

TRIBUTE TO TEACHERS

NOBLE WORK OF THOSE WHO
MOLD THE CAREERS OF YOUTH.

MEN AND WOMEN OF FUTURE

Powerful Sermon by Rev. Dr. Talmage
From the Text, "He That Teacheth
on Teaching"—"Every Man to His
Trade," Recognized by Paul Nearly
2,000 Years Ago—Men's Gifts Differ
—Choose Work Suited to Yours.

Entered according to Act of Parliament of Canada,
in the year 1906, by Frederick Dyer, of Toronto,
at the Department of Agriculture, Ottawa.

Los Angeles, Cal., Jan. 21.—In this sermon the preacher pays tribute to the work of those who are molding the character and shaping the career of the men and women of the future, the teachers of America, the text chosen being Romans xii, 7, "He that teacheth on teaching."

The adage, "Every man to his trade," is not a child of the nineteenth or twentieth century. Its cradle was rocked by the murmuring waters of the Nile and the Gihon and the Hiddekel and the Euphrates rivers when the world was young. It comes down to us with gray hairs, but with stout limbs of a "Wandering Jew." Its voice has been heard upon every hilltop and every valley since Abel became a herdsman and Cain a tiller of the soil. No sooner did man combine with man in communities or associations to protect himself from foreign foes than he became a specialist. He said to some members of his community, "You be our soldiers to protect us in time of war." He said to others, "You be our legislators and make our laws." He said to others, "You be our priests and teach us about God." He said to others, "You be our physicians or medicine men and care for us while we are sick." He said to others, "You be our sailors and navigate our ships and bring us to our merchandise from afar." He said to the wives and mothers, "You be our housekeepers and nurses and spinners and rear our young and cook our food and weave our clothing." He said to others, "You be our farmers or our architects and raise our crops or build our temples and homes and aqueducts." And everywhere the necessities of life have compelled man not to do all things well, but to do one thing for the benefit of all. Thus as the centuries have gone on man has more and more become a specialist.

More than that, as the world has advanced in its development trades and professions have been divided and subdivided into specialties. Once the family physician's duties were almost as numerous as the tints of the rainbow. He was not only doctor, but he was surgeon and dentist and pharmacist and oculist as well. If a man had a toothache it was the village physician who pushed in the forceps and pulled out the decayed molar. If the patient needed medicine the physician not only wrote the prescription, but compounded the drugs. If the leg had to be amputated it was the family physician who drove in the knife. If the aged man's eyes were in trouble it was the family physician who cut away the cataract or fitted on the glasses. Now all these different duties are done by specialists. The average family physician would no more expect to be the surgeon or the oculist or the pharmacist than he would expect to be the work of the lawyer or the electrician or the mining engineer. In other words, "every man to his trade" is an adage which has divided and subdivided and kept on subdividing the human race into its different groups until man by natural adaptation learns to do one thing well rather than a dozen things poorly.

Paul nearly 2,000 years ago recognized the social law, "Every man to his trade." Writing to the Romans, he said, "Having, then, gifts differing according to the grace that is given to us." That means to absolutely revolutionize the educational system of the world. The gist of his teachings is this: "To have found one-fourth of an answer to a question by his own effort is of more value and importance to a child than it is to half hear and half understand that answer in the words of another." Thus we find the average schoolroom for our children a far different place from that we used to attend. We there find the children playing games and building blocks and working at carpenter benches and bending over kitchen stoves and drawing pictures and singing songs. They work with their

more important than that of teaching. Thus this morning I select a mighty subject. May God help us to show the power of "the teacher's throne" and how we should honor its occupants and recognize the responsibility of the work that is done there and its value!

The first great reason why we send our children to school is to wake up the mind and put it into touch with the outside world. That mental awakening is no easy task to perform. The word "education" comes from the Latin word "educare" meaning "to bring out." The lexicographer, "the educating, the leading out or drawing out of the latent powers of an individual." But in order to draw out you must first put in. You must open the avenues of knowledge upon which "thoughts" as charioteers can harness up their flashing-eyed verbal chargers and drive. You must have the great wires connecting brain with brain, as the Atlantic cable connects the old world with the new. In other words, the school-teacher must mold the child's mind so that it can read and write and multiply and spell.

The well of knowledge always seems to me like that great deep well on your father's farm. In order to make the work of drawing the water from that well a little easier for your mother, you father bought an iron pump and put it in the shed just outside of the kitchen. But, though that pump was supposed to relieve your mother, it was the pest of your life. In the morning, inevitably the family would use up all the water you drew before going to bed. Then your mother in the morning would call, "Charley, I wish you would bring me a pail of water." Then you would go to that pump and grasp the iron handle and pump and pump and pump, and the water would not come. There was no connection between the top and the bottom. At last, in complete disgust, you would have to take the pail and go clear out to the barn and get some water and pour it down the pipe before you could get the connection with the well below. Well, that pail of water you had to bring from afar and pour down the pipe is the symbol to me of the rudiments of an education which the school-teacher is compelled to pour into the brain of the children. Without these rudiments the child will never be in touch with the intellectual world. When the white man began to build the Central Pacific railroad across the continent nothing amazed the American Indian more than the fact that his white brother could make a few signs upon paper, and then by that paper other white men could go and build his bridges and do his bidding. This is-day salute the school-teacher as the great awakener of the brain, the school-teacher as the great central station where the wires of intelligence are united, as the telephone wires of the central office are made one. I honor the school-teacher for the mastery in teaching the child to read he opens to him the avenue of knowledge.

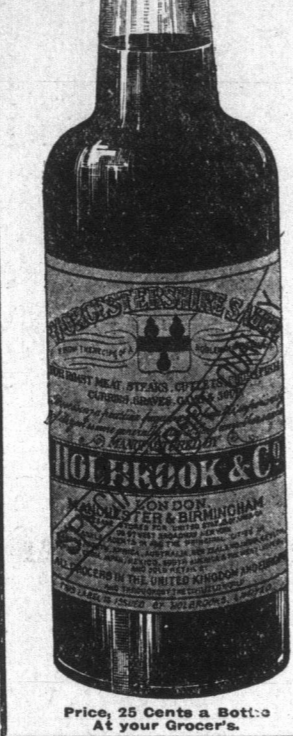
But, having put the scholar in touch with the intellectual world, the next great duty of the school-teacher is to make the student think for himself and do for himself. The cells of the brain are just the same as the muscles and cells of the rest of the body. In order to become developed and strong and virile, in order to grasp the great problems of life and solve them aright, that brain must have exercise. It must learn to be independent. It cannot be carried around as a valetudinarian by a scholastic nurse. Thus the second great duty of the school-teacher is to inspire in the minds of his students the realization that they can do something. "No truth is really our own," said Ralph Waldo Emerson, "until we discover it for ourselves."

The human brain should be something more than a sponge. The brain should be able to give out as well as take in. The brain should be like a mountain side, gushing forth with brooks and springs, rather than a great cavity or reservoir, capable of holding a lot of water, which in time becomes nothing more or less than a stagnant pool. It is just at this point that Friedrich Froebel, the great German educator, has been able within the last few years to absolutely revolutionize the educational system of the world. The gist of his teachings is this: "To have found one-fourth of an answer to a question by his own effort is of more value and importance to a child than it is to half hear and half understand that answer in the words of another." Thus we find the average schoolroom for our children a far different place from that we used to attend. We there find the children playing games and building blocks and working at carpenter benches and bending over kitchen stoves and drawing pictures and singing songs. They work with their

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hands; they work with their hands and fingers. The schoolroom is a place where our children are taught not only theories, but practicalities. That is true. And here let me state something directly to the parents in reference to this law. Every father and mother ought to be the public school teacher's assistant. They ought to supplement the work of the schoolroom in the home. How are they to do that? By inspiring their children in every way possible to do something for themselves. Buy them all the games they are able to play. Checkers and dominoes and parcheesi and authors and chess and croquet and golf and tennis are not time wasters, but brain developers. Buy them the master key in life. When the Duke of Wellington was Prime Minister of England he paid a visit to his old school of Eton. While he was watching the boys play football upon the field he said to the principal, "The battle of Waterloo was won here." If Arthur Wellesley had never contended for mastery upon the playground he would never have been able to conquer England's greatest foe. "One of the greatest difficulties to be overcome in the physical, intellectual and moral training of the negro race in Jamaica," wrote the Rev. William Gillies, a late minister to that island, "is the fact that the children have lost the play spirit." That means because the black children of Jamaica were indolent in their games; the black men and women were indolent in their life's work.

I see the teacher training the practical child. I see him also training the aesthetic child or the student of the beautiful. I hear him saying to the young student, "Young man, there is something more in life than planting a cabbage patch, or hoeing corn, or digging an oil well. There is something more in life than in owning a mortgage upon your neighbor's land and squeezing him out of his property in hard times. There is other literature in life than that found in the stock columns of the daily newspaper. There is something higher than the rattle of the miser's gold." The true teacher tries to lead his scholars into the higher realms of the beautiful. He inspires them with the harmonies of nature, of sound and of color. He gets the best pictures he can and hangs them upon the school walls. He gets the most beautiful flowers he can and places them upon his school desk. And he gets the best books he can to read to them in the extra hours.

He tries to do for his class room what Mary A. Livermore did for her scholars when she was a teacher in Duxbury, Mass. She did not go into her class room and say, "Now, children, you must go to work and work hard and have just as miserable a time as you can." Oh, no. She made play out of work. When she was teaching boys she gathered the beautiful flowers out of the fields and took them into the class rooms. Then on certain Saturdays she took her class out into the woods to find the flowers and to study them in their home retreats. Then, instead of studying the stars by books alone, she would meet her class on a clear night, and together they would roam through stellar worlds. Then, instead of making music a bore, she formed her scholars into singing classes, and ever and anon the teachers and scholars would go off on picnics, taking their games and their violins along. Do you wonder that Mary A. Livermore worked her way into the

hearts of her scholars and inspired them with the love of the beautiful?

But the school-teacher has still a higher mission than that of cramming a student's brain full of a few facts and teaching him to love the aesthetic. Art and nature did not make Athens a city of virtuous people. Some of the most loathsome examples of immoral and dissolute behavior were practiced under the shadow of the Parthenon. Some of the greatest writers of the ages walked the streets of Rome. But Rome in its day was what Sodom and Gomorrah were in their days, and in modern times the most popular lover of the aesthetic who ever stepped upon our shores was himself so steeped in immorality that he was not only exiled from decent society, but was incarcerated in a London jail and almost away despoiled of men to meet his God and to render an account for his mis-spent life. Thus, my friend, as a teacher you have something more to do than to teach your scholars the facts of the trees and the mountains, and the blossoms, and the harvest fields. You have to teach your scholars to be pure and true and noble and good.

How can a teacher lead his pupils to be pure and true and noble and good? In the first place, by giving them the example of a teacher who is good and true and noble and good. On a short time ago I was talking to a lady who for years was a successful teacher in one of our western cities. I said, "What is the greatest essential for a successful teacher?" She hesitated a moment and then she hesitatingly answered: "Example. She herself must be a good woman if she wants her scholars to be good."

A few days ago the principal of one of the Los Angeles public schools said to me: "I cannot expect anything better from my students than I am myself. For the last two weeks I have been trying especially to be kind and gentle and forgiving. Why? I know if I am kind and gentle I will make my children kind and gentle also." There is a magnetic connection between the pupil's seat and the teacher's desk. You know it, teacher! I am going to ask you one blunt question. Is there any way easier for a teacher to be true and noble and good than by surrendering his life into the hands of his scholars? I think not. "All education not founded on religion is unproductive." Ah, school-teacher, I think I can put my finger upon the weak spot of your school teaching. You are spiritually a blind man trying to lead the blind. You want your scholars to be like Christ, and yet you yourself have not surrendered your own heart to the Saviour. Will you do it now in order to give the right kind of an example to your children?

The next way to make your scholars true and noble is to appeal to their best manly and womanhood. A sneaking teacher will inevitably have a sneaking and dishonest band of students. If a teacher will place his students upon their honor they will be honest and true. If a teacher will ferret out the actions of an enemy he will find his scholars dishonest, and there is no exception to the rule.

How was it, oh teacher, with your past life? If you had a teacher who never trusted you and was trying to catch you in a dishonest act, did you not cheat under his very eyes? You did, and you know it. On the other hand, were not all the boys and girls honest and true in dealing with that teacher who used to leave the room on the day of examinations and put the members of your class on their honor to do the work? It always pays to treat the members of your class on their honor. Treat your class as honest boys and girls, and they will be honest. Spy on their tracks, and they will cheat you and deceive you at every step. Thus the two great means by which a teacher is to mold his classes for Christ, first, to be a Christian himself, and second, to appeal to the Christian instincts of the scholars by whom he is surrounded.

And now I come to one closing plea for the teacher to give his heart to Christ. Of all professions in the world where a person needs the grace of God to sustain him in the pedagogical profession, it is the foremost. Of all classes of men and women toward whom the world is most blatantly and cruelly ungrateful that class is to be found among the teachers. The other day I said a teacher to me the other day, "that of all intelligent workmen a teacher is paid the least." A father pays more to the carpenter who shingles his house than he pays to the school-teacher who molds the brains and the character of his child. He pays more to the workman who puts in his plumbing or the mason who rears his walls or the plasterer who mixes his mortar, than he pays to the teacher who is forming the life of his child for time and for eternity. "Yes," I said, "I know it. Shame on the community which does it!"

But, Christian teachers, though you pay so small, though the world may be ungrateful for the good that you can do, remember the greatest opportunities of life are yours. You are the great protectors of society. It is you who can prevent in the twentieth century such an outbreak as the French revolution of the eighteenth century. You are the great conservators of society. You are the great preservers of the world's civilization. You are the great preservers of the world's order. Your work is never paid a dollar for the work he did for mankind except to be presented with a cross for a dying bed. But Christ saved the world by his sacrifice. You are building for time, but for eternity. You are molding boys and girls for the future. And if you do your work well there will come a time when you shall have your reward. When the great day of judgment all the nations of the earth shall assemble to receive their rewards some who are last here shall be first there. On that day, if you have done your work well, Christ will point to the gospel triumph of some of your pupils and say: "Oh, teacher, these men and women wrought for me because thou didst thy work faithfully in the schoolroom. Come forth, oh teacher, and get thy reward!" Then Christ will say to your old pupils: "Friends, help thy master to his throne. Aged school-teacher, mount and take thy crown." So may it be. I pray God, each heavenly reward shall be thine, because thou a Christian teacher art doing thy work well for the Master now in thy humble sphere on earth. Do you wonder, Paul, that the teacher's life was when he said, "Six that teacheth, on teaching."

THE FASHION OF BEAUTY.

The Power That Sets Hearts Aflame
as Today Views It.

It is only during the last century that beauty has become a fashion, although Ninon de L'Enclos gained a worldwide reputation for thorough knowledge of what is now a fine art, and the attractions of Helen of Troy once set nations at war. First Mary, queen of Scots, came over from France with French fascinations to imperil Elizabeth's throne. But it was at Charles I.'s gay court beauty came really into fashion, and lovely women look out with laughing eyes and floating curls from the canvases of that period.

It was not, however, till about a hundred years ago, in the days of Sir Thomas Lawrence, Gainsborough and Sir Joshua Reynolds, when Romney Hamilton and Angelica Kaufmann was thought by many to be prettier even than her own pictures—it was not till then that certain Englishwomen became noted for their beauty. And the "books of beauty" of that time show a very different type from what is now admired, although signs are not lacking of late that the long sloping shoulders, the falling ringlets, the becoming wreaths and graceful shawl may again be in vogue.

Beauty and Its Present Tendency.

Good looks have become a necessity rather than a luxury, the rule rather than the exception, and because they are de rigueur a whole army of beauty doctors, complexion specialists and teachers of physical culture have sprung up to supply what may be needed in this almost compulsory end. The daughters of the earlier years of our country were taught the art of good deportment by balancing their schoolbooks on their heads, as the old time colored washerwoman of the south carried her basket of clothes, disdaining to steady it with the hand, or the natives of India carry their jar of water without ever spilling a drop. The daughters of the earlier years of our country were taught the art of good deportment by balancing their schoolbooks on their heads, as the old time colored washerwoman of the south carried her basket of clothes, disdaining to steady it with the hand, or the natives of India carry their jar of water without ever spilling a drop. The daughters of the earlier years of our country were taught the art of good deportment by balancing their schoolbooks on their heads, as the old time colored washerwoman of the south carried her basket of clothes, disdaining to steady it with the hand, or the natives of India carry their jar of water without ever spilling a drop.

To Beauty Must Be Added Brains.

The woman of today must be beautiful. There is a legend to the effect that she spends eighteen hours of the twenty-four in accomplishing the much desired effect. Her beauty sleep must, every day, last for twelve hours, with an hour in the middle of the day for repose and another for health exercises, while her swimming bath, her face massage, her hairdresser, her manicure and dressmakers absorb the rest. Her most valued friend, say the cynics, is her doctor; her chief amusement is her diet. Fortunately for the future generation, the woman of today, despite the silly gossip which appears in print, is wise enough to know that straight features and fair skin are not all sufficient; the mind must be trained as well as the body, the heart must be touched before it can set other hearts aflame. The twentieth century product is a woman with not only beauty, but brains. She spends time, money and trouble on both, for, after all, both are the fashion.

The Modern Kitchen.

While the modern kitchens are not nearly so large as the kitchens of our forefathers, they are far and away more convenient. Every foot of space is utilized. The plumbing is all open, with no spot where dust may cling and hide. In almost all well appointed houses there are two ranges of wrought steel, one for coal and one for gas. In the smaller houses there is only the gas range, with a separate heater for the water tank. A hood over the range carries off odors. The walls of the modern kitchen are finished with tiling or cheaper but equally sanitary cement. The floor of the new kitchen is of vitrified tile, laid in hydraulic cement. The kitchen sinks have enamelled exteriors, the waste trapped directly down to the drain, with all pipes nickel plated and exposed.—Kansas City Star.

White Bread Most Nutritious.

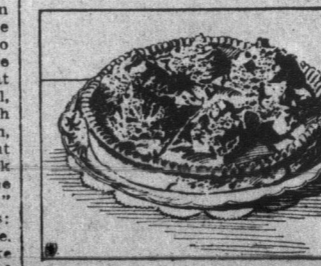
It has been found as a result of some of the dietary studies of the department of agriculture that white bread furnished the body with more protein and higher quality of protein than whole wheat or graham flour for the same amount of grain, any deficiency in the composition of the white flour being more than offset by its more thorough digestibility.

Cleaning Steel Knives.

For cleaning steel knives a bit of pumice stone is said to be better than almost anything else that can be used. It does not scratch the knives, as do many forms of "sand soap," and it is less disagreeable to use than brick dust.

A Rich Pie Scheme.

It is the tempting, tasteful serving of our food that enhances the delights of the daily meals as well as of the refreshments of social functions. Many



people will think a good mince pie needs no embellishment, yet few will object to the generous scheme shown in Table Talk, where a mince pie marked in sections is topped with a slice of ice cream.

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Will Lose His Fingers.

Galt, Jan. 26.—Stephen Moffat, farmer, of Beverly, had his hand caught in a gasoline engine and will lose the fingers.

Williams Co., Limited, shoe manufacturers, closed yesterday and will move the machinery to Brampton and merge with another business controlled there.

ARE YOU COSTIVE?

If you knew how bad for health constipation is you would be more careful. Irregular bowels cause appendicitis, jaundice, anaemia and a thousand other diseases, too. Sooner or later it will bring you to a sick bed. The use of Dr. Hamilton's Pills changes all this quickly. They are made to cure constipation in one night, and always do so. By taking Dr. Hamilton's Pills you are sure of a keen appetite, splendid color, jovial spirits and sound, restful sleep. Gentle in action; good for men, women or children. 25c. per box, or five for \$1.00. At all dealers in medicine.

Editor Wins Libel Suit.

Calgary, Alta., Jan. 26.—The famous libel case of Dennis v. Edwards has been dismissed. The litigation grew out of a lengthy story in The Eye Opener, which was alleged to have reflected on J. S. Dennis, assistant to Second Vice-President Whyte of the C. P. R.

NERVOUSNESS A CALAMITY.

Many who don't realize what lies beyond, treat an attack of the "nerves" with indifference. Others consider it will soon pass away. But in every case nervousness is a calamity. Only one remedy will ever cure it—a last for twelve hours, with an hour in the middle of the day for repose and another for health exercises, while her swimming bath, her face massage, her hairdresser, her manicure and dressmakers absorb the rest. Her most valued friend, say the cynics, is her doctor; her chief amusement is her diet. Fortunately for the future generation, the woman of today, despite the silly gossip which appears in print, is wise enough to know that straight features and fair skin are not all sufficient; the mind must be trained as well as the body, the heart must be touched before it can set other hearts aflame. The twentieth century product is a woman with not only beauty, but brains. She spends time, money and trouble on both, for, after all, both are the fashion.

Conspirators Expelled.

Port-au-Prince, Hayti, Jan. 26.—The Monitor (official) yesterday published a decree of arrest and expulsion against five foreigners—three Frenchmen, a German and an Austrian—who have all been convicted of conspiring to disturb public order.

BE DONE WITH CATARRH!

Why allow this filthy disease to poison your system? It drains your strength, ruins digestion, pollutes the breath, makes you repulsive. The one certain cure is "Catarrhazone," it cures because it destroys the cause of the disease, cures thoroughly because it goes wherever the catarrh is, cures every case because it vaporizes the catarrh from its source. To get well and stay free from catarrh get Catarrhazone and use it; satisfaction guaranteed.

Drummer Is Fined.

Montreal, Jan. 26.—Harry Well, a traveler for an English firm of wine merchants, was sentenced by Judge Choquette to pay fifty dollars for violating the law and soliciting orders for his firm without having previously paid the Quebec travelers' tax. This is the first fine imposed.

SPRAINED HER ANKLE.

"Slipped on an icy step and sprained my right ankle very badly," writes Miss Minnie Burgoyne, of Glenwood. "It swelled to a tremendous size and caused me much pain. I applied Polson's Nerveine and got prompt relief; the swelling was reduced, and before long I was able to use my foot." For sprains, swellings and muscular pains Nerveine is the one sure remedy. Strong, penetrating, swift to destroy pain—that's Polson's Nerveine. Fifty years in use.

Snowslide Blocks C. P. R. Train.

Winnipeg, Jan. 26.—The Canadian Pacific transcontinental train from Vancouver is now two days late, having been delayed by an avalanche in the Rockies, in the locality of Illecillewaet.

Theatre Destroyed.

Antwerp, Jan. 26.—The Scala theatre has been completely destroyed by fire. Two firemen were injured.

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Gentlemen—Last winter I received great benefit from the use of MINARD'S LINIMENT in a severe attack of La Grippe, and I have frequently proved it to be very effective in cases of inflammation.

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A. A. JORDAN'S.

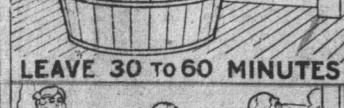
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Sunlight Soap is better than other soaps, but is best when used in the Sunlight way (follow directions).

Hard rubbing and boiling are things of the past in homes where Sunlight Soap is used as directed.

Sunlight Soap will not injure even the daintiest fabric or the hands, and the clothes will be perfectly white, woolens soft and fluffy.

The reason for this is because Sunlight Soap is absolutely pure, contains no injurious chemicals—indeed, nothing but the active, cleansing, dirt-removing properties of soap that is nothing but soap.

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