

ANNIE DILLARD

ANNIE DILLARD is accomplished as a prose writer, poet, and literary critic. Born in 1945, she earned a BA (1967) and an MA (1968) from Hollins College in Virginia. Dillard's first published prose, *Pilgrim at Tinker Creek* (1974), attracted notice for its close, intense, and poetic descriptions of the natural world. It won her a Pulitzer Prize and comparison with Thoreau. Since then, Dillard's entranced and entrancing writing has appeared regularly in *Harper's*, *The Atlantic Monthly*, and other magazines and in her wide-ranging books, including *Holy the Firm* (1978), a prose poem; *Living by Fiction* (1982), literary criticism; *Teaching a Stone to Talk* (1982), nonfiction; *An American Childhood* (1987), autobiography; *The Writing Life* (1989), anecdotes and metaphors about writing; *For the Time Being* (1999), an exploration of how God and evil can coexist; and *The Maytrees* (2007), a novel. In 1999 Dillard was inducted into the American Academy of Arts and Letters.

The Chase

Dillard's autobiography, *An American Childhood*, views experience with the sharply perceptive eyes of a child. In this chapter from the book, Dillard leads us running desperately through snow-filled backyards. Like all of her writing, this romp shows unparalleled enthusiasm for life and skill at expressing it.

Some boys taught me to play football. This was fine sport. You thought up a
 1 new strategy for every play and whispered it to the others. You went out for a
 pass, fooling everyone. Best, you got to throw yourself mightily at someone's
 running legs. Either you brought him down or you hit the ground flat on your
 chin, with your arms empty before you. It was all or nothing. If you hesitated in
 fear, you would miss and get hurt: you would take a hard fall while the kid got
 away, or you would get kicked in the face while the kid got away. But if you flung
 yourself wholeheartedly at the back of his knees—if you gathered and joined
 body and soul and pointed them diving fearlessly—then you likely wouldn't get
 hurt, and you'd stop the ball. Your fate, and your team's score, depended on your
 concentration and courage. Nothing girls did could compare with it.

Boys welcomed me at baseball, too, for I had, through enthusiastic prac-
 2 tice, what was weirdly known as a boy's arm. In winter, in the snow, there was
 neither baseball nor football, so the boys and I threw snowballs at passing cars.
 I got in trouble throwing snowballs, and have seldom been happier since.

On one weekday morning after Christmas, six inches of new snow had
 3 just fallen. We were standing up to our boot tops in snow on a front yard on

trafficked Reynolds Street, waiting for cars. The cars traveled Reynolds Street slowly and evenly; they were targets all but wrapped in red ribbons, cream puffs. We couldn't miss.

I was seven; the boys were eight, nine, and ten. The oldest two Fahey boys were there—Mikey and Peter—polite blond boys who lived near me on Lloyd Street, and who already had four brothers and sisters. My parents approved Mikey and Peter Fahey. Chickie McBride was there, a tough kid, and Billy Paul and Mackie Kean too, from across Reynolds, where the boys grew up dark and furious, grew up skinny, knowing, and skilled. We had all drifted from our houses that morning looking for action, and had found it here on Reynolds Street.

It was cloudy but cold. The cars' tires laid behind them on the snowy street a complex trail of beige chunks like crenellated castle walls. I had stepped on some earlier; they squeaked. We could have wished for more traffic. When a car came, we all popped it one. In the intervals between cars we reverted to the natural solitude of children.

I started making an iceball—a perfect iceball, from perfectly white snow, perfectly spherical, and squeezed perfectly translucent so no snow remained all the way through. (The Fahey boys and I considered it unfair actually to throw an iceball at somebody, but it had been known to happen.)

I had just embarked on the iceball project when we heard tire chains come clanking from afar. A black Buick was moving toward us down the street. We all spread out, banged together some regular snowballs, took aim, and, when the Buick drew nigh, fired.

A soft snowball hit the driver's windshield right before the driver's face. It made a smashed star with a hump in the middle.

Often, of course, we hit our target, but this time, the only time in all of life, the car pulled over and stopped. Its wide black door opened; a man got out of it, running. He didn't even close the car door.

He ran after us, and we ran away from him, up the snowy Reynolds sidewalk. At the corner, I looked back; incredibly, he was still after us. He was in city clothes: a suit and tie, street shoes. Any normal adult would have quit, having sprung us into flight and made his point. This man was gaining on us. He was a thin man, all action. All of a sudden, we were running for our lives.

Wordless, we split up. We were on our turf; we could lose ourselves in the neighborhood backyards, everyone for himself. I paused and considered. Everyone had vanished except Mikey Fahey, who was just rounding the corner of a yellow brick house. Poor Mikey, I trailed him. The driver of the Buick sensibly picked the two of us to follow. The man apparently had all day.

He chased Mikey and me around the yellow house and up a backyard path we knew by heart: under a low tree, up a bank, through a hedge, down some

snowy steps, and across the grocery store's delivery driveway. We smashed through a gap in another hedge, entered a scruffy backyard and ran around its back porch and tight between houses to Edgerton Avenue; we ran across Edgerton to an alley and up our own sliding woodpile to the Halls' front yard; he kept coming. We ran up Lloyd Street and wound through mazy backyards toward the steep hilltop at Willard and Lang.

He chased us silently, block after block. He chased us silently over picket fences, through thorny hedges, between houses, around garbage cans, and across streets. Every time I glanced back, choking for breath, I expected he would have quit. He must have been as breathless as we were. His jacket strained over his body. It was an immense discovery, pounding into my hot head with every sliding, joyous step, that this ordinary adult evidently knew what I thought only children who trained at football knew: that you have to fling yourself at what you're doing, you have to point yourself, forget yourself, aim, dive. 13

Mikey and I had nowhere to go, in our own neighborhood or out of it, but away from this man who was chasing us. He impelled us forward; we compelled him to follow our route. The air was cold; every breath tore my throat. We kept running, block after block; we kept improvising, backyard after backyard, running a frantic course and choosing it simultaneously, failing always to find small places or hard places to slow him down, and discovering always, exhilarated, dismayed, that only bare speed could save us—for he would never give up, this man—and we were losing speed. 14

He chased us through the backyard labyrinths of ten blocks before he caught us by our jackets. He caught us and we all stopped. 15

We three stood staggering, half blinded, coughing, in an obscure hilltop backyard: a man in his twenties, a boy, a girl. He had released our jackets, our pursuer, our captor, our hero: He knew we weren't going anywhere. We all played by the rules. Mikey and I unzipped our jackets. I pulled off my sopping mittens. Our tracks multiplied in the backyard's new snow. We had been breaking new snow all morning. We didn't look at each other. I was cherishing my excitement. The man's lower pants legs were wet; his cuffs were full of snow, and there was a prow of snow beneath them on his shoes and socks. Some trees bordered the little flat backyard, some messy winter trees. There was no one around: a clearing in a grove, and we the only players. 16

It was a long time before he could speak. I had some difficulty at first recalling why we were there. My lips felt swollen; I couldn't see out of the sides of my eyes; I kept coughing. 17

"You stupid kids," he began perfunctorily. 18

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 19

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/thebedfordreader.

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 next 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.)

3. **CRITICAL WRITING** Dillard's narration of the chase is only six paragraphs long (pars. 10–15), but it seems longer, as if almost in real time. What techniques does Dillard use in these paragraphs to hold our attention and re-create the breathlessness of the chase? Look at concrete details, repetition, PARALLELISM, and the near absence of time-marking transitions. In ANALYZING Dillard's techniques, use plenty of quotations from the essay.
4. **CONNECTIONS** Dillard's essay and Brad Manning's "Arm Wrestling with My Father" (p. 146) both deal with childhood values and how they are transformed as one grows older. In an essay, compare and contrast the two writers' treatment of this subject. How does the TONE of each essay contribute to its effect?

Annie Dillard on Writing

Writing for *The Bedford Reader*, Dillard has testified to her work habits. Rarely satisfied with an essay until it has gone through many drafts, she sometimes goes on correcting and improving it even after it has been published. "I always have to condense or toss openings," she affirms; "I suspect most writers do. When you begin something, you're so grateful to have begun you'll write down anything, just to prolong the sensation. Later, when you've learned what the writing is really about, you go back and throw away the beginning and start over."

Often she replaces a phrase or sentence with a shorter one. In one essay, to tell how a drop of pond water began to evaporate on a microscope slide, she first wrote, "Its contours pulled together." But that sentence seemed to suffer from "tortured abstraction." She made the sentence read instead, "Its edges shrank." Dillard observes, "I like short sentences. They're forceful, and they can get you out of big trouble."

For Discussion

1. Why, according to Dillard, is it usually necessary for writers to revise the opening paragraphs of what they write?
2. Dillard says that short sentences "can get you out of big trouble." What kinds of "big trouble" do you suppose she means?