular skill best? You may well find it is different for every skill and every learner!

To summarise, a teacher needs to provide a range of approaches for their learners and adapt to their needs, being willing to try several different approaches until the learner makes the desired progress. This will also have the side-effect of making the learning more enjoyable to all.

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Dr Jenny Wynn

Ringer and academic at
Bishop Grosseteste University

Creating the Walsoken Hub

I have not been ringing long. My better half (Jeanette) has been ringing longer than me. I learned to ring secretly on a crash course in South Suffolk without my wife knowing. I was taught in what I have come to know as the 'traditional method' which I have also called the "learn by your mistakes" method – if learning by mistakes really works on its own I'd be a great ringer by now. My wife and I took stewardship of the local 6-bell tower (Walsoken). We wanted to design and create a place to ring that:

- Was equipped to teach bell handling. We, like many other towers, actually lived in fear that somebody may turn up and want to be taught to ring from scratch (the horror!)
- Possessed a ringing environment where it was mandated to be friendly. I remember when I first went out in the big wide ringing world after learning a few Call Changes only to be ridiculed for my general lack of ringing knowledge (I can't believe this still happens!)
- Had a growing reputation as the local place to come to learn bell ringing. It is fair to say that the tower we adopted had some problems in years past (all towers do but, trust me, ours was probably worse!)

So, how can you take on a failing tower? By wiping the slate clean and starting again? Well here's how we did it.

We both got full membership of ART. If you are not careful there are seemingly rows of people who say "You can't teach bell handling unless you have been ringing for 100+ years". This is not true. If you want to teach experienced ringers how to ring touches of "Treble Bob-Gobbledegook Major" then sure 100+ years is recommended but for teaching bell handling that is not the case. Jeanette and I work as a team ensuring that from close up and from a distance bell handling is taught well to ART standards.

We all know towers where things can get a bit tense. We all know towers where the person running the session loves to be thought of as a ringing-tyrant. I can't think of a quicker way



to lose a new ringing student than to have to teach in a horrid ringing environment. We created a vision statement for our tower and we stick to it. What does it say?

- Everybody will be welcome to ring at Walsoken tower. In the past visitors were frowned on. Ringers from nearby towers never visited and you were made to feel unwanted if you could ring methods. This change has worked. Ironically the only people who now feel less welcome were those that used to make others feel unwelcome!
- Ringing should be fun, challenging and rewarding. We have fun. We ring a lot but at the end of each session we want people to think "That was good". Simple really.
- We'll have an active, inclusive, recruitment process. Each year we teach many new ringers - mostly ringers that won't ever ring at our tower. We advertise for learners and we never turn anybody away (that's a big change from living in fear of learners.)
- We'll promote a safe, respectful and supporting tower. The old idea of "Mr. Shouty" as the Tower Captain is gone. We encourage ringing progression and will support anybody in whatever they want to learn.
- Practical tower arrangements will consider our vision. Whatever we do in the tower will always be gauged

against what we are trying to achieve. We don't change anything unless it aligns with our vision.

We became an ART Teaching Hub. We recognised that in our area and considering our own ringing capabilities that we would only teach up to and including LtR Level 3 for the time being. What I do know is that in bell ringing you need to focus on the achievable. It was not that we 'settled' on being a teaching hub rather than a teaching centre it was what we decided to. It shows the flexibility of the ART approach. In our local ringing district we needed somewhere to teach bell handling and that is what we set out to do and with the support of ART we have achieved that!

We intend to gently progress with some new initiatives this year

- We have just fitted a ringing simulator
- We are teaching for "Ringing Remembers"
- We are looking forward to (just in case) somebody wants to gain LtR level 4

The marriage of support from ART and genuine enthusiasm from all concerned has made the Walsoken ART Teaching Hub a successful reality.

Bob Cox

Teaching Youngsters: Don't be afraid

Teaching youngsters? Then don't be afraid to 'bend the rules'.

Here on Alderney we spent a very long time ringing rounds on three and four bells with our youngster just ringing the backstroke or just ringing the handstroke. On his own he could ring the whole bell but he lacked the confidence to ring the whole bell with others. I was very indebted to my 'right-hand-man' – she spent ages and ages and ages and ages ringing the other stroke with our youngster ... and three years on he is now a great tenor for Cambridge S Minor.

Our latest young learner can manage our treble on his own and can 'see' tenor cover bell position but can't manage our tenor yet – to let him have a go at tenor cover we ring the bells 'backwards' with the treble as cover

bell. We pull off in back-rounds and take things from there. This has been great for taxing the old grey matter of the rest of the band too.

Keeping our latest youngster involved in the practice when his arms get tired: he is asked to call the changes from outside the circle. He is given the challenge of achieving a set piece e.g. reverse rounds or Queens or Tittums – then, with paper & pen in hand, he does a great job. Where is the harm? Visual aids and from outside the circle but a happy young ringer.

“ When not ringing the youngsters are on the settee with our tower ipads on and their earphones in, with Mobel open they are competing for the best scores – they love it. ”

It is very easy to involve the rest of the band when bending the rules to keep the youngsters busy. They have enjoyed starting their various Doubles methods from back rounds, the adult novices get to call the changes back into rounds when the youngster has achieved the stated objective, the adult learners are happy to police the ipad score-chart league and to award the chocolate for best score. It all makes for a varied practice, where everyone is playing their part.

Helen McGregor

Assessment of mentors – Module 1

As announced at the ART Conference 2017 the ART Management Committee has decided that from 1 January 2019 all mentors of Module 1 teachers will also be assessed. This addresses some weaknesses in our processes and is a further step to improve standards of teaching.

Mentors are teachers who have the additional responsibility of supporting a less experienced teacher. The original concept of the mentoring system that was established some years ago, was one-to-one mentoring, encouraging a transfer of skills from 'old' to 'new' to address ringing's obvious demographic challenge of ageing teachers. But it has not always worked as well as we would have liked.

We often find that existing ringing teachers best progress through Module 1 by working together, supporting each other, and the emergence of so much more group teaching makes one-to-one support more complicated.

Situations arise when teachers of similar experience are given different titles – one a mentor, one a teacher – an unnecessary and confusing complexity which is compounded when one is assessed and the other is not.

There are also clear safety issues that are crucial to understand and display when teaching bell handling and if ART does not assess these competences ART cannot be sure that everyone teaching has met the required standards. Safety issues are becoming more and more important in the current environment. We could be sending new, possibly young, recruits to unsuitable teachers. This is a situation we would like to eliminate whenever possible. Our mission after all is to improve the learning experience of all ringers.

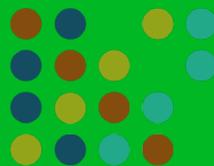
So, ART Tutors are now able to take a more flexible approach to mentor appointments, sometimes simply getting two teachers with experience

to work together as teachers for instance, signing off each others' books, and both being assessed in the same way when all the exercises are completed.

The assessment for mentors will be the same as for teachers, but mentors will not be required to complete a Personal Progress Logbook. There are a few mentors where their teacher is not teaching, and they will continue to have to complete the logbook to show they have used and are familiar with the exercises before being assessed. We now have a developing group of ART Assessors who carry out all assessments and they are a key resource in ensuring that teaching and safety standards are maintained and improved as time goes on.

Graham Nabb
ART Chairman

In Search of ART in Yorkshire



Teachers from four towers in Yorkshire have been busy teaching new ringers using the ART Training Scheme.

Here's the latest news of what they've been up to.

Sheffield, South Yorkshire

Belfry-cam, handbells and the benefits of mutual feedback.

For more than half a century the bells at St Marie's Cathedral have been rung during term-time by students from the Sheffield Universities Guild of Change Ringers. Recently there has been an initiative to start a new band from members of the congregation. Recruits have been taught at various towers in the City. Elaine Scott, accredited teacher from Ranmoor writes the following.

In January this year the local Catholic church asked us to help with teaching some recruits for a new band. We ended up with seven people who wished to learn being taught alongside our own learners, with some others who might come later.

As St Marie's are difficult bells, we decided to teach the new ringers at St John's, Ranmoor. St John's has the advantage of a simulator and the ability to tie all the bells. We also have a good set of cameras which allow ringers to see the bells, including watching the stay approaching the slider. The 10 bells make it possible to teach on several bells at once. As well as myself, three other ringers in our band come along to help.

We have practices on Monday and Thursday evenings for two hours. We usually have four beginners and up to three more advanced learners. We aim to improve the style of the advanced learners and give them more confidence and control of the bells.

A typical learners' practice: after a safety talk, I explain the way a bell rings with help from the others and our model bell. We then demonstrate ringing up, watching the bell on the camera and

stand the bell at backstroke. We usually teach on the 3 and the 5, both of which have good pictures of the stay and slider on the video screen.

We then take the learners through exercises such as backstrokes and pulling off at hand. While this is going on we teach the more advanced learners on the back bells and the treble. We go through various things: how to stand, how to tie the knot, hand ring exercise and taking coils. I usually get the more advanced learners to do most of this under my supervision. One of hopes is that they will be able to do their own teaching in time. They are nearer the learning process and remember the difficulties they had.

Halfway through, we swap and something different – ring handbells, explain call changes, demonstrate ringing Call Changes and Plain Hunt. The latest thing is to get them to call us to make changes, us being the number of ringers there.

Our beginners are now at the stage of being safe to ring a bell with minimal supervision. At the start of each session they raise the bells and stand them at back. They then turn the bells over and stand at hand. We start the session with rounds using sound from the simulator, including however many ringers are present. We then go back to single handling with the sound off and individual tuition with everyone ringing silenced bells. We swap bells and try different weights. We also try standing at hand and back several times in a row. At the end they all ring down, the more advanced ringers sometime try following each other.

Every couple of months we have a tied-bell session on Saturday mornings where any local ringers can come along for extra practice. Several of our own new ringers, plus those from different towers attend.

Four of the St. Marie's new ringers have passed their Learning the Ropes Level 1 and got their certificates. We did a shared assessment so that each



Helen and Noah

of them gave feedback to each other as well. Some of the feedback was very good. They can spot problems even if they cannot correct them themselves.

St Mary the Virgin Sprotbrough, South Yorkshire

A new simulator, plenty of visitors and teacher accreditations.

The team at Sprotbrough have raised funds to pay for and install a simulator which will be put to good use as the teachers are working with plenty of new ringers, all of whom are progressing well. As well as teaching the Sprotbrough band members, new ringers from Doncaster Minster also attend practices supported by their teacher, Jay Downes.

Sprotbrough's new ringers include Noah who has progressed particularly quickly through the first two levels of the Learning the Ropes Scheme and is working towards quarter peals for his LtR Level 3 in the next few weeks.

The Doncaster team includes one ringer who is working towards his LtR Level 2 and four more who are on the verge of completing their LtR Level 1 bell handling.

Sprotbrough team are also teaching several more ringers from nearby Aldwick le Street, so this is a great example of collaboration between local towers which benefits the wider area. Helen Nichols has recently become accredited for Module 1 – teaching bell handling. Other teachers in the tower are working towards accreditation in the near future. Watch this space!

All Saints' Northallerton, North Yorkshire.

Three separate practices, training new teachers and sixteen booklets to sign!

Northallerton has strong ties with many local towers, including Brompton – a recent installation of the redundant light eight previously at Denholme, West Yorkshire. Jennie Town writes: we centre activities at Northallerton where we have three practices a week:

Monday on the front 6 using the simulator, with people attending from Ainderby Steeple and Danby Wiske as well as our learners.

Thursday is our main practice and is now 2 ½ hours long!

Fridays, we are teaching a band for Barton where they are augmenting to six.

We also hold a practice on Tuesday at Brompton.

We are using the Learning the Ropes scheme for all our learners except those from Barton. Obviously we follow the same teaching principles for them, but we are concentrating on the best way to make them safe and self-sufficient when they move to ring at their own tower.

Three of us have attended Module 1 and Module 2F courses (Jennie Town, Hayley Bradley, Heidi Bradley); Sandra Shoyer has attended Module 2F; Gabriel Bradley and James Town have attended Module 1. Jennie has also attended a Module 2C course for completeness. Of these, Jennie Town is an accredited teacher and Assessor for both modules; Hayley, Heidi and Sandra are accredited for Module 2 and James Town will shortly be assessed as a teacher for Module 1.

On the LtR scheme we have two people who have completed Level 4; two who have completed Level 3; four others have completed Level 2 and eight learners who have completed Level 1. Given that some others have started on the scheme and then given up, there has been quite a lot of paperwork! This makes a staggering sixteen books for me to sort through at practices (although not everybody is there at every practice, so some booklets go back into the bag). Most of our current learners are adults, but the variation in age is between ringers in their mid-70s to a couple of 10 year olds, one of whom has already completed Level 2 after only 6 months ringing.



Colin and Harry

St Andrew's Kildwick, West Yorkshire

Hot on Bellboard, Hot Metal and a Prizewinning Scarecrow!

Chris Wright writes that quite a lot has been happening at Kildwick. Some of this has been in conjunction with other towers in "The Worth Valley Ringers" cluster that comprises of (mainly) Oxenhope, Haworth, Keighley and Kildwick. Here's the news from Kildwick.

On the LtR scheme, during the last 12 months (from August 2017), Kildwick has awarded five LtR Level 1 certificates, four have been awarded their LtR Level 2 and one their LtR Level 3. In total, we have 13 people on the LtR scheme.

Six enrolled in April 2017; all are ringing – apart from one who has gained LtR Level 2, but has badly injured her shoulder (not while ringing) and is awaiting surgery.

One enrolled at the end of June. He's passed LtR Level 1 and is going like a train!

Six enrolled in May. They are my MiniRingers – an after-school club. Several of them are interested in moving on to the main band now that they have left the school. None is up to LtR Level 1 yet – we do lots of other things as well as ringing!

During the year, we've hit "What's Hot on Bellboard?" twice now. One was the week where the kids' "Rounds on Four" came in second, after Richard Burton's Superlative Max (though I think that excluded peals). The other was a very passing mention of a quarter for my 70th birthday (24 September last year) which had lots of "firsts". I'm working towards our first Kildwick quarter. We're not

ready yet – but we'll see!

From a silent tower in March 2017, we are now ringing regularly for Sunday services and have quite a busy practice. Several people are finding it to be a congenial practice for the not-so-skilled and so we have a number of Plain Bob Doubles ringers who are joining us and greatly increasing our own capabilities.

Around half of the band are becoming regular ringers at Keighley. This again is increasing the repertoire and there's a good spin-off for us. We now have a band that is ringing well enough to ring six bells for a wedding and (as mentioned above) the prospect of a quarter of Plain Bob Doubles is no longer an impossible dream. We're going to give it a try at the end of August and see how we get on!

The MiniRingers is quite special. It's a group of 6 to 8 youngsters from Year 3 to Year 6. As well as spending some time learning to handle a church bell, they:

Ring the Ellacombe chimes
Ring tunes on handbells and our own home-made hand-chimes

Ring changes by "dancing" on a marked carpet

Take part in competition and concert, both ringing tunes and change ringing on the mats

Cast their own bells in their own moulds. (They don't actually pour the molten metal, I do that – it's quite a fun risk assessment!)

Oh, yes ... we couldn't enter the Sunday Service striking contest this year – too many were away (including me). But we DID enter and win the Kildwick village scarecrow competition last summer!

And there's more ...

The good news from Yorkshire doesn't stop there. 2018 has already seen several ART Day Courses in the county with teacher accreditations at several towers. LtR certificates have been awarded to ringers from towers including at York Minster, St Wilfrid's and Roos. Also, the Young Ringers team (known as the Yorkshire Tykes) came a very respectable third out of 22 teams in this year's RWNYS striking competition.

Neil Donovan



Learning the Ropes Achievers



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

May 2018

Marlene Gan - St Mary's Roman Catholic Cathedral, Sheffield
 Pawel Capik - St Mary's Roman Catholic Cathedral, Sheffield
 Claire Bell - Church Gresley
 Richard Lomas - Church Gresley
 Jack W Lisseter - Tamworth
 Joseph Hill - Church Gresley
 Steven Letoi - Bermondsey
 Amanda Gilbert - Llandeyrn
 Alan Cooke - Caterham St John's
 Jean-Pierre Meirlaen - Ypres
 Nicola Phillips - Dulverton
 Stephen Rodgers - Isleham
 Robert Perkins - Northallerton
 Monika Wajtanowicz - St Mary's Roman Catholic Cathedral, Sheffield
 Jane Little - St Mary's Roman Catholic Cathedral, Sheffield
 Foinna Murray - Kinver
 Sydney Magley - Brinklow
 Bethany Meede - Brinklow
 Isabelle Meede - Brinklow
 Gracie Murphy - Brinklow
 Tim Wilton - Buckthorn Weston
 Liz Bailey - Zeals
 Tom Suddell - Goosnargh
 Kath Nicholls - Goosnargh
 Aaron Palmer - Southover Lewes
 Nick Jenkins - Birmingham School
 Jo Bond - Southover Lewes
 Chloe Honeywell - Offenham
 Benjamin Richardson - Roos
 Patricia Mitchell - Leominster Priory
 Richard While - Cheltenham St Mark's
 Jane Webb - Nassington
 Rosie Clarkson - South Petherton
 Mary Jones - South Walsham & Reedham
 Django Robinson - Norwich St Giles
 Anne Ransley Thomas - Norwich St Peter Mancroft
 Ellie Andrews - Loddon ART Hub
 Daniel Christie - Holmer
 Briannie Price - Holmer
 Wren Manley - Dawlish
 David Watchorn - Scaldwell
 Amy Wathchorn - Scaldwell
 Barbara Southwell - Moresby
 Ann Grierson - Moresby
 Peter Grierson - Moresby
 Ann Manning - Lytchett Matravers
 Alec Cannings - Lytchett Matravers
 John Smith - Llanedeyrn
 Martin Gilbert - Llanedeyrn
 Daniel Hearn - Macclesfield
 Mark Crayford - Ashburnham
 Rosie Sugar - Ashburnham
 Bobbie Allen MacNiven Young - Wells
 Bells, Alderney

Michelle X - Abingdon St Helen's

June 2018

Christopher James - Rockwell Green
 Margaret Zandona - Ockley
 Sophie Ramsay - Combe Raleigh
 Lesley Oats - Combe Raleigh
 Millie Marlow - Harpole
 Lili Anne Salter - Burnham on Sea
 Dave Bird - Birmingham School
 George Mansfield - New Alresford
 Bailey Riches - New Alresford
 Hazel Hicks - Writtle
 Pam Sheldon - Broseley
 Freya Kay Roberts - Drayton Bassett
 Natanya Aspinwall - Crondall
 Aleezah Aspinwall - Crondall
 Leona Aspinwall - Crondall
 Rebekah Aspinwall - Crondall
 Ethan Aspinwall - Crondall
 Zofeya Aspinwall - Crondall
 Claire White - Tibberton
 Mark Bushby - Tibberton
 Joseph Godfrey - St Mary Twyford, Loddon Hub
 John Makin - Kingston upon Thames
 Phillippa Reid Dalglish - Padstow
 Robin Dalglish - Padstow
 Josie Colwill - Padstow
 Nicki Courtney Hart - Eardisley
 Mark Pattinson - Corsley
 Diana Holingsworth - Corsley
 Jacob Willey - Thorpe on the Hill
 Richard Holderness - Thorpe on the Hill
 Judy Towns - Norwich
 Melissa Peters - Bishops Stortford
 Jack Dickerson - Ipswich SMLT
 Leonie Smith - Ipswich SMLT
 Karina Wiseman - Ipswich SMLT
 Mark Claxton - Abingdon St Helen's
 Sam Good - Leominster
 Val Harker - Northallerton
 Lois Kennedy - Weston
 John Bacon - St Ives
 Mellanie Shaw - Cottered
 Jenny Thomsno - Cottered
 Dawn Silton - Buckhorn Weston
 Katie Mitton - Felixstowe
 Hollie Melen - Edgehill Ringing Centre

July 2018

Cheryl Fellow - Bennett : Sidmouth
 Steve Chisman : Lytchett Minster
 Kim Garwood : Lytchett Minster
 Joanne Ferguson : Great Baddow
 Alex Bessent : Great Baddow
 John Wood : Great Baddow
 Carol Lowry : Sandon

Sandie Fancourt : Doncaster Minster
 Barbara Holdridge : Doncaster Minster
 Bob Mead : Moreton
 Robin Eele : Lytchett Minster
 Connor D Hourihan : Tamworth
 Veronica Harmer : Staplehurst
 Janet Bowden : Staplehurst
 Colin Bowden: Staplehurst
 Maureen Walshe : Staplehurst
 Katy O'Connor: Norwich St Giles
 Richard McKnight : Kildwick
 Sara Turnbull : Cheersley
 Lucy Banks: Ardleigh
 Robert Walker: Roos
 Abigail Little: Roos
 Graham Hunt: Doncaster Minster
 Peter Henderson: Tibberton
 Sara Carberry: Bolton
 Lynne Fitzharris : Bolton
 Carol Estava: Bolton
 Mandy Lawford : Great Baddow
 Sandra Murphy: Great Baddow
 Dinah Wood: Great Baddow
 Chloe Smart: Bramcote
 Woody Swann: Burwell
 Mark Willis: Scaldwell
 Tony McAlister : Birmingham School
 Chris Hinkins: St Ives
 Vivienne Cable: Spaxton
 Bev Dillon - Spaxton
 Mary Adams: Bridgwater
 Isabel Kennedy: Bridgwater
 Robert Stevenson: Bridgwater
 David James: Spaxton
 Cherry Gray: Rockwell Green
 Kitty Guinness: Combe Raleigh

August 2018

Hilarie Dicker - Cockermouth
 Philip Brake - Whitchurch Canonicorum
 Nancy Banks - Irton
 Karin Freer - Southover Lewes
 Kate Hammond - Brushford
 Edward Burrough - Saxlingham
 Nethergate & St Peter Mancroft, Norwich
 Karen Barclay - Clatworthy
 Dan Jacob - Edghill Ringing Centre
 Helen James - Yeovil St John's
 Georgia Yarrow - Great Gransden
 Rachel Paine - Great Wilbraham
 Melanie Sinclair - Great Wilbraham
 Katie Havenhand - Doncaster Minster
 Jenny Alford - Ranmoor
 Georgina Hurford - Rattlesden
 Rory McNaught - Bletchington

Luke Martin - Harkstead
 Chris Lamb - Penrith
 Lewis Abbott - Woodston
 Stefan Pond - Edghill Ringing Centre
 Dorothy Collier - Allendale
 Jo Belsten - Hickling
 Dave Belsten - Hickling
 Ross Havenhand - Doncaster Minster
 Erin Marsden - Combe Raleigh
 Anna Millard - Combe Raleigh
 Andrew Thomas - Dulverton
 Jean Harkett - Corsley
 Denise Jollitte - Nettleham
 Andy Salt - Nettleham

Etienne Salt - Nettleham
 David Harland - Lytchett Minster
 David Grimshaw - Kirtlington
 Linda Sandell - Norwich
 Helen Forbest - Allendale
 Sarah Cole - Leominster
 Dorothy Gay - Glasgow
 Ann Pyke - Brierley Hill
 Megan Forbes - Allendale
 Amy Forbes - Allendale
 Alice Pugh - Leominster
 Simon Edmonds - Cheltenham
 Vanessa Smith - Eling
 Rebecca Clark - Eling

Grace Danaford - Eling
 Ian Moss - Eling
 Sarah Pike - Thorpe on the Hill
 Helen Mealins - Kirtlington
 Peter Barclay - Clatworthy
 Karen Kidney - Ealing
 Louise Griffiths - Northampton ART Hub
 Leon Smart - Bramcote
 Imogen Reason - Wargrave, Loddon
 Jakub Bottcher - Warden Hill, Cheltenham
 Marek Bottcher - Warden Hill, Cheltenham



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

May 2018

Matthew Bakewell - Abbotsbury
 Emel Duff - York Minster and St Wilfrid's
 John Gemmell - Heighington
 Jasper Palmer - Southover Lewes
 Anne Errington - York Minster
 Sue Downing - Strettham REC ART Hub
 Ellis Hollows - St Anne's on Sea
 Esme Hollows - St Anne's on Sea
 Eric Bishop - South Walsham
 Fraser Storie - Addington
 Sandra Wilcox - Birmingham School
 Petra Brown - Edington
 Monica Hollows - St Anne's on Sea
 Paul Tomlin - York Minster
 Domini Barrett - Layer de la Haye
 Sue Mackenzie - Milford on Sea
 Philip Kimber - Abingdon St Helen's
 Judith Clark - Strettham REC ART Hub

June 2018

Rosemarie Weigand - Bletchington
 Claire Faraway - Barrow upon Humber
 ART Hub
 Mandie Bell - Thorpe on the Hill
 Liz Attenborough - Corsley
 Anne Markwick - Dulverton
 Robert Somers - Bangor NI
 Beryl Francis - Keevil and Steeple Ashton
 Jane Webb - Nassington

Ethan Patman - St George's Cathedral,
 Perth
 Baillie Bruce - Weston
 Adam Calne - Weston
 Jenny Wheatcroft - Weston
 Karina Wiseman - Ipswich SMLT
 Gary Pond - Edgehill Ringing Centre
 Mark Claxton - Abingdon St Helen's
 Harry Helyer - Northallerton
 Susanne Machin Autenrieth - Great
 Gransden

July 2018

Samuel Tye: Avebury
 Graham Hunt: Doncaster Minster
 Ken Heymer: Moreton
 Jenny Heymer: Moreton
 Denise Kerwin: Willingale
 Jane Edwards: Thurstaston
 Angela Baxter: Thurstaston
 Kim Williams: Brompton Regis
 Mike Hamilton: Brushford
 Benji Bass: Wokingham
 Emma Marsh: Heddington
 Ben Van Alstede: Heddington
 Lynn Walton: Great Gransden
 Janet Beattie: Brompton Regis
 Jack William Lisseter: Tamworth
 Freya Kay Roberts: Drayton Bassett
 Vince Ryalls: Fovant and Compton Bissett
 Aimee Ward: Cannock
 Lynette Summers: Shrewsbury

Louise King: Lois Weedon
 Sarah Millar: Lytchett Matravers
 Amy Watchorn: Scaldwell
 David Watchorn: Scaldwell
 Francesco Bartolini: Abingdon St
 Helen's

August 2018

Ruth Peters - Lois Weedon
 Judy Towns - Norwich St George Colegate
 Freya Milner - Yeovil St John's
 Cory Gibson - Aylesbury
 Wren Manley - Dawlish
 Hamish Miller - Bardwell
 Chris Lamb - Penrith
 Gavin Collins - Kingston upon Thames
 Aidan Ashcroft - Southover Lewes
 Aaron Palmer - Southover Lewes
 Graham Errington - Northallerton
 Trevor King - Lois Weedon
 Jonathan Davis - Aylesbury
 Julian Griffin - Aylesbury
 Aidan Purchase - Aylesbury
 Val Harker - Northallerton
 Colin Helyer - Northallerton
 Alice Pugh - Leominster
 Adam Langridge - Leominster
 Karen Kidney - Ealing
 Jacob Stonier - Yeovil St John's
 Stephen Rodgers - Isleham
 Sarah Aver - Isleham
 Pam Sheldon - 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)

May 2018

Rosemary Pegrum - Fovant
 Adam Turner - Rumney
 Matt Machin Autenrieth - Great
 Gransden
 Kaeko Tozawa - Norwich St Giles
 Morgan Williams - Thurstaston
 David Horspool - Birmingham School
 Charlie Linford - Birmingham School
 Tim Forsey - Kedington
 Leo Brown - Claremont, Australia

June 2018

Delia Brandwood - Monksilver
 Lisa Astbury - Abingdon St Helen's
 Eliza Hull - York Minster and St Wilfrid's

July 2018

Dylan Morris: Northampton ART Hub
 Colin Crawford: Glasgow Cathedral
 Sally Church: Combe Raleigh
 Joe Gillett: Abingdon St Helen's

August 2018

Darren Swancott - Broseley
 Cory Gibson - Aylesbury
 Fergus Kettleborough - Troyte Ringing
 Centre
 Thomas Gay - Glasgow
 Jackie Dettman - St James, Queens
 Square, Sydney
 Georgia Brown - St Hilda Whitby
 Chloe Fretwell - St Hilda Whitby





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.

May 2018

Edward Hodgson - South Petherton
Zach D Rogers - Dover
Martin Farrimond - South Walsham
Judy Farrimond - South Walsham
Catherine Simcock - Stretham St James

June 2018

Anne Graham - Heighington
Anne Brolly - Bishops Stortford
Phoebe Astbury - Abingdon St Helen's
David Prest - Great Gransden
Sheila Prest - Great Gransden

July 2018

Barry Garrett - Carlisle Cathedral
Max Pike - Swanage
Alfie Pike - Swanage
Caroline Blackwell - Pattishall
Yvonne Kennedy - Edgehill Ringing Centre

August 2018

Tim Forsey - Kedington



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).

May 2018

Cara Tatterton - Hathern

June 2018

Sophie Jermine - Chiswick and Barnes
Joe Berry - Elizabeth College, Guernsey

July 2018

Judith Edmondson - Carlisle Cathedral
Sue Turner - Tulloch Ringing Centre
Charlotte Hatto - Tulloch Ringing Centre

August 2018

Marky Knight - Taunton St James
Andrew Knight - Taunton St James



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

May 2018

Ruth Gilbert - Carlisle Cathedral : Ringing Doubles
Ruth Gilbert - Carlisle Cathedral: Ringing Triples
Ruth Gilbert - Carlisle Cathedral: Ringing 10 Bells

June 2018

Jimmy Yeoman - Exning :
First Quarter Peal as conductor

July 2018

Ruth Gilbert - Carlisle Cathedral:
Ringing Surprise Minor
Toby C Hibbert - Barrow upon Humber ART Hub:
Ringing First Peal
Jimmy Yeoman - Exning : Ringing Surprise Minor
Jimmy Yeoman - Exning : Ringing Doubles
Jimmy Yeoman - Exning : Ringing Minor
Jimmy Yeoman - Exning : Ringing Surprise Major

August 2018

Ruth Gilbert - Ringing Plain Minor
Tim Sunter - Ringing Triples

Videographer and editor wanted

ART is looking for a videographer and film editor to help produce a set of short promotional videos about ART – what we do and how we do it. A single video being worth so much more than a thousand words, as a number of our website users have been keen to tell us!

We have the scripts, the location and are sourcing the participants. In Beth Johnson we also have someone with considerable experience in producing promotional videos so she will manage the continuity on the day and if necessary can do the initial edit. Filming is pencilled in for St Mary Abbots Kensington on Saturday 8 December. If you have the right skills and a desire to help but this doesn't suit you we can re-arrange.

Interested? Then contact lesleybelcher@ringingteachers.co.uk

Videographer

As the videographer you would need to provide camera and lights, and will need sound recording ability for the interviews.

Ideally we'd like you to be a professional, although a student who is looking for experience would be fine as long as you have enough knowledge and have done some 'real' work before. Coaching would be provided if required.

Editor

It is possible that the videographer can also act as editor, however due to the commitment it would be good to have a second person who has experience of editing film. Beth can do an initial edit if required.

