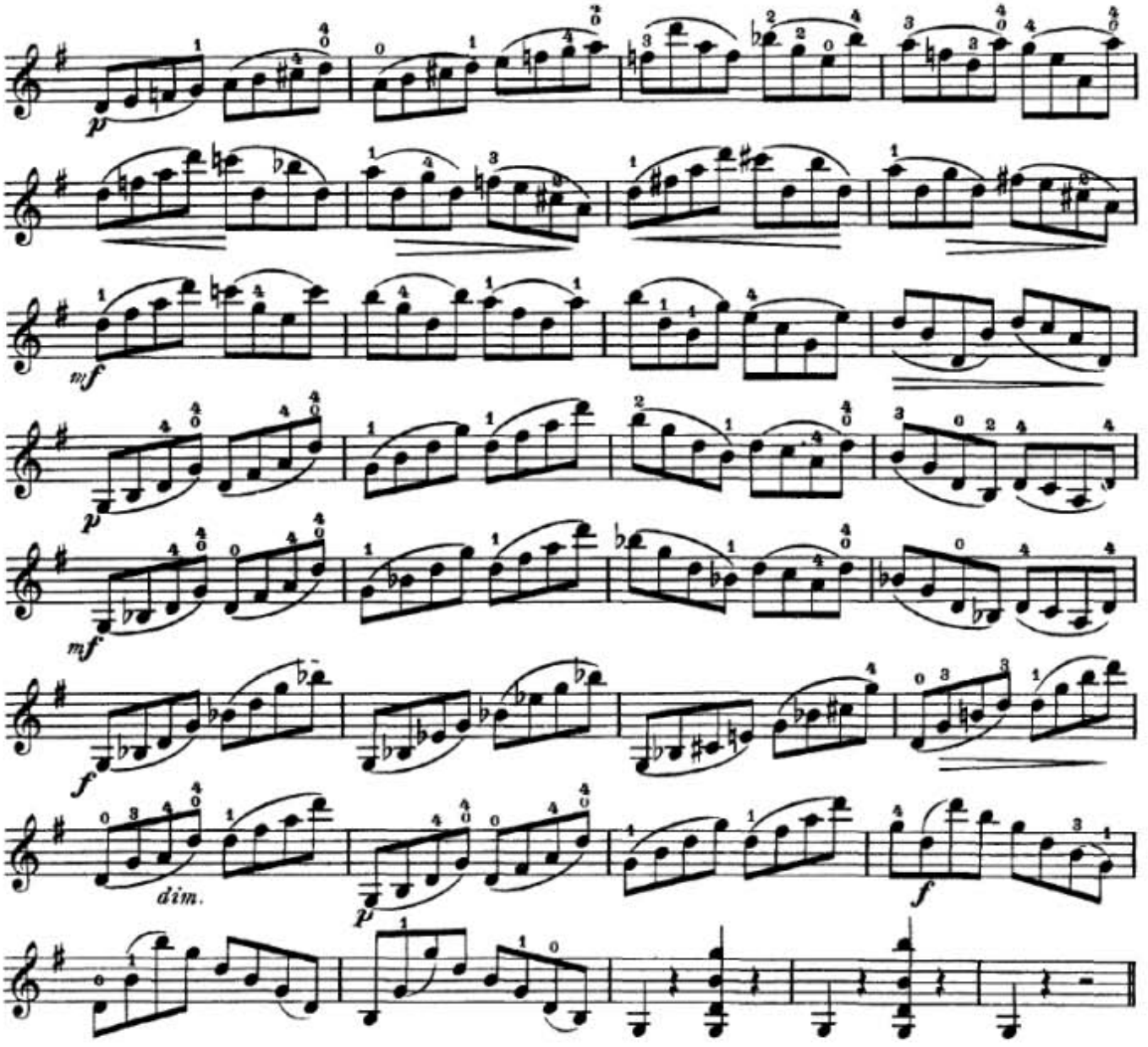
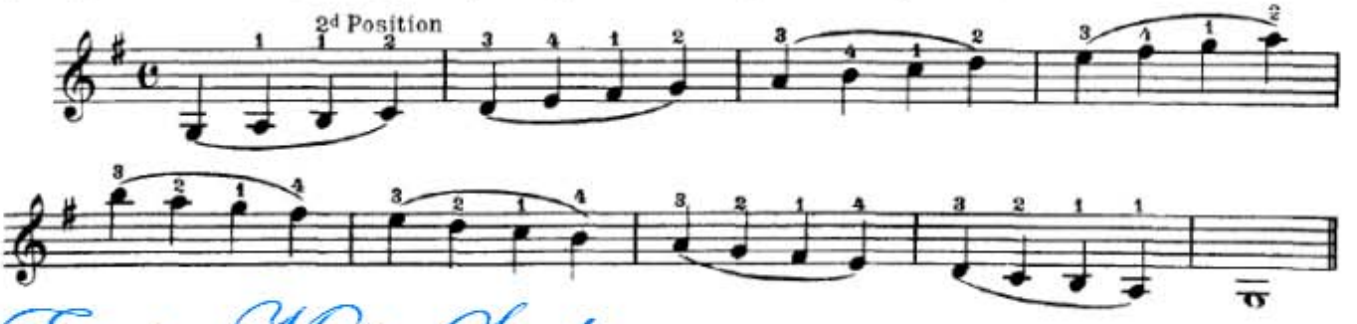


On the 2d Position, lying between the 1st and 3d

The preceding exercises in passing from the 1st to the 3d position, having given the pupil sufficient practice in shifting, it is well now to introduce the 2d position by progressive exercises. This manner of proceeding will have the advantage of showing the pupil in what cases that position is used; moreover, it will make it easier to reach, as similar or corresponding passages, with the same fingerings for the corresponding notes, are given in the 1st, 2d and 3d positions.



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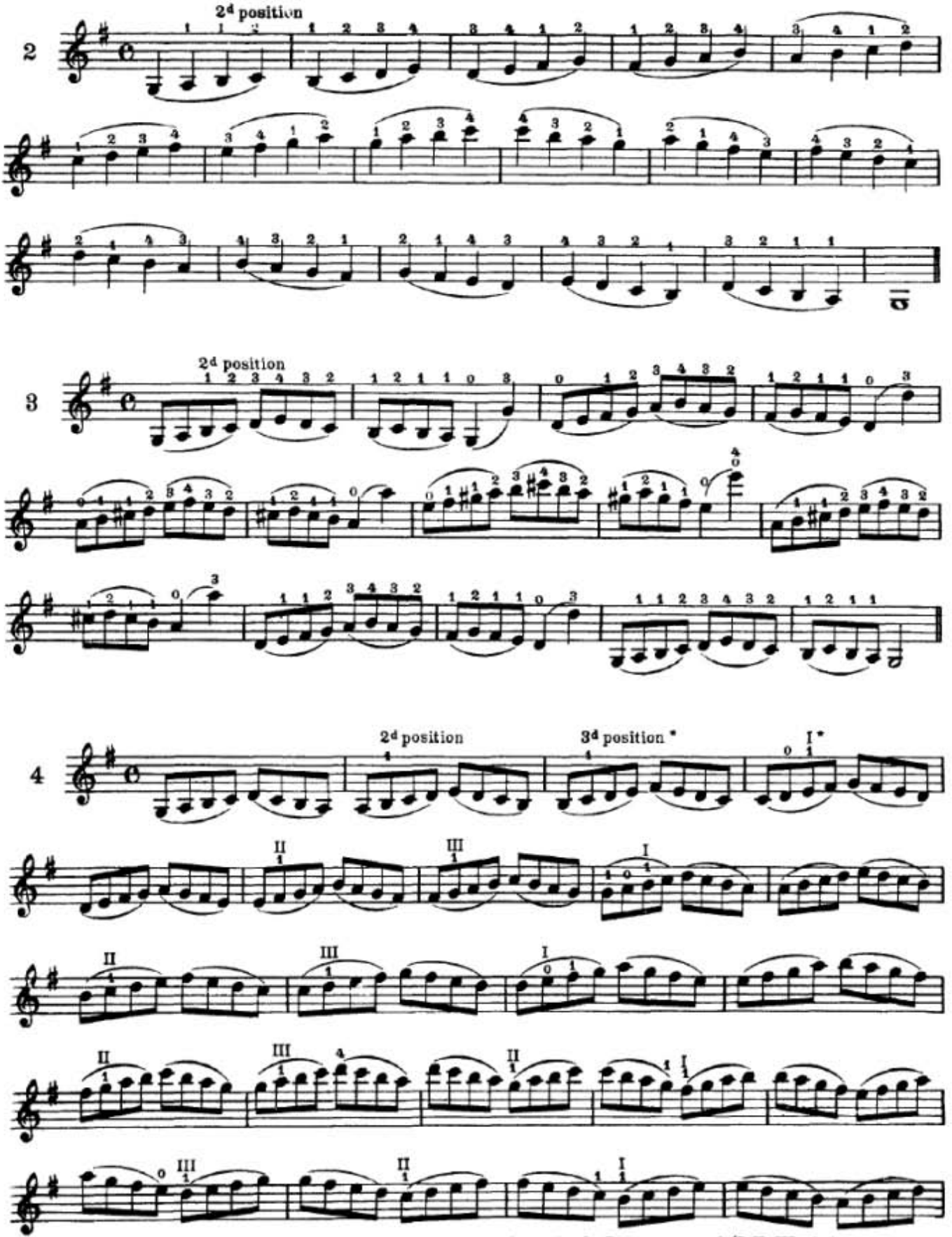

* For the sake of brevity, the position will hereafter be indicated by a simple Roman numeral (I, II, III, etc.)

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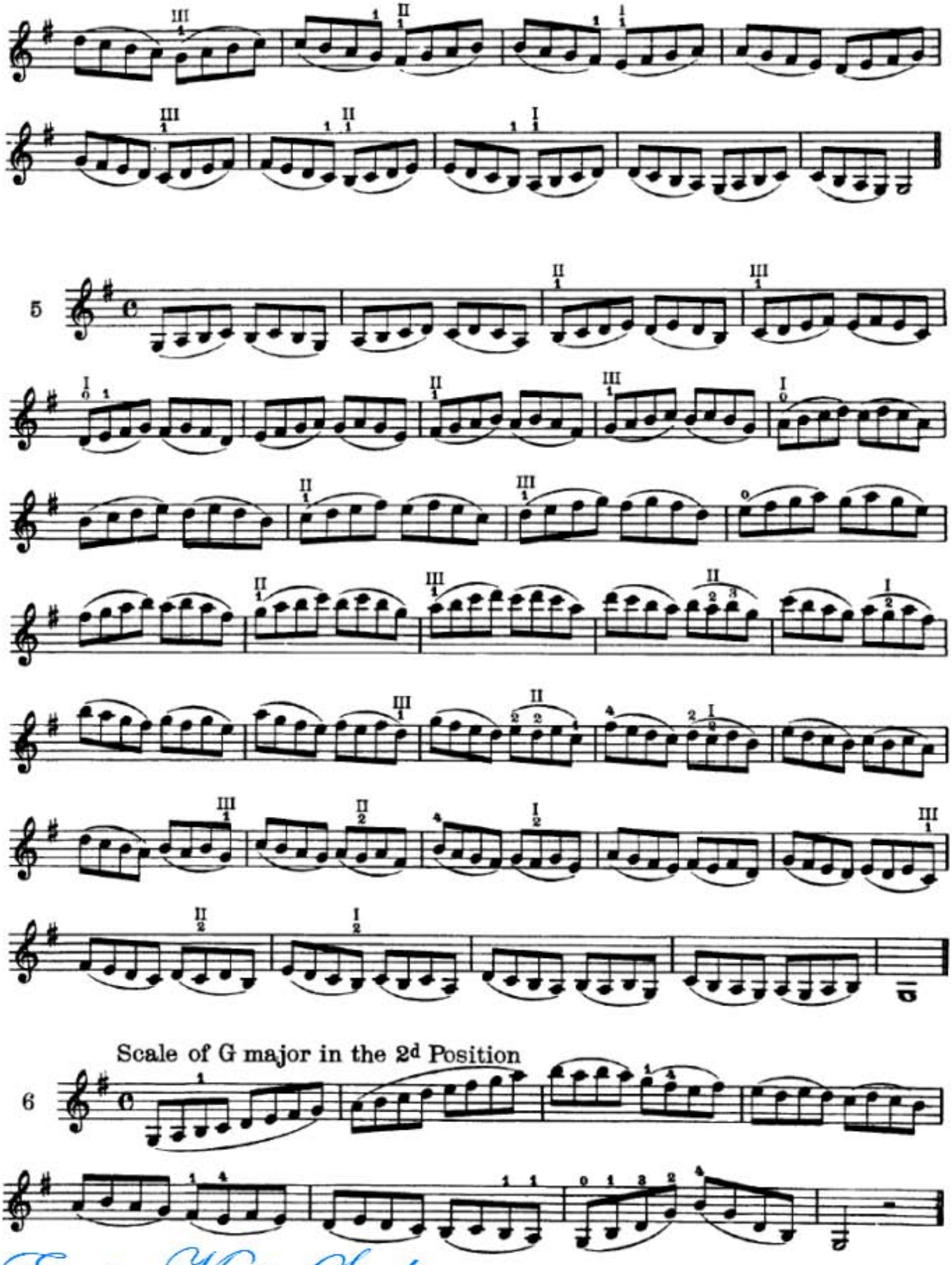

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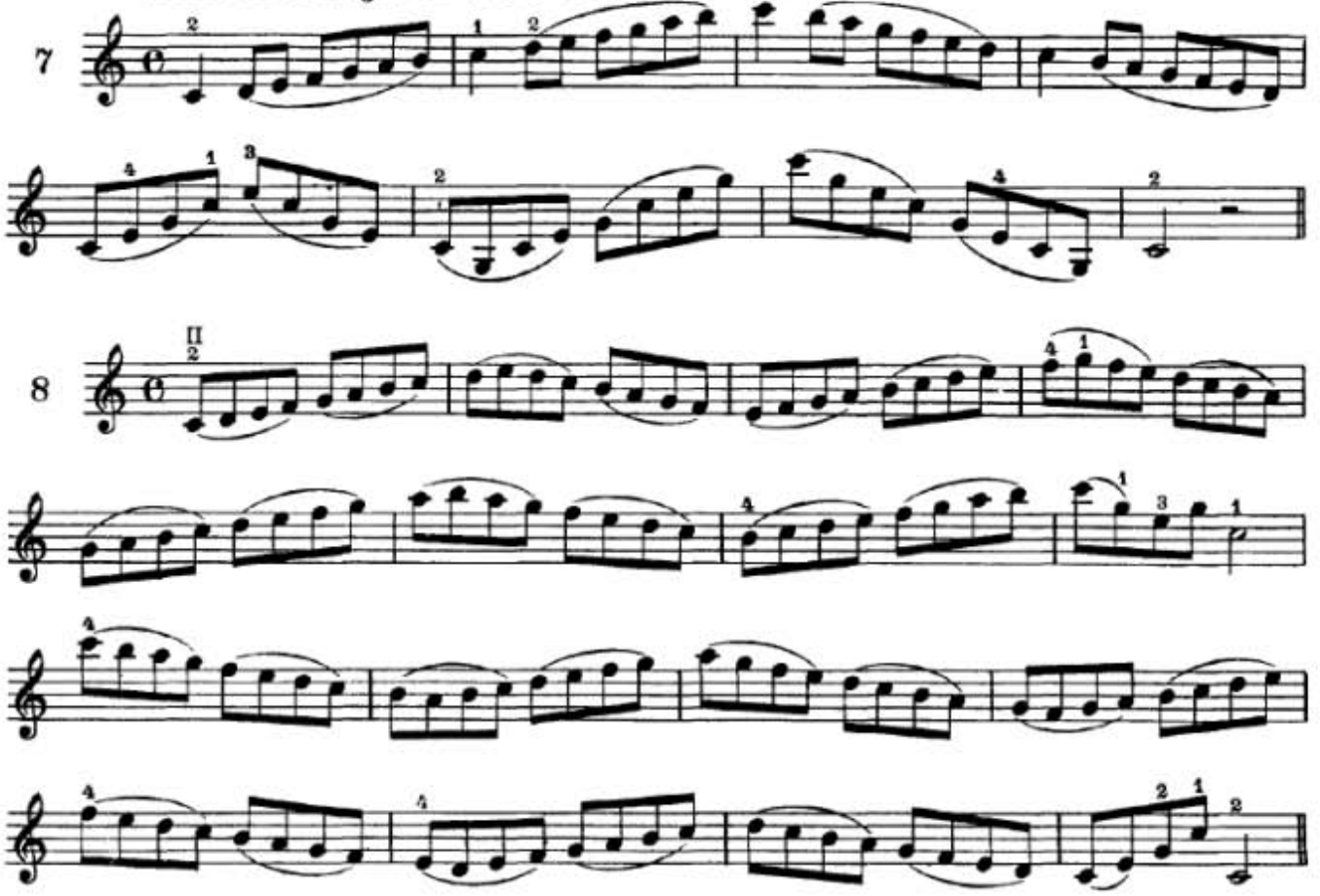
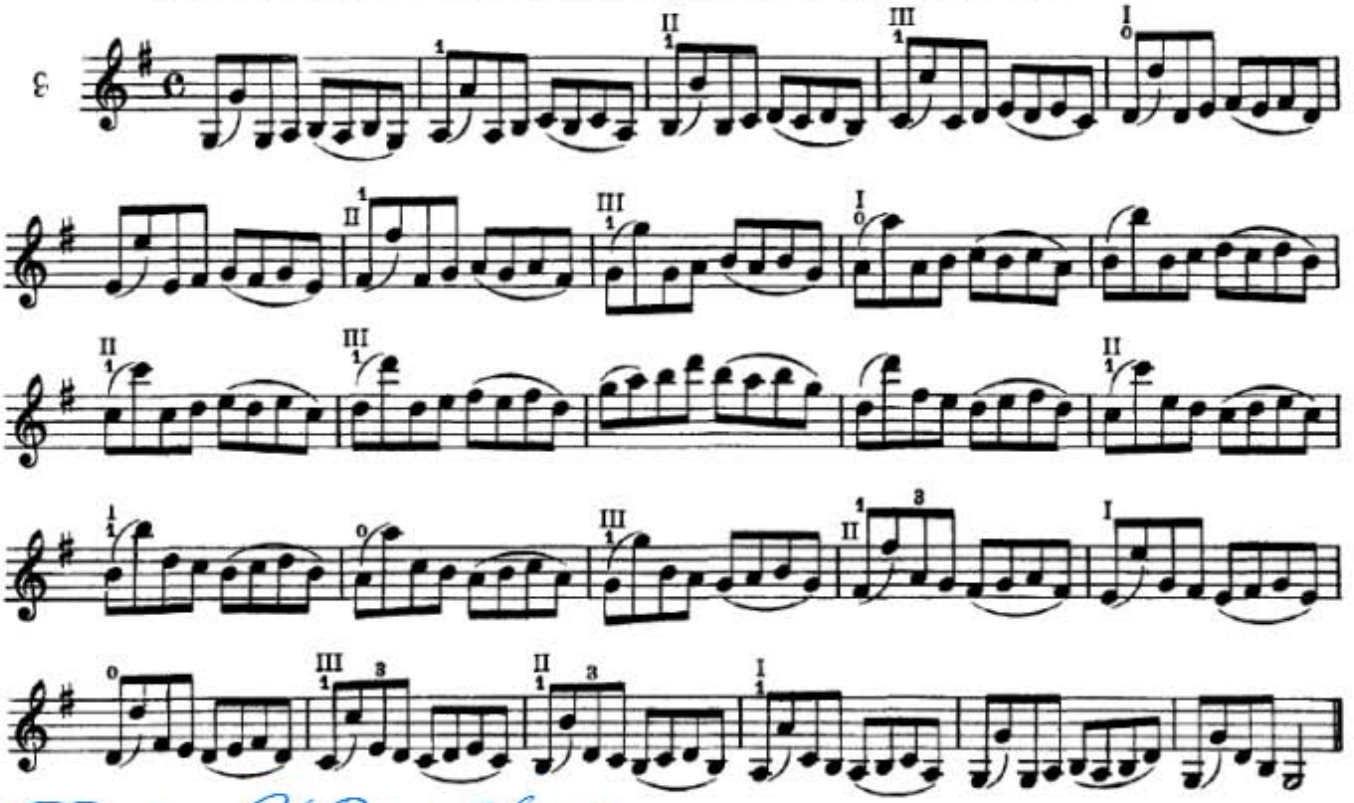
Scale of C major in the 2d Position



Keep the first and fourth fingers on the strings as long as possible.



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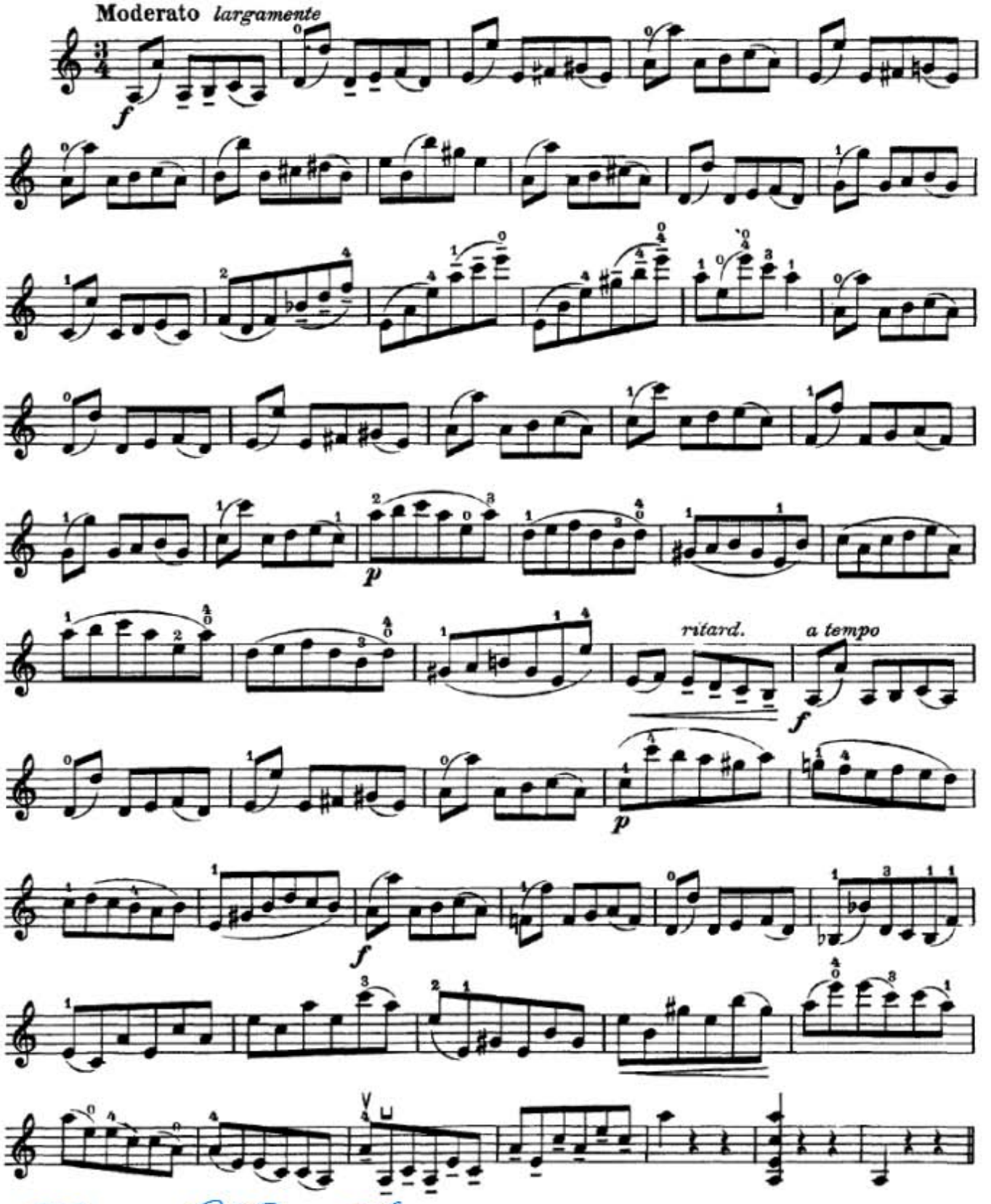
ÉTUDE

1st, 2d and 3d Positions



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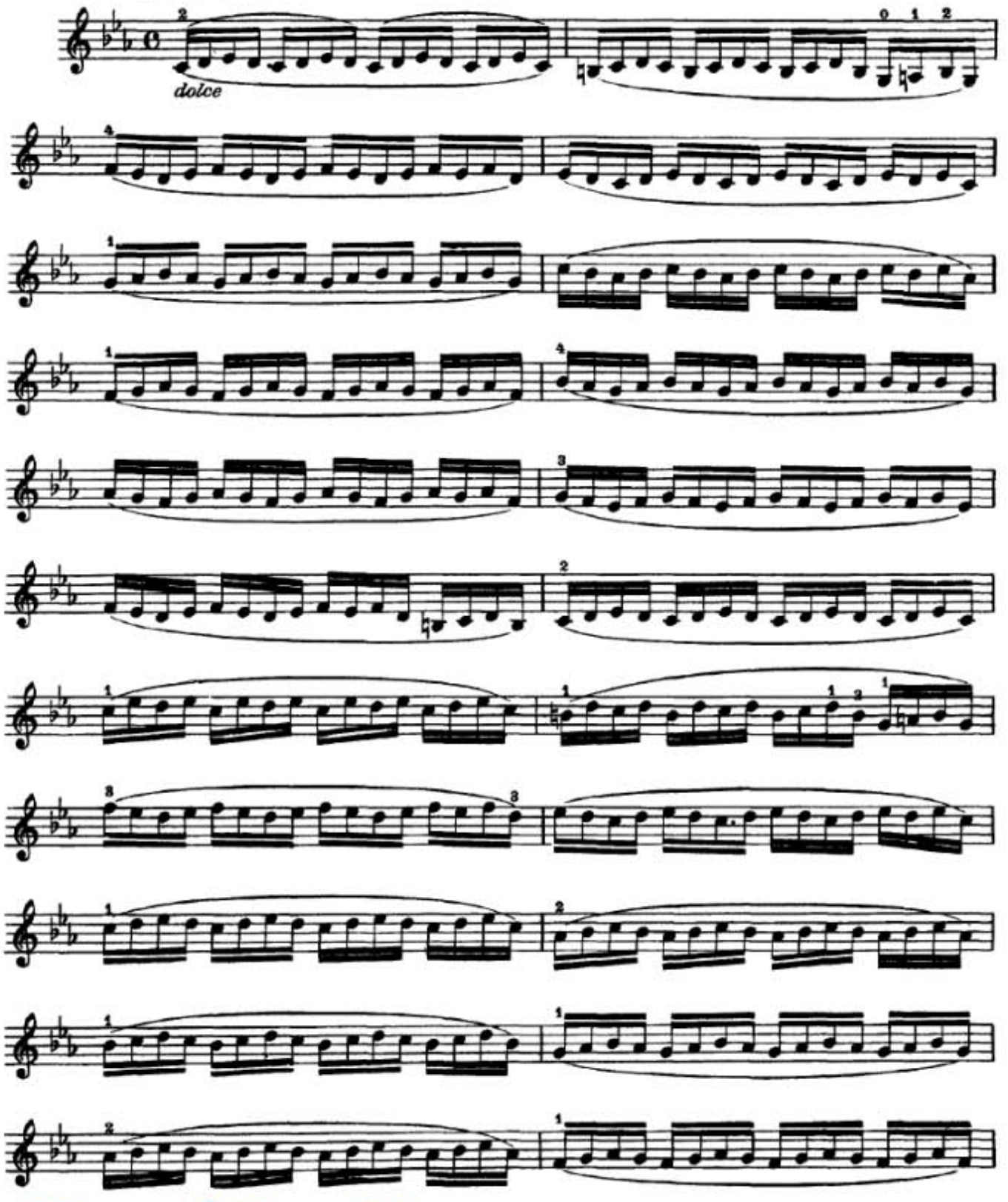
ETUDE

(1) Two bows to each measure, very slowly.

Andante



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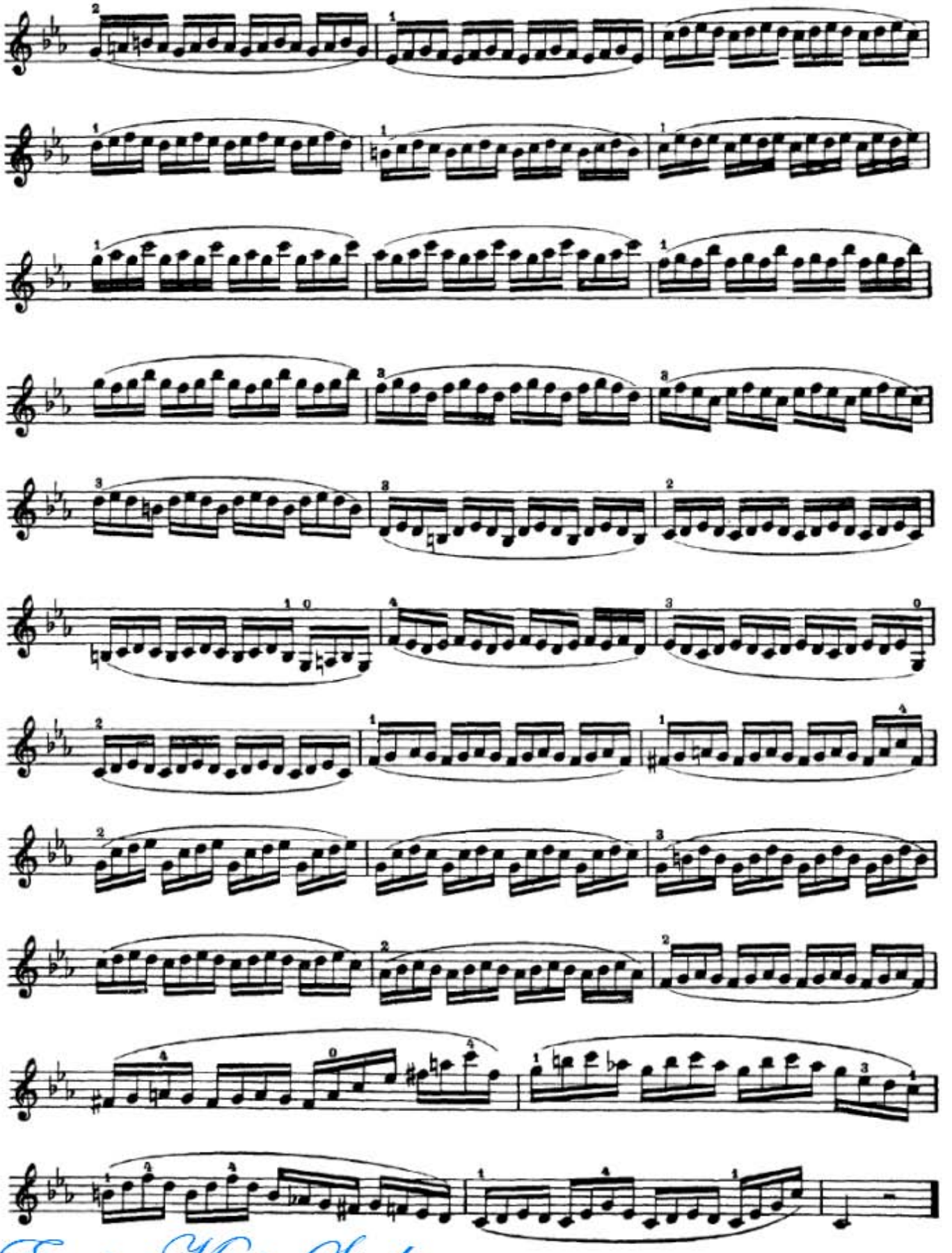

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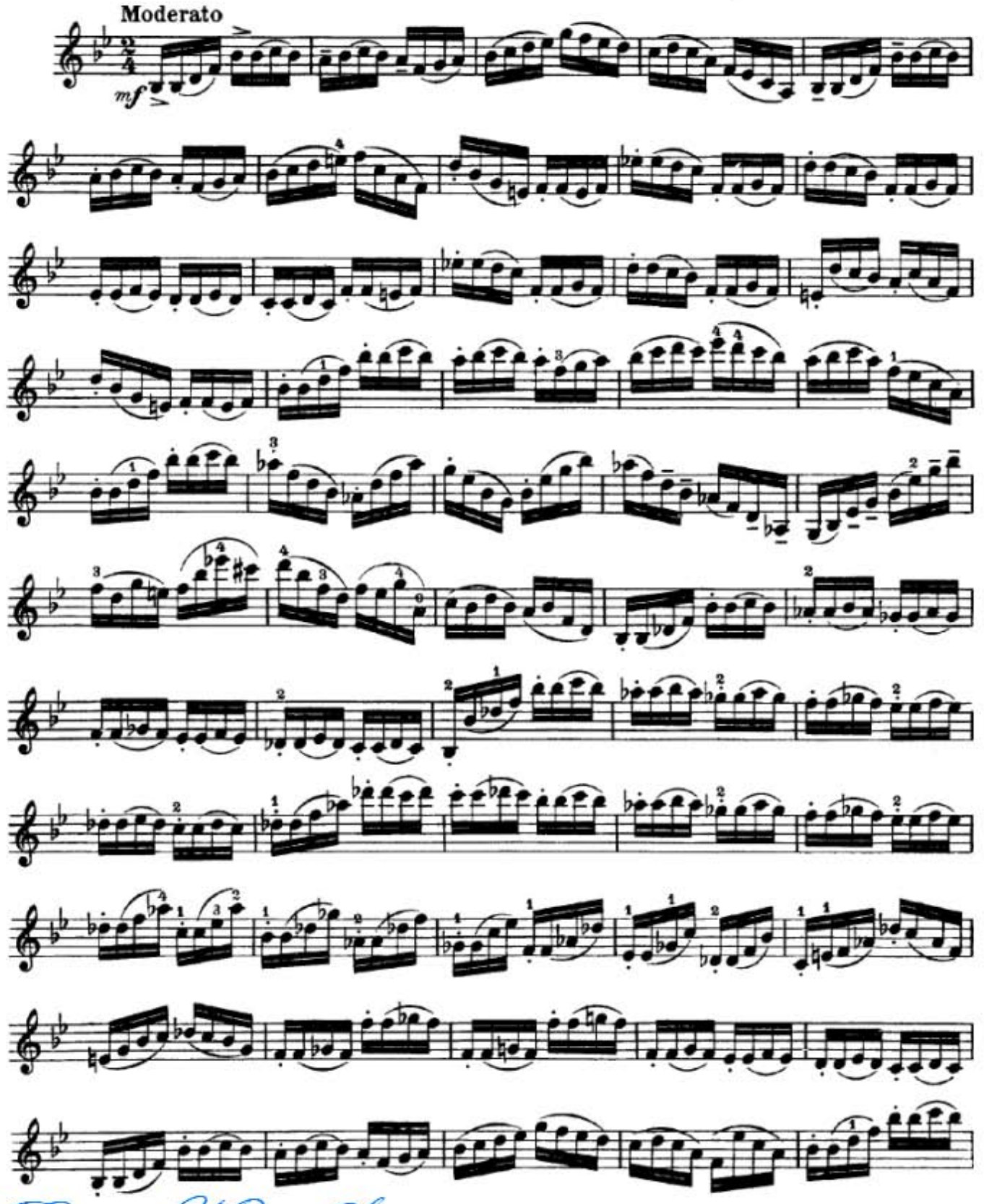
ÉTUDE

To be practised at first with broad detached strokes, from middle to point.



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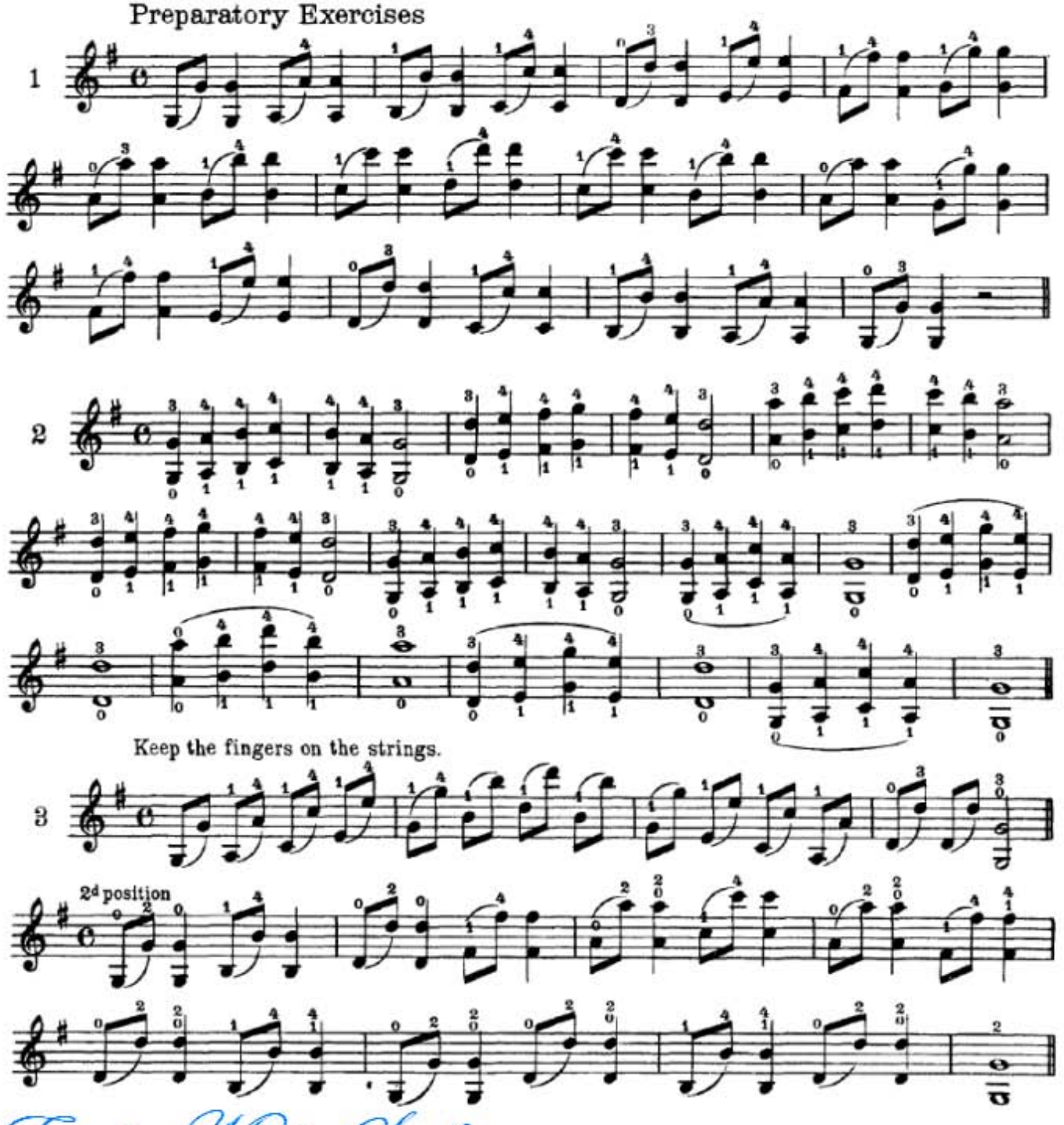
The Octave

Preparatory Exercises



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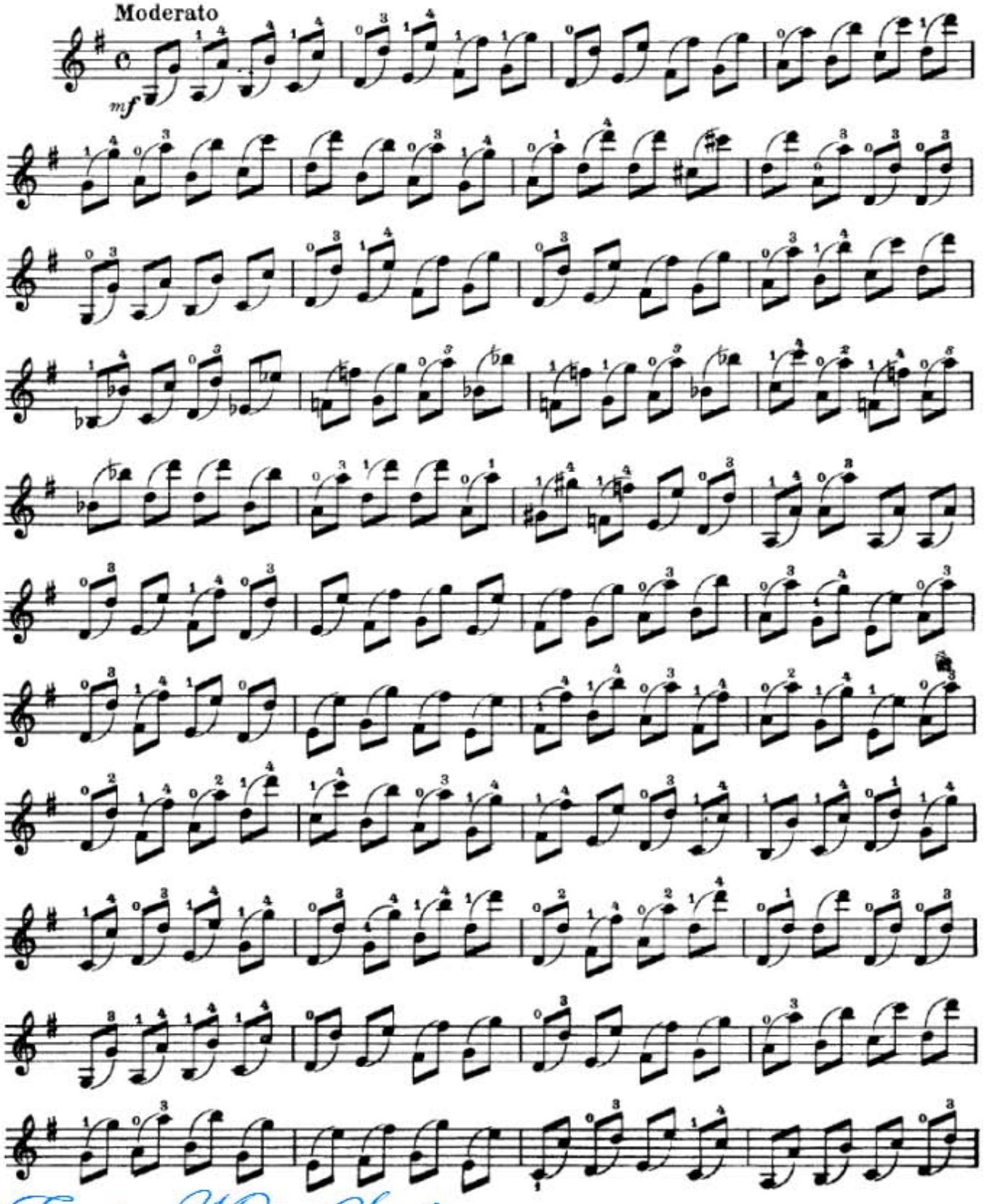
ÉTUDE

N. B. Keep the 1st and 4th fingers down; lift them only to change fingerings or strings.



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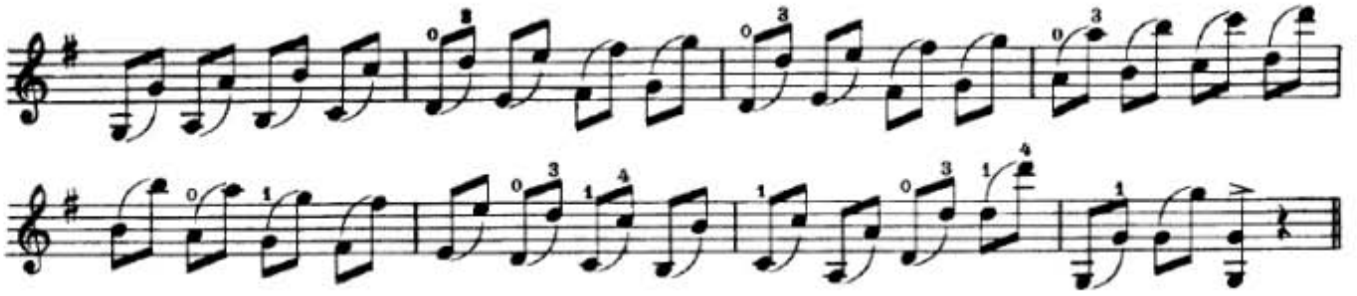
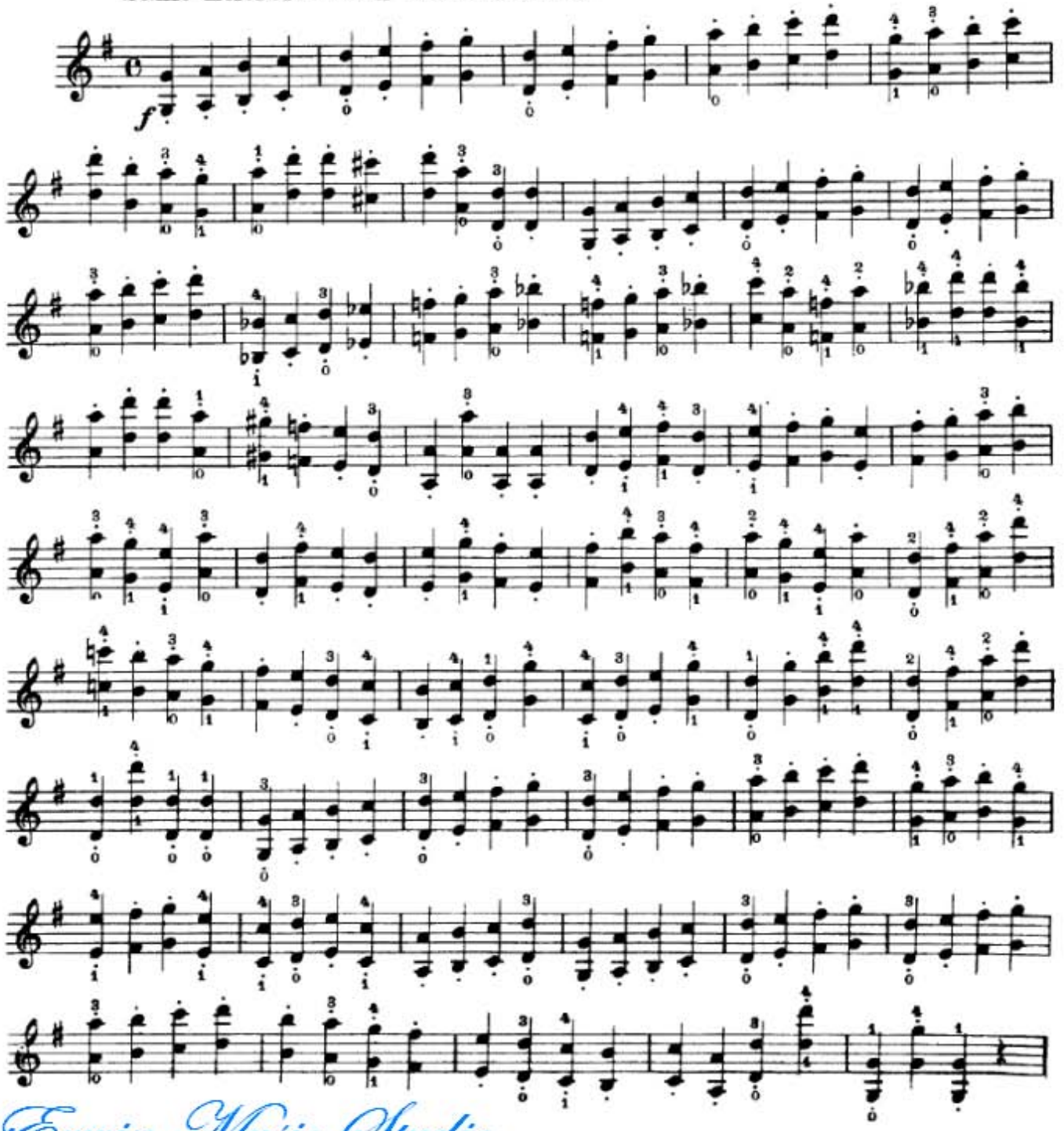


Same Exercise with Grand détaché



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DOUBLE-STOPPING

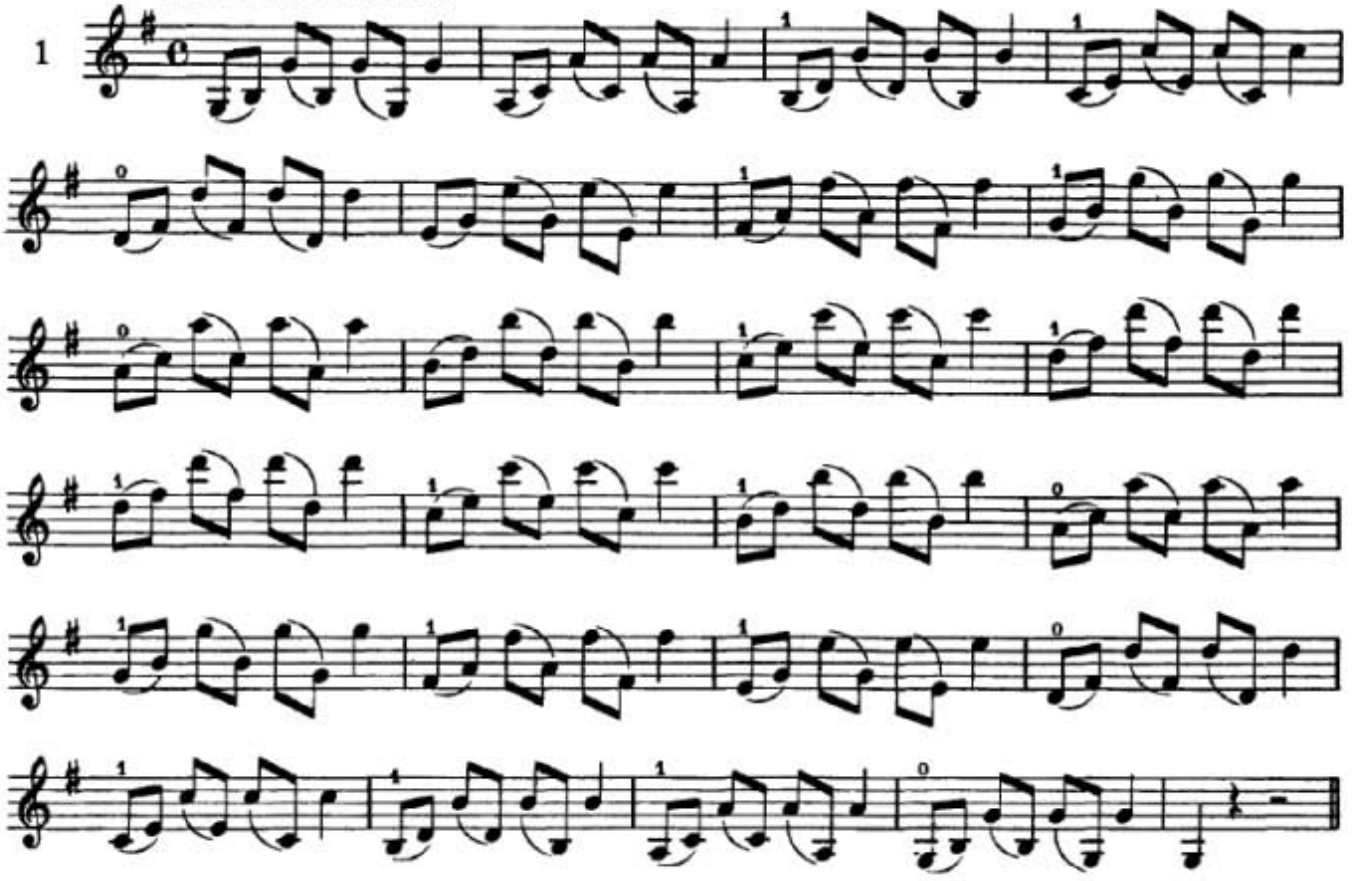
The pupil finds difficulty in distinguishing between major and minor intervals. Besides the fact that his ear is not trained to recognize two tones at once, he has no exact idea how near together or far apart are the tones forming these two intervals. In order to render the work clearer and easier we shall begin with broken intervals.

The Sixth, starting from the Octave

Without lifting the finger to pass from one octave to another.

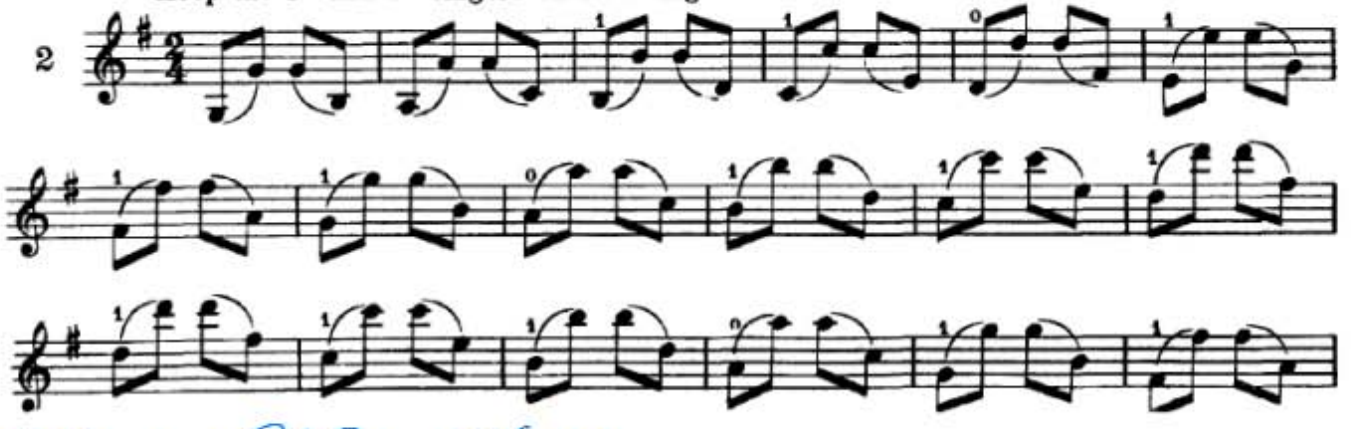
Movement of the wrist.

1



Keep the 1st and 4th fingers on the string.

2



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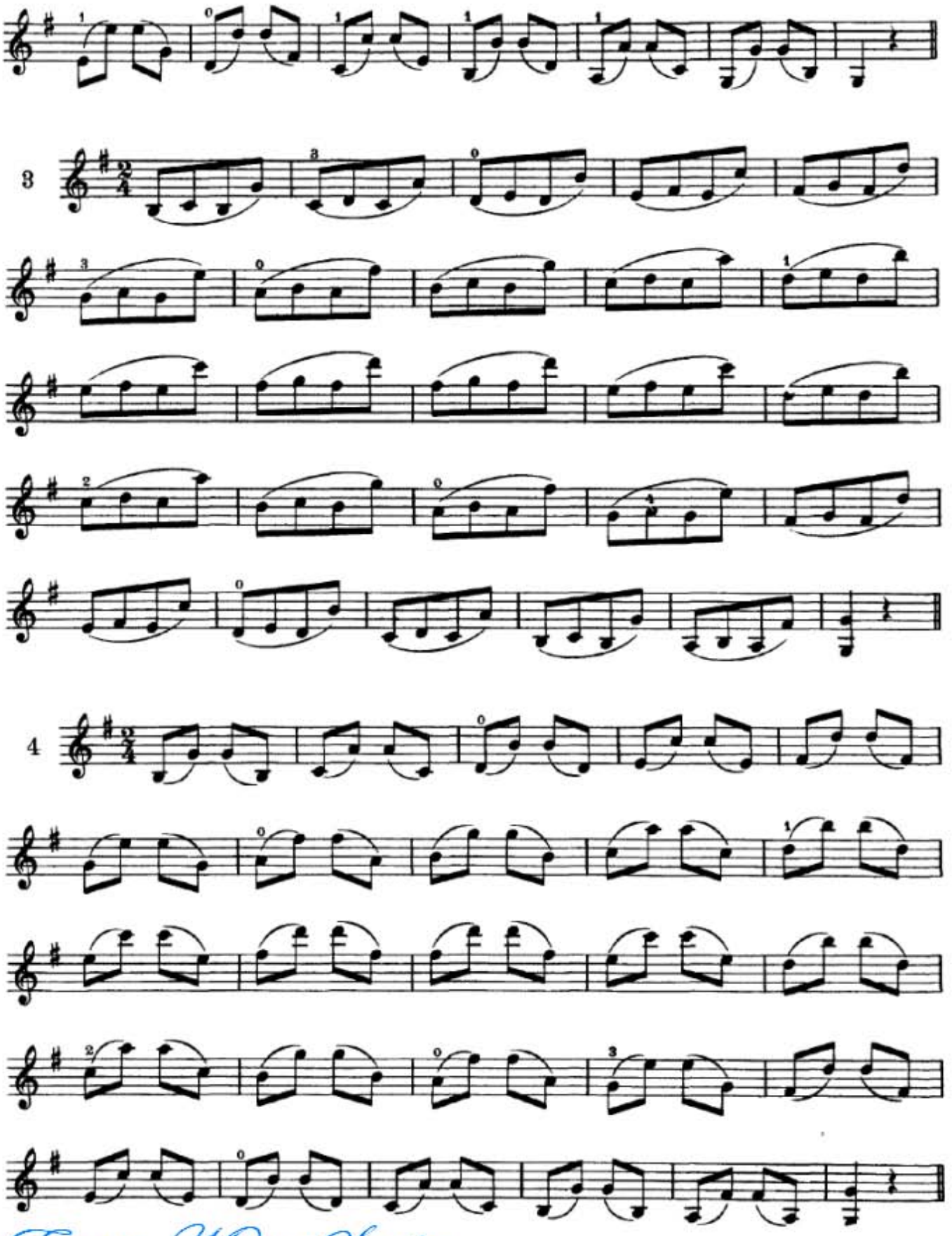

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5

6

In playing sixths, the interval of separation between the fingers is either one or two half-steps, according to the key; in thirds the interval of separation (not of pitch) of the fingers is either three or four half-steps. In order that the pupil may not be in doubt when he has to play two notes at one time, we shall employ the following graphic signs: ⌐¬ indicates, in sixths, that the fingers are two half-steps apart; in thirds, that they are four half-steps apart;] indicates, in sixths, that the fingers are one half-step apart; in thirds, that they are three half-steps apart. To sum up, in either sixths or thirds, ⌐¬ indicates the larger interval of separation between the fingers.

7

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