My dear Dr. Harper,

Enclosed, please find papers relating to my work in the East. They are quite to the point and I hope you may spare time enough to read them.

I cannot but think the offer of the orchestra has influenced you change of attitude towards me. Because the financial situation was equally dark and less promising three months ago when you told me the questions of class money and class hours could be arranged; and because 1500 is small compared to service given and results to be attained.

I am disappointed because my work, so significantly described in these papers, seems just fitted to the
needs of the University as aptly described by Prof. Laughlin at the meeting in your library April a year ago.

I feel sorely too, because it is not the right thing for the Chicago Orchestra, subsidized as it is by the rich of this city to use its funds in unfair competition to the disadvantage of any artist or teacher.

Yours most sincerely,

[Signature]
Dr. W. R. Harper,

Chicago, Ill.

My dear Dr. Harper:

Mr. Tomlins has written me something of the plan you and he have discussed of introducing musical work into the University, and suggests that I write you a few words touching his work at our Summer School at Hingham, Mass. He has set for me an impossible task, for I am sure that no one who was there and noted the results of his efforts and his influence on every one of his auditors can make clear to any one who was not there just what his work stands for, and how entirely different it is from that of the ordinary musical director or lecturer, however good either may be. How can I describe the difference between one who has a genius for teaching and one who merely hears recitations and gives the bare, lifeless facts of his subject to the class? Yet you realize that difference and have been surrounding yourself with a corps of men marked by just this higher quality, which is so potent an influence and yet so difficult to define. Mr. Tomlins suggested new ideas, inspired new ambitions, touched chords which had never before responded, and brought that class of mature men and women at Hingham into a state of great receptivity and mental activity, which I believe was as novel to them as was the instruction he imparted. Now, the difference between such handling of a class and the ordinary lecture on music, or musical drill in chorus or otherwise, is so wide that they hardly bear any relation to each
other. I should say that the former might be compared to the very highest type of physical training to which an athlete might be treated to enable him to perform any task taxing his strength or endurance, while the latter would be like the mere "constitutional" which an over-fed, well-to-do man might feel compelled to walk through each morning before breakfast. After an hour with Mr. Tomlins those teachers at Hingham could, and would, write better, draw better, and understand better any subject presented to them than ever before in their lives; but, more than this, they formed a determination to return to their classes and do better work not alone in music but in every other subject — in short, to be better teachers and better men and women than ever before. Perhaps this may seem to you rather extravagant language, but I am trying to state the results of my own disinterested observation. In order that you may not think me entirely unqualified to judge of Mr. Tomlins's work I may say that I have read music easily since I was a small child; sang in church choirs, quartettes, and more or less in public for years before I came to New York; and have had very considerable experience in directing choruses and classes. Thus, to a certain extent, at least, I was viewing Mr. Tomlins with a "critic's eye".

Please pardon the length of this letter, for the subject is one that grows on me, and believe me

Very sincerely yours,
Dear [Name],

I am writing to express my gratitude for the wonderful experience I had at [Program]. The opportunity to travel to [Country] and immerse myself in a foreign culture was an incredible learning experience. The language immersion and cultural exposure were invaluable.

The after-hours activities were equally enjoyable. Exploring the city on my own and trying new foods were highlights of the trip. I feel so much more confident in my ability to speak [Language] after hearing it spoken in everyday conversations.

The lessons were challenging but incredibly rewarding. The small class size allowed for personalized attention and a deeper understanding of the language. The exercises were practical and helped solidify my knowledge.

I am so grateful for the experience and the opportunity to grow both personally and professionally. I will carry these memories with me for a lifetime.

Thank you for your hard work and dedication in making this program a success. I am truly grateful.

Sincerely,

[Your Name]
June 17, 1896

My dear Mr. Harper,

The suggestion is a capital one. Let us act upon it. I will be able to talk more definitely about the details of the plan in a few days. Perhaps you will call on me some morning if you come down town, otherwise I can come and see you.

Please do not make a public announcement of the Chorus or the oratorio until then.

Sincerely yours,

WM. Tomlins.