

## 1. General guidelines for notebooks

- a. Assign each notebook to a specific ringing position or to two consecutive positions
- b. Consider the cost of the extra music required for each additional notebook
- c. Assign each notebook an identifying number to match the ringing position(s)
  - i. Start numbering from the lowest position
  - ii. Use a slash between numbers when two positions share a folder

1            2            3/4        5            6/7        8/9        10        11

- d. Label the outside of the notebooks in *two* places for easy identification, distribution and organized storage
    - i. Top end of the spine
    - ii. Top right corner of the front
  - e. If desired, put a label inside the front cover showing the actual notes of each assignment
  - f. Label each copy of music to match its position, notebook or stand number
2. Things to consider when assigning positions to shared notebooks
- a. Location of the breaks or direction changes in your table layout
  - b. Amount of room the ringers need
  - c. Enharmonic notes that require two ringers to share a bell
  - d. Expandability of the system from 2-3 octaves without renumbering the current folders

3. Allocating a *minimum number* of notebooks

Starting with the lowest position, *assign two positions to each notebook*

- a. 2 octaves require 4 notebooks            GA/BC; DE/FG; AB/CD; EF/G
- b. 3 octaves require 6 notebooks (5 positions share; one position has its own book)
  - i. R#11 alone:        CD/EF; GA/BC; DE/FG; AB/CD; EF/GA; **BC**
  - ii. R#5 alone:        CD/EF; GA/BC; **DE**;        FG/AB; CD/EF; GA/BC

(See Item 4 for rationale of putting Position #5 (D-E) alone.)

## 4. Good reasons to put Position #5 (D5/E5) alone

- a. It makes it possible for this ringer to be placed at *either* set of tables when the layout requires two parallel rows or when one long row is split to accommodate a center aisle
- b. Position #5 is an “independent” position because sometimes it is a part of a bass clef melody or accompaniment while at other times it is a part of the treble line; occasionally this dual function occurs in one composition. Being alone clarifies the independence of this position.
- c. Position #5 shares the C#5/Db5 common bell with position #4; having the option to be at the same table as position #4 is a real asset.
- d. Creates a better setup for positions 6, 7, 8, and 9
  - i. Pairs F5/G5 with A5/B5 to share the G#/Ab common bell
  - ii. Pairs C6/D6 with E6/F6 to share the D#/Eb common bell

5. Advantages of using *one additional* notebook

- a. 2 octaves with 5 notebooks:    GA/BC; **DE**; FG/AB; CD/EF; **G**
  - i. Putting D5/E5 alone (see Item 4) sets up better assignments for higher positions
  - ii. Provides two positions for ringers who need color coded music
  - iii. Can be expanded to 3 octaves without other changes
    - 1) G6 is available to share a notebook with B6/C7
    - 2) Lower two positions share one additional notebook

5. Advantages of using additional notebooks (continued)
  - b. 3 octaves with 7 notebooks: CD; EF; GA/BC; DE; FG/AB; CD/EF; GA/BC
    - i. Keeps position #5 (D-E) alone (see Item 4)
    - ii. Gives positions #1 and #2 more room to accommodate large bells and chimes because they do not need to stand close enough to see the same notebook
6. My *personal* preference for the distribution of notebooks (if budget is sufficient for the extra copies of music)
  - a. 2 octaves: 5 notebooks (see Item 5a)
  - b. 3 octaves: 8 notebooks CD; EF; GA/BC; DE; FG/AB; CD/EF; GA; BC
    - i. Gives the bass ringers more space (see Item 5b)
    - ii. Keeps most ringers with shared enharmonic notes on the same stand
    - iii. Provides three single user notebooks (R#1, R#5, and R#11) in easy positions for beginners, an advantage if color coding music for new ringers
    - iv. More easily accommodates a variety of table layouts
  - c. Individual notebooks for every ringer — a necessity in some situations
    - i. Classroom setting with a two sets of chimes to accommodate 22 students by doubling each position
    - ii. Young ringers who are using individual parts (*Up and Ringing*) instead of reading from a normal handbell score
7. Other things to consider when deciding how many notebooks to use
  - a. Some page turns are more difficult for ringers using individual notebooks.
  - b. Each extra copy of music needed adds to the total cost of purchasing a new anthem.
  - c. Additional notebooks require additional
    - i. Table space
    - ii. Music lifters, adding to both cost and table space needed