

## **Additional lecture information – lectures in college**

The star system works like this:

- No star talks require no specific ringing knowledge, and are suitable for all
- One star \* are particularly suitable for students in Groups A, B & C
- Two stars \*\* assume some ringing knowledge, and are aimed D, E & F students
- Three stars \*\*\* assume a bit more knowledge and are for G, I, J & K students

These are only guidelines however.

**For information about practical lectures in towers, please see the separate PDF.**

### **1 'Go Plain hunt! -an introduction to how change ringing works**

Part history and part mechanics, this talk considers how a bell works, and why this is significant for ringing changes. It's not 'how to ring plain hunting' – that's covered in your group lectures if relevant. This is more about filling in gaps in your knowledge, and will explain what terms such as 'stage', 'extent' and 'peal' mean. Very suitable for students in groups A-C.

### **2 & 35 How to call "Call changes" \***

This is intended to be a very elementary introduction to calling changes, and will involve the use of single handbells. It will not cover different styles of calling changes, and it is not for those wanting to call changes as a means of developing ringing skills. It's really for A and B students to get some idea of what is happening when changes are called. The second session is a repeat of the first.

### **3 The Blue Line \***

We've all seen "blue lines" in books, and maybe other ringers trying to learn them. But what are they? How do you draw them, and what do they mean? This talk demystifies blue lines, and helps you to learn how they can help you when change ringing.

### **4, 5, 6 & 13 Calling and Conducting \*\*/\*\*\***

Are you a budding conductor? Every band needs one! In the theory session you will learn when to make the calls, and what the effect they have on the order of the bells. The conducting talks are a precursor to the conducting practicals, where you get chance to try out the theory. You can only do the practical if you do the theory, but you can do the theory without the practical. Choose from Plain Bob Doubles, Grandsire Doubles or Plain Bob Minor. It helps if you are fairly confident ringing touches of your chosen method. You might also be interested in "What's the coursing order" or "What to do when others go wrong."

### **7, 17, 28 & 37 Change ringing on handbells Group X \*, Group Y \*\*\***

There are two groups for handbell ringers – a beginners group that starts from the very basics of ringing two bells together, and a more advanced group for those who can ring plain hunt, but want to move on to something more advanced.

The basic group (X) will start together as one to learn the basic positions for ringing two bells to plain hunting on six. In the second session, there may be chance to ring some plain hunt,

putting the theory from the first session into practice. For that reason, you must do the first session if you chose this topic. The second session is optional.

The more advanced group (Y) will split into small groups, and ring plain courses of Plain Bob Minor, followed by touches when ready. Again the first session is mandatory if you choose this topic, but the second session is optional.

## **14 & 33 Rope splicing**

If a rope breaks what do you do? It might be months before a new one can be delivered! Knowing how to splice a rope is a valuable skill. There are two sessions – a longer one on Friday evening, and a shorter one on Sunday. If you join both, there will be enough time to complete a splice, but you are welcome to choose just one session, though it's unlikely you will finish the job in the time.

It's helpful if you can bring your own bellrope – about 3 metres is enough. Thanks to Avon Ropes, we have a few offcuts if you are unable to find any. It's also useful to bring some sellotape (not to join the rope if your splice doesn't quite work!).

## **15 Teaching elementary change ringing**

How do you develop a beginner's ringing skills? What steps should be taken to get a student from being able to handle confidently to being able to ring Plain Bob Doubles inside? This session explores some of the exercises that break down what can be a daunting leap into more manageable chunks.

## **16 Listen to it! \***

Does it annoy you if a conductor shouts this during a piece of ringing? It annoys some ringers. But then bad striking, when people are NOT listening, annoys me! Sometimes we forget that ringing is all about what it sounds like, not what it looks like, and 'Listen to it' is perhaps a salutary reminder. How to improve striking often starts with using your ears instead of your eyes. This talk will help you with practical advice on ways to improve your striking.

## **18 Make your own method \*\***

Working as a team, you will build a method from scratch. This session is bit more advanced than the beginners guide to making methods (see below), but does not assume any great knowledge of method making.

## **19 Forbidden Methods \*\*\***

In 1903 the Central Council adopted a set of rules about methods that made some of them no longer acceptable (including Plain Bob Doubles!). What were they thinking? This talk with starts with some history, looks at these rules and the impact they have had on ringing in the past 120 years.

## **20 Advanced Bell handing – The art of the perfect dodge \*\*\***

When do you stop learning bell control? Once you can ring rounds? Or when you can ring Plain Bob? Or after you've rung a quarter peal, a peal, 10 peals, 100 peals? Do you ever

stop? Learning how to ring big bells well is something we don't always consider – but this talk will change all that!

## **26 Tune ringing on handbells**

A session for beginners at tune ringing on handbells. Experienced tune ringers also welcome

## **27 How to judge a Striking competition**

You may think this is a job for experts, but you don't have to be an expert ringer to appreciate good striking. This talk looks at how to go about listening to and judging good ringing – and maybe sometimes not such good ringing...

## **28 Building Blocks of Methods \***

For students taking their first steps in learning methods – this talk introduces some of the building blocks (how to count places, dodges, places, combinations of places such as court places and crankshafts, Yorkshire places etc), and then how to start learning a line. Note: it's not about how to learn or ring any specific method – it's about the idea of learning a method

## **29 Place Bells and how to use them \*\***

This talk arose from the one above, and covers similar ground, but is a bit more advanced. In particular it will look at the role of place bells, and why they are important when learning new methods.

## **31 Doubles methods beyond Plain Bob \*\***

Tired of ringing Plain Bob and Grandsire? Is there anything else we could ring? Find out here. Doubles may be limited by the number of bells, but there is still plenty to try, and you don't need lots of ringers to do it!

## **32 A Minor puzzle \*\*\***

These days we can prove a touch is true in seconds using a computer, but how was it done before computers? We take a look back to discover how we can prove extents of Plain Bob Minor using a pack of cards, and we learn something about how touches are put together along the way.

## **33 A beginner's guide to making methods \***

Ever wondered how methods are put together? What the rules are for method making? Take the first steps into this fascinating area, where the leader will lead you through some of the basics of how methods are built.

## **36 Conducting – what to do when others go wrong \*\***

Sometimes it seems a conductor can put you right before you go wrong. How do they do it? What is the art of correcting a touch before it collapses? Learn how to spot mistakes and how to correct them before it's too late! Part of the conducting lecture series

## **38 What's the coursing order? \*\*\***

Sometimes you hear ringers asking this, especially if the touch is about to collapse! But what is a coursing order, and what is it used for? Why would anyone ask what it is when things are going wrong? And how does it help me? This talks looks at what coursing orders are, how we find them and how we use them. A more advanced follow-up to the conducting sessions on Friday.