



The Central Council of Church Bell Ringers Education Committee

Network for Ringing Training (NRT) summary Summer 2003

Welcome to the 22nd Summary of NRT postings. I apologise for the silence over the summer, my only excuse being that time ran away from me!!

Due to the large amount of information I need to get into this summary, I have altered the format to just give an abridged version of the topics posted. If you would like greater detail please don't hesitate to contact me.

Alternative approaches: discussed the advantages of trying different techniques and teachers to get the message across. But that sometimes a line must be drawn. A learner was identified as a ringer who would/could not strike properly. Suggestions to help included: making sure he understood the terminology; ringing a ¼ of Minimus with 2 tenors; recording the ringing and playing it back, pointing out his bell; shadow ringing using a dumb bell or simulator if possible; not to ring 'unplanned' called changes – stick to pre-learnt ones like Queens so that a rhythm is sustained; making sure that the learner only moves onto the next stage when ready and is not pushed and that if a problem is discovered, the learner is taken back a stage to correct it until it becomes a subconscious action; adding 'spice' by ringing with eyes closed or facing outwards to make people listen.

Called changes: A different way of teaching called changes by getting all learners to call the changes and to call a touch of Bob Doubles as soon as possible was discussed. A hypothesis was presented where a band consisted of more learners than steady ringers and how things could have been done differently. This brought differing views about the 'worth' of called changes as a learning aid and whether it really did help with bell control as the change of speed was only on one stroke not two as required in method ringing. To change speed at backstroke, try calling the changes at backstroke was suggested. One observation was that learners who held up slightly too much at the beginning of plain hunt kept almost right after that but those that didn't found it harder to find the rhythm, so maybe teaching to change the handstroke speed first via called changes is beneficial. To solve the problem of called changes using bell numbers not places it was suggested to try calling the changes by place

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numbers instead! Dodging in called changes was also suggested as being a good way to get changes of speed in both strokes. This led on to a discussion about **Speed changes**. The point was made by a ringer from East Bergholt that if the visual reference to speed change was removed, as it was impossible to really know which was handstroke and which was back, the change in speed was all you had to go on. As the backstroke seemed to be the issue a reason for this was given that it was easier to adjust the speed of the handstroke as it was not permanently held. Most learners rely on the backstroke pull to keep the bell up so pull it hard. Learners improve quicker if they have the instructions for when to take in / let out rope to control the backstroke. So it came back to terminology and understanding of tuition. Keeping the bell just under / just on the balance and feeling the speed change was also deemed useful. **Kaleidoscope ringing** was also thought to be something to try as a totally different approach to the norm.

Using simulators: A discussion opened up on the uses for a simulator, silent practices, listening and the fun of trying to strike with it. Ringing on greater numbers of bells and ringing with only a couple of ringers present were but a few. Changing the speed to suit the bells and ringers and being able to hold many more practices a week, useful when there are a lot of people to have a go in a short space of time. This followed on to **Speaker placement**, where the best place to position the speakers seems to be by trial and error in your own tower. But high up with a reachable volume control seems to be the norm. The quality of the speakers again seems to be down to personal choice with some favouring the more expensive and others finding standard PC speakers more than adequate.

Do you have e-mail?

John Harrison, Chairman CC Education Committee writes.

You receive this summary by post because, when you joined NRT, you did not have an e-mail address (or cannot use it for some reason) – a key principle of NRT is that anyone interested in training can be a member.

If, since you joined, you now do have e-mail, please let us know. It will give you better access and it will help to control postal costs.

With e-mail you have two options:

- You can continue to receive the regular summaries, but instead of being delivered by post they will be sent by e-mail.
- You can subscribe directly to the discussion list and participate.

Currently about 60% of members use the discussion list, 25% just receive the summaries by e-mail and 15% receive postal summaries.

Please send an e-mail with your name, stating which option you want, to: NRT-

DBA@fredbone.waitrose.com

This is a very brief run down of the postings up to October. If you would like any greater details on any of the points raised, please contact me.

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