

most forceful character, even though most objectionable, may become leader.

It is very evident that the whole success or failure of the movement centres in leadership. I have seen a man acting as leader who evidently had an idea in his mind that his first qualification was his ability to rail at the "molly-coddling effects of the Sunday-school." With his swagger, his nine-inch pipe ever in use, his boastful excesses, he was the last man in the world to act as leader of small boys. On the other hand, I have seen leaders who were ideal, even though they were not Sunday-school men, and even if they did smoke. They knew how to lead the boys out of the lower into the higher life—in action, thought and speech. And they succeeded.

It may be that owing to the scarcity of young men for this work, especially since so many have left for the war, young ladies may be pressed into service. This is more than an idle suggestion. If any teacher can take the young lads of a community and organize them for scout work, she may do a most valuable service for the young scouts and for the community, to say nothing about her work for herself.

Those ignorant of the scout movement may be interested to know that it encourages every kind of helpful activity. A scout-master or mistress can lead effort in almost any line. If

she knows nothing of one activity she can encourage another. Think of this for a choice—learning to telegraph, to make kites, to know the birds, to cook meals, to make camp, to care for dogs, to care for gardens, to build nests for birds, to use tools, to run long-distance races, to drill—and, if there is anything else, just supply it. Anyone who writes Mr. McIntosh, at the Industrial Bureau, Winnipeg, or the Governor-General, who is Chief Scout-master for Canada, will get helpful suggestions and the necessary directions for organizing.

Here is a movement that may help the schools. If the wrong leaders are appointed, the schools may suffer. Let us remember the golden text, "In the education of children there is no room for antagonism." If a teacher can see an opportunity in the scout movement to get boys doing in a manly way things in which they are keenly interested, she should try to be a partner in the enterprise, or she should take the keenest interest in what is going on. A good teacher envies every opportunity to influence growing life, and she knows that the greatest development is taking place when life is at a white-heat, that is when young people are doing things in which their hearts are interested. Let every teacher look upon the scout movement as a natural movement towards a wider curriculum.

THE ASTER

The Autumn woods the aster knows,
The empty nest, the wind that grieves,
The sunlight breaking thro' the shade,
The squirrel chattering thro' the shade,
The timid rabbit's lighter tread.

Among the rustling trees
And still beside the shadowy glen
She holds the color of the skies.
Along the purpling wayside steep,
She hangs her fringes passing deep,
And meadows drowned in happy state
And lit by starry eyes.