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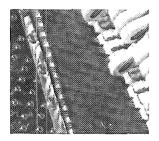
Official Publication of Piano Technicians Guild

January 1995 Vol. 38 • #1



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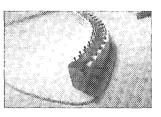
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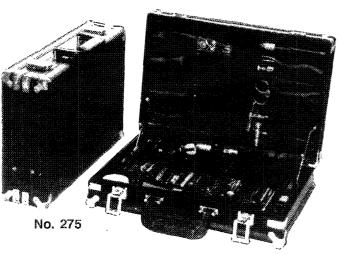
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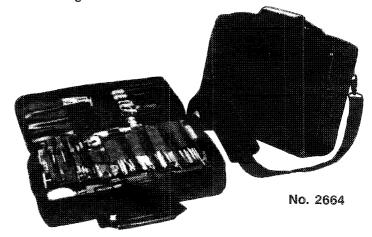
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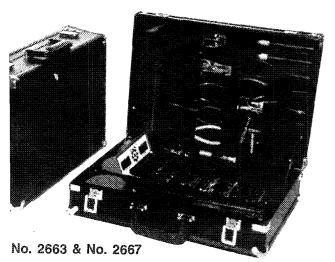
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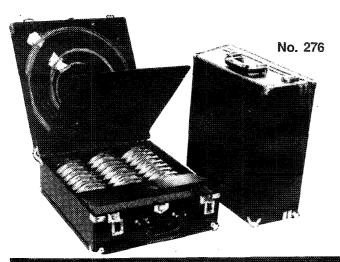
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New Technical Editor Named For Journal

You've consistently identified the *Journal* as the most important benefit of membership in the Piano Technicians Guild. This is not likely to change, at least not until advancing technology makes print publications totally obsolete — and that's a day I hope I never see.

Last summer's Council also saw the *Journal* as PTG's most important educational activity, moving to ensure that sufficient funds were available for a top-quality publication. Changes to the *Journal* are obviously not something to be taken lightly.

It has always been that way. In the days when members of PTG and its predecessor organizations were fewer and farther between, the monthly technical publications kept everyone in touch. In many cases, their articles were the only source of continuing technical education available.

Recently, we've made some changes to the *Journal*. New departments such as "Tools, Tips & Techniques" and "Q&A" have been well received, and good information is starting to come in for those features. Other changes have been more basic. I remember talking with then-President Charlie Huether about plans for the *Journal*. Each time I'd throw out a new idea, he'd simply repeat, "First, let's get it out on time."

Now, we're ready to take a new step, one that will certainly result in more changes. During a conference-call Board meeting November 14, the Board appointed Stephen H. Brady, RPT, to serve as the new editor of the *Journal*. In taking on this new challenge, which was effective December 1, Steve follows in the footsteps of some of PTG's best technician-educators.

I know he's up to that challenge. He most recently took on the task of directing PTG's 1994 Technical Institute in Kansas City. A Registered Piano Technician for more than 20 years, he served as the first Pacific

Northwest Regional Vice President, as President of the Pacific Northwest Conference, and as President of both the Phoenix and Seattle Chapters.

Steve has operated his own piano service business, but he's also served as head technician at the University of Washington for the past 16 years. He has trained many of the best young technicians in the Pacific Northwest area and, at the same time, contributed more than 25 articles to the *Journal*.

In selecting Steve for this important and visible position, the Board considered long and hard, not just about the excellent qualifications of all the applicants but also about the structure of the position and the flow of work involved in bringing it to you each month. The *Journal* will — must — continue to evolve as we all work to bring you the publication you've told us you want.

As you can see, Steve Brady brings a wide range of valuable experience to his new role. He also brings a wealth of ideas and plans for the *Journal*. You'll start to see those show up in the pages of the *Journal* in the months to come, but that's probably another column. In fact, it's better that you hear about them from Steve.

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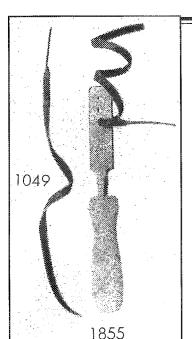
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Using the PTG Logo, Graphics Standards Manual and more.

COVER ART

'Prepared pianos,' in which various devices are used to alter the character of the instrument, play an important part in some contemporary works, and are a source of some controversy for technicians. Dr. Lynne Mackey, chair of the music department of Bluefield (VA) College, prepared this piano for a class at the recent North Carolina Regional Seminar, using such common items as strips of jar rubber, carriage bolts, eye bolts, and squares of plastic. She then performed excerpts from John Cage's *Sonatas and Interludes for Prepared Piano*.





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A sneak preview of the adventures and opportunities that await piano technicians this coming July.

s we start off this new year, I am sure many of you have made resolutions which you've vowed not to break, and so have I! Of course I am writing this in late November so it's easy to think I am not going to break the resolutions I make now. It may be a little harder to keep them after the first of the year, but right now I am determined! Going through the process of making resolutions each year is good for us. It helps us to focus on goals and helps give us the incentive to reach for those goals.

Goal setting is just as important for PTG as an organization as it is for us as individuals. Perhaps the best way to begin this new year for PTG and to set goals, is to first look at the document that defines our purpose. The document that I'm referring to is our Mission Statement. You have chosen this mission for PTG through your representatives to Council;

- 1. To provide continuing education to promote professional competency.
- 2. To improve the economic well-being of piano technicians.
- 3. To increase public awareness of The Piano Technicians Guild, Inc.
- To increase interaction and articulation with and among piano manufacturers, suppliers, dealers, technicians, teachers, and the piano playing public.
- To develop an ongoing working relationship with piano teachers and professional pianists.
- 6. To promote the use of the piano.

Struggling to meet the objectives and purpose of our organization as defined by this statement is a serious challenge to all of us. Six short sentences; yet these six sentences define who we are! As you look over each sentence of our mission statement, ask yourself the following questions:

- a. What programs do we currently have in place to accomplish the stated goals?
- b. Are our current programs working as efficiently as they can?
- c. Is it possible for us to do better to achieve our objectives?

Setting Goals In

The New Year!



PTG President Leon Speir, RPT

Progress has been made to provide more and better quality educational tools for our members. With the selection of Steve Brady as Technical Editor for our *Journal*, we will continue to see changes and improvement. The BusinessCraft Seminar, and the PACE Program have also opened new doors for us. Although these programs and others are in place to meet the challenge of our Mission Statement in providing educational tools, are we doing enough?

Marketing has been one of the major success stories for PTG. Adopting and promoting an organizational logo has helped to create a consistent, identifiable image to the piano-playing public. Creating and circulating our marketing products promotes our RPT members, as well as our organization. Are we meeting the challenge of our Mission Statement to increase public awareness of the Piano Technicians Guild? Can we do more?

The economic well being of technicians is fostered by quality piano care and promotion of ourselves both as individuals and as an organization. Causing the public to become aware of the need for consistent piano care will improve our earnings; i.e., when the demand goes up, so will our income. The popularity of the Business Resource Manual identifies it as an excellent tool for promotion of our members as defined in our Mission

Statement. Are you happy with the help PTG has given to improve economic status as a Piano Technician? Can PTG do more?

PTG chapters who have become involved in local SPELLS (Study of Piano Enhances Learning and Life's Success) groups have taken steps to increase interaction between technicians and manufacturers, dealers, teachers, and the piano-playing public. Many chapters are also involved in local teachers groups by presenting programs and technical classes. Monica Hern, Chairman of our Teachers Relations Committee, informs me that the MTNA steering committee has for the first time requested a proposal from us to present a class at the National MTNA convention. Are our efforts to interact and articulate with other groups beginning to work? I think so. But can we do more to achieve the goals of our Mission Statement?

As we ponder the six sentences of or Mission Statement, let's look back to our successes with pride, but more importantly, let's look ahead to the coming year and build on the challenges presented by these six sentences which define who we are!

I wish each of you a happy and prosperous New Year.

Reon Spice

A nuts and bolts guide to the new Young Chang G-208.

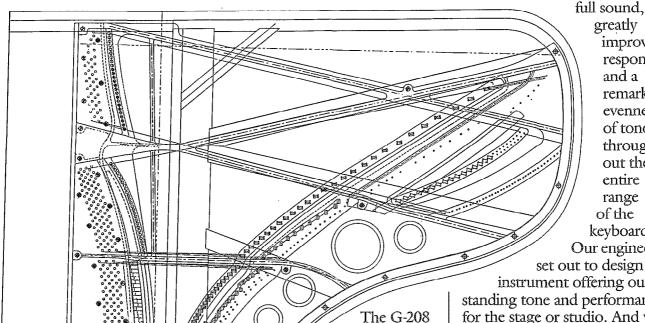
Our engineers are obsessed with the little things because they recognize the importance of attention to detail. But lately, they've become equally obsessed |

stability, and offers a longer soundboard lifetime. We're so pleased with this new design, we're now incorporating it into all our grand pianos.

then terminated in equal length offering improved sustain, projection and clarity.

Together these innovations create an instrument with a rich,

greatly improved response and a remarkable evenness of tone throughout the entire range of the keyboard. Our engineers set out to design an instrument offering outstanding tone and performance for the stage or studio. And we think the Young Chang G-208 truly hits the nail on the head.



with big things, and the result is 6'10" long. Our new G-208 grand is a departure for us and represents the smallest and largest of our latest innovations.

The G-208 is a 6'10" grand piano of an entirely new scale design. It features our new "Asymmetrically Crowned" soundboard which places the highest part of the crown in each rib directly under the bridge providing maximum support under the downbearing pressure of the strings. This new soundboard design exhibits improved power, projection and tuning

and brass are a selflubricating combination, we've discovered a brass rod offers better control of strings during tuning. In addition, the brass rod is easily replaced later in the life of the instrument eliminating the need for reshaping of the capo bar.

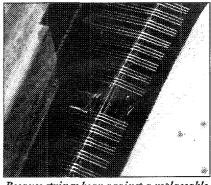
features a hard

brass bearing rod in the Capo DiAstro

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We also took a close look at our action and developed an all-new action design which improves response without loss of projection or clarity.

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For technical information on our new G-208 grand piano, write to us at Young Chang America, Inc., 13336 Alondra Blvd, Cerritos, CA 90701. Or call 310/926-3200, ext. 237.

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An Open Letter To PTG Membership...

I write this commentary to instigate a dialogue on the subject of the, I feel, erroneous use by some members of our trade of the designation "AA" to refer to the first generation of Steinway's model A, 57 wound string, six foot grand piano. The bass string unison configuration for this piano is as follows: 8 monochords and 12 bichords on a straight bass bridge, 2 bichords and 7 trichords on a separate tenor bridge. Steinway built this model from its inception in 1878 through 1897.

Nowhere to my (limited!) knowledge does the designation AA appear in any of the official Steinway catalogs, production logs or the revered "serial number book." Reference to this model was always "A, 6", having a compass of ether 7 or 7-and-one-third octaves. Other manufacturers of the day copied this scale design, most notably Mason & Hamlin (naming it the AA), Charles M. Stieff (naming it the Scale 31) and A. B. Chase. Calling this Steinway model an AA is akin to referring to the Chevy pick-up truck as an F-250, the meaning is understood but the nomenclature really isn't correct.

Of course, at the time this piano was conceived, the men who designed the scale didn't realize that there would be two additional improvements over the following decades. In 1986 the second generation model A was created with a 20 unison bass (8 and 12) and 5 bichord unisons on the long bridge, thereby eliminating the tenor bridge. This scale was built in a rim approximately 6'2" in length. The third and final revision, begun in 1913 and terminated in 1947, maintained the former's scale yet has a case stretched to 6'4". To me, as to many others in the trade today, not the least of whom is Larry Fine, it makes sense to refer to these three model A pianos as A-1, A-2 and A-3. This provides good chronological order and eliminates any confusion.

I put forth that all members of the piano service trade as well as its parts suppliers should adopt this system for categorizing Steinway model A grand pianos and discontinue the use of any "AA" designation, except when referring to the appropriate Mason & Hamlin scale.

David G. Hughes, RPT

Technician Serves As Detective...

The enclosed copy is a story that was printed in the November issue of the Salt Lake Chapter's newsletter, and I wanted to submit it for your consideration. I believe it might be appropriate for publishing because it illustrates that technicians might possibly encounter an opportunity to be helpful in recovering stolen pianos.

The Case of the Missing Piano. About a year ago, I was told by a professor of piano at Utah State University that one of the music department's pianos was missing and presumed stolen sometime during the summer of '93. The piano was described as a Yamaha, large black upright, five or more years old and considered to be their best upright piano. I had never seen this piano, and, as no serial number nor further identifying information was available at that time, I wondered at the improbability of ever assisting the university in its recovery. At the same time, I found myself entertaining the hope of an idea that this piano might just pop up somewhere. Several months passed, and then it did just pop up, right in front of my face.

Piano Technician Plays Detective. I left Logan to go on a regular tuning call to a home in the neighboring town of Brigham City, a drive of 27 miles. When I arrived I was led to a downstairs room by a polite woman who explained that it was her son who wanted his piano tuned — a large black Yamaha upright. I folded open the top lid, removed the upper panel and it wasn't there: The serial number had been neatly sanded away with a fine abrasive. I began to wonder. Could it be...? Yes, it very well could be — but I didn't have any positive proof. Information had been removed from other areas of the plate. Mostly all of the upright pianos at the university had the name of the tuner penned in a vertical orientation just above the plate webbing in the vicinity of the fifth octave. I was able to see a small letter S lying on its side that had not been completely sanded away. Sam had tuned this one, too. There were additional clues: many replacement treble strings, deeply grooved hammers, lots of tiny bits of paper from music books just like the university pianos. And the bench, there was one just like it at the university. As I was leaving, the father arrived and asked me how the tuning had gone, offering to say that his son had been keeping this piano in a storage facility for several months. I responded agreeably, not wanting to say anything until I had a chance to reconcile my suspicions. With a check in hand, I left, having completed the tuning as requested.

Cops and Courts. It turned out that the son was a former piano student of the university who had left his music studies and gone in to engineering. After a few days the campus police obtained a search warrant, confiscated the piano and returned it to the music department. The former music student confessed to having stolen the piano and, being charged with a second degree felony, is expected to enter a plea bargain with hopes of having the sentence reduced to a first degree misdemeanor.

Royal Kirkland, RPT



As a pianist and keyboard technician for Bruce Hornsby, I have learned that I can expect great things from the Baldwin piano. As touring instruments, the pianos are moved daily, submitted to changing temperatures — indoors and out, and even danced on by Bruce. It amazes me how they take the abuse, hold their pitch and always sound great. The Baldwin piano rocks!

John "J.T." Thomas

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It's Just A Feeling I Have... From Bob Waltrip

In order to check and/or re-tune tuned treble strings, I use a standard

split black rubber mute, with a flat steel handle. Because the mute is black, and because upright strings are not always illuminated well, it is hard for me to see which side of the rubber that the split is on. I roughened the split's corresponding side of the handle with a Moto-Tool drum sander, then coated that side of the handle thinly with Silicone II rubber-in-a-tube. Now, I can feel with my thumb which side the split is on, and the rubber coating under my thumb helps me to pull the mute from the strings when I am ready to proceed.



Music Rack Screw Hole Repairs From Robert Kerr, RPT

Recently I came across a couple of console piano music racks that had the mounting screw holes on the bottom side edges stripped out and the bottom edges split away. My usual repair method was to glue the split bottom back in place, drill out the stripped screw hole to the size of a hammer shank plug and drill a hole in the end of the shank just big enough to accept the core size of the wood screw. This repair has always left me feeling a bit uneasy. Some music racks are very thin and I figured that, at best, I would simply be returning it to nearly the condition it was in just before it broke.

This time, however, I proceeded in my repairs to the point where I was about to drill the screw hole in the newly installed hammer shank plug. At this point I took a seamless brass hammer shank sleeve with a hammer shank filling the sleeve and cut to about 1" or so. I then drilled a hole from the bottom up into the music rack about 1" deep and 1/8" from the side edge and glued the sleeve in. I filed the sleeve flush with the bottom of the rack. Now when I drill the holes for the mounting screws I will be drilling into the side of the brass sleeve and the side grain of the hammer shank inside. The mounting screws tighten up nicely and the stress of music books and whatever else it is that causes these things to break is directed more toward the center of the music rack than toward the bottom edge.



Polishing Balance Rail and Front Rail Pins From Willem Blees, RPT

Before regulating an action, be sure that the key frame is clean, and that the balance and front rail pins are free of corrosion. If these pins are very rusty, then they should be replaced. When pulling out the pins, place a block of wood next to the pin, and pull up with side cutters or end cutters, using the block of wood as the fulcrum. This keeps the hole from being elongated.

However, if all you have to do is clean the pins, then use the following method and tools. First, the balance rail pins are usually only dirty at the very top. They only need to be cleaned at the very top, because that is where the key bushing is rubbing. An easy method of cleaning the pins is with a power screw driver, such as the Sears Craftsman power driver. Attached to the driver is a 3/8" socket adapter with a 1/4" shank. This tool can be bought at most hardware stores, or through piano supply houses. Attach to the adapter a 3/8" socket, which has been packed with 3 or 4 wool balance rail punchings. Apply a little Brasso, or other metal cleaning liquid, to the punchings and put the socket with the punchings on the balance rail pin while the tip is turning. Leave it there for perhaps 10 or 15 seconds. When removing the socket the balance rail punching will want stay on the pin. To keep them in the socket, use a balance rail punching remover, and hold it under the socket as it is removed.

The same method can be used to clean the front rail pins, but instead of using a 3/8" socket with balance rail pins, use a 5/8" socket with front rail pins. The 3/8" socket can also be used to clean the capstans screws. When all the pins and capstan screws have been polished, wipe off the dried cleaner with a rag.

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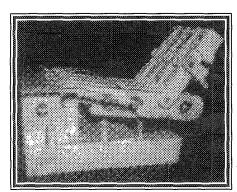
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Making Our Logo Work For Us

Bill Spurlock, RPT, Chairman, Marketing Committee

Logos are essential tools for achieving public recognition. Just about all businesses, organizations, and other entities use logos, which serve two purposes:

1) to grab our attention from among the thousands of competing images that pass before us each day;

2) to convey a certain image or feeling, such as quality, expertise, reliability, or simply brand identity. Obviously proper design and usage are critical to a logo's success. No one *has* to stop and study a particular logo, so its design had better be strong enough to capture the reader's attention. And no logo can contain enough text to explain the merits of its owner in words, so again the design must make the statement visually. Once a powerful design is developed, the logo must be displayed effectively and consistently in the correct size, placement, and print quality to maximize its impact.

In PTG, we have for the first time a family of logos professionally designed to gain visibility for PTG and to identify our member categories. To quote from our logo's designers, "This logo essentially consists of two components: a symbol and the typographic portion. The symbol ties the words, "Piano Technicians Guild" together so that the logo works as a unit. Associations with more than one word in their title sometimes face a readability problem because of so many words. This design effectively ties our three words together for instant recognition. The symbol portion of the logo was designed to be interactive, i.e., the art encourages the eye to examine it further." "The logo typeface was carefully selected to communicate the proper tone and positioning of the organization. . . reflecting sophistication and traditional values . . . strength and meticulousness "

We have our effective design. Now all members need to put it to work by using their logo version correctly and often. In this article I'll give some tips on how to do this and point out common errors in usage.

What is the Graphics Standards Manual?

A logo delivers its message the same way a piece of art does. Hang a painting upside down, change its colors, or reduce its size indiscriminately and you change its message. To ensure a logo's message remains strong when used by various people in different applications, graphics standards manuals (GSMs) always accompany

professional logo designs. Entities such as IBM, General Motors, NAMM, and Yamaha all have GSMs to specify proper logo usage including sizing, placement, colors, etc. These specifications ensure that a logo retains its identity and has maximum impact whether displayed on billboards, business cards, or letterheads.

The Home Office mailed every PTG member a copy of our GSM in late 1993. In it you will find the basic rules govern-



PIANO TECHNICIANS CUILD

The PTG Organization Logo, to be used only by the PTG home office



PIANO TECHNICIANS CUILD

REGISTERED PIANO TECHNICIAN *RPT member version*



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ing which version you may use, minimum sizes, suggested placement in various documents, colors, etc. Also included is a clip art sheet of logos in various sizes.

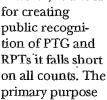
Adding the Logo to Your Business Documents

Displaying the logo to best advantage usually requires modifying the design of your business card or letterhead. The logo should look like it belongs on the page, rather than something jammed in as an afterthought. Here are some guidelines:

- Arrange the layout of your business card, letterhead, invoice, etc. to give the logo a space of its own. A little white space around it ensures it will be recognized as a separate object and not part of your business name or graphics.
- Keep the logo large enough to be legible. The GSM specifies a minimum of 3/4" long. However most often you will want to keep it larger, especially if available printing quality or rough paper texture will reduce clarity of the final product.
- Include your name somewhere near your member version of the logo. RPTs should also use the initials "RPT" after their names to reinforce recognition of our franchised category.
- Always use the cleanest logo copy possible. When having business cards or stationery printed, give your printer the original logo clip art sheet from your GSM, not a photocopied logo. When doing your own paste-up, use the original logo sheet or, if you need a special size logo, enlarge or reduce the originals on a well-maintained photocopier using smooth high quality paper.
- Be fussy with your printer. Emphasize your desire for clean, legible printing ahead of time. Then refuse to accept substandard work.
- Avoid using a computer scanned logo image. In most cases, unless you do some careful editing of the scanned image, and have a high resolution laser printer, the resulting logo will be much less clear and legible than a pasted-in original.

What about the RPT Circle Emblem? Yes we still have the RPT circle emblem, and it is a meaningful symbol within PTG for many RPTs. However, as a tool

"No one has to stop and study a particular logo, so its design better be strong enough to capture the reader's attention"





of a logo is to reach those *outside* an organization, not to serve as a badge or award for those inside. Thus the measure of a logo's effectiveness is not the members' response to it, but what it means to the public. Consider the following:

- Logo design is an art and a science. Both aspects went into the design of the new logo, executed by trained professionals with a proven record of successful logo design. Neither went into the circle emblem, which was instead formed by simply combining the emblems of PTG's two parent organizations.
- * To stand out from the crowd, a logo must be distinctive. Our new logo is unique, whereas circle emblems are exceedingly common and tend to all look alike. How common are circle emblems? My local paper publishes a list of 32 local organizations with their logos, over half of which are circle designs very similar to the RPT emblem.
- To identify its user as an RPT, a logo obviously must contain the words "Registered Piano Technician." The circle emblem does not contain these words, only the organization's name. Thus unless accompanied by explanatory text, no connection is made between the emblem and the RPT classification. In fact, since the public is so used to seeing circle emblems used by organizations and government entities, the RPT emblem simply says "an organization," not a specific level of achievement within an organization.
- To capture and recapture the viewer's attention, a logo's image should leave room for interpretation. It should not be a literal, what-you-see is all-there-is-to-it design. Our new logo has this "interactive" feature, where it may be seen as tuning forks one time, piano keys another, or fingers on keys yet another time. The result is that viewers spend more time pondering its meaning, thus implanting its image in their minds and recognizing it as PTG's symbol next time.



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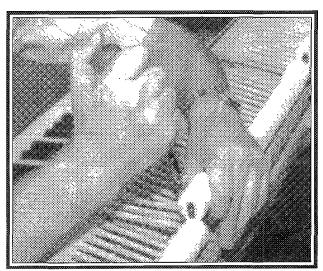
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Over time and with consistent widespread usage, our logo can do its job of becoming a recognized symbol for PTG and our member categories. The process is well under way, with roughly half a million pieces of PTG literature sold displaying the new logo. In addition, many members have added the logo to their business cards, ads, letterhead and invoices, and ads have appeared in music teacher magazines showing (and explaining) the new RPT logo.

"The primary purpose of
a logo is to reach those
outside an organization,
not to serve as a badge
or award for those inside"

But the key is *consistent* usage, and just as RPTs wisely went from a confusing array of titles for our franchised category to a single term—RPT—we also need to use the new RPT logo exclusively. This is not to devalue the circle emblem as a symbol of our heritage. Simply put, if we really want the public to recognize RPTs, we have to use a common symbol.

Common Errors in Logo Usage

The PTG Graphics Standards Manual contains all rules governing proper logo usage. Below are some common errors to avoid.

- Omitting the member category line: Only the PTG home office may use the basic organizational logo. Individual members must use their correct member version having the Associate or Registered Piano Technician line below. Also, chapters or other groups must add a title line below.
- Using a member logo version without your name:

The RPT and Associate logos identify a person, not a business name, and so must be accompanied by the technician's name.

- Incorrect typestyle for the title line: Chapter, exam boards, or seminar names should always use the Helvetica typeface for the title line below the logo.
- Crowding the logo into other objects: To maintain its own identity, the logo must have its own space on the page. It should not be combined with other elements on the page.

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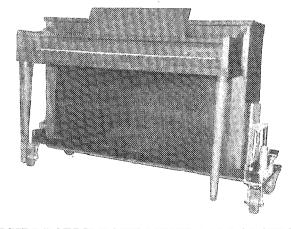
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In brief

This lesson will complete the regulation sequence with adjustment of bridle wires and pedal adjustments.

Getting started:

In order to pursue any serious study of piano technology, one must obtain basic resources. Catalogs from several piano supply houses, both large and small, are essential. Besides offering the necessary supplies, their pictures and item descriptions are valuable sources of information. Piano manufacturers' service manuals are also essential sources of valuable information. Most are available at no cost. Most important to participating in this Lesson Plan series are the PTG Exam Source Books, both the tuning and technical versions. Articles in these books will serve as reference material for the lessons.

Hands-on session setup:

To teach this lesson in a hands-on format, you will need one or more vertical pianos in good condition. Dampers, hammer blow distance and lost motion on these pianos should already be in reasonable regulation.

Depending upon time and pianos available, this lesson may consist of each participant doing the adjustments on separate pianos, or taking turns observing and adjusting on a single instrument.

Estimated lesson time:

1 hour or less

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LESSON PLAN

Technical Lesson #17

Bridle Wire & Pedal Adjustments

By Bill Spurlock, RPT Sacramento Valley Chapter

This monthly lesson plan is designed to provide step-by-step instruction in essential skills. Chapters are encouraged to use this material as the basis for special Associate meetings, or for their regular meeting program, preferably in a hands-on format. This method allows the written information to be transformed into an actual skill for each member participating.

Tools & materials participants must bring:

For this lesson participants should bring a selection of regulating tools, including:

- Pliers
- Adjustable wrench
- Firm blocking felt (hammer felt trimmings sold by the pound by piano supply houses)

Assigned prior reading for participants:

PTG Technical Exam Source Book (PTG Home Office, 816-753-7747), pages III.11-III.13

Instructions

Sustain pedal While all pedal adjustments are important, the sustain pedal is probably most critical in vertical pianos. It gets used the most and is most important to the pianist's performance, and thus any noise or malfunction will be obvious. The sustain pedal requires two adjustments, which must be done in the following order:

- 1) Regulate the lost motion in the damper system by adjusting the nut on the pedal screw (see figure 1).
- There should be no lost motion between the top of the pedal dowel and the end of the damper lift rod of the action, so the lift rod starts to move simultaneously with the pedal. See Figure 2. This will reduce noise and wear at the connection of the dowel and lift rod, and give the most solid and controllable feel to the pedal. Otherwise, the player feels a two-stage lost

motion: first a gap between the pedal dowel and lift rod, followed by the gap between the lift rod and damper levers.

- There must be enough lost motion that the lift rod does not hold the dampers off the strings. With the pedal at rest, test for adequate lost motion by pushing against the unison strings as in photo 1; the dampers should follow the strings at least 1/16".
- Lost motion should be small enough that the end of the sustain pedal moves no more than 1/4" before the dampers start to lift. (Figure 1)
- 2) Adjust the amount of damper lift by adding to or trimming the stop felt under the pedal; Figure 1.
- Adjust the stop felt thickness so the pedal lifts the dampers the same amount as they lift when playing the keys. This is a very important adjustment—many pianos have excessive pedal travel, causing the trapwork, damper lift rod, and dampers to move much farther than they need to. This causes excessive wear and noise, and eventually leads to breakage of damper system parts.
- Scrap hammer felt (available from supply houses) makes excellent blocking felt for trapwork because it is dense and stable. Every technician should carry some.

Bass sustain pedal

The bass sustain pedal (middle pedal on most American pianos) is adjusted the same as the

Figure 1: Sustain pedal adjustments

Adjust to regulate lost motion to 1/4" or less at end of pedal

Adjust pedal stop felt thickness so damper lift by the pedal equals lift by the keys. Use firm felt.

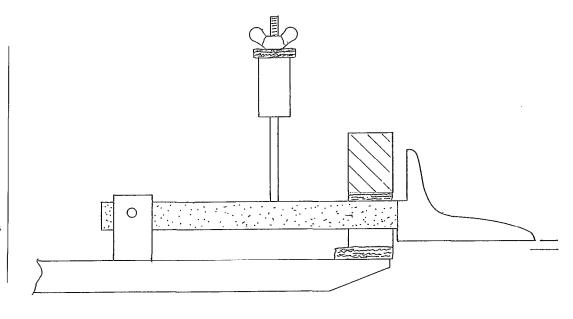
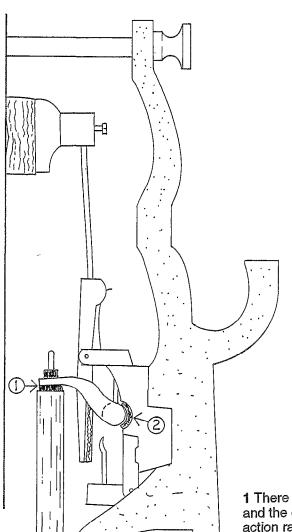


Figure 2: Sustain Pedal Lost Motion Requirements



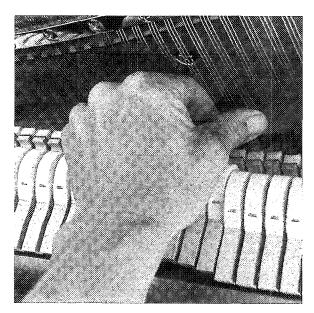


Photo 1: Testing for adequate lost motion in the sustain pedal. When strings are pushed inward the dampers should follow at least 1/16"

1 There must be no space between the top of the pedal dowel and the end of the lift rod when the rod is back against the action rail cushions 2.

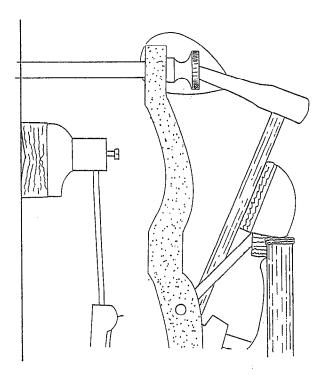
normal sustain pedal. This pedal has no musical function, but it can cause the following problems if far out of adjustment: If it has no lost motion, the bass sustain pedal can cause ringing bass dampers. If it has excessive lost motion, it can cause noise and binding of the damper lift rod when the regular sustain pedal is used and the bass end of the lift rod rides up and down on the bass sustain pedal pin.

Soft pedal

The soft pedal or hammer rail pedal requires two adjustments:

- 1) There should be no lost motion between the top of the pedal dowel and the hammer rail (figure 3).
- The rail should begin to move as soon as the pedal is moved; however the pedal dowel should not be so high that it holds the rail off of the action brackets.
- Adjust the lost motion using the nut on the pedal screw.
- 2) The hammer rail should push the hammers half way to the strings or slightly less (Figure 4).
- Adjust the travel by adding to or trimming the blocking felt under the pedal, as with the sustain pedal.
- Often a blocking felt is placed between the hammer rail and left action bracket as shown in Figure 4, to prevent the rail from flying too far forward if the pedal is pushed quickly. This felt is optional; however, the pedal must be blocked to prevent a

Figure 3: Soft Pedal Lost Motion Requirements



There should be no lost motion between the top of the pedal dowel and the underside of the hammer rail, but the dowel should not hold the rail off the action brackets.

mushy feeling at the bottom of its travel.

Mute or practice pedal When the center pedal operates a mute rail, two checks are needed:

1) With the pedal at rest (mute rail in the up position), it should be high enough that no hammers brush it when playing.

- 2) When locked in the down position, the felt should drop low enough to mute all hammers.
- A turnbuckle is usually provided in the pedal linkage to make the adjustment.
- Adjust so that the mute felt drops just enough to mute all strings. (If it

drops lower than necessary it can slap against neighboring strings and cause unwanted tones when the sustain pedal is used.

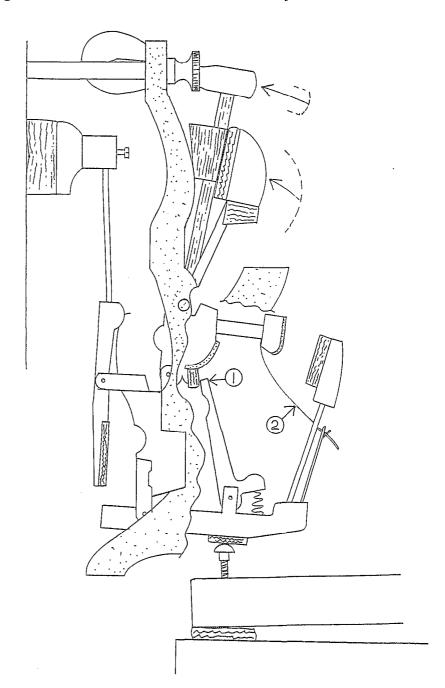
Bridle Wires

The bridle wires and straps prevent the wippens from dropping too low and allowing the jacks to fall below the hammer butt felts when the hammer rail is pushed forward, the action is removed, or keys are removed. Tension of the bridle straps is adjusted by bending the bridle wires forward or backward to satisfy two requirements:

- 1) The bridle straps must be tight enough that the hammers can be pushed all the way to the strings without the jacks falling beneath the hammer butt felts.
- 2) The bridle straps must be slack enough that when the left pedal is fully depressed, the straps do not lift the wippens and cause the keys to go out of level.

Bend any bridle wires as necessary, then double-check them all to make sure they are spaced away from all backcheck wires. If too far to one side they can click against neighboring backcheck wires, and if too close to their own backcheck wire the two can rattle together.

Figure 4: Soft Pedal and Bridle Wire Adjustments



The left pedal should move the hammers half way to the strings.

Blocking felt prevents rail from flying beyond 1/2 hammer blow point

- 1 Bridle straps must be tight enough that jacks can't fall beneath butt felts when keys or action are removed...
- 2 but slack enough that wippens aren't lifted when soft pedal is used.

In brief

This lesson concludes a series of three on the Baldassin-Sanderson Temperament. Participants will build on the results of the previous two lessons, an ascending series of contiguous major thirds from A2-A4 (dividing the double octave into six equal parts), and a parallel ascending series of whole tone major thirds from F3-F4 (dividing the temperament octave into six equal parts). This tuning should be in place on, or restored to the piano before proceeding. In this lesson, participants will continue to work within the F3-F4 temperament octave and learn how to divide it further into the twelve equal parts of equal temperament. They will each contribute handson to the final result as we follow steps 19-24 in the Baldassin-Sanderson Temperament.

Chapter meeting set-up

These lessons are most conveniently taught to a small group of four or five. Each group should have its own piano and RPT instructor. Each piano should be in a quiet environment for close listening. Avoid using pianos that present serious obstacles to tuning, such as deeply grooved or misaligned hammers, string termination noises, etc.

If you are using the same piano for this lesson as for the last two, restore the results of the last two lessons by re-tuning from SAT memory, and/or recheck the results as described in the instructions below. If you are using a different piano, you will have to prepare the tuning in advance for this lesson as

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LESSON PLAN

Tuning Lesson #17

The Baldassin—Sanderson

Temperament: Part 3

Completing the F3-F4 Temperament

By Michael Travis, RPT Washington, D.C. Chapter

This monthly lesson plan series is designed to provide supervised practice of tuning skills as a supplement to independent study and practice. Chapters are encouraged to use this material as the basis for special Associate meetings, or for their regular meeting program. Each lesson is designed to take about one hour, with about four participants. Participants are assumed to have essential reference materials and tuning tools (see PACE checklist) and access to a well-scaled large upright or grand piano for independent practice

described in the last two lessons and below.

Tools & materials participants must bring

Tuning hammer, A-440 pitch source and mutes.

Home study assignment for participants

Review PACE tuning lessons 15 and 16, parts 1 and 2 of the Baldassin-Sanderson Temperament, and practice setting up the double octave/major thirds framework, and then the F3-F4 whole-tone scale. Review PACE tuning lessons #10-13 on tuning fourths and fifths. Practice tuning 4:3 fourths

both pure and 1 bps wide. Practice listening for and tuning equal-beating contiguous fourths up and down from notes in the temperament area. For example, with C3, F3 and A#3 muted to single strings, first tune F3 to C3, about 1/2 beat wide, then tune A#3 to F3, about 2 beats wide, and then carefully adjust F3 so that the CF and FA# fourths are equalbeating. Another suggestion for home practice: strip mute the midrange on your piano and listen for pairs of contiguous fourths that are not equal-beating, and then make them equal-beating by adjusting the common note as needed.

General instructions

This lesson will follow steps 19-24 of the Baldassin-Sanderson Temperament procedure. At the conclusion of the lesson the group should have tuned the series of rising 4:5 contiguous thirds from A2-C#3 through F4-A4, a complete temperament octave from F3-F4, and all unisons of these notes. PACE instructors may require participants to tune unisons as they go, or instead insert a strip mute in A2-A4 and tune all the unisons afterward. Either procedure should produce satisfactory results provided the piano is at pitch and reasonably in tune to begin with. The final checks should be with unisons pulled in.

The first thing to do will be to establish or re-establish the double octave/M3 framework and the wholetone thirds series of the last two lessons. Check the contiguous thirds from A2-A4; what we're looking for here is a 4:5 progression of contiguous M3s, and in addition, the three upper M10s should echo the beat rate of the three lower M3s (M10s A2-C#4, C#3-F4 and F3-A4 beat in ascending 4:5 ratio, echoing M3s A2-C#3, C#3-F3 and F3-A3). Also, check for smoothly rising parallel whole-tone thirds (F3-A3, G3-B3, A3-C#4, B3-D#4, C#4-F4).

Next, go on to steps 19-24 of the Baldassin-Sanderson Temperament, and tune notes in the following order: A#3 (final), C4 (final), F#3 (final) and D4 (final). The instructor may have participants select their notes by a random drawing or any other method, as

long as everyone gets to do something. Recall that at the end of the last lesson, we had left A#3 and C4 in their initially tuned state, tuned as fourths to F3 and G3, respectively. Now we are ready to finish the temperament.

The Baldassin-Sanderson Temperament: Part 3

- 19. Re-tune A#3 such that it is halfway between F3 and D#4. Since A#3 is the common note between the FA#-A#D# contiguous fourths, this is a very sensitive adjustment, and is accomplished when the two fourths are essentially at the same beat rate, the upper fourth possibly ever so slightly faster.
- 20. Re-tune C4 such that it is half way between G3 and F4, as above.
- 21. Tune F#3 such that it is halfway between C#3 and B3, as above, and F#A# is halfway between FA and GB.
- 22. Tune E4 such that it is half way between B3 and A4, as above, and CE is half way between BD# and C#F.
- 23. Tune G#3 as a third from C4, a fourth from C#4, as fifths from C#3 and D#4, and sixth from F4 (check parallel intervals where possible).
- 24. Tune D4 as a third from A#3, a fourth from A3, as fifths from G3 and A4, and sixth from F3 (check parallel intervals where possible).

You now have completed the temperament, since you have divided the octave F3-F4 into twelve equal parts.

Summary of checks for completed Baldassin-Sanderson Temperament:

- 1. A4 at A-440.
- 2. Three good octaves, A2-A3, F3-F4 and A3-A4, with similar-sounding M3-M10 tests.
- 3. Contiguous M3s from A2-C#3 to F4-A4, beating in ascending 4:5 ratios.
- 4. Ascending M10s A2-C#4, C#3-F4 and F3-A4 which echo the beats of the three lower contiguous M3s, and also beat in an ascending 4:5 ratio.
- 5. Smoothly rising parallel whole-tone thirds (F3-A3, G3-B3, A3-C#4, B3-D#4, C#4-F4).
- 6. Smoothly rising parallel chromatic thirds in the F3-F4 octave.
- 7. Smoothly rising parallel chromatic sixths in the F3-F4 octave.
- 8. Parallel chromatic fourths in the F3-F4 octave that all sound similar, though perhaps a tiny bit faster toward the top.
- 9. Parallel chromatic fifths in the F3-F4 octave that all sound similar, though perhaps a bit more variable than the fourths.
- 10. Fifths up or down from a given note should never beat faster than fourths in the same direction.

It may be useful to record the final result on a SAT page before leaving the piano, to facilitate set-up for future lessons on the same piano, which require a temperament be tuned as part of the set-up. Someone familiar with the SAT should do this. First measure any deviation of the center string of A4 from A-440, then enter that value as a pitch offset, and finally measure and store the values for the fourth partials of the center strings of all tuned notes. In addition, save a separate written record of this page of SAT memory, in case you have to use a different SAT for lessons on the same piano.

It is fairly straightforward to fill in the remaining notes in the A2-A4 range, since there are multiple checks available for each one that "lock" it into place. If time permits, extend the F3-F4 temperament out to the A2-A4 span. Check your tuning with parallel thirds, sixths and tenths, and contiguous thirds and

fourths. Compare fourths and fifths throughout the range using criterion #10 above, and use additional tests on any problems you detect.

Note: Do you find these lesson plans valuable? Do you have specific suggestions for changes or clarification? Please direct any comments or suggestions to the author c/o the Journal.

Hammer Installation

A Different Perspective!

By Gerald F. Foye San Diego Chapter

ammer installation is one of the more hazardous aspects of piano service. Hazardous in the respect it can turn into a nightmare if the owner of the instrument determines the finished product is not what they anticipated. Having had experiences in hammer hanging both good and bad and also having noted other technicians who have had similar experiences, even to the point of being sued, I offer a different perspective.

Some technicians feel the end result of their efforts is conclusive. That is, if the client doesn't like it — tough! I have never looked at it that way. I feel if the client doesn't like it, it is my obligation to determine why and correct the problems if possible.

To that end, I have now approached hammer hanging with a new perspective by attempting to eliminate possible failure before I even start. I believe any technician who installs hammers either has had or will have a failure in the form of a dissatisfied customer. It may well be the fault of the technician. Therefore, the technician must attempt to make that determination the best he or she can.

But, let's consider the owner of the piano. The owners of most old upright and most vertical pianos seem to be satisfied with most anything. On the other hand, owners of quality grand pianos are of a different breed. Quite often they are the temperamental artist, the retired musician, the person with perfect pitch, the piano instructor. These people may never be satisfied no matter what a qualified technician may do.

I encountered a situation whereas I installed new hammers, flanges, shanks and miscellaneous on an old, quality grand. The owner was a retired musician. The clue is the retired musician was a horn player, not a pianist. The end result: tonal quality was not satisfactory to that person.

It may well have been my fault! I did my best by attempting all sorts of voicing procedures but ended up going in circles.

Eventually I determined the musician was inviting friends from all over to play and critique the instrument. Naturally, each one had a different concept so I was faced with an uphill battle and losing. I finally threw in the towel, gave the client a full refund and someone else tackled the job. That met with failure also. At that point I concluded a new perspective was in order. In the future, on quality grands I will interview the client and get a feeling for their concepts. If I feel they are not certain of what the end result should be or they are the temperamental artist, or someone who wants to show off their great knowledge to their artistic friends, then I will turn the job down. It simply isn't worth the aggravation and reflection on my reputation.

Another device I learned some years back was to number and save the set of hammers removed from the instrument on which new hammers are installed. For example, one client wasn't satisfied with the sound of the new hammers. So, I brought back the old hammers, installed a few and let her listen. She then determined the new hammers were fine and there were no problems after that. Another time, a client had another tuner work on her piano, after I had installed new hammers. The new technician advised the client, for some reason, that the piano

probably had not needed new hammers to begin with. When the client advised me of that I brought back the box of old hammers and showed the client how badly worn the old hammers were. That solved the problem and saved my reputation.

The moral of the story is: when you evaluate a piano for new hammers, evaluate the owner of the piano also.

The Tuner By Paul Monroe, RPT

One of the many concerns I have is a subject not related to tuning but a very necessary part of our business. The subject is "salesmanship."

I have heard good tuner-technicians say "give me a piano to work on..." and "I like it but this calling on potential customers..." Unfortunately, without that customer or client we won't do any tuning. This article is intended to give a few suggestions and comments that may help ease the pain for the tuner who doesn't like to sell

One of the most important things to realize is that you are selling every minute of your waking hours. If you wake up in the morning with a good attitude you are selling your attitude, and your spouse, or those around you will feel it or see it and react accordingly. Likewise, if you wake up with a bad attitude.

When you talk on the telephone and you aren't smiling inside and outside, the person on the other end of the line feels it, recognizes it and reacts to it. Whatever your attitude, it carries over the phone wires just as well as it does when you are talking face-to-face.

A suggestion I want to pass on to you as an aid is to first like the person you are going to call on the phone. You will reflect in your voice whether you like them or not. If you don't like them, I guarantee you will have a small measure of success in setting up appointments. It is appropriate to say here that you must like yourself and your profession before you can like the person you want as a tuning client.

Next, know your client. Is it a repeat client? Is it a potential client? For the new client it is sometimes difficult to learn all you would like to know however when the initial call is made, have a routine question sheet by your telephone. It should contain the obvious such as name, address, phone number and other information like directions, major cross streets if you are in a metropolitan area, type of piano — vertical or grand — name of the piano, when it was last tuned, anyone taking lessons, urgent or a routine need. While you are asking these

questions you should be able to begin to learn something about your client, their attitude, their knowledge of the piano, etc.

It is amazing how much you learn about their family lineage when they try to explain how they now have a piano that was once owned by their great grandmother and she gave lessons on it and "I want my child to learn on her piano." The fact that it was owned by their great grandmother may be of little interest to you, personally; however, I feel that it should be. If you are careless it will be felt by the client and when he or she hangs up, they don't really know if they want you to work on "grandma's piano." Also, this little example tells you what you are going to see when you arrive to tune it. It also tells you to allow an extra hour or two to do some of the repairs that usually accompany a piano such as this. Know your client and enjoy — it is your livelihood.

Another part of the business you should cultivate is the repeat client. As for me I don't like to call and remind my clients their piano is due for tuning. First of all, is it due? Just because it has been a year since it was tuned, is it due? In my opinion, it is due only if someone is taking lessons, it is played occasionally, it is treated as an instrument and not strictly as a piece of furniture. I am sure there are some technicians who make it necessary to tune a piano on a regular basis.

- 1. Train ears to hear openly.
- 2. Maintain proper touch to avoid frustration by the student.
- 3. Check hammer and damper wear.
- 4. Adjust trap and damper systems.
- 5. Repair or replace broken parts.

The question of whether there is a need or not will have been answered during your first appointment to tune the piano.

If you are reluctant to call your repeat clients, the following suggestions should help a great deal.

During the first tuning determine if the situation calls for regular scheduled tunings. Sell your client on the need if there is one. If they buy it, tell them you will be happy to place their name in your schedule and two to three weeks before the due date you will send them a card reminding them of the appointment. Your card should be printed. It will look professional and the costs of printing are minimal. Or, if you are an RPT member of the Piano Technicians Guild, you can order pre-printed reminder cards. These cards are available in a variety of styles to meet your needs and tastes. You can place an order by contacting the PTG Home Office in Kansas City.

The night before you are scheduled to go to their home, call to confirm the appointment. This is important for the new client as well as the repeat client. As you drive to their home you know they are expecting you. When you call to confirm the appointment they will be aware of who you are and what you do. You won't have to sell the need, you did that during your first appointment.

Some tuners set a specific date for the next appointment immediately after completing their work for that appointment. I refrain from setting a specific date and time of day to allow myself flexibility. I establish a firm schedule when I send out the appointment reminder cards.

Another reminder for the salesman. Your client likes to see you well groomed with a neat and tidy tool kit, a professional attitude and above all the client likes a smile that reflects a pleasant attitude.

If you would like to know more about the details of salesmanship, browse through your local library or book store. I think more books have been written about this subject than any other in the business field. There is one thing they all say and that is: to be able to sell you must believe in yourself and your product.

If you want to learn more about YOUR product, attend local chapter meetings, local, state and national conventions. Without this constant upgrading in your ability you will fall short of believing in yourself and your product.

length.

Of course, that's much easier said than done, and much easier demonstrated than described, but we'll give it a try.

the desired frequency for that speaking

Let's first envison what happens when we start yanking on the pin. We'll be talking about a typical grand with agraffs, in the tenor section, and have the hammer on the pin in the 12:00 to 6:00 range (6:00 is your belly button). Here's what usually happens.

First, the pin leans back a tiny bit, and may also twist an even tinier bit above the block, both of which will increase the tension of the front waste end.

Next, the difference in tension between the waste end and front duplex will overcome the friction at the string rest, and those two segments will have roughly the same tension, but greater tension than the speaking length.

Eventually the tension difference between the speaking length and the other two segments will overcome the friction at the agraff, and the frequency of the speaking length will change.

Finally the tuning pin will rotate in the block (if it hasn't already). In effect, we are tuning by remote control. The only thing we have direct control over is the tuning hammer, and we're trying to gain exact and precise control over something several links away in the chain. To further illustrate, think of three springs connected to two bricks. It will take lots of pulling on the tuning lever to eventually change the frequency and the frequency won't stay put unless the springs and bricks are happy to be where they are and not wishing to be elsewhere.

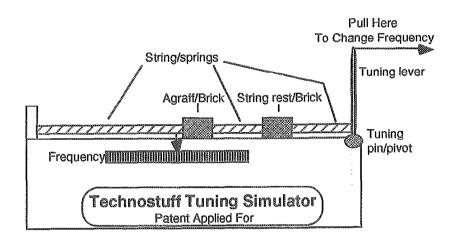
Meanwhile, back at the piano, trying to keep track of all these goingson while you tune will drive you nuts, so what's needed is hand-to-ear coordination.

Hand-to-ear coordination is the key to successful hammer technique. The ability to match what you feel to what you hear as you move the hammer will tell you;

• how much friction exists at the bearing points

- how much torque is needed to move the pin
- how far the pin needs to turn
- how wide the range will be for that string, at least initially

It looks like I can string this topic out for another month. Next month I'll give the steps for developing hand-to-ear coordination, and Richard's Rules for Hammer Technique.



Techno-Stuff By Richard Anderson, RPT

Feature Writer
Chicago Chapter

PTGReview

PIANO TECHNICIANS GUILD

Dedicated To PTG News • Interests & Organizational Activities

It's January, a new year, and the holiday season is past. If you're like me, that means the hectic pace has relaxed, just a little bit. And for many chapters who have enjoyed holiday banquets and other social events in December, January is a good time to review chapter goals and to evaluate progress with special projects and technical programs.

We all understand the importance of planning in our own businesses. Planning is equally vital to maintaining productivity in the chapter. Here's a few ideas to consider:

•Are there Associate members in your area who need exam opportunities? If you offer exams at the chapter level or if you participate in an area examining board, think about a date when equipment, examiners and the facility are all available. Plan far enough ahead to place advertising in your newsletter, the Journal, even a direct mailing to Associates in your region (the Home Office can print labels for specific geographical areas for a very reasonable fee).

•Do you know when your local or state teacher associations hold recitals, music festivals or conferences? These are great opportunities to interact through advertising in their directories and programs, and by exhibiting or offering a presentation on piano technology. The time to check it out is now, as teachers and educators plan well in advance.

•September is National Piano Month, as promoted by the National Piano Foundation. It is not too soon to decide what your chapter will do to promote the benefits of owning,

CHAPTER E MATTERS

By Keith Bowman, RPT

Chairman • Chapter Services Committee

playing (and servicing) the piano next September. Many chapters send out a mailing to teachers and music educators, which often include samples of PTG informational publications.

• Has your chapter been using the PACE lesson plans for any of its technicals? These are great for regular meetings and also work well for special "Associate Day" curricula. Some chapters charge a small fee depending on the scope and duration of these events, which can have some fund-raising potential. Again, these take advance planning and promoting.

•Speaking of technical programs, it usually takes at least a couple of months to schedule a guest speaker for your meeting, or, go all out with a full day program with refreshments or luncheon — even entertainment!

•Chapter projects can eat up a lot of calendar time. Especially if it involves a piano restoration. And nothing can become a bigger headache if the project drags on. It is especially important to decide on a

realistic project with respect to your chapter size, resources and budget.

•Do you have ideas for public outreach, possibly working with piano retailers or teachers? Are you participating in a SPELLS program in your community?

Planning your chapter activity for the next six or 12 months really breaks down into lots of individual decisions. Decisions on what to do, how to do it, when, where, or even eventually deciding not to do something that initially seemed like a good idea.

There's a great amount of work involved, but not necessarily for any one person. The best results usually come when every chapter member shares in a project and when each individual effort is recognized and valued collectively by all the chapter members. Many of you know how easy it is to get overwhelmed when you have taken too much upon your own shoulders. Delegate the work, and foster chapter participation from the initial planning on. There's no better way to maintain high chapter morale!

NEWSLETTERNEWS

I have been reading many chapter newsletters lately and, with proper acknowledgment, would like to share a few excerpts.

Many chapters encourage Associate members by publishing announcements or stories about those who have successfully challenged the

Chapter Matters continued...

RPT Exams. Here's one example, which has appeared both in *The Latest Pitch* (Golden Gate Chapter) and in *The Valley Technician* (Sacramento Valley Chapter):

Congratulations to Joe Malecki!

On September 7th, Joe Malecki of the Santa Clara Chapter passed his tuning exam with flying colors at our San Bruno test site to become a new RPT. Joe worked hard to prepare for his last exam, and of the experience he says, "Even though I've been tuning for 15 years, I'm a better tuner now than I was six months ago." That statement really sums up the goal of the RPT Examination — to provide a standard by which we can all measure our skills, and through the process improve the quality of our work and the pride we take in it. Joe feels the PTG Exam Source Books were invaluable to his success, and recommends them to anyone preparing for the exams. Thanks, Joe, for participating in PTG's mission of providing quality service to piano owners.

Piano teachers and music educators can be the most challenging industry group to work with. The Piano Wire (Salt Lake Chapter) published this release in their October issue:

UMTA Convention Advertising Out

On November 11th and 12th the Utah Music Teachers Association will hold their annual convention. Included in this year's convention registration materials are three items contributed by the Salt Lake Chapter of the PTG. The items include a pamphlet on "Servicing the Teaching Piano". Technical Bulletin 2: Regulation, and a current directory of members of the Salt Lake Chapter along with their business phone numbers. It is hoped that convention attendees will take advantage of this valuable information on piano service and that they will seek out qualified professionals to provide that service.

Also included in the new issue of the UMTA Directory is an ad for the Salt Lake Chapter of the PTG. A copy of the ad will be found on the back of the new chapter directory. Members may acquire their own copy of the

directory at the October Chapter Meeting.

Publicity, assuming it is rendered in a positive light, is an extremely effective way to reach the public at large. A regional newspaper picked up on the Successful North Carolina Regional Conference at High Point, NC, in November. Several RPT members were interviewed, including immediate-Past President Fern Henry, Karen Hudson-Brown and Bill Spurlock, as well as Scott Jones of Steinway & Sons. There also was a half-page photo featuring David Lamoreaux and Karen Hudson-Brown preparing a piano for her performance.

How did I find out about this? By reading *Alpha Bits*, the newsletter of the Washington, DC, Chapter, who had the foresight to share the article and photo with their readership. Thanks!

By the way, it is highly desirable that any news clipping you come by that mentions PTG, your chapter, or an individual member be passed on to your regional CSC Representative. It could wind up in a future issue of the PTG Journal.

Reclassifications to RPT

REGION 1

061-OTTAWA, ON

DONALD W. COTE 1813 AVE DES PRAIRIES ORLEANS, ON K1E 2R3 CANADA

REGION 3

731-OKLAHOMA

NORMAN R. CANTRELL 2251 N.W. 19TH OKLAHOMA CITY, OK 73107

REGION 5

683-NEBRASKA

KEVIN E. STOCK 15300 37TH AVE., N #B111 PLYMOUTH. MN 55446

NOVEMBER - IN MEMORY

RICHARD KAWIECKI, RPT BALTIMORE, MD

JOHN LITTLE, RPT ORANGE COUNTY, CA

GENE A. PIKE, RPT WEST VIRGINIA

SEBASTIAN PUZZO, RPT CONNECTICUT

GEORGE WHYTE, RPT SEATTLE, WA The dictionary defines "catalyst" as an agent initiating a chemical reaction. A word that can be substituted for catalyst is synergist. Synergist comes from synergy, which is defined as the action of two or more substances to achieve an effect of which each is individually incapable. Both catalyst and synergist appropriately describe the involvement of piano technicians in the SPELLS Program.

As it is presently organized, the SPELLS Program requires the participation of competitive retailers and encourages the participation of technicians and teachers. However, technicians throughout the US have often been the catalyst that caused the retailers to even consider getting involved in the SPELLS Program. The technician (and sometimes several technicians) became the "mover and shaker" that could motivate the rest of the piano community to work for the greater good. This required leadership skills and a vision that had no room for self-serving agendas.

In addition to being catalysts that ultimately caused the spirit of the SPELLS Program to prevail, technicians have also been the glue that has held it together during the turbulence that can occur among mortal human beings. (Which includes all of us!) Again, holding it together required leadership skills and a vision that rose above self-serving agendas.

Technicians have also been willing to admit their participation in the "brand bashing" that is prevalent among the piano community of retailers, technicians, and teachers. Local, regional, and national chapters of PTG have had the courage to address this topic, even if it stepped on many toes in the room.

Other examples of catalysts in the technical community include:

•A technician/retailer in Dallas who encouraged the retailers to get together even before the SPELLS Program existed.

•A contingent of technicians in Richmond who have orchestrated the most cost-effective SPELLS Program in the country.

The Piano Technician

A CATALYST FOR THE SPELLS PROGRAM

By Brenda Dillon National Piano Foundation

•A technician in Lubbock who continues to believe in the power of the SPELLS Program through discouraging times.

•A group of technicians in Madison who serve on the board and enthusiastically contribute to some of the most innovative ideas of any SPELLS group.

•A past PTG President in Sacramento who was able to convince the piano community to try SPELLS again when it didn't happen a year ago.

•A PTG Executive Director in Kansas City who has agreed to facilitate SPELLS in that city.

These examples don't include the countless number of technicians who are working behind the scenes to bring the SPELLS Program to their cities. They have written and called for the SPELLS Action Kit, and they are discussing strategies that have the most potential for success when the retailers aren't inclined to work together.

Although we continue to call SPELLS a program, it has proven to be far more of a spirit than a program. It began as a spirit that focused on promoting the benefits of active piano participation to those who live around us. This was a challenge to all of us who weren't used to even thinking about these benefits, much less articulating them. Starting down this

path caused us to ask ourselves some basic questions?

•Do we believe that playing the piano offers life-enhancing possibilities to those who choose to play it?

Do we believe that children gain benefits from playing the piano that extend beyond the few pieces they learn to play?

Is it possible that they gain abstract thinking skills that ultimately impact their job performance?

*If we conclude positive answers to these questions, how can those of us who service, teach, sell and manufacture pianos be content with the steady decline of active piano participation?

Another aspect of the spirit of the SPELLS Program caused us to analyze the quality of the piano purchase experience. This process continues to raise important questions among piano technicians. When the buying public turns to technicians for their expertise, where is the line between expressing opinions with integrity and bashing brands manufacturers are consistently trying to improve? Also, when should the focus be on the pocketbook of the consumer rather than on the ego of the expert?

The spirit of the SPELLS
Program is also a spirit that includes and unites those who most care about the future of the piano and the playing of it. Although the human race can be suspicious and cynical, there is a yearning to be part of something that rises above that. It has been said that if you scratch the surface of most cynics, you find a frustrated idealist -someone who made the mistake of converting his ideals into expectations.

There is also a yearning in all of us to be recognized as being worthwhile individuals who can make a contribution to an endeavor where everyone wins. George Bernard Shaw expressed this best when he wrote:

"This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one . . . the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy."

The challenge of the SPELLS Program continues to be spreading the word that the piano is an ideal instrument for those who yearn to make music and making the buying and learning experience easily accessible to all who desire to play it. The spirit of SPELLS works when the piano community of retailers, teachers, and technicians rises above itself to meet these challenges. Piano technicians are a vital part of this triangle in their roles as catalysts and synergists.

Submitted By Jack Wyatt, RPT Chair, Trade Relations Committee

EVENTS

CALENDAR

All seminars, conferences, conventions and events listed here are approved PTG activities.

Chapters and regions wishing to have their function listed must complete a seminar request form. To obtain one of these forms, contact PTG Home Office or your Regional Vice President.

Once approval is given and your request form reaches Home Office, your event will be listed through the month in which it is to take place.

Deadline to be included in the Events Calendar is at least 45 days before the publication date, however, once the request is approved, it will automatically be included in the next available issue.

January 6-7
Arizona State Convention
Arizona State University
Contact: Rick Florence
602-965-6760
602-926-4328

February 17-19
California State Convention
Torrance Marriott Hotel
Contact: Teri Meredyth
1666 W. 126th Street
Harbor City, CA 90710
310-326-6447

March 21-23
Pacific Northwest Conference
Vancouver, B.C.
Contact: Paul Brown
749 West 66th Avenue
Vancouver, B.C. V6P 2R4
604-321-7357

March 30 - April 2
Pennsylvania State Convention
Ramada Inn-Wilkes-Barre, PA
Contact: Earl Orcutt,
141 Fort Street
Forty Fort, PA 18704
717-287-0940

April 21-23 Florida State Seminar Orlando, FL Contact: Robert Carr 320 West Rich Avenue Deland, FL 32720-4120 904-736-0551 April 27-30 NEECSO White River Junction, VT Contact: Ed Hilbert 40 Pleasant Street Bristol, VT 05443

May 5-7 Central West Regional St. Louis, Mo Contact: Ken Jones 64 Cynthiana Ct. Florissant, MO 63031 314-839-1220

July 19-23 PTG 38th Annual Convention & Technical Institute Hyatt Regency/Albuquerque, NM Contact: PTG Home Office 816-753-7747

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Movin' On Up

In last month's columm, we introduced ETS's new Pre-Screening Manual and explained the meaning and usefulness of prescreening. This month, we'll discuss some actual pre-screening methods. The following material is excerpted from the Pre-Screening Manual, now available free to all PTG members from the Home Office.

Introduction

Many different pre-screening methods are explained in the Pre-Screening Manual, requiring from five minutes to a full day. All the methods are useful to some degree; you're encouraged to explore as many as you like.

Important written resources are available from the PTG Home Office to assist Associates and pre-screeners. Several of these, namely the PACE Checklist, RPT Exam Booklet, and Written Exam Study Guide, are free on request or may be photocopied. Prescreeners, examiners, and chapter presidents should always have a few of each on file and available at chapter meetings. That way, new Associate members can receive these materials immediately upon joining the chapter.

Written exam pre-screening

Discussing the following list of topics (taken from the Written Exam Study Guide) can help reveal an Associate's readiness for all three RPT exams.

I. Tunina Theory

- Differences between beats and cycles per second
- Partials vs. overtones or harmonics
 - Coincident partials
 - Knowledge of equal temperament

intervals

- Common causes of instability
- Common causes of false beats
- Common pitch-raising procedure
- Octave stretching

II. Action Regulation

- Typical regulation measurements
- Adjustments that affect aftertouch
- •Causes and reasons for lost motion
 - Pedal regulation
- •How to prepare for regulation (including cleaning, polishing, aligning parts, spacing, traveling, etc.)
- Proper order/sequence for regulation
- •Troubleshooting regulation problems
- •Typical touchweight of a grand action
- •Functions and purposes of the action parts
 - Causes for bobbling hammers
- •Effect of regulation on touch resistance.

III. Tone Regulation

- Purposes of lacquering, filing, needling
 - Strike point adjustment
 - Factors affecting tone
 - Proper sequence for voicing
 - Duplex scales

IV. Repairs

- String replacement procedures
- •Capo bar maintenance before restringing

- Repair of minor bridge cracks
- String splicing
- •Flange repinning and easing
- Downbearing
- •Key easing
- Common lubricants and their uses
 - Cleaning keys
- Troubleshooting damper problems
 - Servicing Teflon bushings
 - Causes of sluggishness
 - Bolstering knuckles

V. Piano Design And Construction

- What woods are used for different parts of the piano
- •Nomenclature for the various parts and how they function
- •Converting music wire gauges to/ from micrometer measurements
- Converting centerpin gauges to/ from micrometer measurements
- Micrometer measurements of different tuning pin sizes
- Types of metals and felts used in different piano parts
 - Typical string tensions
 - •Hammer construction

VI. General Information

- •Who invented the piano and when
- Effects of humidity, wood and design on touchweight and pitch
- Causes and solutions for soundboard cracks and rib separation
 - Functions of the pedals
- How often pianos should be serviced

•Common causes of loose tuning pins.

Technical Exam Pre-Screening

Technical exam pre-screening questions

On pages 5-7 of the Technical Test Examiners Manual are prescreening questions for the technical exam. They are also reprinted in the Pre-Screening Manual.

Technical show and tell

To quickly pre-screen repair skills, an Associate can bring (e.g., to a chapter meeting) finished examples of:

- · replaced keybushings, both rails
- spliced string
- tied hitch-pin loop
- rebushed and repinned grand hammer flange with filed hammer
- vertical shank replaced into original butt and hammer

It's even better if the pre-screener watches the Associate perform these tasks.

To quickly pre-screen regulation skills, locate a vertical and/or grand action model (use the exam action model only with permission of the local technical test examiner). The prescreener should perfectly regulate the action model. Then do one of the following:

1. Measure and inform the Associate of the correct key height and dip (or instruct the Associate to do so). Deregulate and disassemble the model, putting punchings and parts in a bag. Add a few unnecessary punchings.

2. The model might not be disassembled at all, but only de-regulated.

Give it to the Associate to return when completely re-assembled and regulated. Or, better yet, observe the Associate's efforts.

Pages iv-x of the Technical Test Source Book describe the tasks required for the technical exam. Has the Associate read those pages?

Technical exam pre-screening in the shop

To pre-screen for the technical exam on an actual piano, the Associate can visit the pre-screener's shop. If the pre-screener has a piano available that is in good shape, the Associate can regulate or repair as directed. Prescreening questions can help guide the pre-screener to those skills the Associate needs most help in.

TUNING EXAM PRE-SCREENING QUESTIONS

1. How many pianos have you tuned?

Before the exam, a minimum of 50 is recommended, but only if the Associate has had lots of oversight from an excellent mentor. A hundred pianos tuned is better.

2. How did you learn to tune?

Good answers: lessons from an RPT or a reputable school including in-person tutoring, PACE and convention classes, *Journal* and Source Book. Suspect answers: completely self-taught, lessons from non-RPT, read books only, "Beats? What are beats? I tune by instinct."

3. Has an RPT listened to some of your recent tunings? What were his/her comments?

The type of comments can reveal the depth of the RPT's analysis. Has the Associate worked to overcome the weaknesses as revealed by the RPT?

4. Have you calibrated your tuning fork or checked your electronic fork within the last year? How and at what temperature?

Tuning forks, either the standard acoustic type or the less temperature-sensitive electronic ones, are not always perfectly calibrated when purchased. A standard fork's pitch varies with temperature a lot, even enough to fail the exam. Can the temperature of the calibrated fork be reproduced consistently?

- 5. What intervals best describe a piano string's first 8 partials?
 - 1. unison or fundamental
 - 2. octave
 - 3. octave+5th (P12)
 - 4. double octave
 - 5. double octave+3rd (M17)
 - 6. double octave+5th (P19)
 - 7. double octave+minor 7th (m21)
 - 8. triple octave
- 6. What are the coincident partials of a major 3rd, 4th, 5th, and double octave?

major 3rd (5:4)

4th (4:3)

5th (3:2)

double octave (4:1)

7. Explain the octave method of identifying notes (using as examples C1 and A4).

The number after the note identifies its octave. Octaves changes occur at every C. Only sharp names are used to denote black keys. The lowest four notes of a piano are A0, A#0, and B0, and C1. The highest four notes are A7, A#7, B7, and C8.

8. What are the aural tests for a wide 2:1 octave, pure 4:2 octave, narrow 6:3 octave, tempered 4th, 2 tests for tempered 5th?

octaves:

wide 2:1 (10th:17th with 17th faster)

pure 4:2 (3rd:10th same speed) narrow 6:3 (m3:M6th with m3rd faster)

tempered 4th (3rd:6th with 6th faster)

2 tests for tempered 5th (m3:M3 with m3 faster or 6th:10th with 6th faster)

9. What is inharmonicity? What's the difference between natural stretch and artificial stretch?

Inharmonicity is the property of a freely vibrating string that causes higher partials to be progressively sharper than whole number multiples of the first partial.

Natural stretch is a slightly confusing term, leftover from the days before inharmonicity was fully understood. It's what a tuner must do to make partials (which are naturally inharmonic) of an octave be beatless (or, for tempered intervals, have a specific beat).

Artificial stretch means tuning an interval wider or narrower than its natural stretch.

10. Why are test blows important?

Test blows help make the tuned string stable by contributing to stabilizing tension in the front and speaking length string segments, aiding in evaluating hammer technique, and verifying proper pin-setting.

11. Generally, what type of octaves are tuned in the bass, midrange, and treble? What type of octaves are tuned in the high treble for the exam?

> bass (6:3, sometimes 8:4, 10:5) midrange (4:2)

treble (4:2, 2:1)

high treble for exam (cleansounding single octaves, which usually means something close to 2:1 and very conservative artificial stretch)

12. How many beats per second difference between an A fork and A4 yield an exam pitch score of 100? How many beats barely pass with a score of 80? Describe how you set A4 using an A tuning fork..

To score 100, less than 1/4 bps (1¢). To barely pass, 3/4 bps (3¢). To set A4, use test note F2 or B1 and match beat speeds.

For ETD (electronic tuning device) users:

13. What machine do you use? Describe how you use it.

Watch out for machines that are outdated, are not designed specifically for pianos, or do not take into account the inharmonicity of an individual piano.

14. Could you tune aurally before you acquired your machine? Can you tune an entire piano aurally, and have you done so recently? Describe your aural temperament sequence.

Affirmative answers indicate a good aural foundation. Does the aural temperament sequence have enough cross-checks?

15. In the past month, without using an ETD, how many times have you aurally tuned a temperament, the middle two octaves and their unisons, and checked your stability? Has an RPT evaluated your skill in these areas? What were his/her comments?

A recommended minimum is five aural tunings in the month preceding the exam. If this has not occurred, the pre-screener should listen to the Associate's aural tuning.

This is the single most important area to pre-screen.

Some ETD users simply forget to practice aural tuning before their exam. Pre-screening should remind them.

Others may not believe aural skills are important and see no reason to get good at aural tuning. If this is the case, the Associate is encouraged to read "ETD: Friend or Foe" and "Aural Tuning Tips for ETD Users" published in the Journal and elsewhere in the Pre-Screening Manual.

16. Have you compared your aural tuning to your electronic tuning on the same piano?

An affirmative answer indicates a good understanding of tuning theory and partials, strong self-teaching skills, and an inquiring mind.

Evaluation criteria:

Questions 1 to 4 are advisory only. An experienced pre-screener should balance this information with the rest of the pre-screening session to create a fuller picture.

Questions 5, 6, and 7 are of moderate importance. If the Associate can't answer these correctly, his/her ability to pass the exam is not fundamentally impaired. But the Associate should be encouraged to study partial theory if he/she ever aspires to expertlevel tuning.

Questions 8 to 12 are important, and if the Associate misses even one, the probability of passing the exam is substantially reduced.

Questions 13 to 16 apply only to Associates who use ETDs. It cannot be stressed strongly enough that Associates who use ETDs must acquire and practice aural tuning to

succeed on the RPT tuning exam.

The five minute tuning pre-screening

On a piano that's well-tuned and at pitch, the pre-screener should give A4 a few strong test blows. Slightly detune (in opposite directions) the center and left strings of A4. Mute off the left and right string.

In two minutes or less, the Associate tunes the center string to his/her own A fork, then tunes the left string to match the center string. The prescreener watches for good hammer technique, strong test blows, and correct test notes (F2 or B1).

When time is up, listen to the unison sound of the center and left string. Mute the left string. The prescreener checks the center string against an A fork or electronic pitch source or, if the right string is known to be exactly at A-440, unmute the right string for reference. One cent (onequarter bps) passes the exam at 100, 3¢ (3/4 bps) barely passes at 80.

If you have an ETD, measure and record pitch of each string. Unmute all three strings. The Associate gives the key three strong test blows. The prescreener gives three exam-strength test blows. Compare the center and left string to each other, the fork, and the right string.

To score 100 on stability, drift should be less than 1¢ (1/4 bps). More than 2¢ (1/2 bps) indicates trouble; hammer technique, test blows, or listening skills may need improvement.

TUNING EXAM PRE-SCREENING PROCEDURE

This is based on procedures developed by Teri Meredyth for the Southern California Area Examining Board.

Time to perform this entire prescreening session usually runs between one and two hours.

The pre-screener is responsible for providing a well-tuned, well-scaled piano that's at proper pitch. It should not have many false beats nor noticeable voicing or regulation problems. It's best to use a grand of the same model as the exam piano, but any decent grand or vertical is OK.

Requirements:

The Associate should bring a professional-quality A fork (a C fork or any fork made of aluminum is not recommended), tuning hammer, 3 felt strip mutes, and 4 rubber wedge mutes.

The Pre-screener should bring a perfectly calibrated A fork or electronic pitch reference, metal files to calibrate Associate's fork if necessary, tuning hammer and tips of varying sizes, 3 felt strip mutes, and 4 rubber wedge mutes.

Unisons:

Pre-screener:

Detune (alternately flat and sharp) left and right strings on C4, C#4, and D4.

Associate:

Using rubber mutes, tune outside strings of C4, C#4, and D4 to center string. Time limit is three minutes. Pre-screener:

Observe the Associate's tuning equipment. Do they have the correct head and tip?

Watch the Associate's hammer technique. Are they gentle and relaxed in their movements? Do they give strong test blows?

Listen to each unison (center string to left, center to right, left to right) of each note. There will be 9 unison tests.

The RPT exam scoring criteria deducts 0 points for a unison with less than 1¢, which is 1/4 bps in this area. If there are no unisons greater than 1/4 bps, proceed to the stability test.

If there are two or fewer unisons with 1/4 to 1/2 bps, that's pretty good. How's their hammer technique? Give them a few pointers and move on to the stability test.

If there are any unisons with more than 1/2 bps or four (or more) unisons with 1/4 beat or more, the Associate should be given hammer technique pointers. Ask them to try tuning the unisons a second time (the prescreener should again detune the outside strings of C4, C#4, and D4).

If the Associate still fares poorly, they'll probably fail the RPT tuning exam in several sections. Suggest ending the pre-screening session here. Tell them they need to work on their basic skills before gaining full benefit from the remainder of the prescreening, and that it makes little sense to proceed at this time.

Stability:

Pre-screener:

Place rubber wedges around C4, C#4, and D4. Measure center string pitches of those three notes using an ETD or these aural tests: contiguous 3rds, 3rd:10th test, and 5th.

Write down those measurements. (aural example: "Note measured is C4: Lower third is 2 bps slower than contiguous upper third. Using test note G#3, third is same speed as tenth. Fifth with G4 1.5 bps. Fifth with F3 pure.") It doesn't matter if these tests agree with proper temperament tests; you're just measuring the current pitches. Later, you'll remeasure using the same tests to check for drift. Associate:

Remove rubber wedges and give test blows.

Pre-screener:

Listen to unison drift.

Demonstrate exam-strength test blows (8 oz. dropped from 6 inches 3 times).

Listen to unison drift again.

Demonstrate concert tuner test blows (ouch).

Listen to unison drift again. Re-measure center string drift using previous tests.

If any of the Associate's unisons that were previously less than 1/4 bps now have 1/2 bps or more OR if a center string drifted more than 1/2 bps (as measured using 3rd:10th test), give the Associate another chance to clean it up. Do not detune again.

If the Associate again fails to make the strings stable after Prescreener's test blows, it might make sense to end the pre-screening here.

Setting Pitch:

Associate:

Mute entire piano so only 1 string per note is open, including at breaks. Pre-screener:

Did Associate depress damper pedal to insert felt strip?

Detune A4.

Measure Associate's fork for calibration accuracy.

Associate:

If necessary, calibrate your fork, letting it cool after filing before rechecking calibration.

Tune A4. Time limit is 1 minute. Pre-screener:

Measure A4 to Associate's fork, then to Pre-screener's fork or electronic pitch reference.

Did Associate use correct test notes (F2 or B1)?

Use 3 test blows to check for stability again.

If A4 is off less than 1/4 bps, no points are deducted on the RPT exam, and the Associate is OK. Go on to Temperament & Midrange.

If A4 is off 3/4 bps or more on the RPT exam, the entire exam will be failed. Let them try again. Is their fork at the same temperature as when calibrated? Keep at it until they succeed. It will probably take only one more try.

Temperament & Midrange:

Pre-screener:

Detune, alternately flat and sharp, one string per note:

- C3 through B4
- C, C#, D, and G in octaves1, 2, and 3
- C, G, A#, and B in octaves 5,
 6, and 7 and C8
 Associate:

Tune notes C3 through B4. Time limit is twenty minutes. Pre-screener:

Listen to C3 to B4. Does it agree with "One the definition of a good aural tuning" (included in this manual in "Exam Tips for Associates")?

Tell the Associate what you hear, both good and bad. Demonstrate the aural tests you used to make those decisions. Spend extra time here; statistically, temperament and midrange sections on the RPT tuning exam are relatively difficult.

Associate:

Correct your mistakes. Time limit is five minutes.

Pre-screener:

It's not necessary for the Associate to get all these notes perfectly tuned. You also want to know if the Associate can troubleshoot.

Treble Octaves:

Associate:

Tune every D#, E, G, and B to top. Time limit is 10 minutes.

Pre-screener:

Same as above. Be sure the Associate controls artificial stretch in octave 7; check by listening for clean single octaves, sympathetic reinforcement of notes one octave below, and discernible (not too rapid) beating in the 17ths.

Bass Octaves:

Associate:

Tune every C, C#, D, and G to bottom. Time limit is 10 minutes. Pre-screener:

Same as above. Use ghost intervals to emphasize aural checks, especially 4:2 octave (3rd:10th) and 6:3 octave (m3:M6).

Pre-screening electronic tunings

Modern ETDs are usually capable of generating numbers that closely mimic a high-quality aural tuning for most large well-scaled grands (the only kind of piano used for the RPT exam).

The following questions are designed to catch the most common weaknesses of electronic tunings:

- Do the beat rates change smoothly through the breaks?
- Do the upper bass octaves sound as clean as possible?
- Is the high treble too sharp for the RPT exam?

Mock tuning exam

As exam day approaches, a mock exam is a great way to practice all the skills needed for the exam, including time management.

Time limits and sequence should match the RPT exam.

The Associate might wish to take a mock tuning exam and have a prescreener aurally analyze it. However, the most benefit is obtained with a quantitative analysis— score it using RPT exam procedures. Scoring procedures are explained in the Prescreening Manual and the Tuning Exam Source Book.

The Pre-Screening Recommendation

Remember the purpose of prescreening.

Pre-Screeners:

Your job is to form an opinion of the Associate's exam readiness. To do this properly you should be aware of current exam standards.

Remember that your role is advisory only. You have neither the authority to deny the Associate an RPT exam nor divine influence to guarantee a passing score.

Associates:

You probably learned a lot about your exam readiness just by going through the pre-screening process.

Your pre-screener will give you a recommendation based on the pre-screening session and his/her experience. You can use this information to help gauge your exam readiness.

As you should be aware, to pass any of the RPT exams each section must have a minimum score of 80. Even if all the rest of your scores are 100, you'll fail the entire exam if your score is 79 for one section.

This implies you should manage your education and your alloted time during the exam to insure a minimum score of 80 on every section. Use the information gleaned from your prescreening session to create an exam success strategy. Practice especially hard in your weakest areas to make sure you can score at least 80 for that section. When you take your RPT exam, pay extra attention in your weaker areas.

Positive or Negative?

After reviewing and assessing the Associate's skills, the pre-screener has to make a judgment about the Associate's exam readiness.

But first, discuss with the Associate all the skills that were prescreened. Tell them on which tasks they did both well and poorly. Give your reasons. Tell them what they need to work on, and suggest some educational tools (e.g., private tutoring, read Source Books, attend convention classes, etc.).

Next, prepare the Associate for hearing your judgment. Explain the limits of pre-screening and don't make promises. No matter what the Associate's readiness may be, be supportive and suggest ways to improve. Congratulate every Associate for getting pre-screened. Shake the Associate's hand and encourage him/her to maintain the momentum toward becoming an RPT.

You might choose to write all this down. Give a copy to the Associate and keep one for yourself. Ask the Associate for permission to send a copy to the local exam committee chair.

If you think the Associate is ready to take the exam, give him/her the name, date, and location of the next available exam or, if you don't know, the name of the chair of your local exam committee. Later follow up with a phone call to the Associate to see if they've applied yet.

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Roger H. Weisensteiner, RPT President, PTG Foundation

Roger HWeisensteiner

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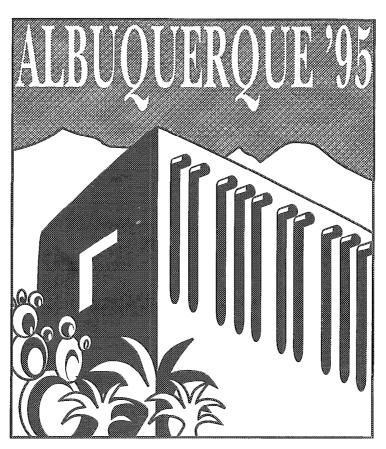
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If you were fortunate enough to have been in Kansas City this past July for the annual Institute, you experienced the fresh format of the program, including: the excitement of the forum classes, the overwhelming response to the industry roundtable, and the popularity of the hands-on PACE Academy. If you weren't in Kansas City you missed out not only on a great Institute but also great KC Bar-B-Que.

Last July, as I assumed the Institute Director's role for 1995, I was suddenly faced with the dilemma of how to follow an exceptional convention like Kansas City. After much deliberation I realized that there were two things left to do - use magic and invite the world.

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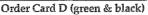
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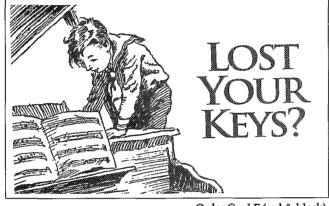




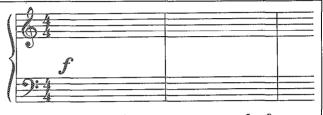
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Kokopelli, the ancient hump-back flute player, is said to have magical powers to summon the clouds from the four corners of the world. He will use his magical powers to summon piano technicians from the four corners of the globe to come together in Albuquerque to share knowledge, explore new ideas and techniques, and renew friendships. Instructors and technicians from the United States, Canada, Mexico, Germany, England, Norway, Japan, Korea, and China will join together to share a world of knowledge.

The Institute Committee has been hard at work since last July planning another exciting program.

- Institute Classes (Fred Fornwalt, director) will present a comprehensive array of topics for all levels. This year special emphasis is placed on business and professional development classes.
- PACE Academy (Paul Olsen, director) returns to once again provide the opportunity to hone basic and advanced hands-on skills
- Forum Classes (Steve Brady, director) will offer lively discussion and a variety of view points on several new topics.
- Industry Roundtable (Steve Brady, director) returns with an international touch.
- International Classes (Wally Brooks, director) affords a rare opportunity to hear experts from around the world.

• IAPBT (Ed Hilbert, president) immediately follows the PTG Institute. Plans are being made to welcome our international guests to the United States and include them in institute activities.

If you missed Kansas City you can't afford to miss Albuquerque 1995. Plan now for July 19-23, 1995. P.S. Southwestern Cuisine is spectacular.

"The Art of Visiting Albuquerque" is a free magazine which lists Albuquerque Facts, Self Guided Tours, Native American Culture and Events, Transportation, and a Calendar of Events. It can be ordered from:

> Albuquerque Convention and Visitors Bureau P.O. Box 26866 Albuquerque, NM 87125 (505) 842-9918

Albuquerque Here We Come!

Fred Sturm, RPT Host Chapter Chair

As the New Mexico Host Chapter Chairman, it is my privilege to invite you all to come visit us in July of 1995. The convention and institute you already know about, or can read about elsewhere. They provide ample reason for a Piano Technician with an open mind and a wish to keep abreast of things to go just about anywhere. New Mexico isn't just anywhere, though, and I'd like to fill you in on why you shouldn't miss this opportunity to visit us here in the southwest.

We call it the "Land of Enchantment." That's what our license plates say, and for once they got it right. A lot of factors come together to create this enchantment: breathtakingly beautiful landscapes, an extraordinary palette of colors from sky-blue to rock-red,

a rich history that reaches back thousands of years, a colorful mix of cultures, a very livable climate... I'll write about those things in some detail in later articles, but for now, how about a short introduction to Albuquerque itself?

Albuquerque is located close to the middle of the state of New Mexico, on the banks of the Rio Grande. To the east, the Sandia Mountains rise 5000 feet above the city (which is already 5000 feet above sea level - when you are at the top of Sandia Crest, you are one mile above a mile-high city). The name Sandia is Spanish for watermelon, because at sunset the mountain reflects pink light and looks much like a split watermelon. To the west, across the Rio Grande, a series of eroded volcanic cones dominate the skyline. Sixty miles further west, Mount Taylor is clearly visible most days, which gives an idea of the clarity of the atmosphere. Below the volcanic cones, along the escarpment, is Petroglyph National Monument, site of ancient Indian rock art.

The original Albuquerque settlement was close to the river in the area called "Old Town," a major tourist

attraction now, featuring historic buildings and lots of shopping opportunities. Most of the later growth has occurred to the east, beginning in "Downtown," where the convention will take place, and stretching up into the "Heights" to the foothills of the Sandias. In recent years, major development has begun on the west bank of the Rio Grande, especially in Rio Rancho, where Intel is currently building the largest semiconductor plant in the world. The metropolitan area has a population currently approaching 500,000.

The Rio Grande remains a green belt in the midst of all this. bordered by a "bosque," or cottonwood forest, which grows in the immediate flood plain. Along the Rio Grande are systems of irrigation ditches, used to irrigate a considerable amount of agricultural land within the metropolitan area, mostly in very small plots. Partly for this reason, Albuquerque is greener than one might expect for a city that gets under ten inches of rainfall a year. If you fly into Albuquerque, one of the major features you will notice while landing is Kirtland Air Force

Base, which is adjacent to the airport, and home of Sandia National Laboratory. The base and the lab are two of the major employers in the area. The lab has played a major role in the development and design of the atomic bomb, and is currently at work on commercial applications of military technology.

To the northwest of the airport, amid a cluster of tall buildings, two with red triangular tops stand out: they are the Hyatt buildings, and one of them is the major hotel for our convention. About two miles to the east of the Hyatt is the campus of the University of New Mexico, with over 25,000 students, which is noted for its buildings in the "Pueblo Revival" style (a sort of imitation of Pueblo Indian architecture). A mile to the west of the Hyatt is Old Town, mentioned before, and just north of Old Town are a very fine new Natural History Museum and the Albuquerque Museum. About a mile north of the museums is the Indian Pueblo Cultural Center. I will write more about the Museums and Cultural Center in later articles.

The airport itself is a very modern facility, recently expanded and remodeled, and is about five miles from the convention center. Complimentary shuttle service is available to major hotels. The three hotels connected with our convention—the Hyatt Regency, Doubletree, and La Posada—

are all first-class accommodations. If the room rates are a little higher than we are used to, the amenities are well worth the extra fare. Lower-priced rooms are available in the city, but a considerable distance from all of our activities. Restaurant prices are generally lower in Albuquerque than elsewhere, and that may offset the higher room rates.

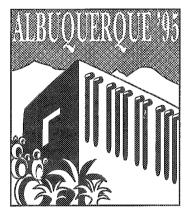
I guess that covers the city in a nutshell. In future articles I will write about the Spanish, Indian, and "Wild West" heritage of New Mexico, about the geological makeup of the state (geology in living color), some side trips of interest in the area, and a little more about what there is to do in the city of Albuquerque. Until then, mark your calendars and start making plans for an unforgettable vacation to go along with a great convention.

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WANTED!! DEAD OR ALIVE: "Steinway uprights and grands." Call collect, Ben Knauer, 818-343-7744.

WANT TO BUY PIANO TUNING BUSINESS in rural/semi-rural area, within 3 hours drive of NYC. Near excellent skiing and hiking preferred. L.I. RPT wishes to relocate. 516-928-8123.

ANTIQUE GRAND PIANOS WANTED: Any restorable condition. Top prices for pre-1850, wood-frame grands in original condition. Ed Swenson; P.O. Box 634; Trumansburg, NY 14886; 607-387-6650; Fax: 607-387-3905.

WANT TO BUY Piano tuning and service business, Brandon, Florida area. Can be part time. PH. 914-235-3788, FAX 914-636-0560.

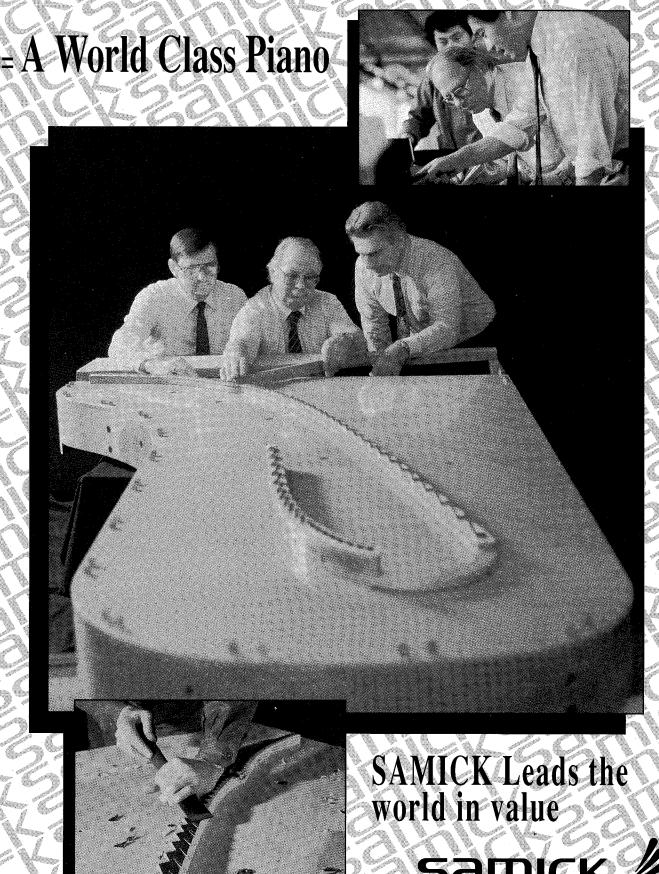
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Phanobyscussings

News From The World Of PianoDisc

We did MORE in '94!

1994 was—whew, sorry, we need to catch our breath—the best year yet for PianoDisc. During 1994 we saw advances that we never even DREAMED of. If you had told us in 1993 that in the following year we would more than DOUBLE our sales of pianos, develop three brand new product lines, record over a half dozen famous artists and dramatically increase our expansion rate—well, we'd have laughed. We were optimistic, sure, but not THAT much.

Well, it all happened, all that and more. Some of the highlights of 1994 included the following:

 Sales were up—WAY up. In spite of the floundering economy and the continued downward slide of the piano industry PianoDisc showed remarkably robust growth in 1994.
 Sales of PDS 128 retrofit kits in the first ten

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months of 1994 alone were up almost 30% from the same time in 1993, and sales of PianoDisc pianos literally soared in the same time period—up a WHOPPING 111%!! PianoDiskettes also more than doubled in sales, resulting in the best year ever for our music.

- Not only did sales increase, so did overall consumer satisfaction and product reliability. Thanks to increased training of technicians and the efforts of our QA manager Tom Rogers, problem reports are fewer than ever—less than 2% of shipped units are reported as having any problems whatsoever! "We're not perfect yet, but we've still got some more ideas," says Tom Rogers. "We'll get even better very soon!"
- The Artist Series took off like a rocket, with famous artists like Peter Nero, Floyd Cramer, Jessica Williams, Butch Thompson and others immortalizing their performances with the PianoDisc system. "We're not going to stop until we can claim the best collection of music for player pianos in the world!" says Steve Merritt, our Talent Booking coordinator. "Keep watching for those new PianoDiskettes!"
- New software developments included the completion of our new souped up control box system software, which added individual note calibration and individual note editing capabilities to the PDS 128. Calibration just got a lot easier!
- We extended the regular tech training course by two days and added an additional two day Continuing Education class series. PianoDisc techs learn more, faster and better from installation instructors Don Dusenbury and Mark Burgett than ever before! And it's fun, too!
- Other new products included the revolutionary PianoCD, which plays a PianoDisc piano from an ordinary CD player, the PianoVideo series which features live performances—some by famous artists—that play from a VCR, a new line of speakers and, most important, PianoDisc's super stealth piano, dubbed "QuietTime". Engineering has been very busy!

That's just a sample of what the year was like. And don't even TRY to get us to guess what's in store for next year. Where would we start?...

Don't miss NAMM!

Don't forget about Winter NAMM! If you're going to be in the neighborhood, stop by Booth 4135 in Hall D. We'll be showing the new improved PDS 128, the latest innovations in PianoCD and PianoVideo, a new speaker system and our new silent piano. It's tomorrow's technology today, and it's a must—see!

Around the world in 88 keys...

"Join Us And See The World!" That sounds more like an appeal from the U.S. Navy than anything else, but for many PianoDisc techs it's the truth. In fact, with PianoDisc systems in over 30 countries now it's not that unusual to hear from a technician who's off to service a system in the tropics, or hear about a custom install for, say, a Saudi prince.

That's the way of the world these days, though. We hear all sorts of things, from a dramatic increase in sales by Sala Chopin in Mexico City (perhaps because of NAFTA?) to reports that our system is doing well in Korea. Some other examples of PianoDisc's success overseas:

- Perennial PianoDisc favorite Robert Turner recently returned from another of his tech calls to beautiful Barbados. We're beginning to wonder if maybe Robert prefers the tropical climate...
- PianoDisc tech David Dibley took off for the Middle East to do a PianoDisc installation in Tel Aviv, Israel. With the peace accord signed now, who knows how many PianoDisc systems will soon be playing "Hava Nagila"?
- PianoDisc's own Don Dusenbury has been humming the "Godfather" theme as he prepares for a trip to Sicily to do a custom installation on a Fazioli concert grand. Seems Mr. Fazioli is poised and ready to join the roster of manufacturers who endorse and install PianoDisc systems.
- Both Richard Andreoni of PianoDisc Australia and Kevin Gouldmann of PianoDisc Europe checked in last fall with wonderful ideas for continued expansion in Europe and the Pacific rim.

So, we may not yet have the world at our feet, but we're still growing. Watch for more international tidbits in upcoming newsletters!



Yamaha's Other "Four in One Piano"

You are already acquainted with the Disklavier as Yamaha's original 4 in 1 piano. Now meet Yamaha's *other* 4 in 1 piano—THE SILENT SERIES PIANO.

It is a Traditional Acoustic Piano. Everything you can do on a regular traditional piano, from practicing piano lessons to playing in Carnegie Hall can be done on a Silent Series piano. All of the electronic components that have been added to the Silent Series to make it different, are completely transparent to the musician when playing the piano in it's traditional mode. Nothing interferes with the touch and tone.

It is a Silent Piano.
Press the center pedal down,
and a "shank stopper" is
activated inside the action. Each key of
the piano still feels the same to the pianist,
but the strings are never touched by the
hammers. The piano is silent!

A sensing system detects precise key and pedal movement, sending the information to an on-board tone module where a sampled Yamaha CFIII Concert Grand sound is made available to the two headphone jacks. Now, whatever music is being played on the keys is heard only in the headphones!

By connecting audio leads from the piano directly to an amplifier and speakers, volume can be increased or the sound sent to another room.

It is a real PIANO KEYBOARD that is MIDI capable. The one thing missing from all electronic keyboards is the true piano touch found only on real pianos, and all Silent Series pianos are real pianos. The MIDI out port allows Silent Series pianos to be connected to a computer, sequencer, tone module, or any other MIDI device. For example, in the



case of small churches, a Yamaha Silent Piano, equipped with a tone module can become the church organ or any other instrument in the tone generator — from harpsichord to string section. And of course, it is always a traditional piano.

Now available in Yamaha consoles, studios, uprights, and even in grands. More details next month.

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