

**Proposed Amendment to the Constitution** on recommendation of the chairman of the Whitewater District in which the School for the Blind is located: To add to Article VII, General Rules, Section 2: Any regular student of the High School for the Blind at Janesville is eligible to participate, providing he has had for the previous semester and has for the current semester, an average standing for all his work equal at least to the passing mark of the school with not more than one standing below the passing mark.

**"Crisis in the Electric Utilities"** by J. V. Garland and Charles F. Phillips is one of the Reference Shelf Series published by H. W. Wilson Company. The book (216 pages) is arranged in nine chapters, each followed by a short list of references to additional material. A Glossary of terms is appended; and included with each book is a pamphlet, listing True-False examination questions for each chapter, with a Key for the coach. Regular price 90c. May be purchased from the secretary for 75c.

**Special Aid to Dramatics.** The member schools interested in dramatics may secure, on request to the secretary, a copy of a bulletin, "When Choosing a Play," prepared by C. Lowell Lees, Assistant Director of Bascom Theatre and Amy A. Gessner, Instructor, Rural Sociology Department of the College of Agriculture. Among the subjects considered are the following: Gaining an Appreciation, Why Worthwhile Plays, Elements of Playmaking, Play as to Treatment, Classification of Plays, Play as to Theme, Structure and Elements, Staging, Actor, Audience, Director, Suggestions to Clubs, Hints on Choosing a Play, and Do's and Don'ts in Choosing a Play.

**School Activities.** School Activities is a magazine of special interest to high school students and teachers looking for material on extra-curricular activities. Sample copies, with information on special rates, will be supplied on request.

**Honor to another high school debater.** Virginia Collins who was one of the debating squad representing Antigo High School at the state debate last year has been awarded first prize in a newspaper article contest sponsored by the Daily Student Life, campus newspaper, Pomona College, California. Honor to another debater. Congratulations, Virginia!

**Future Farmer Team of Blair High School,** composed of Harold Mattison and Hiram Thompson, won first place in the National Butter Makers' Convention at LaCrosse, in competition with teams from Iowa, Minnesota, and South Dakota. This team won first place also in a special state contest at Sheboygan. Congratulations!

**Report on Speech Institutes.** The secretary has been asked to prepare, for the Convention of the National Association of Teachers of Speech in January, a map of Wisconsin indicating attendance at Speech Institutes. The record of registration is not complete. If your school was represented at any of the sessions, including the evening debate, at either Shawano or Antigo, will you send immediately a post card to Almere L. Scott, Secretary of the Wisconsin High School Forensic Association, University Extension Division, Madison, indicating the number of students and teachers attending any of the sessions from your school?

**Oration Substitution.** Your attention is called to information on and a mistake in supplying for this year a prohibited oration. We ask for your cooperation. See mimeographed slip attached to substitute oration enclosed.

**Debate Question for next year.** Please return immediately, Information Blank on Debate Question for 1937-38. National University Extension Committee meets December 28.

**The Motivation of Forensic and Dramatic Activities in the Modern High School.** The mimeographed outline prepared by the Antigo High School for the Speech Institute is available from the secretary. The outline may be the basis for a very worth-while consideration of forensics in high schools, and is suggested for teachers' meetings and conferences of coaches and administrators.

# WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

"Not to defeat each other, but to pace one another on the road to excellence."

Vol. VIII

MADISON, WISCONSIN, NOVEMBER, 1936

No. 2

Additional copies available to member schools at five cents each.

Copies available to other than member schools at ten cents each.

## SCHEDULE FOR CONTESTS, 1937:

**REGISTRATION.** Final date for registration for all contests is December 15.

### DEBATE:

- Jan. 16—Latest date for first round.
- Jan. 23—Latest date for second round.
- Feb. 6—Latest date for semi-sectional.
- Feb. 20—Latest date for sectional.
- Mar. 6—Latest date for state debate.

### DRAMATICS:

- Jan. 30—Latest date for first round.
- Feb. 13—Latest date for second round.
- Feb. 27—Latest date for sectional.
- Mar. 13—Latest date for state contest.

### OTHER CONTESTS:

- Apr. 10—Latest date for league contests.
- Apr. 24—Latest date for district contests.
- May 6 and 7—Latest date for state contests.

From the address given at Milwaukee by Frank M. Gordon, Chicago, President of the Investment Bankers' Association.

"I believe the great national pastime too often has been passing the buck to the depression. As for the debating societies, if every person of adult intelligence would assume that he confronted the duty of preparing and delivering a serious minded, responsible, public address on our important economic and political problems we would automatically get rid of a lot of the uncertainties, the loose, confusing thinking and the irresponsible talking that retard economic recovery."

Source: Milwaukee Journal, February 13, 1933.

M. A. FISCHER, Chairman Dodgeville	EAU CLAIRE DISTRICT Howard M. Lyon, Chippewa Falls	OSHKOSH DISTRICT T. J. McGlynn, De Pere
ALMERE SCOTT, Secretary Univ. Extension Div., Madison	LA CROSSE DISTRICT E. J. McKean, Tomah	PLATTEVILLE DISTRICT M. A. Fischer, Dodgeville
O. H. PLENZKE, Treas. Sec., Wis. Education Ass'n, Madison	MILWAUKEE DISTRICT G. J. Balzer, Wash. High School, Milwaukee	RIVER FALLS DISTRICT H. C. Mason, River Falls
PROF. A. T. WEAVER, Adviser in Speech		STEVENS POINT DISTRICT Harry Bender, Colby
ETHEL THEODORA ROCKWELL, Adviser in Dramatics		SUPERIOR DISTRICT Geo. E. VanHeuklom, Mellen
		WHITEWATER DISTRICT C. H. Dorr, Milton

**WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION  
REPORT OF TREASURER**

November 1, 1935—November 1, 1936

Balance — November 1, 1935 .....		\$1,307.36	
<b>INCOME:</b> November 1, 1935—November 1, 1936			
Dues .....	\$1,520.00		
Selections .....	124.37		
Miscellaneous (Part-payment from Capital City Bank, Michigan schools' contribution to the Mellen Institute, refund on Amery railroad tickets, and programs sold to Future Farmers) .....	189.90	1,834.27	
			\$3,141.63
<b>DISBURSEMENTS:</b> November 1, 1935—November 1, 1936:			
Mimeographing and Printing .....	\$ 595.42		
Telephone-Postage-Envelopes-Post Cards .....	306.21		
Supplies (Debate Handbooks, Supplements, Manila Envelopes) .....	318.45		
Miscellaneous (Breakfasts, lodging for state contestants) .....	107.80		
Travel .....	74.30		
Cuttings .....	67.50		
Banners-Badges-Medals-Cups .....	155.80		
Institute Expenses .....	339.09	1,964.57	
			\$1,177.06

BALANCE, November 1, 1936 .....

O. H. PLENZKE, Treasurer.

**SPEECH INSTITUTES**

The third Speech Institute is scheduled for December 11 and 12 at Madison. A program of special interest to high school students and coaches, including classes and demonstrations in debate, dramatics, extemporaneous speaking, reading, declamation, and oratory is planned. Representatives of the University of Ohio and of the University of Wisconsin will debate the question, Resolved: That all electric utilities should be governmentally owned and operated. Students of member schools of the Wisconsin High School Forensic Association will be guests of the Forensic Association and of the Forensic Board for this debate.

A special program and announcement of this institute and debate has been sent to the forty-five schools that have indicated an interest in a Speech Institute at Madison. All schools are cordially invited. Detailed information, with program, will be sent upon request to Almere L. Scott, Secretary of the Forensic Association, University Extension Division, Madison.

Through the splendid co-operation of the high schools, Lawrence College, and the University of Wisconsin, two other very worth-while Speech Institutes were scheduled at Shawano November 13 and 14 and at Antigo November 20 and 21.

Reports of the three institutes will be published in the February News Letter.

**SPEECH AND DRAMATICS—SHAWANO HIGH SCHOOL**

by

Margaret Perry, English Department

Here at Shawano our Superintendent of Schools and the teachers in the English Department believe that each student in the high school should be induced to participate in some form of speech activity.

Often in high schools the students take little interest in speech work. Recognizing the need for greater ability among our citizens to express themselves, we, here at Shawano, have built up, through a period of years, a plan which is workable and very much worth while.

Each student is required to take English each of his four years in high school. Elaborate speech training is not conducted within the English classes, but each student, in order to receive credit in English, must present once each year a three-minute oration or declamation before his English section. The teacher of the section acts as a judge. Out of each class (over 160 in a class)

twelve orators and twelve declaimers are chosen. The total of 96 students, 24 from each class, then appear in a series of preliminary class contests with all the English teachers serving as judge. From this group of 96 class winners in speech, the judges choose four Freshmen, six Sophomores, six Juniors and eight Seniors. These 24 students, after receiving individual instruction from members of the faculty over a period of six to nine weeks, participate in a final local speech contest. The winners are chosen to represent Shawano High School in the Interscholastic district and state contests.

To encourage Freshmen especially, a Freshman oratorical and declamatory contest is held before the high school assembly, and the winners of this contest are again given an opportunity to make the final speech contest.

The faculty of Shawano High School finds the above plan recommendable because of the following reasons:

1. It discovers hidden talents.
2. It inspires confidence in the students.
3. It serves to aid in eliminating some minor speech defects.
4. It does not disrupt the teaching curriculum. When run in conjunction with the English Classes, it can be made a part of the work.
5. It gives each student in the high school an opportunity to give a speech before an audience four times during his high school years.
6. The students, as listeners, develop a constructive critical attitude.

The Debate work in Shawano High School is built around a plan of procedure that Mr. Olson, Debate Coach, has followed over a period of years. The plan has been improved on until it has become a very practical one.

It is required that each student enrolled in our high school earn one-half credit each year in an extracurricular activity in order to graduate. The activity must be continuous participation throughout the nine months. Debate is one of these activities in which the student may earn his extra curricular credit. At the beginning of the school year, any student interested in debate work registers for that activity. After a six-week training period in the elements of debate and speech work, the students who are not suited for debate work are eliminated. They have the privilege of entering a speech class which meets twice a week, and thus earn the one-half credit through continuous participation in speech work throughout the year.

It is the policy of Mr. Olson to arrange for debaters as many interscholastic debates each year as possible. During the 1935-36 season, Shawano speakers participated in 54 debates.

Each season, Shawano sponsors a Freshmen-Sophomore Debate Tournament. Such an undertaking is well worth the effort. Schools in the district are invited to participate. This plan affords potentially good debaters an opportunity to get actual experience which is so essential in debate work.

For years, the Shawano High School has been sponsoring the following Dramatic program:

Each Class, under the direction of one of the English teachers, presents a one-act play for the public. The series of plays is placed on a competitive basis (incentive to better performances is noticeable because of competition). One class each year thus has the distinction of having presented, according to the judges, the best one-act play. Any member of the Freshman, Sophomore, Junior and Senior classes is eligible to try out for a place in his respective class play. The interest in this activity has been built through all the years this plan has been executed in Shawano, and much fine talent has been discovered because of it.

In connection with dramatic work, there is, in the high school, a Dramatic Club, the membership of which is restricted to thirty students. Students who wish to join the club must present before judges noticeable evidences of dramatic ability for admittance. This club presents a three-act play during the course of the year and sponsors many dramatic productions.

This year, Mr. Robert Lewis, Chairman of the Dramatic Committee, will coach a one-act play for state-wide competition. All students in the school are eligible to try out for parts in this production.

Each year, the Senior class presents a three-act play. There is, too, a play presented by an all-school cast which brings out the talents of a larger number of students.

## MESSAGE FROM F. O. HOLT, DEAN, UNIVERSITY EXTENSION DIVISION

Of the many activities of the Extension Division of the University in which I have taken pride, none arouses my enthusiasm more than does the participation of the Division in the program which is conducted jointly with the Forensic League of the state.

I am of the opinion that no investment of time and effort on the part of high school students brings greater return than their study of important questions of the day and their discussion of them from the public platform.

When I have attended secondary school debates and other forensic contests, I have been really thrilled at the genuine understanding of important economic, social, and political questions which young people of high school age have exhibited. And I have felt confident that the young people to whom I have listened have secured that rare kind of training which will enable them to distinguish between the man who knows what he is talking about and the fellow who is just talking.

It is tragic that in American society there should be in the discussion of important issues so much decision based upon emotional reaction and so little upon objective analysis. Democracy needs above all else today a critical analysis of the important questions which confront the nation. It is reassuring to know that thousands of high school boys and girls in Wisconsin are being trained in a way that gives promises of an increasingly sane and stable democracy.

And what an advantage to be trained to marshal facts logically and to present them convincingly in public! I am constantly being impressed with the ability which our students show in the development of the art of public speaking.

## WEBSTER DEBATING SOCIETY, MARINETTE

The following article prepared by Don Neverman and published in the Marinette Eagle-Star May 1, 1935, is reprinted because of the encouraging interest developing in debating in our high schools:

"Accurate records are not available as to when the high school group called Webster Debating Society (Marinette) was organized, but about 1890 an organization called 'Philomatic' was begun, having for its purpose, the development of debating and public speaking.

"In 1900, Jim Thorn started Webster, in this manner making the second organization of this kind in the school. Intraschool debates were held between the two organizations which aroused much interest.

"In some manner not made clear perhaps by fusion or by the dying out of one of the clubs, only Webster remained.

"It was completely reorganized in 1910 which date is usually accepted as the beginning of the present society.

"Charter members were: Jim Thorn, organizer; Edward Miller, Harvey Jones, Oscar Petersen, Jack Taylor and about five others.

"In former years Webster Debating society had entire charge of debate in Marinette high school. During this period Webster won big silver loving cups in 1911 and 1914, a silver pitcher in 1917, six small individual loving cups in 1918, and three banners awarded by Lawrence College, for excellence in debating.

"Because Webster was active in school affairs before the present building was constructed, a special room in the new school was dedicated to the honor of the Webster Debating society.

"Webster has been led this year by Hugh Higley, first semester president; Robert Hood, second semester president; Lloyd F. Dobyms, advisor. Others to hold offices are: Kenneth Higley, Don Neverman, Walter Isenberg and Obed Rosen.

"This year two Websterians were members of the debate squad, while the first three places in the oratorical contest were also won by members of this group."

The secretary would appreciate historical data from other high schools.

## WHAT IS AN ESSAY?

Professor A. T. Weaver

Chairman of the Speech Department, University of Wisconsin

We may well begin by quoting some authoritative statements as to the nature of the essay as a form of literary composition. Webster's NEW INTERNATIONAL DICTIONARY defines an essay as "A literary composition, analytical or interpretative in nature, dealing with its subject from a more or less limited or personal standpoint and permitting a considerable freedom of style and method. Though commonly essays are brief enough for reading at one sitting, the term is also applied to systematic works treating their subjects under series of captions, as Locke's *Essay Concerning Human Understanding*. Occasionally poetic works bear the title, as Pope's *Essay on Man* and *Essay on Criticism*. In general, an essay is distinguished from a treatise or dissertation in being less systematic and formal, from a thesis in not being restricted to formal argument, from a history or biography in treating its subject in a single aspect rather than its whole scope."

O'Neill and Wallace in *PURPOSIVE WRITING AND SPEAKING*, Longman's, Green and Company, say: "The familiar essay is a reflection of the writer's own personality . . . As its name implies, it is informal, follows no set rules—'wanders where it lists'—its chief purpose being entertainment. It usually treats even a serious theme with a humorous touch. A. C. Benson, a popular English essayist, says that a familiar essay is 'a species of soliloquy, as if a man were to speak aloud the slender and whimsical thoughts that come into his mind when he is alone on a winter evening before a warm fire, and, closing his book, abandons himself to the luxury of genial reverie.' Thus the emphasis is placed upon the personality of the writer rather than upon the ideas which he expresses. The subject really matters little—the charm lies in the treatment . . . The manner of the familiar essay is more important than the matter . . . The reader does not read this type of essay to secure the latest facts; but rather for the delight of looking through the eyes of one who can interpret life or nature with individuality and charm."

Raymond Woodbury Pence in his volume *ESSAYS BY PRESENT DAY WRITERS*, The Macmillan Company, writes: "The essay may be said to have been discovered—or invented—by Michel de Montaigne, who published the first two volumes of his *Essais* in 1580. He broke away from the impersonal moral disquisitions of his day and proceeded to write about himself, his own likes and dislikes, his foibles and idiosyncrasies. And one type of the essay—generally known as the Familiar Essay—has to the present time followed more or less closely Montaigne's model. A survey of the history of the essay will, of course, show that there is probably no form of writing with less clearly defined boundaries and limits. We think of the essay as including the short pithy epigrammatic utterance of Sir Francis Bacon, the formal literary criticism of Dryden, the chatty informal *Spectator* papers of Addison and Steele, the ponderous disquisitions of Samuel Johnson, the formal literary studies of Coleridge, Arnold, Pater, and Macaulay, the scientific treatises of Spencer, Darwin, Huxley, and Tyndall, the philosophical writings of Emerson, and the very informal, highly personal, chatty, whimsical conversation of Hazlitt, Leigh Hunt, Thackeray, Stevenson, and, above all Charles Lamb. To this last group we may add our own Irving and Holmes. For convenience, then, we may recognize two fairly well defined types—the formal, impersonal, objective treatise and the very informal, personal, subjective. It is evident, of course, that no definite dividing line can be drawn between these two types.

"A survey of what has been written in essay form since the beginning of the twentieth century shows that the formal type is very rapidly losing ground and that the informal is just about as rapidly gaining. It is not our purpose here to investigate reasons but simply to state facts. For practical purposes, then we may say that the essay of the present-day is preeminently the familiar essay."

Ramey and Johnston in their *READINGS IN ENGLISH PROSE*, Doubleday, Doran and Co., observe that, "An essay is the venture of a mind into the open. It is a withdrawing of the screen, a raising of the visor, a removal of the camouflage behind which every man, for sake of privacy or for fear of being wounded, hides himself. With the mask of conventional sentiment cast aside and the habitude of social discretion doffed, the mind of the essayist sets

forth to air itself—to exercise, to stretch, to preen, to bask in the sun. What a thing to see! For masks are not often laid aside. Society has set fashions for the mind's clothing; and it is only seldom that we are able to pierce the disguises that our fellows wear."

B. A. Heydrick in TYPES OF THE ESSAY, Charles Scribner's Sons, comments as follows: "An essay is a short piece of prose, not attempting to treat its subject completely nor logically, but rather giving the author's opinion upon it; opinions which may or may not be serious, but which are set forth with a high degree of literary art. It usually reveals more or less of the personality of the author, and in this respect corresponds in prose to the lyric in poetry."

Margaret Prendergast Maclean in her new volume ORAL INTERPRETATION OF FORMS OF LITERATURE, E. P. Dutton and Company, devotes Chapter XVI to the problems of the interpretative reading of the essay. She says: "The interpreter speaks for the author, directly to the audience. There is no impersonation in the essay. The rhythm of the essay is the rhythm of careful, elegant, cultivated conversation."

A reading of this chapter to which is appended a brief list of essays suitable for oral reading will repay students and teachers.

To attempt here a listing of essays by the great masters would require too much space. However, a few characteristic titles may be helpful. Take as examples: Bacon's ON FRIENDSHIP, Steele's MEMORIES, Addison's THE MAN OF THE TOWN, Hazlitt's THE SHYNESS OF SCHOLARS, DeQuincey's ENGLISH MAIL COACH, STYLE, and JOAN OF ARC, Carlyle's BURNS, Macaulay's MILTON, Thackeray's THE FOUR GEORGES and TUNBRIDGE TOYS, Irving's WESTMINSTER ABBEY, Emerson's SELF RELIANCE, FRIENDSHIP, and HEROISM, Holmes' THE AUTOCRAT OF THE BREAKFAST TABLE, and Lowell's CONVERSATIONS ON SOME OF THE OLD POETS. A reading of half a dozen of the foregoing should give anyone a pretty fair idea as to the essential character of the essay.

Those who desire to select contemporary rather than classical material will find such periodicals as THE ATLANTIC MONTHLY and HARPERS MAGAZINE excellent sources. The following are present-day familiar essays:

James Normal Hall

Lincoln Steffens

Samuel McChord Crothers

Christopher Morley

Heywood Brown

George Edward Woodberry

Gilbert K. Chesterton

Charles Hanson Towne

Almost any collection of English prose contains excellent essays. As source books, some of the more useful anthologies are: ESSAYS TOWARD TRUTH by Robinson, Pressey, and McCallum, Henry Holt and Company; PROSE MASTERPIECES by Hillyer, Murdock, and Shepard, Harcourt, Brace and Company; A GOODLY COMPANY by Stewart, Bradshaw, and others, American Book Company; ESSAYS BY PRESENT DAY WRITERS by Pence, The Macmillan Company; THE COLLEGE READER by Lovett and James, Houghton, Mifflin Company; MODERN WRITERS AT WORK by Piercy, The Macmillan Company; MODERN ENGLISH READINGS by Loomis and Clark, Farrar and Rinehart, Inc.; TYPES AND TIMES IN THE ESSAY by Warner Taylor, Harper and Brothers; READINGS IN ENGLISH PROSE by Ramey and Johnston, Doubleday Doran and Company, Inc.; THE COLLEGE OMNIBUS by McCallum and others, Harcourt, Brace and Company.

I suggest that the materials for this year's contest be confined to the serious-informal type of essay, which emphasizes the personal impressions, attitudes, and reflections of the author and that we eliminate from consideration both humorous-informal and the formal essays. This does not mean that there must be no touches of humor or whimsy in the essays which we read, but that we should avoid essays the main quality of which is humor. Thus we shall avoid the difficulties which used to arise before we separated humorous and non-humorous materials in the declamatory contest.

## NEWS ITEMS

**Registration for all contests December 15.** It has been quite difficult to arrange leagues for the May contests because some of the schools have not registered until a late date. All schools are urged to send in the registration at the earliest possible date.

**Board.** The newly elected and re-elected Board members to serve to dates indicated are as follows:

Eau Claire District: Howard M. Lyon, Chippewa Falls—to 1939.

Oshkosh District: T. J. McGlynn, De Pere—to 1939.

Superior District: Geo. E. VanHeuklom, Mellen—to 1937. (To fill unexpired term of G. A. Bassford, resigned. Superintendent O. J. Attoe, Washburn, was elected to fill the unexpired term of G. A. Bassford but resigned and Mr. VanHeuklom was unanimously appointed by the Board, in accordance with the constitution, to fill the unexpired term.)

Whitewater District: C. H. Dorr, Milton—to 1939.

Superintendent M. A. Fischer, Dodgeville, was unanimously re-elected chairman.

**Management of Contests.** The constitution provides for the management of contests as follows: League Contest—Article V,—3. The officers of each League shall be a Chairman and a Secretary-Treasurer. District Contest—Article VI,—2. An Executive Committee composed of one representative from the State Teachers' College, one high school principal, and two coaches or teachers of Public Speaking.

**Reading Contest.** After very careful consideration by the Board, a motion was carried to limit the Reading Contest to the Essay this year, and to the same type of Essay. In accordance with the request of the Board, Dr. Weaver of the Speech Department submits in this News Letter, a definition or explanation of an essay which the Board felt would be helpful in the selection of material for contests.

**Extemporaneous Speaking.** By action of the Board, each contestant will be asked one or two questions by a judge on his speech.

**Dramatic Contest.** Beginning in 1937-38, dramatic contests shall be completed before December 15.

**Prompting.** Any student prompted shall be disqualified. (This rule was passed by the Board and published in the November, 1933 News Letter. The secretary regrets that by oversight this rule was not included in the compilation of rules, November, 1934.)

**Awards.** By motion of the Board, blue, red and white ribbons supplied by the Board shall be awarded to the participants ranking first, second and third at the District Contests other than in Debate and Dramatics.

**Readjustment of Membership.** Since there is such a variation in the membership of the districts, the Board authorized a readjustment to be worked by the following committee: Messrs. Lyon, Eau Claire District; Bender, Stevens Point District; McGlynn, Oshkosh District, and VanHeuklom, Superior District, Chairman.

**Constitutional Amendments.** The following constitutional amendments again acted favorably upon at the annual meeting, having been passed by referendum, are now a part of the rules of the Association:

To add to AWARDS under RULES—DRAMATIC CONTEST:

... and shall include the award of medal or medals to one or two stage hands, as recommended by the director of the play.

To add to Article VII, Rule 2, Constitution:

No student shall represent his school in a league, sub-district, district, or state contest in a single year in more than one of the following speech activities: Extemporaneous Speaking, Extemporaneous Reading, Humorous Declamation, Non-Humorous Declamation, Oration.

To add to Article IV, Section I, Officers (b) Constitution:

If any one nominee for district chairman shall receive a majority of all votes cast at the primary election, such nominee shall be declared elected by the secretary.