

ART WORKS

Issue 29
November 2019

Association of Ringing Teachers - www.ringingteachers.org
Patrons: Paul Flavell, Helen McGregor and Peter Bevis

ART Awards Open Now!



The ART Awards recognise people and groups who are leading best practice and innovation in the teaching and development of ringing and our Learning the Ropes achievers.

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

The judges are looking for both ideas and successful implementation – activities may include increasing public awareness, recruitment, retention, teaching and links with local ringing, if applicable.



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

This award is for youth groups who are successfully recruiting, retaining and developing young ringers.

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

An award for groups and individuals who create and deliver a long term vision for their bell ringing community imaginative and inspiring leadership. The judges want to understand the barriers and challenges that have been overcome and what was instrumental in making the project a success.



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

This award is for school groups who are successfully recruiting, retaining and developing young ringers.

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

An award for the development or use of technology which makes a difference by encouraging the development of skills or accelerating progress.

In this issue of ARTworks you can hear from previous ART award winners on what they are doing now and how winning an award influenced this.

Eligibility for the awards and details on how to make an application can be found on the ART website.



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

The judges will be looking for how successful the group or individual has been in recruiting and retaining recruits and any differences in approach which have been particularly effective. The judges will want to see that the activities are focussed on long-term retention and are keen that any lessons learned are transmitted to the wider ringing community



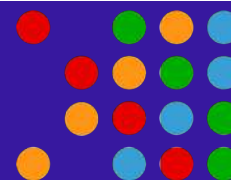
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 Association of
Ringing
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When last I wrote, I was just about to set off for the Learning the Ropes Festival of Ringing hosted by the Norwich ringers. We were all a little bit nervous – would people enjoy it, had we pitched the workshops at the right level, and what would it say about ART teaching? A note to myself in future – have faith – because it was great! There were one or two things that we could improve on, but everyone learnt something and enjoyed being part of such an inspiring event. So what next? Well Norwich is already booked for a second festival next year and we are currently planning a multi-centre festival in May. There's even talk of a ringing on higher numbers festival based on the work Nikki Thomas has been doing at Great Yarmouth and reported here in ART WORKS.

All credit is due to Nikki Thomas and Ruth Suggett for taking the festival from a lunch conversation to reality. I do believe that ART is really lucky to have so many volunteers who are inspired to give something back to ringing through their teaching. As Simon Linford said in this week's Room at the Top article in the Ringing World "Giving something back, if we are able to do it, is ringing's form of social contract." This edition of ART WORKS contains many examples of people doing that in so many ways and I believe that an important role of this magazine is to share what others are doing; seeding ideas and encouraging positive change.

The impact of ART teachers can often be seen in BellBoard performances. Recently three came to my attention and I thought they deserved mention on social media and now here. I don't know how often ringing 50 Rounds has topped the "What's Hot on BellBoard" column of the Ringing World but the six Aspinwall siblings, all taught at Crondall, Hampshire. managed it! Only the week before, the same column in the RW celebrated the following footnote to a quarter peal, "First quarter peal by a band comprising solely of six graduates of the Birmingham School of Bell Ringing with thanks to all the tutors and helpers at the school." Finally (or so I thought) there was ART Award winner Judy Farrimond ringing her first peal alongside her husband Martin as part of the NDA peal week. No sooner had I sent up details of these three performances to Simon Needham, our Editor, than I found out about a fourth notable

performance. After a number of attempts, Rebecca Legowski, a blind ringer whose progress has been keenly followed and supported by the members of the Learning the Ropes Facebook group, rang her first tower bell quarter peal on the treble to Minor. Well done to Rebecca and her teachers and helpers.

Now I've got to the announcements bit. There are two big events in the ART calendar coming up. Nominations for the ART Awards are now open and this year to introduce them we have a set of interviews with previous award winners. If you've never considered applying for an ART Award before, have a read and you'll find out that past winners are quite normal – they just have a proven track record of success in doing things really well. You'll also see that winning an award brings with it a lot more than prize money.

The speakers for the 2020 ART Conference have been unveiled – a mix of inspiring speakers and those giving practical advice. In a break from tradition the key-note speaker is not a ringer but is the youngest person to climb Everest. Her talk, "Mountains of the mind" speaks about the lessons she learned on this extraordinary journey as a very ordinary person: the marginal gains, the leaps of faith, the not giving up when failure seemed inevitable. All lessons in leadership that we recognise in our own ringing world. Booking opens early January but put the date in your diary now – 14 and 15 March 2020 at Hilton Village, Derbyshire.

ART Chairman Lesley Belcher
lesleybelcher@ringingteachers.org



**Guildford Diocesan Guild
Crondall, Hampshire
All Saints**
Monday, 21 October 2019
50 Rounds

- 1 Natanya Aspinwall
- 2 Rebekah Aspinwall
- 3 Aleeza Aspinwall
- 4 Leeona Aspinwall
- 5 Zofeyah Aspinwall
- 6 Ethan Aspinwall

The first performance by all six Aspinwall siblings.

**Norwich Diocesan Association
Woodton, Norfolk
All Saints**

Monday, 21 October 2019 in 2h 42 (7–1–12 in A)
5040 Doubles (11m)
(1,2) Grandsire, (3,4,5,6) St. Nicholas Bob (7,8,9,10) Winchendon Place (11,12,13,14) St. Remigius Bob (15,16,17,18) Huntley Place (19,20,21,22) Reverse Canterbury Pleasure (23,24,25,26) St. Simon's Bob (27,28,29,30) St. Martin's Bob (31,32,33,34) St. Osmund Bob (35,36,37,38) Eynesbury Bob (39,40,41,42) Plain Bob

- 1 Katie L Wright
- 2 Judy A Farrimond
- 3 Ann-M Webb (C)
- 4 Martin D Farrimond
- 5 David F Webb
- 6 Stephen W Rabong

For Trafalgar Day during NDA Peal Week.

First peal 2 & 4.

First peal as conductor.

**Brierley Hill, West Midlands
St Michael**

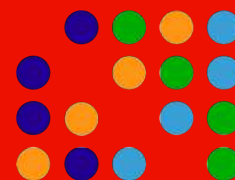
Monday, 7 October 2019 in 42m (14–1–13 in F)
1260 Plain Bob Doubles
1 Jenny Sunter
2 Eileen Keeble
3 Stella Tew
4 Christine Barnell
5 Tim Sunter
6 Mike Keeble (C)

1st Quarter Peal by a band comprising solely of six graduates of the Birmingham School of Bell Ringing with thanks to all the tutors and helpers at the school.

1st quarter conducted no. 6

50th quarter peal no. 6

Ringling - It's Got To Be Fun!



If you want to encourage more ringers to District practices they have to be relevant and fun, and the District Committee need to be visible and accessible; encouraging and building relationships. I consider it to be part of my job as Chairman to visit the towers in the District to see what is going on – acting as a link between towers and the Guild. All too often I find towers, just “doing their own thing” in quiet (or not so quiet!) isolation. They can have a jaundiced view of their Guild, and even their District representatives – often stemming from an historical perceived lack of interest from those holding office.

So we travel round, establishing where help is needed, encouraging ringers to join us at the District practices when we ring with them and reassuring them that we will be there – familiar faces and support.

I am also convinced that the social side of ringing is as important as the actual ringing itself, and so all our practices involve the pub, or tea or even breakfast, and plenty of banter. Over the years we have added other activities to District practices to make them more attractive. At one practice we did a short morning walk, a pub lunch and afternoon ringing, so anyone could pick and mix how much of the day they wanted to take part in. Twenty one ringers joined us that day; the walk was lovely, the pub great and the little ring of five which normally might manage a handful of visitors was packed out!

On another occasion we held a morning practice, starting with breakfast at a fabulous local farm shop, followed by ringing and then to the pub for lunch. Twenty nine members of our District came along that day ... it works!

More recently we have moved into specific training sessions as an add-on to some of the practices – we held belfry maintenance instruction for an hour before the regular monthly practice at a tower with a difficult eight which previously had struggled to get enough to ring all eight, but we had twenty three members join us for that event.

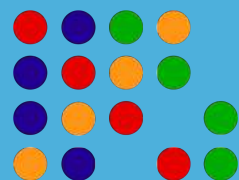
Our practices are averaging twenty one attendees, with as many as twenty nine on a couple of occasions; more would be good but you do want to make sure that everyone gets enough time on the end of a rope. One thing we no longer include at District practices is “Method of the Month” – we have learned that this was putting off less experience ringers, so now we ring whatever we can with the ringers we have on the day.

So, it's no good just opening the tower door and waiting for ringers to come in, you have to shove from behind! You do that with personal contact and the promise of the pub after! The old style of the unfriendly, intimidating, serious ringers have had their day. Who is going to turn out on a cold, wet, dark November night to be shouted at and intimidated? We are not at school, no one has to be there and no one goes wrong on purpose.

It's all about the carrot and not the stick, the carrot being in the shape of a pub glass, preferably full!

Martin Barnes
Basingstoke Branch, W&P

Why Do We Forget Things so Quickly?



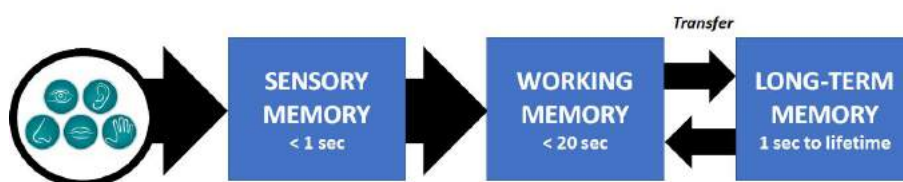
Picture the scene. You've been told you're ringing after the next touch and you have the 8 minutes before your turn to re-cap and revise the method you're about to ring – whether it's Plain Bob Doubles, Stedman Triples or Bristol Maximus. You look up your leads one last time and recite the method a couple of times in your head. Then it comes to your go. You're a little nervous; things went a bit wrong last time. But you've just looked up what you're to do. What can go wrong?

You start to ring rounds. Nerves increase as you begin to recite the method in your head, anxiously waiting for the conductor to say "Go...", but you suddenly realise you've forgotten a piece of the method. You've forgotten what you have correctly recited to yourself two minutes earlier; the very blue line you were physically holding! Once you begin ringing, impending doom awaits as you head towards that part of the method you've just forgotten.

This is – I bet – a familiar scene across many practice nights and a source of frustration for both learners and teachers alike. I know I am guilty of refreshing my memory at the last minute, only for that effort to fall flat. And I've seen teachers react to learners who have forgotten key details in ways that are perhaps not very helpful.

In my proper job, I've been looking further into how memory works in an attempt to improve how my students can best learn information. Perhaps if we all have a greater knowledge of how our brains learn and retain information, it'll help us – both ringing student and tutor – support one another more effectively.

People often have a misleading idea of what how our memory works. Our memory is not simply a repository of information. In fact, it is better to think of our brains as being filters – our brains are constantly "taking in" sensory information, its main function is to decide what information we need to keep and what we can "get rid of". And I think we often underestimate how much our brain actually does retain. For example, most of us have acquired vocabularies of over 42,000 unique words, plus the ability to use syntax to place these words into sentences which others can understand. Furthermore, we recognise what these words mean and stand for. We can instantly recall that chocolate is tasty and safe to eat, using our senses of taste, sight, smell and



Transfer of information between different types of memory

touch to recognise what chocolate is. We know that a sharp knife can be dangerous, using our senses to recognise the danger and act cautiously.

We receive dozens of pieces of information every millisecond into our sensory memory. Our brains filter this. It retrieves information from our long term memory to check the information we have received and help us to recognise and make sense of the information we are receiving.

Our sensory memory is exceptionally weak; information is instantly processed. So the angry looking bull in front of us represents danger – we flee. Our working memory is also weak. Studies suggest we can hold 3 or 4 things in our working memory for less than 20 seconds. Again, our brains are filters; sorting out the information we need to function effectively and "getting rid of", or forgetting, anything which is superfluous or risks overloading us. This actually is a positive thing: we don't want indecision to strike just at the moment we are threatened!

However, the good news is that our long term memory is exceptionally strong. Once you have learnt something properly, some studies have suggested you can remember it forever. Why do I often forget where I put my car keys two minutes ago, yet can still recite most of Queen's Greatest Hits? Well, I've listened to Queen thousands of times over the last 15 years. Finding my car keys would be more useful, but my brain doesn't quite work like that.

And so whilst our brains have an incredible memory, it doesn't know what to learn and what not to learn. After all, how would learning the cycle of work for Plain Bob Doubles be helpful for survival?

Thus our brains are designed to filter out over-loading. So when we're in the bell tower frantically reciting our blue line at the last minute, our brain

is likely to feel overloaded. Seconds later, our short term memory is likely to chuck out that much needed information. (Try the following: read a short paragraph from a book. Close the text and count to 10 seconds. How much of the text can you recite?).

This is even more present, I think, for new ringers who have to contend with other things their brains will find overwhelming – like catching the sally and carrying out the mechanism of what a 3-4 dodge actually is.

What can we do about this?

The key is to transfer effectively information to our long term memory. Over 100 years ago, Ebbinghaus carried out an extensive study on how the memory works. His conclusions are still relevant to us today:

Ebbinghaus' study suggested that less than one day after learning new information, over 20% of that knowledge was forgotten (some more recent studies have suggested that this is much higher). For those of us who are school teachers, this is scary! However, if you review that knowledge regularly and often ("topping up that information") you will retain more of it. In other words, you need to transfer that knowledge to your very powerful long term memory. The other piece of good news is that the more you have stocked up in your long term memory, the easier it is to learn new things. So those experienced ringers who seem like they are learning something from scratch in the tower are actually relying on a wealth of "stocked up" memories which relate to the new information in front of them – they are simply making lots of connections to stuff they already know. And remember, those experienced ringers have greater headspace because they don't have to think about how to catch their sally or they know without thinking what a 3-4 dodge is like.

What is effective learning?

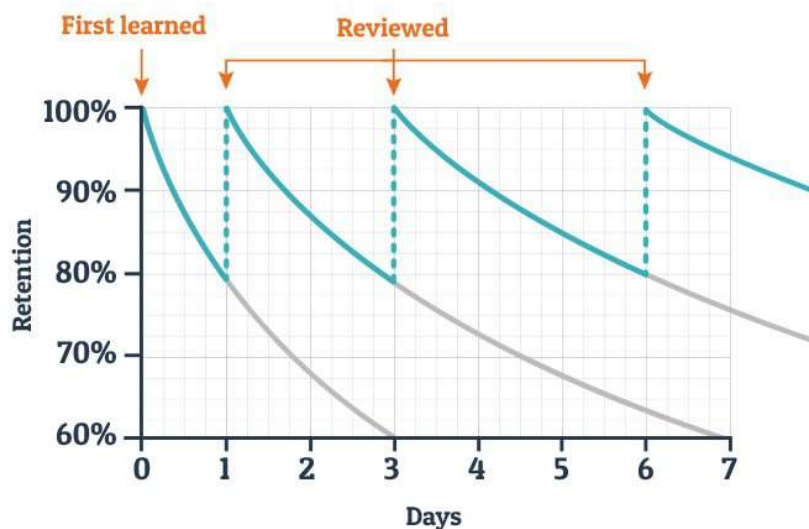
Studies have consistently shown that to remember something, you have to think about it. So just looking at something isn't an effective way of learning:

- Write methods out (copy, cover, write, check is a useful technique)
- Recite the cycle of work out loud and do so without the blue line in front of you
- Teach someone else
- Use online practice tools (apps such as BlueLine offer practice)
- Do so early and regularly (short but often is the advice)
- Homework matters!

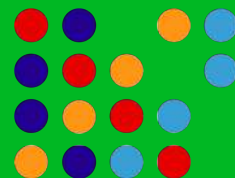
Arthur Reeves

This article was originally published in the Ringing World

Typical Forgetting Curve for Newly Learned Information



Dodge Matching Game



In order to get your circle of work knowledge really slick, so you always know which dodge to do next, we have invented a game. There are three sets of cards for Plain Bob Doubles:

Set 1, blue – has each dodge for Bob Doubles on a card.

Set 2, dark green – has the same dodges, one on a card.

Set 3, pale green – has the bob calls, one on a card.

Place the blue cards face up, spread out so you can see them.

Choose either set 2 or set 3, depending on whether you are ringing plain courses or touches. Place these cards in a stack, with the writing face down.

Set a timer to one minute.

Turn one card over from the face down deck then, as quick as you can, choose the face up card which has the next piece of work on it. Place these two cards to one side and turn up another card. The idea is to see how quickly you can make the match, how many dodges can you match in a minute. Our record at Shenfield is 20!

We use the game when anyone is just starting learning work inside or starting touches, so they can practise recalling instantly which piece of work to do next time after a dodge (in a plain course) or a bob in a touch.

The cards were simply produced on a computer. If they are printed on card they can be cut out to make the play pieces.

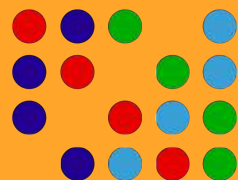
They can be adapted to any method.

[If you like the idea but are not sufficiently computer-literate to produce a suitable file for printing yourself, take a look on SMART Ringer. You can download PDFs of instructions and game cards for printing as supporting resources for Plain Bob Doubles. They're available at smarringer.org/resource/14499.]

Beth Johnson



Example sets of cards for the Dodge Matching Game



Activating Darlington

Not even a dismal October morning and a cold church could prevent Graham Nabb from inspiring and enthusing a group of slightly apprehensive would-be teachers!

There are three churches with bells in Darlington, only one of which has a regular Sunday service band. To put this right, we plan to establish a teaching hub based at the lovely light 6 (6 ¾ cwt) at Holy Trinity. But first things first – more teachers are needed. There are several ART accredited teachers/mentors in the area, but if ringing is to become sustainable in the longer term, there need to be more. As Graham explained, so often in the past teaching has tended to be done by a small number of people, but there is no reason why it needs to be that way.

Six local ringers were joined by Gill and Bridget, who had travelled considerable distances. In typical ART fashion, the course was well organised, all the IT behaved and proceedings started promptly.

The mixture of theory and practical sessions was well balanced but there was still a lot to get through and much to learn. The DVDs and books provide a wealth of information, but there is nothing like seeing it being done and trying it out on others. That then makes the written materials more helpful, as we were able to relate what the book says to how it was done on the day.



Breaking for tea at Darlington

All of the 'students' agreed that some of the techniques being shown were so obvious, that it was difficult to see why we had not thought of them before, such as making sure at first that the bell is kept well below the balance point to help the learner to get a really good feel for having tension in the rope as well as avoiding bumping the stay.

One of the most valuable aspects was the way in which the ART approach breaks the teaching into small parts, adding the parts together carefully and incrementally so that the learner is encouraged to get each stage firmly embedded before going on to the next one and, if necessary, repeating exercises or trying new ones to embed good style. In all of this, an important message is that it has to be fun.

Graham also made it crystal clear that safeguarding is critical, and

gave some very helpful tips here, such as if it is appropriate to video someone ringing to demonstrate a point, do it on their phone – simple, but effective.

As experienced ringers, it is difficult to remember what it is like to be in the shoes of a learner, but Graham had a technique for that: 'catch hold for rounds' he said, 'now swap your hands round'. Judging by the groans of protest he received, that certainly made the point.

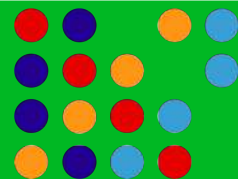
Fortunately the church warmed up as the day went along, once the heating was switched on. Lunch was ably provided by Jenny Jackson, who demonstrated her own problem solving skills when she realised that the church has no facilities for heating up her lovely homemade soup!

Was it an intensive day? Yes.
A long one? Yes.
Rewarding? Definitely.
Worthwhile? Certainly.

Everyone agreed that they had learnt a great deal, and that they felt they now had the tools to give it a go. The key now is to harness that enthusiasm and get some teaching done. Thank you Graham – job very well done.

Chris Enzor

Sponsored Bob Doubles Challenge



On a chilly December day, seven Lytchett ringers began their sponsored Plain Bob Doubles ring to raise funds for the bell restoration at Lytchett Matravers and also to gain experience ringing Plain Bob Doubles which they were unable to get in their own towers.

We started with trepidation but were comforted to have around six helpers each month who gave up their time to join us and stand or ring depending on what we were doing. Over the next eight months we had the privilege of ringing with 21 experienced ringers.

We rang at 22 East Dorset Towers and tasted the local cuisine at seven pubs. Coffee and biscuits were supplied by our ringers but we were

grateful for refreshments offered at one of the towers we visited.

Our Grand Finale was on August 3rd when we rang at both Lytchett towers giving our supporters a rest but they did enjoy ringing something more taxing so giving US a rest! This was followed by a lunch supplied by our ringers. Sadly both towers are now only ringing 5 bells with both missing bell 5 so for the first time we had to ring Plain Bob Doubles without a tenor to lead off. We rang Plain Bob Doubles for the Sunday service at Lytchett Matravers on August 4th.

Our thanks go to Jack Pease who, with his knowledge of local towers advised which ones to ring at and which ones to avoid – being too

difficult for a novice band. Jack also created our original flyer. Along with Jack, the sponsored ring was set up by Debbie Phipps, Tower Captain at Lytchett Matravers who continued to oversee the planning but each visit was organised by one of the ringers so if they were doing 50 Ringing Things they have been able to tick off one 'thing' in organising an outing but also to take part in a sponsored ring.

We have had great fun, forged friendships, benefitted from the experience of some of our best East Dorset ringers, improved the ringing in two East Dorset towers and raised a small amount for the bell restoration at Lytchett Matravers. The sum we have raised will fund one of the new clappers.



The full Lytchett band - Gordon, Sarah, Cathy, Maureen, Debbie, Chrissie

But it is not all over ... Lytchett Minster will soon be using the same idea, focussing on a different method, Reverse Canterbury – really to give our well suffering helpers a bit of a change. They have been SO supportive and we could not have done this without them.

Our thanks go to:

Alan Bentley, Jack Pease, Gillian Richards, Ben and Rosemary Duke, Steff Smith-Cooper, Ross Bradley, Paul and Kathryn Tyson, Ed and Stella Warren, John Close, Phil and Trish Stephens, Richard Picker, Hilary Childs, Kate Brice, Alan and Alison Butler, Jane and Nigel Pridmore and Peter Basil Murdock-Saint.

How did we Progress?

Cathy started having done a fair amount of theory but had not had much opportunity to practise so really benefitted from these long sessions and by the end had the confidence to ring on different bells, ring well to a plain course, can ring a touch with support, and has rung quarter peals on the Tenor and Treble.

Gordon had done very little and was really only at the Plain Hunt stage so he started off learning to cover which he managed well for the first couple of months. By April he had started to ring Bayles and covered to a touch of Plain Bob Doubles. Sadly, he then had an injury and has been out of action for the last four months but is keen to get back into it as soon as possible. He will move on to learn to treble as he will only want to ring a light bell.

Viv has been ringing for many years but never had the opportunity to ring beyond Plain Hunt. When Lytchett Matravers started teaching new ringers through the ART scheme Viv was inspired and took on learning Plain Bob Doubles. She has always

been a good treble and tenor ringer but really dug in to learn an inside bell. Viv had to take some time out due to pressures of work but we hope to get her back on track in the future.

Sarah is an inspiration. Having joined our band through the Ringing Remembers initiative she picked up ringing really quickly having rung as a teenager. She started the challenge by ringing the Treble to a plain course and has been able to do this by sight and without counting places. She has been encouraged to count places and is now able to ring the Treble to a touch. She has also learnt to cover and by April was ringing Bayles. She is now ready to start Plain Bob Doubles on an inside bell and has her first quarter peal planned in the coming months.

Chrissie started the challenge being able to confidently ring a plain course and thoroughly understand the theory. She moved on to ring plain courses on all the bells, followed by touches. She rings the Treble confidently and has rung her first quarter peal on the treble. She has become much more confident.

Maureen had already rung a quarter peal on the Treble and was learning to ring an inside bell. Her comfort bell was the second but she soon moved on to ring other bells. By April she was ringing touches.

Debbie had already rung a few quarter peals before the start of the challenge so had the opportunity to start to learn Plain Bob Minor and Grandsire Doubles with the experienced ringers. She moved on to learning how to call a touch as she realised if we were to achieve our goal of having a full Lytchett band ringing Plain Bob Doubles one of us would have to call it! She has called from the Treble, unaffected on the fifth and tried to call herself affected. This is still work in progress.

What did our ringers say?

"I am so grateful to Debbie for coming up with the idea, and to all our experienced ringers who gave up their time each month to help us achieve our goals. It certainly has been a very worthwhile project." Cathy Neyland

"Though I have already completed my 50 Ringing Things I was keen to do a sponsored ring so this gave me the opportunity to do this but also to complete ringing at 50 towers. I had reached a plateau with my ringing and needed to get some extra concentrated ringing in. This proved a great way of doing it. We were going to make each outing a full day but having stopped and enjoy lunch on the first month we were

exhausted as we were 'learning' as well as ringing so we made the decision to ring at only three towers followed by a long sociable lunch. We had such fun." Debbie Phipps

"From a complete novice to being able to ring a plain course of Plain Bob Doubles is a journey that I feel I have been taking for many years. Over the past few months with the help of some very dedicated helpers I think I'm on my way to conquering the method. It's been hard work, frustrating at times but completely rewarding and enjoyable. I'm so very grateful to have had the opportunity to be part of this project and greatly appreciate all the advice from our willing helpers and to Debbie for setting us the challenge!" Maureen Kirkham

"The Bob Doubles Challenge has been a great endeavour and I am so grateful to Debbie and Jack and all our helpers plus the intrepid band who have made it all possible. We have had great fun, explored new towers and bells, the Dorset countryside and country pubs and improved our skills and gained confidence and enjoyed good company. We've also battled through various illnesses and injuries and come through smiling. A big thank you to everyone" Chrissie Hibbitt

What did our helpers say?

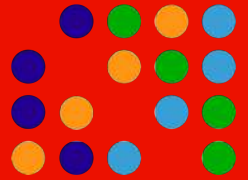
"The session I was involved in showed all the ringers to be very enthusiastic and hard working. Their determination to crack Plain Bob Doubles has been admirable and I congratulate them on their individual achievements and yourself on organising and co-ordinating this marvellous project." Jane Pridmore

"The progress you have all made makes me proud to be Ringing Master of the Branch. Always been my favourite thing to do, teaching and helping ringers grow, and it's been a total pleasure to attend all the mornings, and to lead the teaching with Debbie." Jack Pease

Debbie Phipps



The Lytchett band and friends



A Striking Competition With a Difference

Striking competitions are only for experienced ringers.

This is a view held by many new or less experienced ringers but it needn't be the case. At least that's what the Alton and Petersfield District ringers thought.

So what could be done?

Start by answering two simple questions: What is the first thing a learner will be taught after they have learnt to handle a bell? How do methods start and finish?

Answer: ROUNDS.

So why not have a rounds-only striking competition on six bells?

The next step was to look at the rules. Should they be as strict as for our usual competitions or could they be more relaxed? It was decided that to be more beneficial they should be more relaxed. Towers should be able to enter as many teams as they liked and ringers should be able to ring in as many teams as they liked. This would mean that the less experienced could have the opportunity to ring with more experienced ringers who may come from other towers.

As for the actual ringing there would be a practice of 5 minutes before the test piece of rounds that will last for no longer than four minutes. Both the "pull off" and the "stand" being scored as part of the test piece. The scoring would be based on the normal striking competition criteria.

In recent years our annual striking competition had not been particularly well attended so with this in mind we decided to extend an invitation to our neighbouring districts to join us in this new venture.

So how would ringers react? As time went by and the day rapidly approached entry numbers were steadily growing and one out-of-District tower also took up the challenge. Finally the day arrived and we had a total of 52 ringers of varying abilities forming 11 teams. The atmosphere was full of nervous excitement, anticipation and a definite sense of competitiveness. Everyone was having a great time.

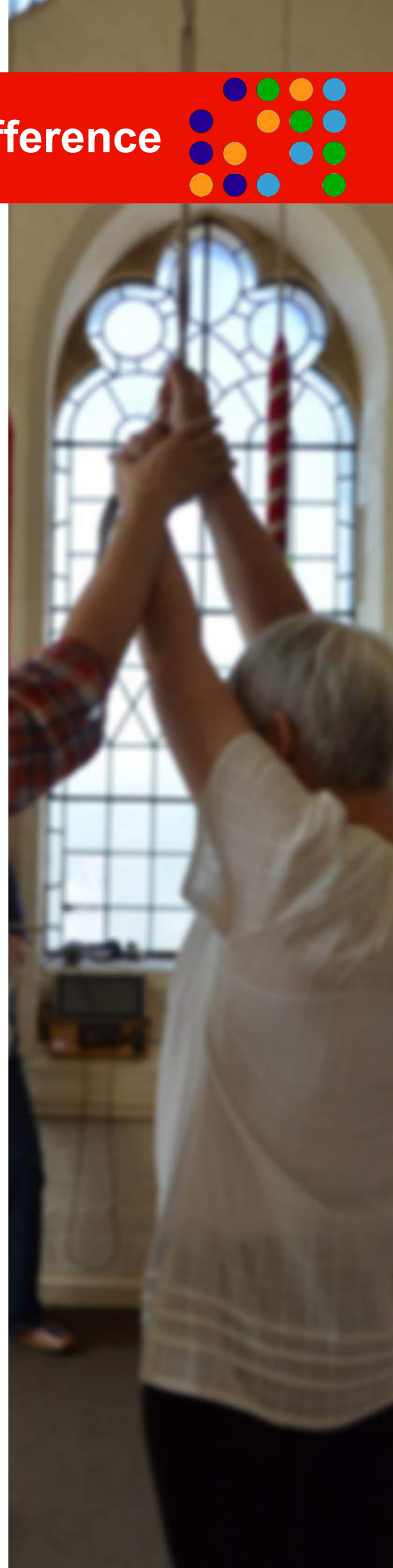
After all the ringing it was time to unwind and wait for the results. More friends joined us, swelling the number to between 65 and 70, for a

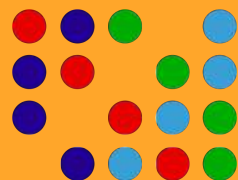
barbecue with a raffle, outdoor games and a short ringing quiz. At the end of the evening our adjudicator gave a short critique of each teams ringing along with their score, with certificates being awarded to the top teams.

This turned out to be the best attended event that our District has held for some considerable time. It meant that everyone from real beginner up to the most experienced could take part and really feel they belonged to our "Bell Ringing Family".

Striking competitions should be competitive and fun but in the final analysis they are there to improve striking which in turn improves ringing for all to hear. It's also a great excuse for a party. We are now all looking forward to doing it all again in 2020.

Mike Novell





ART Conference 2020 - Making a Difference

ART's exciting agenda this year includes a great line up of speakers. In a break from tradition the key-note speaker is not a ringer but is the youngest person to climb Everest. Her talk – Mountains of the mind – speaks about the lessons she learned on this extraordinary journey as a very ordinary person: the marginal gains, the leaps of faith, the not giving up when failure seemed inevitable. All lessons in leadership that we recognise in our own ringing world. Bontia is joined by our other key-note speakers: Richard Grimmatt, Alison Hodge and Tony Crabtree, and Mark Plater a Senior Lecturer at Bishop Grosseteste University, Lincoln, who will talk about the science and practice of motivation.

A range of seminars will showcase innovative ideas and good practice from amongst the bell ringing community. Thanks to your feedback from the 2019 conference these include teaching on a simulator, teaching striking and starting a band from scratch. We have also introduced a lunchtime Teaching Forum hosted by Pip Penney which will give you the chance to talk through any teaching issues you may have.

The second day of the conference weekend concentrates on recruitment and retention and is hosted by the Central Council. You are invited to participate in a workshop specially designed for the day in which you will build a development plan for your tower, area or youth group. You will be introduced to the latest research findings and a wide range of ideas about what has worked for others. The day will consist of presentations with lots of opportunities to share ideas and good practice.

The ART Conference is open to all ringers. Booking opens early January but put the date in your diary now – 14 and 15 March 2020 at Hilton Village, Derbyshire.

Bonita Norris
Mountains of the mind

Richard Grimmatt
Taking striking seriously

Jane Pridmore
Activating Dorset

Colin Newman
Teaching youngsters to strike

Nikki Thomas & Ruth Suggett
The Learning the Ropes Festival of Ringing

Mark Plater
Maintaining motivation

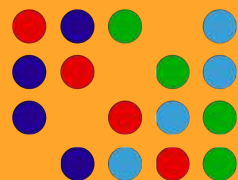
Chris de Cordova & Steve Farmer
Teaching with simulators

Ginette Pardoe
Starting a band from scratch

Alison Everett, Deb Baker & Emily Ashton
The social media tool kit

Alison Hodge & Tony Crabtree
What would tripadvisor say about your tower?

More details are available HERE
link to <http://ringingteachers.org/news/conference>



SmART Ringer Upgrade

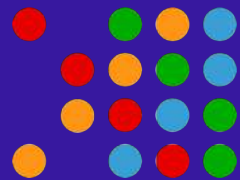
SmART Ringer is running more and more slowly and this is showing in some unusual ways – some of you are now seeing multiple listings of the same ringer in your “Manage Ringers” page.

We are going to be shutting SmART Ringer down from **18:00 Friday 15th November** until **09:00 Monday 18th November**.

SmART Ringer's database will be transferred onto a much faster server. We are hoping that you will see a much more responsive SmART Ringer once the upgrade is complete.

Your patience whilst we do this will be much appreciated.





Novice 12-bell Ringing

An invitation by one of the South Walsham ringers to a summer BBQ at their holiday residence down by the Broad seemed too good to be true. Then the band of novice ringers asked if they could have a ring at Great Yarmouth – one of them had learnt to ring there as a child and had not been back since. Most of the group had recently attended the ART Learning the Ropes Festival in Norwich and had “had a go” at ringing at Mancroft so they had no fear!

The Tower Captain at Yarmouth is very keen to have her bells rung, so our enthusiastic team were onto booking the bells straight away. This is all very well, but they can only ring on six and they ring Mexican Wave, Big Change Little Change and Rounds. They have all experienced ringing all their own bells, but they now want to ring at a 30cwt twelve not a 9cwt six.

A plan was put in place – get used to the bells first. Ring Rounds on six. Ring Big Change Little Change on six. If needed, ring Switcheroo to get a feel for ringing slowly. Repeat this pattern on eight bells, then ten and finally twelve.

We produced a good quality sound. I was very surprised that moving people further round the back really helped. The slower they rang the more thinking time they had.

There was a lot of fun for those who fancied a go on the tenor, again working round to a heavier and heavier bell.

I’ve run this session again opening it up to the Association. I asked that each ringer could ring on their own and have control of their bell. Two hours of mainly ringing rounds flew by. The tenor ringers I’d lined up were soon queuing to have a go ringing the treble and leading. The junior ringers are fabulous at shouting stand. It’s a great opportunity to try ringing different bells and it’s the perfect exercise for bell control.

If you have a smooth ring of ten or twelve nearby, please give this a try.

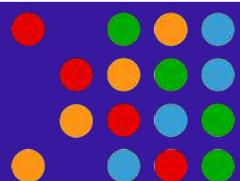
I ran the session with only handful of experienced ringers, but they were not experienced ringers on twelve. I always had help standing by the tenor and I always had help standing by the treble. If someone had not led on higher numbers before, I placed an experienced ringer next to them.

I plan to run more of these sessions going forward.

Nikki Thomas



Ringling on twelve at Great Yarmouth



Ringling on 12 When You Can Scarcely Ring on 6

The first time I ever rang on 12 bells was in the iconic St Peter Mancroft ringing chamber, the scene of historic peals and momentous ringing events. I rang the second with a teacher doing rather more than hovering nearby. My bell control was minimal. I had been ringing a few months.

A year later I rang in the same room, this time the third, during the Learning the Ropes Festival of Ringing. Someone still hovered but did not need to rescue me since I could control the bell, although the rounds sounded somewhat uneven as most of the band were fairly inexperienced.

The next time I rang on 12 was at Great Yarmouth Minster and I did not

even realise that 12 bells were on the menu. I had moseyed up, ready to ring the bells, thinking that we might try 8 as a daring extension to our usual 6 bell repertoire, when it soon became clear that 8 would not be enough.

The crafty teacher in charge lulled us all into a false sense of security by starting on 6. Rounds on 6 she called, and who wouldn’t volunteer for that? So we did the 6 and since no one called any changes or started anything dodgy, it looked like we would be in for a gently relaxing afternoon. Then things started to ratchet up. Rounds on 8 she called, and 8 is only 2 more than 6, so why not? Rounds on 10 she called and the option of sitting out and admiring did not seem to be available.

Rounds on 12 she called – and having done it on the simulator, why not give it a try on the real thing?

And each time the number was boosted by another 2, the demands for good bell control increased. Of course if you suffer from a stabby pull you will be punished severely in this scenario. Again and again I was punished severely. Until I started to pull all the way through, I struggled and felt mightily frustrated, since you cannot hold up a bell to fit in with the other ringers if you do not have it firmly under your control.

I found, eventually, that moving round towards the back to a much heavier bell that rang more slowly was the answer. Finally, I was able to hold up when I wanted to, and although I could not hear what was going on, since so much was going on, I could at least be in approximately the right place.

A month later we had another 12-bell novice session and this time I felt more prepared and knew to manoeuvre myself into the back 6 where at least I had a chance of ringing at the correct speed. We even managed to start a 12-bell Mexican wave to mark the UN International Day of Peace.

So for an inexperienced ringer, why bother to ring on 12?

Ring on 12 is exciting, challenging, exhilarating and humbling. For those of us who can just about hear our own bell in a 6-bell tower, the rumble of bells 9-12 as they roll around the back is astonishing.

If you are ringing somewhere in the middle it seems unbelievable that anyone can hear their own bell, but clearly some people can. We must try harder to listen.

The demand for good bell control is obvious, and those of us who struggle with short pulls and flappy hands, particularly when under pressure, have to quickly smarten up if we do not want to be endlessly humiliated by a dropping bell that we just cannot make hover although we know that we have to.

It is also reassuring to witness that we are not the only ones. Even some of the experienced ringers who are not used to 12 have to learn this new skill and show the sort of humility that we newbies are called on to demonstrate nearly every time that we ring, whether it be 5, 6, 8 or 12.

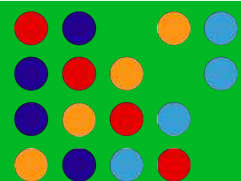
The other advantage to 12, is that there are lots of heavy bells to choose from for those that enjoy the weightier end of the spectrum.

There were very satisfied grins from some of the ringers, particularly the ladies who do not always enjoy the opportunity to act in such a sturdy manner. And the young men who are often invited to blow behind, enjoyed being shunted off and encouraged to ring the treble.

Allowing us to experiment and experience the full majesty of a decent ring of 12, is to give us a glimpse of the possible and spur us on to greater things. Few of us will make it on to 12-bell teams, but at the very least when we turn up at some cathedral or other grand church during our holidays and are faced by a ring of 10 or 12 we will be able to roll up our sleeves and acquit ourselves in a respectable manner.

We are ART trained and we should always strive to make our teachers proud.

Mary Jones



What's New in ART

Module 2 Assessment for Mentors

A reminder that as of January 1st 2020, the assessment process for Module 2F and 2C mentors will be changing. In summary:

- Mentors seeking accreditation will need to be assessed by an ART Assessor.
- There will be no need for the mentor to complete a Logbook if the mentor is being assessed at the same time as a teacher they are mentoring.
- Only an ART Assessor will be able to submit an accreditation recommendation.

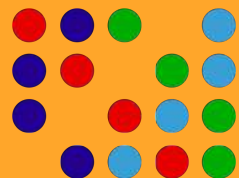
By introducing this change we will be able to adopt similar assessment and accreditation procedures for both M1 and M2 and will be assessing all those seeking accreditation and ART membership through teaching capabilities rather than a mixture of teaching and mentoring support.

This works with our aim of improving teaching standards and consistency.

Module 2C Top-up Course

If you've already attended a Module 2F course, ART is now offering a half-day top-up to Module 2C. This course takes the principles you've already learned about teaching foundation skills and extends them into early method ringing.

The course breaks up the transition from Plain Hunt to method ringing into small, simple steps, helping your learner develop the skills required to ring their first method inside. As a teacher you will learn lots of quirky and unfamiliar exercises to support your learner through this journey.



Learning the Ropes Masterclass

When my Dad forwarded an email to me letting me know that my brother, Alfie and I, had been invited to an ART Masterclass in Birmingham, because we had completed our Learning the Ropes Level 5 the previous year (in 2018) I didn't know what to think! I'd heard that Birmingham is a city filled with amazing bell ringers. Frankly I wasn't expecting it to be particularly special and thought it would be just like any other tower outing, simply with better ringers.

I was delighted to discover otherwise. We started the day by meeting up with other students that had passed LtR Level 5, in an office building near the cathedral. Once signed in, we were provided with an ART organised folder setting out a schedule and plenty of information for the day ahead. We were placed next to our assigned tutors who would be working closely with us for the day trying to help us in any way that they could to progress our ringing. Right from the off, it was obvious that the organisers had spent a huge amount of time getting everything in place so that we would have a productive day.

The meeting started off with the Masterclass organiser, Stephanie Warboys, who introduced our three group leaders for the day: Stephanie, Arthur Reeves and Simon Linfood, as well as those assisting. Steph then walked us through a striking workshop where we saw 7 short clips of 6-bell ringing recorded at St Martin's in the Bullring. In each short burst there would be one or multiple ringers making persistent striking errors, each progressively harder to distinguish than the last. We students filled in some sheets where we had to determine which ringer(s) was making the error and what the error was, and our tutors would help us to gain a deeper understanding after we'd made our own judgements. I found that this was a great way to start and made us mindful of our own striking for the whole day.

My group was led by Arthur and we rang on the 16 at St Martin's in the Bullring, the 12 of St Philip's Cathedral and the 10 at St Paul's. We rang on different combinations of bells, with Arthur regularly asking the students what they'd like to work on and encouraging us to talk to our tutors, asking for help/guidance.

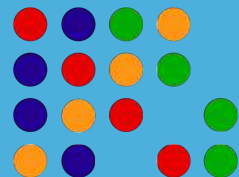
When we weren't ringing Arthur advised us to stand with our tutors, and discuss/analyse methods, striking and progress. This close one-to-one style of tuition worked really well for me and my brother. It was great to ring plain courses and touches of methods that we wouldn't normally be able to ring or achieve with our home band. Being able to ring with such experienced ringers who can ring faultlessly and strike perfectly made it so much easier. For the first time ever, I got to ring in touches of Stedman Triples, Grandsire Caters and Kent Treble Bob – which for me was great and was the highlight of the weekend. Saying I got a lot out of the experience would be an understatement.

I would like to say thank you to all the helpers from Birmingham and elsewhere who all had impeccable striking giving us the students the best possible experience in progressing our ringing and a massive thank you to Steph who made this all possible through her fantastic organisation skills and patience. But most of all, I would love to say thank you to Alistair Cherry (Alfie's tutor) and Ewan Hull (my tutor) because without them, I wouldn't have been able to achieve what I was able to achieve in just one day.

Max Pike



Max and Alfie Pike at the Masterclass



Managing a Mixed Ability Band

Northallerton band of ringers has a mixture both of age and ability – I imagine that this is true of most local bands in the country. However, someone was telling me about a teenage ringer who raced ahead of others who had started ringing at the same time and who, despite all the encouragement and extra practices and quarters arranged for him, had ended up not supporting the general ringing and eventually given up altogether. They asked if I had any tips for how to manage ringers like this amongst those who learn at a steadier pace.

The short answer is – no, I don't! It sounds as though they did everything right and were just unlucky, whereas we have been fortunate in having a very low drop-out rate. I did think I could give some ideas as to what keeps us together, but I really don't think there is a magic formula.

We have three practices a week, two of which last in excess of three hours, the one on the simulator being mainly six bell ringing. We also support the Wednesday practices at Barton where we have taught a complete band and we ring handbells in a pub after Sunday evening ringing. We have three youngsters who have passed Learning the Ropes Level 5 this year and we also have some people who are at LtR Level 2 and may never achieve all the tasks for LtR Level 3. Ages range from 11 to over 80 and we have found that adult learners require a lot of rope time to consolidate skills.

We try to encourage a cheery and relaxed atmosphere up the tower, whilst expecting silence and concentration during the ringing. We are fortunate in that our high-flying youngsters are happy to ring simpler things for less experienced ringers and, in return, they know that there will always be something targeted for them, even if it is “only” a new Doubles method to learn, so that we can still have learners on treble and tenor. We have found that our adult learners are extremely reliable and are very supportive both of each other and when they see progress far beyond what they can achieve at present.

We keep the youngsters learning (currently Cambridge and Stedman) and try to encourage them with conducting challenges, or with leading up and down. We can have up to 22 ringers on a Thursday practice night, so it can be very

difficult to fit everyone in. We have found that Little Bob and Kent provide a good challenge for the “middle ability” people, as they can be the ringers who can fall through the gap between catering for learners and the more advanced ringing.

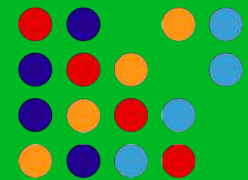
The formula seems to work for us, but I think this has been luck and not due to any particular skill on our part. There is nothing new in our approach, which is:

- Welcome people as they arrive and keep a relaxed atmosphere between touches.
- Each ringer is valuable to the band whatever their ability and is treated as such.
- Every touch is important and should have a purpose.
- Don't waste time up the tower – talking is for the pub afterwards.
- Encourage people sitting out to follow what is being rung.
- Remember what each person can ring and try to manage progress and expectations at realistic levels.
- Involve the better ringers in conducting and planning.
- Allow the youngsters to help with tasks around the tower, such as sound control, under supervision.
- Activities outside the tower such as outings, chatting over morning coffee or in the pub all help to consolidate the band.

Jennie Town



Graham and Harry - our oldest and youngest ringers



The Learning the Ropes Festival of Ringing

The day of the Festival was heralded by a flock of tweets that fluttered around the twittersphere. Norwich was hosting a Learning the Ropes Festival of Ringing for newbie ringers from around the country:

Brace yourself #Norwich as over 50 learner bell ringers from all over the country are descending on the city for the national @RingingTeachers Learning the Ropes Festival. Listen out and enjoy. @StPeterMancroft @VisitNorwich

Nine months in the planning, the Festival was a big teach-in organised around six two-hour workshops. At lunchtime it showcased the two Mancroft bell ringing facilities with hour long sessions entitled 'Ring Something Simple' and 'Ring Something Heavy' – no prizes for guessing which facility hosted which session. And then there were the other events which turned this into a Festival of Ringing – the talks, the Carter mini-ring, the rope splicing demonstrations, the open towers and of course the cakes.

The day in a quote: 'My highlights included the huge number of laughs, smiles and high fives that I saw, especially with the two young, small girls and just the mixing of everyone at all levels'.

The Festival Experience

What was the highlight of this year's festival calendar for you? Glastonbury, or perhaps Latitude? Well, for me as a novice ringer, the Learning the Ropes Festival held in Norwich on 3 August had the edge.



Listen and Strike workshop

As with all festivals, the excitement started with booking my ticket and working out what I wanted to see and do. With talks, simulator ringing, an array of workshops spread out across several venues and open towers, this was a challenge in itself.

How could I possibly squeeze in ringing at the MRDC, St Peter Mancroft, try out the Carter mini-ring and have a go at splicing a rope, all over the lunch break? I didn't want to miss out on a minute of it!

Choices made, FOMO still high, the day arrived, and it was time for me to sign up for my 'access all areas'

pass. First class act of the day was the Foundation Skills Masterclass, with Lesley Boyle and her rhythm section over at the St Giles stage. This was such an opportunity to learn from the best, with each learner allocated dedicated support from a crack ringer, covering all the foundation skills. How so many learner ringers got to have a go at so many skills, I have no idea. It was magical.

No muddy fields to navigate, as we then all weaved our way back through Norwich's medieval streets to Mancroft for lunch and to soak up the atmosphere at the main stage. And no queuing up for dodgy burgers from a van either as the festival catering, especially the cake, was outstanding.

I quickly refuelled before heading on to one of the festival headliners – open ringing in the glass infinity ringing chamber of St Peter Mancroft itself. I was determined not to get stuck in any queues for the loo and miss this one.

The atmosphere was amazing, with standing room only as thrilled learners took this fantastic opportunity to try ringing rounds on twelve in this historic tower. There was applause, high fives and hugs all round – and a missed merchandising opportunity for 'I rang at Mancroft, home of the peal' t-shirts.



Ringing on simulators at the MRDC

Then back to St Giles for me to catch Lesley Belcher and her backing band for the 'Say it out Loud' workshop. This encouraged us learners to discover our inner 'roar' so that we could call changes clearly and at the right time. All us learners grew in both volume and confidence.

By now I was at festival overload and needed to chill, so sadly didn't make it over to Colegate, Coslany or All Saints. Instead, I opted for the fascinating talk by Gareth Davies on the social history of bell ringing and was so glad I did.

So that was the Learning the Ropes Festival 2019. One amazing day and with no long-drop toilets in sight. Every learner I spoke to said they hoped it would happen again next year. So here's to it becoming a regular fixture in the festival calendar. How about a weekend – with camping – and a beer tent ...

Norwich Embraces the Ltr Festival

The ART Learning the Ropes Festival was a hugely enjoyable day for the nearly 50 learners who turned up and the 50 plus volunteer helpers and leaders who made it possible. It had been billed as an opportunity for learners everywhere to gather together, make contacts, attend some workshops and talks, splice some ropes, eat some cake and generally celebrate ringing and the culture of ringers.

I met people from far and wide – perhaps fewer locals than I would have expected, but it was delightful to rub up against ringers from Suffolk, Lincolnshire, Cambridgeshire, Nottinghamshire, London, Birmingham and many other places besides. There was even an experienced West Country ringer who co-incidentally was wandering around the city who popped by the mini-ring to say hello, and also the non-ringing partner of a ringer who happened to be out shopping whilst her partner was ringing elsewhere in Norfolk, who came and had a little ding, just because we were there.

And it felt like the City of Norwich embraced us all – from the churches which made their towers available for open ringing, through the city guides who made sure that people arrived at the right ringing rooms at the right times, to the townsfolk who peered through the railings at St Peter Mancroft church to see what we were up to and then visited the mini-ring to have a try. Anyone interested was then encouraged to contact their local tower to find out more – someone always has a Doves app on their phone for such occasions.

The mini-ring proved particularly attractive to small children, who teetered on stools and demonstrated to the grown-ups that learning to co-ordinate the action required is much easier if you are still of an age to require a car seat, and very much easier if you have never rung a tower bell and so have no preconceived notions as to how it should be done. Needless to say, my feeble efforts drew puzzled glances from the children and a slight sigh of despair from my teachers.

There were some startling noises from the grand St Peter Mancroft bells at lunchtime, when the learners were given the opportunity to ring on the historic bells usually reserved for the highly competent – the absolute highlight of my day, and if I had done nothing else all festival, those few rounds on twelve would have made the whole exhausting jamboree worthwhile.

We had all been issued with coloured lanyards, designating whether we were learners, helpers or leaders, so as we wandered around Norwich from medieval church to medieval church we could be easily identified and also identify each other. Someone made the inspired suggestion that next time, if there were to be a next time, we should ditch the lanyards and devise a competition inviting the local population to 'spot the ringer.' Could we be identified by our clothes, our sensible shoes, our facial hair, or perhaps the cake crumbs and satisfied grins on all our faces!

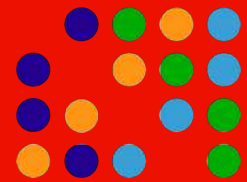
The feedback from the participants was very positive with one learner commenting: '(ART should) cover the country with the same'.

Who would like to host it next?

**Lesley Belcher, Anne Tansley
Thomas and Mary Jones**



ART Awards - Where Are They Now?



The ART Awards are entering their fifth year and after a bit of tinkering have settled on a popular format. So it felt like a good time to review what winning an award has meant for some of our winners and what they've been up to since they won their award.



Trish Hawkins receiving her ART Award in 2018

Inspiring Leadership – Barnes, Surrey

The Inspiring Leadership award has been our most popular award since its inception three years ago. The first year the award was jointly won by Simon Linford and Linda Garton, super, inspiring leaders who have featured frequently in the Ringing World. In 2018 the award was won by Trish Hawkins from Barnes who is perhaps a little less well known. Trish says:

“Winning an ART Award was a bit of a game-changer for us. After reading that applications were encouraged ‘even if you think you are just doing something ordinary’ we put our application together and became the proud winner along with £500 in prize money from Talent Innovations.

The award gave us an incentive to start fundraising seriously and we launched an online appeal for £10,000 to update & upgrade our training resources. The project was entitled ‘Do you love the bells ringing in Barnes?’. Happily, it turned out that plenty of locals clearly did! With help from the Surrey Association we have now exceeded our target so can consider external sound control too. Being able to say that our tower had won a national award convinced people that they were backing something worthwhile.

We have also started to think more about the way we teach this heritage

skill - good words to use when fundraising! As teachers, we need to respect this and use their time efficiently. We fast-tracked a group of new recruits at the beginning of August at Fulham with help from volunteers from the London Bell Ringing School. The learners all did well and were extremely keen, but it was hard to find good evenings or weekend times for follow-up rope-time practices. I rashly offered tied bell sessions at Barnes from 7.30 till 9.00 am on weekdays, stopping prior to morning service. They jumped at this and we met on all but four mornings for the next four weeks! At 9.00 am those who weren't rushing off to work or other commitments stayed for a short theory lesson or just general bell ringing chat. Everyone was sorry when August came to an end! They now attend our Saturday morning practices (aimed at Learning the Ropes Levels 1-3) and a dedicated weekly practice at Fulham.”

Recruitment and Retention – Roos, East Yorkshire

This award attracts many applicants every year and was won in 2018 by the Roos team, who were also highly commended for the School Group award. Helen Audley tells us:

“The involvement of the media has been very positive – exciting for the children – attracting a lot of interest and strengthening our link with Roos Primary School. Our young ringers are great ambassadors for the exercise and for our village. Four of our young ringers became ‘The Phenomenal Four’ over the summer of 2018 as they took part in the Humberside Police Lifestyle project.

Their strap line was ‘Friendship Wins’, promoting positive mental health through teamwork and friendship – ringing cited as an example. The boys hosted a coffee morning at the church interspersed with ringing demonstrations.

2019 saw the launch of our church appeal including a much-needed extension of the ringing gallery and our young ringers were fund raising over the summer. Our ART award is being used as evidence in our grant applications that the teaching of ringing is thriving and successful here in Roos. We plan to use our award money, sponsored by AbelSim, for teaching materials for the extended gallery.”

Excellence in the Use of Technology – Lisa Clarke, Combe Raleigh, Devon

Over the years there have been fewer applications for this award than others but we believe that technology is important in teaching ringing and continue to recognise excellence through these awards. The 2017 Technology Award was won by Lisa Clarke who tells us:

“Our restoration and augmentation project from three to six bells was completed in 2017, so the award's timing was just right. We use our simulator to good effect: single bells for learners at the handling stage and the 6-bell simulator for a huge variety of practices, including monthly practices for the young ringers' competition team, where I record the striking and use the analysed results to focus on improvements – they won the branch open category this summer!



The ringers at Roos

£500 is a substantial sum and one of the first items I chose was an AudioQuest Dragonfly Black DAC (digital-to-analogue converter) for the laptop. At £89 it might seem a little extravagant but it has made a big difference to the sound quality. Built-in DACs are usually poor and this little USB DAC improves the sound noticeably. I chose a camera for the belfry, a new 24" monitor for the ringing chamber, a large whiteboard, markers and some fun "emoji" erasers. I created a small library; 21 book titles, 3 DVDs and 3 CDs. Plus a Method Maker from Sherbourne Teaching Aids, really useful for Kaleidoscope exercises and methods – our young ringers love it. The Award has enabled us to have a well-equipped ringing chamber that is beneficial to our own ringers and countless others who come to ring at our targeted practices."

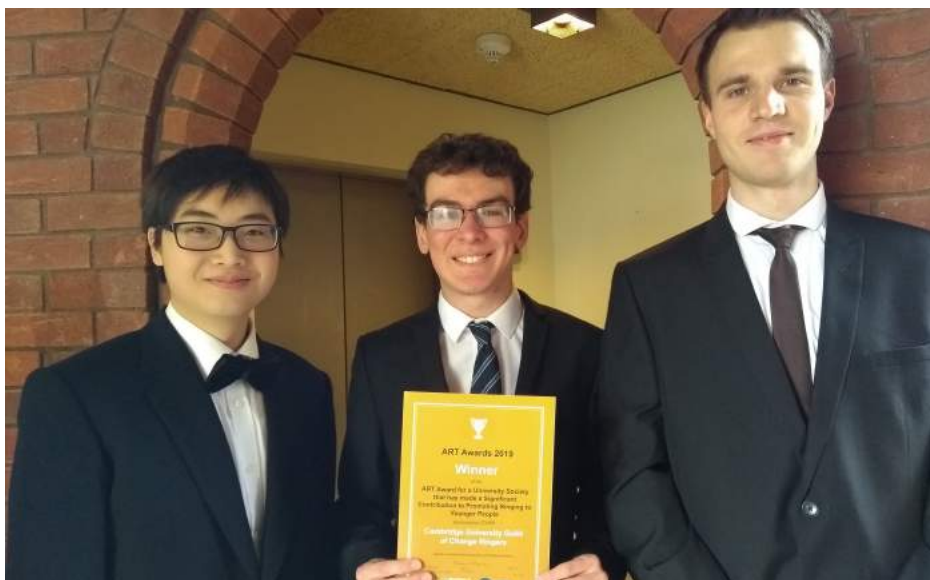
University Award – Cambridge University Guild

"The CUG were delighted to win this ART Award for the second time. Recruitment and teaching are now fully established as a key part of our activities. In 2018 we elected our first ever Teaching Officer and teaching sessions make up about half of our current ringing activities. Plenty of socials ensure learners join in with the rest of the Guild and handbells have also been a fantastic medium for learners to ring alongside more experienced ringers.

With the constant turnover inherent in a university society, it is important that we regularly train new teachers so some of our prize money goes to run an ART Module 1 course before term starts, ready for a hopefully high influx of new recruits. We will use the remainder to hire the Charborough Ring for the Freshers' Fair. This has gives an exciting snapshot of what we do, attracting recruits. Our thanks to ART and the CCCBR for the award and prize money."

Learning the Ropes Contribution and Achievement Awards - Judy Farrimond and Daniel Hughes

This year's Contribution Award was won by Judy Farrimond from Norfolk. Although only ringing for three years, Judy rang in 34 quarter peals, attended the ART Module 1 course, is actively teaching and ready for assessment soon. She became Branch Secretary six months after starting, rings surprise minor and arranges many quarter peals. She



Cambridge University Guild with their ART Award

has supported the Ringing Remembers campaign, helping to teach two new bands at Reedham and Hickling, and helps at Mancroft Ringing Discovery Centre during the Monday morning bell handling sessions. Judy's reaction to winning the LtR Contribution award:

"I was in the middle of a holiday in Australia when Neil Thomas messaged me to say I had won. He told me I had won £250 to be spent towards ringing! I felt humbled and grateful that I had been nominated. When it had sunk in, I got to thinking about how to spend the money and decided I would put the money towards a residential ringing course. The idea of breathing, eating and sleeping ringing for a few days is very enticing. Thank you to the people who nominated me, to ART for organising the prize and to the Ancient Society of College Youths for sponsoring this award."

Daniel Hughes was highly commended for the LtR Achievement Award. Daniel says:

"ART is a great way for people of all ages to make progress in ringing. I was so motivated to achieve the next level that I put more effort into my ringing. This allowed me to progress quicker and achieve my LtR Level 5. Without ART I don't think I would be the ringer I am or progressed so quickly. I am very grateful to ART and all the people behind it for giving me a path to follow. Now I want to ring new methods, on higher numbers and I want to keep on improving and become a better ringer."

Applications open for the 2020 ART Awards on Friday 11th October. The ART Awards recognise people and groups who are leading best practice

and innovation in the teaching and development of ringing and our Learning the Ropes achievers. The teaching awards are open to everyone, not just ART members or those using the Learning the Ropes Scheme. The Ringing Award is 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.

More details are available at www.ringingteachers.org/recognition/artawards

Lesley Belcher



Judy Farrimond at the LtR masterclass



Learning the Ropes Achievers

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



August 2019

Fern Hunter - Hillfarrance
Dougie Hunter - Hillfarrance
Sarah Jervis - Thurloxton
Andy Pitman - Bradford on Tone
Helen Hossell - Orchard Portman
Fiona Webb - Taunton St Mary
Helen Rogers - Taunton St Mary
Sue D'Souza - Taunton St Mary
Alexandra Collard Jenkins - Taunton St Mary
Jill Cook - Sampford Arundel
Vida Jackson - Sampford Arundel
Nigel Jackson - Sampford Arundel
Sue Bidgood - Orchard Portman
Janet May - Bishops Lydeard
Lindsey Nicolay - Edgmond
Rory Macmillan - Thaxted
Tom Bassett - Thaxted
Philippa Taylor - Crondall
Elizabeth Gibson - Stretham REC
Karen Purvis - Brackenfield and Ashover
Keith Purvis - Brackenfield and Ashover
Jayden Newton - Roos
Ciena Butler - North Bradley
Sarah Robson - Trellech
Susan Cordingley - Grays
Bev Welch - Tiverton St Peter's
Angela Creasey - Sedgemoor Ringing Centre
Paul Partridge - Peterborough St Mary's
Graham Harris - Walsall
Rebecca Glazier - Thriplow
Harry Harris - Plympton St Mary
Renito Rajesh - Basildon
Rajesh Sundarraj - Basildon
Susan Webb - Brumdingers
Mia Jing Goh - St Andrew's Cathedral, Singapore
Kay Thwe Myint - St Andrew's Cathedral, Singapore
Tony Sulman - Stretton on Dunsmore
Elliot Short - Berkswell
Seok Lin Lim - St Andrew's Cathedral, Singapore
Jeffrey Chua - St Andrew's Cathedral, Singapore
Kae Chee Wong - St Andrew's Cathedral, Singapore
Benjamin Tai - St Andrew's Cathedral, Singapore
Priscilla Chua - St Andrew's Cathedral, Singapore
Lucille Dhing - St Andrew's Cathedral, Singapore
Andrew Ang - St Andrew's Cathedral, Singapore
Alison Bainbridge - Carlisle Cathedral
Isobel Postlethwaite - Hethersett
Sue Jones - Hethersett
Paula Ware - Leckhampton
James Kennedy - Maiden Bradley
Bill Shepherd - Gosforth
Fiona Barclay - Scaldwell

Gill Sloyan - Stretton on Dunsmore
Ivor Woodland - Great Barrow
Ann Woodland - Great Barrow
Helen Gorman - Lytchett Matravers
Maria Guttridge - Hilton
Moses Cooper - Southover Lewes
Pippa Cooper - Southover Lewes
Max Cooper - Southover Lewes
Jinny Jeffrey - Plympton
Elizabeth Ogundere - Walworth
Lois Ayodele - Walworth
Latoya Constantine - Walworth
Zoe Moughtin Mumby - Walworth
Joy Moughtin Mumby - Walworth
Anastasia Moughtin Mumby - Walworth
Sharon Patton - Tickhill
Clare Phillips - Charminster
Jeff Carr - Birmingham School of Bell Ringing

September 2019

David Burton - Swainswick
Lizzie Whitefoot - South Walsham
Jacob Turk - Mancroft Ringing Discovery Centre
Grace Chuter - South Walsham
Catherine Pratley - Marnhull
David Brown - Rowde, Devizes
Vivienne Miller - Whitley Bay
Hilary Ward - Carlisle Cathedral
Jonathan Towns - St Giles Norwich
Maeve Gogarty - Corsley
Hilary Charles - Swaffham Bulbeck
Freda Lloyd - Swaffham Bulbeck
Mike Stevens - Hardwick
Penny Stevens - Hardwick
Samuel Fuentes - Abingdon St Helen
Ann Chant - Aberavon NPT
Jenni Shaw - Aberavon NPT
Finley Jones - Aberavon NPT
Naomi Bray - Sandon
Elspeth Scott - Margaret Marsh
Caroline Owen - Compton Abbas
Sunita Parr - Stranton
Iona Robinson-Kaye - Stranton
Cleo Robinson-Kaye - Stranton
Doug Peel - Roker
Annabel Bruxner Randall - Minstead
Sarah Miskimmin - Billingshurst
Dawn Loud - Honiton
Matthew Stratton - Bowdon
Edward Grant - White Waltham
Isaac Davies - Marcham
Elizabeth McNeill - Abingdon St Helen
Susan Boston - Birmingham School of Bell Ringing
Denise Carr - Birmingham School of Bell Ringing
Matthew Douglas - Gosforth
Liza Crewe - Emmanuel Plymouth
Michael Jay - Capel
Corinne Wood - Capel
Sarah Paganga - Minstead
Alfie Saunders - Minstead

October 2019

John Tustin - Fyfield
Marie Apperley - Fyfield
George Grant - Horsham
Lon Myers - South Derbyshire Ringing Centre
David Neill - Northampton Ringing Hub
William Ransome - St Thomas' Salisbury
Hollie Morgan - Welton
Joshua Lawrence - Leominster Priory
James William Hughes - Layer de la Haye
Mary Ellen Bevitt - Weekley
Willow Mitton - Felixstowe
Oonagh Pittam - Sacred Heart Bournemouth
Mary Leneis - Steventon
Bill Brand - Monkton
Jason Smith - Welton
Laurence Williams - Adelaide
Bobbi Cookson - Steventon
Lizzie Tozer - Stanground
Kevin Mossop - Mendham
Erika Clarke - Mendham
Rosalyn Smyth - Hessele
Anne Sloan - Much Hadham
Judith Roberts - Ruislip
Steve Dean - Wellington Cathedral
Emilia Crocker Griffiths - Hackney
Susan Ricketts - Hackney
I Phoebe Webb - Hackney
Sarah Burrows - Wilbarston
Karen Campbell - Burwell
Isis Holmes - Holbrook
Rob Legge - Eversley
Matt Williams - Axminster
Amy Turner - Clarborough
Carol Keys - North Shields
Catherine Horne - Sandon
Andy Horne - Sandon
Edward Leigh Wood - Swainswick
Julian Mott - Loughton, Milton Keynes
Naomi Brown - Cheadle
Lisa Brown - Cheadle
Andrew Smith - Carhampton
Barbara Cooper - Tickhill
Jessica Holden - Standish
Sam Ensor Smith - Standish
Emma Housley - Standish
John Turner - Kings Sutton
Mel Brown - Skilgate



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

August 2019

Andy Berkerson - West Monkton
 Margaret Curtis - Stretton on Dunsmore
 Debbie Henderson - Taunton St Mary
 William Rogers - Taunton St Mary
 Henry Collard - Taunton St Mary
 Harry Thorne Henderson - Taunton St Mary
 Angela Thorne Henderson - Taunton St Mary
 Jackie Henderson - Taunton St Mary
 Rosie Moule - Thaxted
 Charlie Smith - Thaxted
 Sally Ann Hardy - Ashover
 Helen Boffy - Ashover
 Gillian Fisher - Ashover
 David Hurrion - Sturminster Newton
 Mary Wilson - Mere
 Alison J Davies - Whipsnade and Marsworth
 Ian Bishop - Puddletown
 Denise Herrington - Horsham
 Eddie Cox - Zeals
 Jane Kennedy - Stretton on Dunsmore
 Nina Sen - Lytchett Matravers
 Pat Kennedy - Maiden Bradley
 Lynda Haggie - Marsworth
 Jinny Jeffrey - Plympton
 Daniel Ward - Grays
 Michael Lickiss - Horsham
 Chris James - Rockwell Green
 John Boyson - Harpole
 Rachel Barber - Skilgate
 Steffi Penny - Old Cleeve
 Jamie Aitken - Plympton
 George Robinson - Barnard Castle
 Jo Bond - Southover Lewes

Gill Phillips - Southover Lewes
 Ruby Moulton - Peterborough St Mary's
 Sue Todd - Zeals

September 2019

Hilen Amin - Harrow on the Hill
 Oliver Knight - Wells Bells
 Kacey Tipple - Loughton
 Maria Lofts - Fletton
 Trevor Smith - Horringer
 Doreen Beales - Broadland Bellringing Centre and Hickling
 Abigale Saunders - Yeovil and Odcombe
 Helen Stonier - Yeovil St John's
 Roberta Taylor Ferris - Willingham by Stow
 Mary Brice - Hilton
 Glen Brice - Hilton
 Maria Gutteridge - Hilton
 Hilary Ward - Carlisle Cathedral
 Jane Steeper - Ashover
 Zack Graham - St Comgall's Bangor
 Catherine Grice - West Hallam
 Georgia Emmott - Llandeyrn
 Sara Turnbull - Chearsley
 Jackie Brett - Hardwick
 Tony Hoskinson - Hardwick
 Martin Hearmon - Chearsley
 Caroline Owen - Compton Abbas
 Helen Cummins - St Giles Norwich
 Karen Bannister - Stretton on Dunsmore
 Joyce Bates - Monksilver
 Judith Wilson - Heighington and Melsonby
 Kallum Wellborne - Gosforth
 Catriona James - Glasgow Cathedral
 Neil Aitken - Glasgow Cathedral

October 2019

Paul Poser - Puddletown
 Isabelle Hodgson - Roos
 Toby Ransome - St Thomas' Salisbury
 Don McQueen - Lytchett Matravers
 Jenni Shaw - Aberavon
 Finley Jones - Aberavon
 Ann Chant - Aberavon
 Ben Robinson - Kilmood
 Ros Hall - Bottisham
 Jane Mills - Stanground
 Rosie Rolph - Halesworth
 Kerry Baker - Clewer
 Ann Thompson - Clewer
 Aidan Anderson - York Hub
 Annette Ori - Preston Minster
 Zoe Simpson - Axminster
 Heather White - Axminster
 Isobel Simpson - Axminster
 Philip Cornell - Leominster Priory
 Jane Sladen - Crondall
 Tim Harral - Tiverton St Paul
 Julie Hill - Tiverton St Paul
 John Pratley - Cruwys Morchard
 Samuel Legge - Eversley
 Ruth Groves - Ranmoor
 David Groves - Ranmoor



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)

August 2019

Rebekah Aspinwall - Crondall
 Michelle X - Abingdon St Helen
 Nathaniel Yealands Flint - Bottisham
 Alison J Davies - Whipsnade and Marsworth
 William Bishop - Puddletown
 Katy Douthwaite - Pattishall
 Karina Wiseman - Ipswich St Mary le Tower
 Mike Gregory - Birmingham School of Bell Ringing

September 2019

Edward Burrough - Saxilingham
 Nethergate and Mancroft Ringing
 Discovery Centre
 Emily Partridge - St Mary's, Peterborough
 Hilary Ward - Carlisle Cathedral
 Toby Price - St Peter Mancroft, Norwich
 Jenny McLaren - Eversley
 Nick Ralph - North Cave, East Riding
 Ringing Centre
 Julian Griffin - Aylesbury
 Imogen Reason - Wargrave, Loddon Hub
 Val Harker - Northallerton
 Gillian Whatmore - Pitminster
 Benji Bass - Wokingham
 Derek Cockell - Bishops Lydeard
 David Vickery - West Monkton

October 2019

Karen Bowley - Birmingham School of Bell Ringing
 Sophie Ramsamy - Combe Raleigh
 Tom Finn - Brisbane
 Kenneth Wong - Brisbane
 Robert Nicols - Cockermouth
 Joshua Proctor - Bradfield
 Marika Hortop - Leckhampton
 Gilly Whittingham - Leckhampton
 Sandra Murphy - Great Baddow
 Christopher Hinkins - St Ives, Cambs
 Logan Anderson - York Hub
 Leeona Aspinwall - Crondall
 Miranda Jones - Dunblane Cathedral
 Molly Holmes - Dunblane Cathedral
 Henry Lansley - Chichester Cathedral



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

August 2019

David Horspool - Birmingham School of Bell Ringing
 Kelise Hamilton - Kinver
 Eliza Hull - York St Wilfrid's
 Emma Clewlow - Birmingham School of Bell Ringing

September 2019

Monica Hollows - St Anne's on the Sea
 Rosemary Pegrum - Fovant
 Edward Burrough - Saxlingham
 Nethergate and Mancroft Ringing
 Discovery Centre
 Hilary Ward - Carlisle Cathedral
 Sara Paulson - Brumdingers
 Adam Langridge - Leominster Priory
 Chiara McBrien - St Comgall, Bangor
 Judy Moore - Trull

October 2019

Andy Foster - Birmingham School of Bell Ringing
 Blake Lawrence - Leominster Priory
 Katy Douthwaite - Pattishall
 Shan Nash - Eversley
 Isobel Simpson - Axminster
 Jess Sully - Troyte Ringing Centre



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.

August 2019

Tim Forsey - Bardwell
 Andy Hardy - Birmingham School of Bell Ringing

September 2019

Jane Grellier - Bicknoller

October 2019

Barry Garrett - Carlisle Cathedral
 Adam Baker - South Derbyshire Ringing Centre
 Sally Starkey - Carlisle Cathedral
 Edward Burrough - St Peter Mancroft and Saxlingham Nethergate

August 2019

Aaron Hallett - Alderney St Anne's, Ringing Triples
 Aaron Hallett - Alderney St Anne's, Ringing Minor
 Harry Helyer - Northallerton, Ringing Doubles
 Francis Town - Northallerton, Ringing Triples
 Francis Town - Northallerton, Ringing Royal

September 2019

Harry Helyer - Northallerton, Ringing Surprise Minor
 Francis Town - Northallerton, Ringing Surprise Minor

October 2019

Mike Keeble - Harborne, Conducting First Quarter Peal
 Darren Washington - Chearsley, Ringing Doubles