

# ART WORKS 17

Association of Ringing Teachers - [www.ringingteachers.org](http://www.ringingteachers.org) - August 2016

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

## NEW ART Tutor's in Southern Hemisphere!

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ART is proud of the continued expansion for its teaching principles across international boundaries. Recently, two new tutor's have been recruited and trained in Perth, Western Australia.

Corinne Rule (The Bell Tower, Perth) and Josclynn Sloan (St George's Cathedral, Perth) are now practising ART tutor's and Corinne (pictured right) tells us some background on herself, her ringing and her teaching on page 8.



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### Inside ART WORKS 17

- 2 Chairman's Chatter
- 3-6 Spotlight on ART Awards
- 7 ART in Surrey
- 8 A little on Corinne
- 8 SmART Ringer Hint
- 9 Visit to Liverpool Cathedral
- 9 Guidance Notes on Handling
- 10-11 Teaching Tips
- 11 The ART Shop
- 12 Volunteer News
- 13 The Latest Tourist Attraction
- 14 LtR Records and Achievements

### Editorial

Laura Amor  
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This Summer's edition of ART WORKS includes articles on New Tutors, International Students, SMART Ringer Tips, and the latest article on Kaleidoscope Ringing from Teaching Tips.

If you would like any news items, pictures or interesting teaching to ring stories to be published in ART WORKS, please contact me on the e-mail address above.

# Chairman's Chatter

## Reflections on ART Courses....

I have run 10 ART training scheme day courses since the last edition of ART WORKS as far apart as Manchester, Suffolk and Somerset and it continues to be a privilege to meet so many people keen on teaching new ringers. Not all are new teachers – many have taught before and are keen for a skill update or refresher - but all are motivated to go away to find and teach new ringers. So inspiring to see actions and not just words!

For those that have attended initial courses do remember that the presentations are on SmART Ringer if you need a reminder of what was covered!

## Volunteer's support ART update....

One of our hardest working volunteers over the last couple of months has been Richard Booth, our new membership secretary. Richard has put in hours of hard work updating and checking our membership list. Well done Richard. One of the spin off benefits of this is that our online membership directory is now up to date. This is important as we get quite a number of enquiries from potential new ringers looking for teachers which are passed on to our members from the directory list. This is an important added benefit of being an ART Member – we do not pass on the enquiries to unaccredited teachers or non-members.

Registering a new ringer should be carried out soon after their first lesson as it gives them access to information about ringing and contact with other new ringers. This is designed to give them useful information from day 1, and to encourage them to share experiences.

## Module 2 well worth considering....

Whilst there are a good number of Module 1 courses being booked there are less Module 2F and 2C's . This is a concern as no doubt those teachers who benefited from completing Module 1 are progressing to teach foundation skills (2F - Bell handling) or Rounds to Plain Hunt (2C). Module 2 courses have a lot to offer so do take the opportunity to follow through to the next stage.

## 2017 Conference in the planning.....

If you were at the 2016 ART Conference you would have experienced a really great day. The venue was not a typical one for a conference but despite its idiosyncrasies it provided a great backdrop to the sessions. Thank you John Taylor & Co. for your generous sponsorship of the day. The 2017 Conference will be at Old Basing on Saturday 11th March by invitation of the Winchester & Portsmouth Guild. On the Sunday a handbell teaching session and mentor workshop are planned. More information to follow in the November edition of ART WORKS.

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**By Graham Nabb**  
ART Chairman





# Spotlight on the ART Awards

## Rose Horton

**Learning the Ropes Plus – Young Conductor of the Year**  
**Learning the Ropes Level 5 – Achiever of the Year (Joint Winner)**

Rose learned to ring at Smethwick and Harborne in Birmingham in June 2012. Initially, she was taught by her mother Janet, but on returning to ringing was taught and mentored by Clare McArdle; but not exclusively as the ringing network in Birmingham is such that Rose has been encouraged and helped to develop by a wide range of local ringers.

Rose's ringing achievements since 2012:

- 107 quarter peals, ranging from Doubles to Surprise Royal
- 5 peals, including: Grandsire Triples; Plain Bob Royal and Cambridge Surprise Major
- 11 quarter peals as conductor – range: Doubles, Mixed Doubles and Minor
- 50 quarter peals in one year (2014)
- LtR 5, 2013
- 10 LtR+ awards ranging from Plain Minor to ringing a peal on 10 bells and including conducting first quarter peal

On Saturday 22nd June 2013, Rose Horton was one of two young ringers, at Harborne in Birmingham, who made history. They were the first people to complete the Learning the Ropes scheme to Level 5 with the "minor approach". In addition, they both started from first principals at Level 1. What is perhaps more remarkable is that this was achieved in just one year. A fantastic achievement. In the 2 years since this milestone, Rose has gone on to achieve much, much more.

Rose started ringing in June 2012, just after the Queen's Diamond Jubilee celebrations. She is from a ringing family and her older sister Rebekah and younger brother Tom are both ringers too. When she was 9, Rose had had a go at learning to ring, but gave up quite early on and stolidly resisted any entreaty to try again once she was a bit older. Things change though. Rose had always kept up the social links with local ringers and enjoyed days out, holidays and all the usual social events. As she was about to start 6th form, and thinking about university and leaving home, a realisation dawned on her that turning up at a new local tower and asking if she could go on holiday with them and help out with ringers' teas could be seen as eccentric, to say the least. And so it was that Rose came back to the fold. After a few handling lessons she hit the ground running and her progress was rapid.

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**By Clare McArdle**  
ART Member



Rose Horton receives her ART awards after submission as an entrant by Clare McArdle

It quickly became apparent that Rose had quite a competitive streak. One of the first targets she set herself was to overtake younger brother Tom on the LtR scheme, which she did after about 10 months. And so it continued, Rose constantly set herself targets, throughout the LtR scheme and into the LtR+ scheme: conducting a quarter peal (she has now conducted 11); ringing a peal (she has rung 5); ringing Surprise Major (she rings most of the Standard 8, and has learned other non standard methods for quarter peals); ringing on higher numbers (quarters of, Grandsire and Stedman Caters, Cambridge Royal and a peal of Plain Bob Royal); getting on the list of people who rang 50 quarter peals in a year (achieved in 2014).

Of course, these things don't just happen, they require organising. Rose has a talent for that too. Her first steps into organising were to arrange 2 quarter peals for young ringers (under 20) in the area, one of Plain Bob Doubles and one of Plain Bob Triples. She took on the task of making all the arrangements, including booking the towers and sending the performances up for publication. When she set her target of 50 quarter peals in a year (which, incidentally, she did not decide upon until May 2014, having rung about 5 quarter peals that year), she realised that some effort would have to be made to achieve it. She amassed a small cohort of willing volunteers and set about arranging 4 quarter peal days, with different methods and different towers (just to keep us interested) to boost her totals. In addition she made it known to local quarter peal organisers that they need only say the word and she would be there.

Rose is not a selfish ringer, far from it. Throughout her amazing journey, she has always been the most willing helper at training events and latterly regular Saturday morning Birmingham School of Bell Ringing sessions, and has continued to be helpful in whatever capacity is required: stewarding towers on open days; catering at social events; being part of the local youth ringing; sending quarter peals up to Bellboard; conducting touches at practice nights. In short, she is pretty much everything a Tower Captain could wish for.

Now that she has gone to university, those of us she left behind all have to do a bit more to fill the gaps. The Welsh Colleges Association, on the other hand, is in clover. Rose is the first active undergraduate they have had for years and takes full part in all of their activities. She has even taken on the role of one of their Catering Officers and is custodian of Puff, the association mascot.

Rose has great potential to go far. Her amenable and pleasant nature mean that she fits in well in any group of ringers, be it young ringers; training for ringers of all ages; advanced ringing; ringing outings; peal bands or quarter peal bands. She is willing and able to take on roles of responsibility and has shown a flair for organisation. I have no doubt she will make a very good officer, either at a local tower or for an association.

Many people have helped Rose along the way to becoming such an accomplished ringer. But most of the credit must go to Rose herself. She is highly motivated to succeed, but recognises fully that ringing is about teamwork. She embodies the principle of "the more you put in, the more you get out".

One thing she hasn't done yet - she certainly hasn't reached her potential as a ringer, there is plenty more to come there.



# Spotlight on the ART Awards The Docklands Ringing Centre

**Winner: Effective/Innovative use of Social or Other Media**

The Docklands Ringing Centre is a federation of thirteen towers in a compact area of East and South East London. One of its key objectives is to promote and teach change-ringing in the local area. For a number of years it had received a steady stream of internet enquires from people wishing to find out more; it wanted to get more of such enquiries and turn more of them into ringers.

Using social and other media it drew ringing to the attention of tens of thousands and interfaced personally with hundreds of these. There was significant interest in ringing in the local community which generated a steady stream of people interested in finding out more. Initially it was difficult to convert this interest into new ringers but ways have been found to improve the conversion rate.

It has reached a much wider local audience by moving from the placement of articles in local newspapers and parish magazines to using local social media. It has also changed from passively advertising practices on a webpage to actively engaging with people via social media.

An intensive introductory set of six one-hour lessons to get people bell-handling (so that they could join in meaningfully at practices) has led to a step change in conversion rate.

## **Ways to raise the profile of ringing**

Raising the profile of ringing in the local community was seen as the first step to recruiting ringers. Especially in urban areas where, unlike a rural village, significant numbers of local residents have no tradition of ringing in their family or come into contact with ringers.

- Regularly post items in a selection of local social media including Facebook 'groups.'
- Set up an RSS feed from Bellboard so that peals and quarters are 'Tweeted' with an appropriate local 'hashtag' e.g. #Bermondsey or #IsleofDogs.
- All members regularly post items of interest to the 'blog' on the local ringing website. Tag these posts with appropriate local tags.
- Use on-line TV channels. These provide on-demand access to a wide variety of content using short videos, and are becoming popular with young people.
- Display a large (8' x 2') banner in a prominent position on the church railings for a number of weeks. Included the URL of a ringing website with more information.

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**By Roger Booth**  
ART Member



Roger Booth submitted  
and collected the  
Effective/Innovative  
use of Social or Other  
Media Award on behalf  
of The Docklands  
Ringing Centre

**Helpful Tip** A hastag makes it easier for users searching social media to find messages with a specific theme or content. Tweeted ringing activities will appear whenever anyone searches these keywords on social media and the web.

### Targeting people looking for hobbies and pastimes

**Helpful Tip** Searching under 'hobbies and pastimes' on Google will reveal a number of social media that introduce people to new activities in their local area. Why not advertise your practices and set up a group?

The Docklands Ringing Centre found that advertising practices on one of these sites - which caters for all sorts of activities - led to 61 people joining its 'group' and of these about a dozen came to a practice for a 'taster' session during the year. There was a low take-up of this offer, perhaps because the site advertised across the whole of London rather than just the area covered by the Ringing Centre.

**Helpful Tip** Be active in messaging individuals and the whole group. Make the 'group' stand out as quite a few people join quite a number of groups. Ensure existing ringers are on the group - users can see how many people are coming to each session so make sure it doesn't look as if they are the only person coming each week.

### Using social media in conjunction with events

**Helpful Tip** Use local social media to promote recruitment events. Monitor the number of likes and comments from local people.

The Rotherhithe tower open day was advertised on the Bermondsey and Rotherhithe Facebook group with 5,695 members. This attracted 22 likes and 7 comments from local people. The Limehouse open day (part of the parish barbecue) attracted 75 likes and 33 comments from local people - a number of those who turned up came specifically because of this.

**Helpful Tip** Leaving people to handwrite their email address is not ideal. Some people's handwriting is indecipherable and around 20% of email addresses bounce.

### Getting the follow up right

**Helpful Tip** A friendly follow up to expressions of interest is needed to convert this interest into ringers. The traditional approach inviting people to a practice results in few coming along.

The Docklands Ringing Centre offered each person a course of six handling lessons over 2 to 3 weeks learning to handle a bell on their own, ready to ring rounds (LtR - Level I). This approach has been successful. It seems that non-ringers can find attending a practice with a group of 'expert' ringers intimidating. Offering a course of lessons, followed by a gradual introduction into the band is a far more attractive option. Of the five enquiries received through websites in Oct. and Nov., three have attended two or three individual lessons each week, reaching Level 1 and two others are not far behind.



As a result eight new ringers have been added to a three-tower cluster within the Docklands Ringing Centre, expanding the band to eighteen ringers, with two more ready to join soon. All but three of these have come through social and other media.

Features that impressed the judges:



The wide variety of what was done and achieved.

Innovative experiments with on-line TV and activity websites including "meetup.com" for people looking for hobbies.

**Find out more about this winning application and other ART award applications by visiting the ART website:**

[www.ringingteachers.org/recognition/awards/art-award-innovation-effective-use-social-othermedia](http://www.ringingteachers.org/recognition/awards/art-award-innovation-effective-use-social-othermedia)

# “ART” in Surrey

The Surrey Association Training Group offered ART to its members as a training tool because the structured ART training and enhanced bell handling skills enable students to progress into change ringing and get more enjoyment out of their ringing at an earlier stage, leading to improved student retention rates and more ringers for their towers.

Module 1 courses (Limpsfield and Barnes, Oct. 2015) and a Module 2 course (Barnes, April 2016), have been given by Graham Nabb, the ART Chairman, who is an excellent tutor and presenter. Some 30 Surrey Association members have so far attended these courses which they have found both stimulating and motivational, and it has encouraged them to teach new learners the ART way.

ART Teachers undergo a formal training process and assessment to ensure they have reached the required standard to become an Accredited Teacher and maintain national standards. So far ten Surrey members have become Accredited Teachers and more Surrey ringers are going through the approval process. Others are expected to follow later in 2016, so the Surrey Association will be able to hold its head high compared to the national average of Accredited Teachers.

The courses have been beneficial both for inexperienced teachers who are learning how to teach bell handling and gain confidence, and also for experienced teachers who have found lots of good practical advice on how to teach effectively, how to spot and correct handling errors at an early stage before they become embedded, and how to teach change ringing by making it fun!

Who would think of Twinkle Twinkle Little Star as a training exercise for improving bell handling? There are a number of useful exercises for teaching change ringing, e.g. Mexican Wave, which can keep the student interested and also help make practice nights fun for all. A separate article will be required for this!

The ART courses have given new teachers the incentive to recruit and teach new learners in Surrey which is excellent news for the future of ringing in Surrey. There are new initiatives, for example by Roger Booth to teach a new band at Walworth and ART teachers will be able to help with training.

The Learning the Ropes scheme is a graduated scheme for ART teachers to develop students from handling in rounds (Level 1) through to ringing a quarter peal (Level 5). Students have their own logbook and can see their progress through the training process, receiving certificates on the way which can be framed and hung in the tower. This all helps with motivation and retention of learners. Nationally 800 students have passed level 1 in the Surrey Association (membership 600), the current position is: Level 1 (26), Level 2 (9) and Level 3 (2). This is satisfactory progress but there is still some way to go!

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**By Paul Flavell**  
Surrey Association  
Training Officer



ART gives trainers an excellent tool box of safe and useful techniques for teaching bell handling and elementary change ringing and is already producing good results in Surrey

# A little on Corinne

Made my way to being a tutor almost by accident! I did my teaching course in New Zealand late 2014...attended and helped organise a couple of others in 2015, then BAM...full member and tutor happened this year. It helps spread the work load over a vast area across Australia and New Zealand (ANZAB).

I initially wanted to fill in a gap at The Bell Tower in Perth as we had no regular teachers at the time. This I fulfilled and in the process we now have many more local ART teachers in Perth who now run this session of ringing.

I am certainly not the most experienced ringer or teacher...just have enthusiasm to see this hobby move forward. I am now also the "Education Officer" for ANZAB, working on a national level as well as local.

I do suffer from 'Frozen Shoulder' at times, so can't always ring, which is frustrating but I find ways to help out. One of these I am working on now is by holding small theory workshops (using different teachers) at home followed by a go on the 'Alphabet Ring', which is a private mini ring owned by my partner and fun to have a go on. Then this new knowledge can be taken to various home towers where respective Tower Captains and Ringing Masters can help develop skills further.

I learnt to ring when I was 11 years old, taught by my Dad in Winchcombe, then continued in Caversham. I had a gap of 30 years from late teens until 6 years ago when I moved to Perth in Australia and strolled into The Bell Tower for a tourist type of look. As you say..." The rest is history..."

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**By Corinne Rule**  
ART Tutor, Perth  
Australia



The Bell Tower, Perth,  
Western Australia



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## SmART Ringer 'HINT'

Don't forget to order your student certificates using SmART Ringer

Certificates are provided to you free of charge by ART. The cost of up to 5 certificates and administrative support is included in your purchase of the blue log books (which can be purchased through the online SmART Ringer shop). When your ringers achieve the various levels, we will also include their names on the monthly list of LtR achievers in the Ringing World.



# A visit to Liverpool Cathedral!

Eight ringers and three non-ringers travelled from (mainly) Church Gresley, Derbyshire to Liverpool Cathedral to join their Saturday evening practice on 23rd July.

Four of the ringers were experienced, but of the others, three have been ringing for only a little over a year. All the ringers bar one are either ART teachers or mentors, or are progressing through LtR levels at Church Gresley or elsewhere. It might seem a little strange to arrange an outing from an easy 8cwt six, to the heaviest full-circle ring in the world, but everyone rang well.

We were made extremely welcome by Jeff Simcox and the Liverpool ringers, and after the practice ended we had a tour of the bell-chamber, and up onto the roof. Yes, if you could somehow get a bus in there, you really could drive it round the outside of the bell frame!

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**By John Cater**  
ART Member



Church Gresley ringers in Liverpool Cathedral Ringing Chamber.

Highlight of the visit was Evie Newton, a young ringer from Duffield, ringing the Tenor (82 cwt)

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## Teaching Handling

In the 4 'levels of instruction', or techniques as I prefer to call them, you will remember that using physical assistance is one of them. This is used when other techniques are not working well and also particularly for Kinaesthetic ringers to 'feel' the rope action and the bell. A problem can arise if over used. It is critical that when using this technique you do not ring the bell for them thus depriving the new ringer of gaining the feel of the rope and the results of their action. Often it is tempting to put your hand on the rope above the learner's thus depriving them of this essential feedback.

Having your hand on the rope above the hand of the learner at any stroke is unnecessary and slows the learning process – but it takes discipline for a teacher to get out of the habit! Where a new ringer has carried out the hand ring exercise, then got the bell half way up from down to allow them to get the feel of the bell movement and then practiced how to speed their hands down and slow them as they rise to keep tension on the rope there is rarely any need to have your hand on the rope when teaching full backstrokes.

If you have introduced the handstroke gradually with the bell part down giving them plenty of time to get used to the rhythm of the sally movement again there is little or no need to interfere with the sally and certainly not to have a hand above the learner's hands. If you both forget to touch the sally as the bell is always below the balance it will simply not matter.

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**By Graham Nabb**  
ART Tutor



The Powerpoint slides for Module 1 are available for teachers to look at on SmART Ringer – do use them to remind yourself of the basics learned on the course

# Teaching Kaleidoscope Ringing

## Advanced Kaleidoscope Works

Last time we looked at teaching the basics kaleidoscope works. But there may be times when more advanced sequences may be useful to your band.

When might more advanced kaleidoscope ringing be useful for developing skills in my ringers?

**There may be times when the band meets short, or at least is short at the beginning of practice before everyone arrives!**

Advanced kaleidoscope sequences may be used to practise the skills for ringing certain sections of methods that will be learned later.

**There may be a time when you wish to emphasise the need for accurate striking to your ringers.** These sequences provide a form of ringing where the ringer finds it easier to hear his or her bell as the bells frequently return to the familiar sound of rounds.

**You may run a band where there is insufficient experience for your ringers to move on to method ringing.** Kaleidoscope ringing provides more variety for your ringers and can be used to ring for services and other ringing performances.

Examples of advanced works or sequences

123456  
132546  
123456  
132546  
123456  
132546  
123456  
132546  
123456  
132546  
123456  
132546  
123456  
132546  
123456

Treble bob  
in 2/3 + 4/5

123456  
123564  
123456  
123564  
123456  
123564  
123456  
123564  
123456  
123564  
123456  
123564  
123456  
123564  
123456

Yorkshire  
Places

123456  
123546  
123456  
123546  
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123456

Stedman  
back work

It is possible for a ringer to learn for example: Treble bob hunt, Yorkshire Places, Stedman back work within two places.

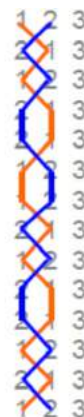
Cambridge front work could also be learned in this way with one bell ringing the line and the other bell having the more difficult task of fitting in around it!

These exercises familiarize ringers which pieces of ringing which they will meet later on when they move on to ringing methods.



### Teaching Tips #17

By Pip Penney  
ART Tutor



## Using Kaleidoscope ringing on higher numbers

Towers with higher numbers of bells sometimes find themselves in a position where they do not have sufficient advanced ringers to ring methods on the all the bells. Kaleidoscope ringing can provide a useful addition to ringing call changes providing more variety and consequently helping to maintain interest. It can be used with different skills levels, the more advanced ringers ringing sequences which are part of methods or which include dodging. Less able ringers could be put to ring Long Places with 4 blows in each place. Why not customise your own Kaleidoscope sequence?

To start with the sequence might have a “separator”. So for example a sequence can be rung in 1/2 with the 3 staying in thirds place and the 4 and 5 ringing a different sequence. This has the advantage of stabilising the ringing by keeping the 3 and the 6 in their home places and gives both the ringers of those bells an opportunity to learn to cover. As the ringers skills progress, the sequences can made more complex. For example, the teacher might start with the bells in 2/3 making long places , 4 staying in 4ths place and the bells in 5/6 making short places and move on to bells 1/2 treble bob hunting or ringing Cambridge front work with the bells in 3/4 making places and the bells in 5/6 staying still.

The possibilities are endless! Set your imagination free!

If your band has insufficient capable ringers to ring methods or you wish to build skills in certain ringers you can make up your own sequence to suit your band.

Give it a name and ring it for service!

Why not name it after your tower or one of your ringers!

St Peters Places or Sheila's Shuffle for example!



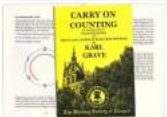

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# The ART Shop

ART produces a range of educational ringing resources to help support a stronger future for change ringing. Visit the website at [www.ringingteachers.org](http://www.ringingteachers.org) to view a full selection of books, CD's/DVD's, badges and clothing.

If you have a SmART Ringer login then visit the SmART Ringer Shop where you will be able to access additional products and discounts. Login at [www.smartringer.org](http://www.smartringer.org)

### Product Listing

 <p><b>Bell Handling DVD</b> £17.00</p> <p>This DVD is a great resource for Teachers and those learning to ring alike. It is full of useful tips and advice on ringing style and skill development following the structure of Module 1 of the ART Training Scheme.</p> <p><a href="#">Add to Cart</a></p>	 <p><b>Bell Ringing - The Inside Story</b> £3.00</p> <p>A short 3-minute DVD that can be used for various events. It briefly highlights a few key interest points around ringing, and has captions included for occasions where sound cannot be broadcast.</p> <p><a href="#">Add to Cart</a></p>	 <p><b>Carry On Counting</b> £3.00</p> <p>This handy booklet is aimed at ringers new to change ringing. It explains the theory and practice of Plain Hunting and then the plain course of Plain Bob Doubles in simple language.</p> <p><a href="#">Add to Cart</a></p>	 <p><b>Discover Bell Ringing</b> £4.00</p> <p>Introduce your new ringers and potential recruits to the world of bell ringing with the new Discover Bell Ringing booklet. In easy language it gives background information on bells and bell ringing along with a taste of who and why people ring.</p> <p><a href="#">Add to Cart</a></p>
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Typical product listing on the ART shop website  
Click on [www.ringingteachers.org](http://www.ringingteachers.org)

# Thanks for Volunteering!

I have been involved with ART from the very early times. I attended Pip's second course, March 2010, when there was only one module. How it has grown!

I have been involved in various roles over the years being a member of the Management Committee until this year's AGM.

I have worked on our original website "Moodle" and all the spreadsheets which were associated with it, those have now been superseded, hoorah and we now have SmARTringer, ART and LrR websites.

When the first Bellhandling DVD came out I took on organising the sales and distribution now we have a whole shop full of merchandise with Tony Goodman doing a great job.

I was asked to start Tutoring courses in January 2012 with a Module 1 down in Cornwall, since then I have run 3 or 4 courses each year both Modules 1 and 2 and recently the new Module 2C. The courses have been spread across the country; Cornwall, Dorset, Wiltshire, London, Buckinghamshire and Herefordshire.

I am passionate about reversing the spiral of reducing numbers of ringers and viable bands but if we are to do that we have to teach many, many more ringers; they need to be taught well and we need to retain them. Recruitment, training and retention all need revised approaches and I believe that ART helps do that.

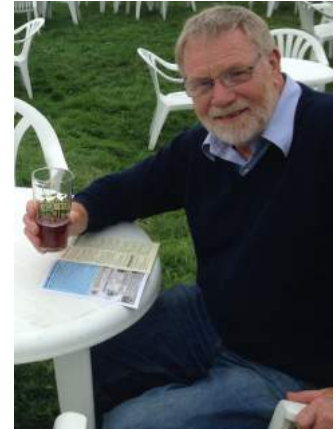
The core messages must be:

- plan what you are going to do and how to do it
- work in groups and share the load
- small steps and get them right
- regular and concentrated practice

'Frank is a busy ART volunteer Tutor and until this year was also a committee member. Frank was part of the initial talks about forming ART and was a great help to the committee ensuring we thoroughly thought through decisions in committee challenging us when appropriate. His expectation of high standards is reflected in a number of areas of ART's work. He was also very helpful carrying out a number of important but time-consuming IT tasks for us. We are fortunate indeed to have his advice and experience on tap still, and his effective tutoring skills.'

Graham Nabb

## Volunteer Spotlight



### Frank Seabright

A thank you for all your hard work, to Frank, current Course Tutor and former member of the ART Management Team

# The latest tourist attraction....

Lots of people enjoy vacations spent learning something new: there are ski classes and sailing lessons, painting groups and cooking courses. So why not bellringing? Back in January 2016, one of the ART tutors based in Dover received the following message via the ART website:

***“Dear Mr. Peter Dale,***

***I spend my summer holidays in England and Wales since many years and I am very much delighted, everytime I hear churchbell ringing.***

***Now I have a wish for the next year: I want to learn ringing church bells and to join when I stay in England. I could plan my visits/holidays on demand of the ringers. For I travel by ferry, I everytime arrive at Dover. I am now 60 years old and I hope I am not too old to learn it.***

***Best regards,***

***Andrew Gollan***

***PS I live in North-Rhine- Westfalia (Germany).”***

Peter knew that I had completed the introduction to Module 1 of the ART Training Scheme but since my learner dropped out due to a shoulder problem (not caused by ringing!), I had been looking for an opportunity to develop my teaching skills, so he passed Andrew’s request on to me and my husband Bill. Bill has completed the ART course and has successfully taught several people to handle a bell.

We were delighted to be involved, and Andrew duly came in June for several days of intensive tuition at our tower in Chartham, near Canterbury. We did let him off from time to time to fit in a bit of sightseeing! He was an apt pupil and picked up the techniques very well as we worked through the LtR steps. By the end of three days with us he was able to ring rounds independently, and joined in our practice night. I did hand over to Bill some parts of the teaching that I found more challenging, particularly because there is a considerable difference in size between me and Andrew. I have learned a lot in the process of teaching. I’m now working with another learner, and building the skills and confidence to be a successful ART teacher. It was also fun, and I feel that we have made a new friend.

Andrew is keen to progress further, and is coming back in August for another spell of intensive training with us. Our goal is that on his future holidays wherever he goes in England and Wales, he won’t just be listening to the bells, he will be joining in.

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**By Clare Bellis**  
ART Member



Clare and Andrew  
learning to 'tie a  
rope'



## Level 1 - Bell Handling and Control

'Safe and competent bell handling including raising and lowering a bell'

Phoebe Murphy - Wellington Cathedral  
Sally Church - Combe Raleigh  
Philippa Parfrey - Corston  
Archie Lewendon - Yatton, Somerset  
Joel Trim - Combe Raleigh  
Daniel Gillett - Abingdon St Helen's  
Samuel Rolston - Abingdon St Helen's  
Philip Kimber - Abingdon St Helen's  
Lauren Miller - Messingham  
Rowan Vickers - Minster  
Anthea Targett - Fovant  
Issy Northover - Great Horstead  
Rohan Agarwal - Newdigate  
Jonathan Knight - Bishop's Stortford  
Jasmin Reed - Layer de la Haye  
Jill Petchey - Avebury  
Stuart Horsburgh - Monkton  
John Kelly - Birmingham School of Bell Ringing  
James Buchan - Hensingham  
Martin Lever - St John the Baptist, Pinner  
Emma Wylde - Birmingham School of Bell Ringing  
Sue Oldfield - St Helen, Trowell  
Ronald Cron - St Andrew, Cherry Hinton  
Ian Wilson - Warwick  
Louise Wilson - Warwick  
Caroline Leak - Willingham by Stow  
Harry Leak - Willingham by Stow  
Bernadette O'Dwyer - Birmingham School of Bell Ringing  
Leo Fielding - Birmingham School of Bell Ringing  
Linda London - Brushford  
Mia Edgar - Workington  
Melissa Hunt - Burnham on Sea  
Unesu Chindabata - Docklands Ringing Centre  
(Unesu was the 1000th ringer to achieve level 1 bell handling using the LtR scheme!) ☺  
Lesley Schneider - Broad Chalke  
Linda Aldroish - Carshalton  
Rev'd Canon Mike Cooney - All Saints', Gainsborough  
Mitch Hudson - Great Brickhill  
Carys Penny - St Cuthbert's Church, Prospect  
Paul Farmer - Adelaide  
Maureen Redfern - Adelaide  
Helen Parker - Church Gresley  
Izzy Hodgins - All Saints' Roos  
Sue King - Sidmouth  
Hazel Turner - Tiverton, St Peter  
Antonia Cassini - Chiswick  
Sophie Jermine - Chiswick  
Ciara Billings - Didsbury St James  
Joan McIntosh - Christ Church, North Shields  
Kathryn Haughton - Kinver  
Mike Hamilton - Brushford  
Graham Wolstenhulme - Monkton  
Karen Wolstenhulme - Monkton  
Archie Wright - Oxenhope  
John Leary - St Peter's, Petersfield  
Dave Smith - Sampford Brett  
Sara Hawxwell - Bardwell

Chris Ransom - Monkton  
Mary Jones - Berkswell  
Yvonne Dygutowicz - West Hallam  
Jacob Brown - West Hallam  
Jonathan Stubbs - Avebury  
Ben Coulthard - Carlisle Cathedral  
Toby Coulthard - Carlisle Cathedral  
Elizabeth Crawford - Yeovill, St John the Baptist  
Andy Goldthorpe - Witney  
Marysia Hermaszewska - Ducklington  
Christine Cuthbertson - Breamore  
Gill Firth - Tadcaster  
Florence Jones - Bampton  
Alfred Jones - Bampton  
Roger Routledge - Brushford  
Simon Edwards - Brushford  
Matthew Cowlshaw - Sacred Trinity, Salford

## Level 2 - Foundation Ringing Skills

'Ringing with others: able to dodge, make places and ring simple call changes.'

Philippa Parfrey - Corston  
Finlay Ledger - All Saints' Roos  
Elaine Housley - Messingham  
Louise Baxendale - Messingham  
Sophie Baxendale - Messingham  
Sue Cook - Bardwell  
Rosemary Pegrum - Fovant  
Issy Northover - Great Horstead  
Anastasia Willetts - Birmingham School of Bell Ringing  
Isla Ingram - Milford on Sea  
Peter Wilson - Monkton  
Steph Glazebrook - All Saints, Harpole  
Sarah Wharmby - Bramcote  
Emma Wylde - Birmingham School of Bell Ringing  
Chloe Smith - Arnold, Nottingham  
Anya Richards - St Mary's, Addington  
Claire Shapiro - St Mary's, Addington  
Philip Healey - St Mary's, Addington  
Pip Lockhart - Shirenewton  
Ryan Kirby - Edgehill Ringing Centre  
Ian Jervis - Offenham  
Stephen Prowse - Caterham St Mary's  
Christopher House - Yeovil St John the Baptist  
Christine Cuthbertson - Breamore

## 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). Quarter peal inside. Raising and lowering a bell in peal.'

Carina Winget - Ipswich  
Sue Rogers - Birmingham School of Bell Ringing  
Stella Tew - Birmingham School of Bell Ringing  
Sallie Morgan - Birmingham School of Bell Ringing  
Ann Beirne - St Katharine's Merstham  
Adam Baker - Church Gresley  
Julia Hutchings - St Helen, Trowell

Stephanie Runting - Otford  
Charlotte Sorell - Adelaide  
Olivia Hunt - Burnham on Sea  
Sue Portsmouth - St Andrew, Sonning  
Carmen Wright - Thornham Magna  
Posy Marriage - Litlington and Bassingbourn, Cambridgeshire  
Toby C Hibbert - SS Peter and Paul, Caistor  
Philippa Parfrey - Corston  
Andrew Edwards - Horsell

## 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.'

Bronwyn Smith - Bramcote  
Mandy Burnett - Bampton  
Bronwen Wenham - Church Gresley  
Helen Disley - Church Gresley  
Eileen Keeble - Birmingham School of Bell Ringing

## 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).'

Nigel Dick - Lighthorne  
Mike Rigby - Edghill Ringing Centre  
Charlotte Sorell - Adelaide  
Julia Porter - Berkswell

## Learning the Ropes +

'For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.'

Mark Heritage - Tiverton - Organising an Outing  
Barbara Le Gallez - Stretham Ringing Education Centre - Ringing a Peal  
Barbara Le Gallez - Stretham Ringing Education Centre - Ringing a Quarter Peal on 10 bells  
Moirra Johnson - Church Gresley - Ringing Triples  
Sam Kellaway - Shirenewton (Ringing Surprise Minor)  
Barbara Le Gallez - Stretham REC (Ringing Doubles)  
Barbara Le Gallez - Stretham REC (Ringing Surprise Minor)  
Barbara Le Gallez - Stretham REC (Calling First Quarter Peal)