

We listened perfunctorily indeed, if we listened at all, for the chewing out was redundant, a mere formality, and beside the point. The point was that he had chased us passionately without giving up, and so he had caught us. Now he came down to earth. I wanted the glory to last forever.

But how could the glory have lasted forever? We could have run through every backyard in North America until we got to Panama. But when he trapped us at the lip of the Panama Canal, what precisely could he have done to prolong the drama of the chase and cap its glory? I brooded about this for the next few years. He could only have fried Mikey Fahey and me in boiling oil, say, or dismembered us piecemeal, or staked us to anthills. None of which I really wanted, and none of which any adult was likely to do, even in the spirit of fun. He could only chew us out there in the Panamanian jungle, after months or years of exalting pursuit. He could only begin, "You stupid kids," and continue in his ordinary Pittsburgh accent with his normal righteous anger and the usual common sense.

If in that snowy backyard the driver of the black Buick had cut off our heads, Mikey's and mine, I would have died happy, for nothing has required so much of me since as being chased all over Pittsburgh in the middle of winter—running terrified, exhausted—by this sainted, skinny, furious red-headed man who wished to have a word with us. I don't know how he found his way back to his car.

For a reading quiz, sources on Annie Dillard, and annotated links to further readings on play for children and adults, visit bedfordstmartins.com/thefordfordreader.

Journal Writing

Why do you suppose Dillard remembers in such vivid detail the rather insignificant event she describes? What incidents from your childhood seem momentous even now? List these incidents, along with some notes about their importance. (To take your journal writing further, see "From Journal to Essay" on the facing page.)

Questions on Meaning

1. What is Dillard's PURPOSE in this essay? Obviously, she wants to entertain readers, but does she have another purpose as well?
2. Does the persistence of the pursuer seem reasonable to you, given the children's prank?

3. What does the pursuer represent for the narrator? How do her feelings about him change after the chase is over, and why?
4. Why does Dillard describe the "chewing out," seemingly the object of the chase, as "redundant, a mere formality, and beside the point" (par. 19)?

Questions on Writing Strategy

1. Why does Dillard open her story with a discussion of football? In what way does the game of football serve as a metaphor in the story? (Hint: Look at par. 13, as well as the sentence "It was all or nothing" in par. 1.) (See *Figures of speech* in Useful Terms for a definition of *metaphor*.)
2. Identify the two rapid TRANSITIONS in paragraph 2. Do they contribute to or detract from the COHERENCE of the essay?
3. Why does Dillard interrupt the story of the chase with an "immense discovery" (par. 13)? Does this interruption weaken the narrative?
4. Discuss Dillard's POINT OF VIEW. Is her perspective that of a seven-year-old girl or that of an adult writer reflecting on her childhood experience?
5. **OTHER METHODS** Dillard's story implicitly COMPARES AND CONTRASTS a child's and an adult's way of looking at life. What are some of the differences that Dillard implies?

Questions on Language

1. Look up the meaning of any of the following words you don't already know: crenellated (par. 5); translucent (6); nigh (7); impelled; compelled (14); prow (16); perfunctorily (18); redundant (19); piecemeal, exalting, righteous (20).
2. Explain the contradiction in this statement: "I got in trouble throwing snowballs, and have seldom been happier since" (par. 2). Can you find other examples of paradox in what the narrator says? How is this paradox related to the narrator's apparent view of children? (See *Figures of speech* in Useful Terms for a definition of *paradox*.)
3. Why are the strong verbs Dillard uses in paragraph 20 especially appropriate?
4. What is the EFFECT of the last sentence of the essay?

Suggestions for Writing

1. **FROM JOURNAL TO ESSAY** Choose one significant incident from the list of childhood experiences you wrote in your journal, and narrate the incident as vividly as you can. Include the details: Where did the event take place? What did people say? How were they dressed? What was the weather like? Follow Dillard's model in putting CONCRETE IMAGES to work for an idea, in this case an idea about the significance of the incident to you then and now.
2. From what you have seen of children and adults, do you agree with Dillard's characterization of the two groups (see "Writing Strategy" question 5)? Write an essay comparing and contrasting children's and adults' attitudes toward play. (You will have to GENERALIZE, of course, but try to keep your broad statements grounded in a reality your readers will share.)

gent message. His embrace was softer, longer than before. I remember how it surprised me and how I gave an embarrassed laugh as if to apologize to anyone watching.

I got on the airplane and my father and mother were gone. But as the plane lifted my throat was hurting with sadness. I realized then that Dad must have learned something as well, and what he had said to me in that last hug was that he loved me. Love was a rare expression between us, so I had denied it at first. As the plane turned north, I had a sudden wish to go back to Dad and embrace his arms with all the love I felt for him. I wanted to hold him for a long time and to speak with him silently, telling him how happy I was, telling him all my feelings, in that language we shared.

In his hug, Dad had tried to tell me something he himself had discovered. I hope he tries again. Maybe this spring, when he sees his first crew march, he'll advise me on how to improve my stroke. Maybe he has started doing pushups to rebuild his strength and challenge me to another match—if this were true, I know I would feel less challenged than loved. Or maybe, rather than any of this, he'll just send me a card.

For a reading quiz and annotated links to further readings on fathers and sons, visit bedfordstmartins.com/thebedfordreader.

Journal Writing

Manning expresses conflicting feelings about his father. How do you respond to his conflict? When have you felt strongly conflicting emotions about a person or an event, such as a relative, friend, breakup, ceremony, move? Write a paragraph or two exploring your feelings. (To take your journal writing further, see "From Journal to Essay" on the next page.)

Questions on Meaning

1. In paragraph 3 Manning says that his father's "words were physical." What does this mean?
2. After his most recent trip home, Manning says, "I realized then that Dad must have learned something as well" (par. 14). What is it that father and son have each learned?

3. Manning says in the last paragraph that he "would feel less challenged than loved," if his father challenged him to a rematch. Does this statement suggest that he did not feel loved earlier? Why, or why not?
4. What do you think is Manning's PURPOSE in this essay? Does he want to express love for his father, or is there something more as well?

Questions on Writing Strategy

1. Why does Manning start his essay with a match that leaves him "too bitter to smile" and then move backward to earlier bouts of arm wrestling?
2. In the last paragraph Manning suggests that his father might work harder at competing with him and pushing him to be competitive, or he might just send his son a card. Why does Manning present both of these options? Are we supposed to know which will happen?
3. Explain the fishing ANALOGY Manning uses in paragraph 10.
4. **OTHER METHODS** Manning's essay is as much a NARRATIVE as a description: The author gives brief stories, like video clips, to show the dynamic of his relationship with his father. Look at the story in paragraph 4. How does Manning mix elements of both methods to convey his powerlessness?

Questions on Language

1. Manning uses the word *competition* throughout this essay. Why is this a more accurate word than *conflict* to describe Manning's relationship with his father?
2. What is the EFFECT of "the arm" in this line from paragraph 4: "But the arm would continue to move steadily along its arc toward the carpet"?
3. In paragraph 9 Manning writes, "I wanted to win but I did not want to see him lose." What does this apparent contradiction mean?
4. If any of these words is unfamiliar, look it up in a dictionary: embartled (par. 4); dredges, crew (7); conditioned (9); mononucleosis (11).

Suggestions for Writing

1. **FROM JOURNAL TO ESSAY** Expand your journal entry into a descriptive essay that brings to life your mixed feelings about a person or an event. Focus less on the circumstances and events than on emotions, both positive and negative.
2. Write an essay that describes your relationship with a parent or another close adult. You may want to focus on just one aspect of your relationship, or one especially vivid moment, in order to give yourself the space and time to build many sensory details into your description.
3. Arm wrestling is a highly competitive sport with a long history. Research the sport in the library or on the Internet. Then write a brief essay that traces its history and explains its current standing.
4. **CRITICAL WRITING** In paragraph 12 Manning writes, "our roles have begun to switch." Does this seem like an inevitable switch, or one that this father and son have been working to achieve? Use EVIDENCE from Manning's essay to support

your answer. Also consider whether Manning and his father would respond the same way to this question.

5. **CONNECTIONS** Like "Arm Wrestling with My Father," the next essay, Sarah Vowell's "Shooting Dad," depicts a struggle for communication between child and parent. In an essay, COMPARE AND CONTRAST the two essays on this point. What impedes positive communication between the two authors and their fathers? In what circumstances are they able to communicate?

Brad Manning on Writing

For *The Bedford Reader*, Brad Manning offered some valuable concrete advice on writing as a student.

You hear this a lot, but writing takes a long time. For me, this is especially true. The only difference between the "Arm Wrestling" essay and all the other essays I wrote in college (and the only reason it's in this book and not thrown away) is that I rewrote it six or seven times over a period of weeks.

If I have something to write, I need to start early. In college, I had a bad habit of putting off papers until 10 pm the night before they were due and spending a desperate night typing whatever ideas the coffee inspired. But putting off papers didn't just lower my writing quality; it robbed me of a good time.

I like starting early because I can jot down notes over a stretch of days; then I type them up fast, ignoring typos; I print the notes with narrow margins, cut them up, and divide them into piles that seem to fit together; then it helps to get away for a day and come back all fresh so I can throw away the corny ideas. Finally, I sit on the floor and make an outline with all the cutouts of paper, trying at the same time to work out some clear purpose for the essay.

When the writing starts, I often get hung up most on trying to "sound" like a good writer. If you're like me and came to college from a shy family that never discussed much over dinner, you might think your best shot is to sound like a famous writer like T. S. Eliot and you might try to sneak in words that aren't really your own like *ephemeral* or *the lilacs smelled like springtime*. But the last thing you really want a reader thinking is how good or bad a writer you are.

Also, in the essay on arm wrestling, I got hung up thinking I had to make my conflict with my father somehow "universal." So in an early draft I wrote in a classical allusion—Aeneas lifting his old father up onto his shoulders and