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Writing 39B

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Critical Reading #4

              Two rhetorical elements that I plan to include in my rhetorical analysis essay, based on the short story, *Gabriel-Ernest* by Saki, are characterization and analogy.

              Within the short story, the rhetorical device characterization was made very prominent, as it appeared in a lot of dialogue and in the description of the character named Gabriel. Certain passages in the book that demonstrate a heavy use of characterization could be found in pgs. 150-152 where the author reveals an indirect characterization of the teenage boy Gabriel. What makes this impactful is that it’s an effective way for an author to introduce his character to an audience without being to straightforward; it also keeps the reader engaged to certain behaviors that may be exhibited. A clearer example would be that the reader may assume Gabriel is just a teenage adolescent that a stranger ran across. But soon after, the reader will notice strange traits the boy has such as making nonchalant remarks about cannibalism etc. This small example alone is one of the ways the author makes good use of characterization within the story and how impactful it is.

              Within the short story, another rhetorical device that was employed was symbolism which became a noted rhetorical element as it ties in with the author’s message about the misconception of children being innocent. In pg. 157 there is dialogue between a man named Van Cheele and his friend Cunningham discussing about how he saw the boy Gabriel transform into a werewolf. Why this is impactful is that I believe it’s the author’s way of allowing his message to manifest into physical form. I believe that the author’s message that he wants the reader to take away is that children aren’t necessarily innocent and can do evil things. Gabriel turning into a werewolf represents that, as the human side of Gabriel may be the way society views children as innocent and harmless, but once Gabriel turns into a werewolf, his feral side is unleashed which could be the nature of evil a child may possess, but is overlooked by society.