





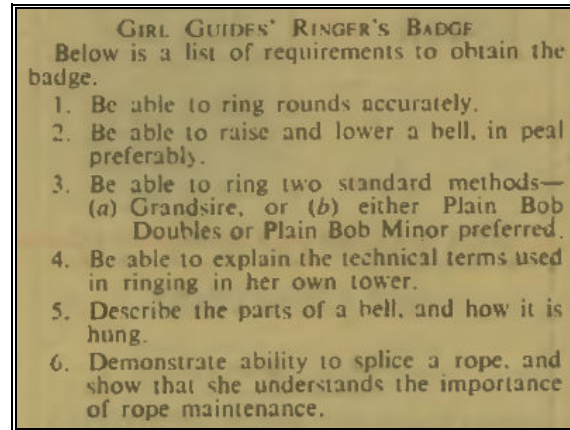
## GIRL GUIDE BADGES

<p>No photograph available</p> <p>Shows bell rung by a hand</p>	<p>No photograph available</p> <p>Shows bell rung by a hand</p>		
<p>Introduced late 1930s</p>	<p>Became Handbell Ringer c.1940-2 then discontinued</p>	<p>Bellringer Badge 1953 on: 45mm</p>	<p>Bellringer Badge 1968-94: 33mm White backing</p>

			
<p>Staged badge: Stages 1-3 1992 Stage 4 later</p>			

			
<p>As above but reissued with new trefoil logo.</p>			

## GIRL GUIDE BADGES (continued)



*'The Ringing World' 4.xii.1959 p727*

## Bellringer (1989)

Pass the whole of any one of the following sections.

### ***I Church Bell Ringing***

1. Ring rounds correctly, treble and inside bell.
2. Raise and lower a bell.
3. Ring one standard method on an inside bell *or*, if method ringing is not practised in your area, ring not less than 30 call changes without fault.
4. Explain the technical terms used in ringing in your own tower.
5. Describe the parts of a bell and how it is rung.
6. Show that you understand the importance of rope maintenance.

## ***II Change Ringing on Handbells/Chimes***

1. Name five parts of a handbell/chime, and describe how it is rung for change ringing.
2. Describe the system of numbering used in the set of bells which you ring.
3. Show that you understand the importance of the care and maintenance of the metal and moving parts of a handbell.
4. With rhythmical precision ring a pair of handbells/chimes correctly in rounds.
5. Explain the technical terms used in your own group in ringing.

## ***III Tune Playing on Handbells/Chimes***

1. Name five parts of a handbell/chime and describe at least one method of ringing it for tune playing.
2. Show that you understand the importance of the care and maintenance of the metal and moving parts of a handbell/chime.
3. Read simple music written in one of the following methods:
  - a. Staff notation.
  - b. Tonic Solfa notation.
  - c. Alphabetical notation.
  - d. Numerical notation.
4. Handling at least two bells both of which occur frequently throughout the tune being rung and reading from one of the forms of notation mentioned in clause 3, play:
  - a. Two tunes involving half beats.
  - b. A tune involving a repeat where you have to go back and play a portion again.
5. Take part in a public performance.