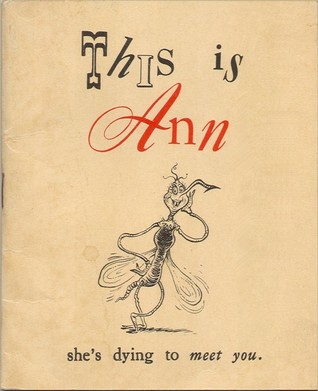
**When Style is Used to Persuade the Resistant Audience: A Stylistic Analysis of the Document “<italics>This Is Ann</italics>”**



By Priyanka Ganguly

December 7, 2018

A U.S. Army poster written by Wilbur Munro Leaf and illustrated by Theodor Seuss Geisel was produced to educate the U.S. troops about the areas of malaria risk in 1943 during World War II. This pamphlet was particularly notable for its illustrations of the mosquito “Anopheles” (Latin name or the genus of the mosquito transmitting malaria) and this booklet explained how to prevent mosquito bites. In 1943, Germany blocked the Allies’ supply of the anti-malaria drug quinine. So, Dr. Seuss and Leaf created this booklet explaining to the troops how to avoid harmful encounters with “blood-thirsty Ann.” Both the authors used the style of text and the illustrations as an instrument to persuade the U.S. resistant soldiers who were even unable to differentiate between the mosquitoes and the disease malaria. In this report, I will analyze why and how Capt. Leaf used specific diction (mainly concrete but informal diction) to persuade the audience, and how Dr. Seuss presented abstract ideas through concrete illustrations throughout the booklet. I will further investigate how the writer chose the sentence length, sentence patterns, sentence types, figure of speech and paragraphing to present technical information in a simplified manner. Both quantitative and qualitative analysis of the chosen grammatical and rhetorical style of the text will be further helpful to understand how the authors surpassed the resistance of the young soldiers and made them alert about the deadly effects of malaria.

**Rhetorical Situation**

The rhetorical situation is the context of a rhetorical event that consists of an issue, an audience, a speaker or orator, a set of constraints, i.e., producing unconscious limitations for subjects in society and an exigence, i.e., an urgent need.

**The Author**

This is Ann (Washington: U.S. War Department, 1943) was authored by Wilbur Munro Leaf (better known as Capt. Munro Leaf) and illustrated by Capt. Theodor Seuss Geisel (Deliriously yours, February 2014). Leaf, an American author of children’s literature, was born on 4 December 1905 and died on 21 December 1976. Munro Leaf joined as a public relations consultant to the USA Army Medical Corps in 1943. By 1943, Leaf became famous for his classic children’s book *“The story of Ferdinand”,* the story of a sweet and peaceful, where flower loving bull forced into the bullfighting ring. He wrote this on a yellow legal-length pad in less than an hour. He wrote and illustrated nearly 40 books during his 40-year career.

Dr. Seuss was born on March 2, 1904 and died on September 24, 1991. He was an American children’s author, political cartoonist, animator, screenwriter, filmmaker, and artist. He was best known for his writing and illustrating more than 60 books under the pen name Doctor Seuss. He became a political cartoonist for PM, which was New York’s popular Front newspaper in 1941. After quitting this job in January 1943, he came to Hollywood, California, where he started working as a captain in the US army’s Information Education Division - “Fort Fox” (Morgan and Morgan 106). Dr. Seuss that time basically was serving in the Special Services division in the US army. This time he wrote, produced or animated many productions (both live-action and animated) including *Design for Death*, which later on won the 1947 Academy Award for best documentary feature. He, by 1943, published *Mulberry Street*, but he was best known for his Flit insect repellent advertising campaign. Although by 1943, he was not that popular as Leaf, but later he topped the both New York Times fiction and nonfiction bestseller lists. His last book *“Oh! The places you’ll go”,* topped the fiction list in 1990. Neither of the writer (Leaf) or the illustrator (Dr. Seuss) received credit in the pamphlet “This is Ann.”

**Exigency and The Background**

According to the newspaper article, “Attention Soldier! This is anti-blood guzzling mosquito” published in 1943, when Munro Leaf joined US Army Medical Corps, he realized that army doctors were having hard time to provide proper education to the soldiers regarding the fatal effect of Anopheles mosquitoes which would cause malaria. Before Leaf joined the army, other medical doctors tried to educate the soldiers by publishing technical manuals. That effort went in vain as most of the soldiers were not interested to read those manuals and they also were not enough educated to understand technical jargon of those manuals. Those soldiers were not able to even differentiate between malaria and mosquito. This experience motivated Captain Leaf to come up with an idea to put up his thought to educate the soldiers about the disease malaria, and the dangerous effects of Anopheles mosquitoes into story form. So, he began writing a story in longhand and prepared an informal sketch of his writing. After getting approval from Medical Corps officials, he contacted Capt. Theodore Seuss Gelid, who was that time on duty with the Special Services Division of the army. Dr. Seuss was also that time of the same opinion with Munro Leaf about educating the soldiers about malaria in a story form. It could be proved by the letter written to Dartmouth Harold Rugg by him in 1943. He wrote that he found himself as an old Flit salesman who was of occasional use in doing semi-educational propaganda against the mosquito (Deliriously yours, 2014). He did the illustrations "between sessions on the rifle range and sessions in the Army motion picture studios" in Hollywood. This story portrayed the exploits of the malaria spreading Ann, a loose mosquito who “really gets around.” Because of the effort taken by both Munro Leaf and Dr. Seuss, a comical yet educational little picture booklet or pamphlet called “This is Ann” was created. In 1943, this pamphlet was made an official U.S. Army field manual (A.G. 300.7) by the order of the incumbent secretary of war and with the approval of Chief of staff, Gen. O. C. Marshall and Adjutant General. This pamphlet later became the inspiration of the SNAFU cartoon called “It’s murder she says” (May 1945), in which Annie became SNAFU. This pamphlet also inspired “SNAFU vs. Malaria Mike.”

An article, “Long-Lost Wartime Illustrations by Dr. Seuss” written by Steve in 2015, showed that this pamphlet was issued to U.S. Soldiers during World War II to warn them of the threat of malaria carrying Anopheles mosquito. Most of the pamphlets were distributed but only a few was survived. So, it could be argued that the author and the creator of this text distributed this pamphlet in their intended way to the U.S. soldiers and the distribution of most of the pamphlets indicated that the authors achieved the goal of educating the soldiers about Anopheles mosquito and malaria. However, it was not indicated directly in *This is Ann* whether the soldiers ultimately accepted the viewpoints of Leaf and Dr. Seuss about malaria and mosquitoes. According to another article published in Government Book Talk, 2015, this pamphlet went for $600 up and flashed the cover of “Meet Ann” on the screen.

# The Audience

# During World War II, Leaf and Dr. Seuss created the pamphlet, “*This is Ann”*, for mainly the U.S. soldiers who were not educated about the malaria causing Anopheles mosquitoes and whose lives were endangered because of those fatal mosquitoes. Those soldiers were young, energetic and mostly came from the rural background. They were very resistant to accept the fatal effects of malaria and the Anopheles mosquitoes and moreover, they were reluctant to accept the mosquitoes as their enemies. Considering the mosquitoes as their enemies would have been an attack for their “macho behavior.” So, Dr. Seuss and Munro Leaf took the garb of a story form to educate those illiterate, uneducated and resistant audience. Apart from this primary audience of soldiers, they created this pamphlet for all those other people at that time who failed to take precaution against this deadly disease.

**The Kairos**

Kairos refers to the propitious or opportune moment to do the right things or to take the right decisions or to say the right words at right or proper place taken into consideration the “rhetorical situation.” Rhetorical situation is the circumstance or situation that opens up favorable and opportune moments. Kairos was favorable for the authors due to the following reasons. The Japanese conquest and the Philippines in early 1942 cut the Allies off from their sources of the malaria drug quinine (Mode, 2018). Because of that, a catastrophe arose that outstripped casualties from malaria from hostile action in some campaigns. It could be proved by the fact that between July 9 and September 10, 1943, no fewer than 21,482 of the American soldiers serving in Sicily were admitted to the hospital for malaria, in contrast to only 17,375 battle casualties (Mode, 2018). By the end of the war, however the military had developed the ability to control the disease through aggressive prevention and public health measures. However, the fatal effect was still going on. One element of the anti-malaria campaign was an aggressive effort to educate front-line soldiers, the ones most likely to be exposed to the disease. In order to spread education, a flood of educational materials was published but soldiers were still reluctant to read and even understand the jargon and technical information of those materials. So, this particular booklet which consisted of simple and informal language with more extensive text and considerable graphics became popular among the soldiers. Extensive number of soldiers being affected by malaria created that favorable moment and place to write about the malarial mosquitoes and the disease malaria itself.

**Stylistic Analysis**

Stylistic analysis of the texts of *This is Ann* is done based on the writer’s choice of diction, length of sentences, kinds of sentences, variety of sentence patterns, means of articulating sentences, and paragraphing.

**Kind of Diction**

Diction is one of the principles or precepts of style which can be defined as the style of speaking or writing, determined by the choice or selection of words or phrases by a speaker or writer. In this pamphlet the writer adopted the means of persuasion through choice of words rather than only concentrating on the structure or arrangement of the writing or topics of invention. Diction or choice of words can be determined based on what kinds of words have been used by the author such as referential or emotive, abstract or concrete, general or specific, formal or informal, Latinate or Anglo-Saxon, and common words or jargon words.

If the author uses implicit rather than explicit or literal meaning of a word or phrase in terms of suggestions, associations or emotional overtones, then it can be understood that connotative semantics (emotive) has been used. In other words, connotation refers to the emotions or feelings evoked by the word or phrase. On the other hand, if the author uses exact or literal meaning of a word or phrase, then it can be understood that denotative semantics (referential) has been chosen. In this writing, the author heavily relied on connotative semantics rather than denotative one. Sometimes the author used positive connotation and sometimes he used negative connotation. For instance, the author began with “Her full name is Anopheles Mosquito and her trade is dishing out Malaria.” In this sentence, “dish out” was used as negative connotation, as normally “dish out” meant to serve (food) from a serving dish, pot and so on or to deal out or distribute, but in this case this particular phrase was used in disparaging sense to denote that in reality the mosquitoes were not distributing healthy food but it was distributing a serious disease called “Malaria.” It was kind of warning the audience about the negative characteristics of those mosquitoes. Another instance could be pointed out which was, “She works hard, and Ann knows her stuff.” In this sentence the author characterized “Ann” as hard working which denotatively meant someone or something which was diligent in laboring and put effort into doing and completing task. So, normally, hard working person is appreciated and admired in the society, but here the author tried to emphasize on the negative side of the hard work which those mosquitoes were exploiting to spread malaria. In order to show sympathy for the victims of malaria who got affected by those mosquitoes, the author again depended on connotation where he mentioned “…all those new little germs climb down the drain pipe and into the poor guy who doesn’t know it then, but he is going to feel awful in about eight to fourteen days…”. Through the use of the phrase “poor guy”, the writer showed his emotion and emphasized the terrible condition of the victims. Positive connotation was also made use of by the author and it could be proved by the use of the word “dope”, which he used in a sentence, “So if you must stick your neck out-douse it well with some of this dope.” Dope denotatively meant illegal drugs or narcotics which were taken for recreational purposes, especially marijuana or heroin. But, here “dope” was used to point out those beneficial repellants which could help those military persons protect themselves from the poison of Anopheles mosquitoes and the use of this word was made positively in this case. Besides, in many instances the writer used connotative words which evoked emotions and feelings along with the meaning of the word such as “The medical corps can help you recover if you get plugged, so report yourself in if you get a headache, chills, and fever.” In this sentence, the word “plug” was used to denote to get bitten by the mosquito, but the literal or dictionary meaning of “plug” was not used. Also, through the use of words “headache”, “chills” and “fever”, the author wanted to warn the audience about the symptoms of malaria. In another sentence, the author said, “By and by Ann wants just another little drink and off she goes looking for a sap who hasn’t got sense enough to protect himself.” In this sentence, “drink” was used connotatively as literally drink meant beverages or liquids taken for refreshment or nourishment, but here “drink” denoted blood which the mosquitoes wanted to have. In this way, the author mostly depended on connotative semantics throughout the writing.

Concrete diction is recognized by observing whether specific words are used to describe the physical qualities or conditions and this kind of diction can be perceived with five senses (sight, touch, smell, taste and hearing). On the other hand, abstract diction is recognized by observing whether specific words are used to denote ideas, emotions, conditions or concepts that are intangible by the senses.

In this writing the author used both concrete and abstract diction, but he mostly used simple and concrete diction to persuade the audience. The author’s complete awareness of his audiences’ resistance to accept the concept of malaria and the protection they need to take against Anopheles mosquitoes, made him depend upon concrete words. These words were easy for the audience to relate to rather than abstract words. For introducing the malaria carrying mosquito to the audience, the author used specific name of those mosquitoes such as “Anopheles” and then for pointing out their locations, he specifically mentioned the names of those places such as “India”, “Caribbean”, “the Southwest Pacific” and so on where those mosquitoes were predominant. This information could be easily perceived by the audience with their senses. In order to let the audience, know how many days were required to feel the symptoms of malaria, the author said “eight to fourteen days” which was another example of concrete diction as these words had physical tangibility. Apart from that, his word choices like *blood, ditches, pools, mosquitoes, poison, adhesive tape, repellant, neck, dose, bathing, swimming, sleeping nets, pillow,* and so on were used to compel the audience to remember and understand those terms easily and made them relate to those words without creating any intangible ideas. Concrete diction was not only used by the words, but the illustrations used by Dr. Seuss in this writing helped the audience understand specific points through different senses such as the author said, “Keep away from the sides and don’t forget that a hole this big in your net can cook you.” If this sentence was not illustrated by the pictures which denoted how big the hole could be in the net, then it would have been difficult for the audience to get a tangible idea. Similar examples were used by the author in this writing where he used illustrations with the words to give a concrete idea to the audience. For instance, “…use adhesive tape”, “A repellant is just as 75 cent name for stuff to put on you that will keep Ann away” and so on. Apart from that, concrete diction was used to denote the time required by the repellants to act and regarding that the author said, “That used to be good for about 15 minutes a dose and then they closed in again.” “Minutes” or the number “15” could be easily perceived by the senses. This kind of diction was further used to denote which parts of the body were the soft targets of the mosquitoes and for that the author said, “Your shoulders and the seat of your pants are favorite targets.”

In some cases, the author used abstract diction from which the audience could only perceive the emotions, ideas or concepts such as *trouble, netting, poor guy, awful, good January blizzard, forest fire, old dish mop* and so on throughout the writing. These words do not have physical referents. For instance, the word “awful” is very familiar, but it does not express any concrete idea as in whether it is ghastly, disgusting, nasty, vile, revolting or so on. This word cannot be perceived by any of the senses physically, such as no one can touch, smell, hear, taste or see it. Another example, “ …won’t do you any good”, the word “good” is abstract in the sense it changes meaning depending upon the situation and it is intangible. When anyone uses the word good, the reader may assume many different meanings such as healthy, fine, sound, tip-top, fit, robust, sturdy, strong, vigorous and so on. Therefore, it can be said that although the writer mainly uses concrete words to create emotion and increase better understandability, but in some cases, he used abstract words to create a variation in the writing and remove any kind of monotony from the writing.

Formal diction is kind of profession-specific and used when the audience is highly educated. In this kind of diction, the writer or speaker uses technical, legal, or educational jargons. Informal diction is kind of conversational and easily understandable by any average persons who are not from any particular technical field. Common words are related to informal diction as these are used on daily basis and special words or jargons are related to formal diction which are used by a particular profession or group.

Although this writing comes under the genre of medical pamphlet, the author in major parts of the writing used informal diction and common words as the audience of this pamphlet was not highly educated who could understand the medical terminologies or jargons. So, colloquial languages were used which were easily understandable by native speakers such as “A real party gal”, “She jabs the beak of hers in like a drill”, “…where she gives them a free ride”, “poor guy”, “looking for a sap”, “flat for keeps”, “in her best licks”, “…douse it well with some of this dope”, “like a strip teaser”, “Head nets, rolled-down sleeves, leggings and gloves may seem like sissy stuff…” and so on. In some places, the author used jargon and formal diction such as “Repellants”, “Citronella”, “Adhesive tape” and so on. But, the use of jargon was much less in comparison to common words. Jargon were only used to give technical information.

Another aspect of diction can be identified by whether the author has used language characterized by Latin which usually contains words of many syllables (polysyllabic) or the author has used old English or Anglo-Saxon language which was developed from the West Germanic dialects spoken by the Angles, Saxons and other Teutonic tribes, characterized by words consisting of one syllable (monosyllabic).

In this writing, monosyllabic words were seen to dominate throughout the pamphlet which came under Anglo-Saxon origin. Monosyllabic words were usually shorter than polysyllabic words and the author used monosyllabic words in this writing to make it graceful, pleasing and unobtrusive. He neither used too much “slangy” words nor used too much fancy polysyllabic words considering the audience’s level of education and understanding capability. Overall, his choice of words added elegance to his writing. Statistical analysis of diction can be found in Table 1.

**Statistical Analysis of Diction**

First paragraph (Her full name is Anopheles ……) through thirteenth paragraph (So, if you must stick your neck out…..) have been studied for this investigation. For this study, nouns, pronouns, verbs, verbals, adjectives and adverbs are considered as substantive words. Conjunctions and prepositions are not taken into consideration for this particular investigation. Also, articles have been ignored for this study of diction.

|  |  |
| --- | --- |
| Total number of substantive words | 407 |
| Total number of monosyllabic substantive words | 320 |
| Percentage (%) of monosyllabic substantive words | 79% |
| Total number of polysyllabic substantive words | 87 |
| Percentage (%) of polysyllabic substantive words | 21% |
| Total number of nouns and pronouns | 214 |
| Total number of concrete nouns | 24 |
| Total number of linking verbs | 40 |
| Percentage (%) of linking verbs (using total number of substantive words) | 9.8 |
| Total number of active verbs (no linking verbs) | 65 |
| Percentage (%) of active verbs (using total number of substantive words) | 15.98 |
| Total number of passive verbs (no linking verbs) | 5 |
| Percentage (%) of passive verbs (using total number of substantive words) | 1.22 |
| Total number of adjectives (no participles or articles) | 49 |
| Average number of adjectives per sentence (divide by the total number of sentences) | 12.03 |

Table 1: Statistical Analysis of Diction

From this statistical analysis, it is understood that the author mostly used monosyllabic words (79%) and active verbs (15.98%) throughout this pamphlet. Adjectives were used considerably (12.03%).

**Length of Sentences**

A remarkable difference could be noticed between the longest sentence and the shortest sentence in this writing. The longest sentence used here comprised of sixty-two words whereas the shortest sentence comprised of two words. The average length of his sentences was 18.39 words which was quite shorter compared to earlier centuries. This characteristic of sentence-length had direct relation to the rhetorical situation of this writing. The author also wanted to produce an effect of variation in the sentences to grab the audience’s attention.

**Comparative Analysis of the Length of Sentences and Paragraphs**

A sentence is defined as “a group of words beginning with a capital letter and ending with some mark of end-punctuation” (Corbett & Connors, 1999, p. 370). The whole writing is taken into consideration for this quantitative analysis of length of sentences and paragraphs. Comparative analysis of the length of sentences and paragraphs is shown in Table 2.

|  |  |
| --- | --- |
| Total number of words | 846 |
| Total number of sentences | 46 |
| Longest Sentence (in number of words) | 62 |
| Shortest Sentence (in number of words) | 2 |
| Average Sentence (in number of words) | 18.39 |
| Number of sentences that contain more than 10 words over the average | 5 |
| Percentage (%) of sentences that contain more than 10 words over the average | 27% |
| Number of sentences that contain 5 words or more below the average | 12 |
| Percentage (%) of sentences that contain 5 words or more below the average | 65% |
| Total Number of Paragraphs | 20 |
| Paragraph length  Longest paragraph (in number of sentences)  Shortest paragraph (in number of sentences)  Average paragraph (in number of sentences) | 6  1  2.3 |

Table 2:Comparative Analysis of Length of Sentences and Paragraphs

**Kinds of Sentences**

Different kinds of sentences used by the author helped to understand his chosen style of writing. It can be determined based on three aspects such as grammatical, rhetorical and functional,

**Grammatical**

Analysis of grammatical style can be done by observing the use of simple, complex, compound and compound-complex sentences in a writing. According to the text of Corbett and Connors *Classical Rhetoric for the Modern Student*, a simple sentence is “a sentence beginning with a capital letter, containing one independent clause, and ending with terminal punctuation”, a compound sentence is “a sentence beginning with a capital letter, containing two or more independent clauses, and ending with terminal punctuation”, a complex sentence is “a sentence beginning with a capital letter, containing one independent clause and one or more dependent clauses, and ending with terminal punctuation” and a compound-complex sentence is “a sentence beginning with a capital letter, containing two or more independent clauses and one or more dependent clauses, and ending with terminal punctuation” (Corbett & Connors, 1999, pp. 374-375).

In this writing, out of 46 sentences, 15 sentences belonged to the category of simple and 13 sentences belonged to the category of complex sentences. Besides, 9 sentences were compound and 9 sentences were compound-complex. So, it could be said that the author mostly gave priority to simple sentences than others and after that complex sentences took prominence in this piece of writing. On the other hand, equal number of compound and compound-complex sentences were used which were comparatively less in number. It also indicated that this writing belonged to the modern prose style, which usually used a smaller number of compound and compound-complex sentences. Another point could be noted in this regard that this writing did not make too much use of any subordinating conjunctions, that introduced subordinate clauses, such as although, provided that, rather than, until, whenever, even if, wherever and so on. Some of the subordinating conjunctions were used in this writing such as because, as, unless and so on. The use of relative pronoun, which functioned as a possessive pronoun, an object, or a subject initiating relative clauses, could be noticed in certain instances such as “When she picks on a victim who’s full of malaria germs….”, “The army has anti-malaria combat units that carry on a steady battle by draining and filling ditches and pools where Anopheles mosquitoes breed”, “Nighttime while you are pounding pillow is when Ann get sin her best licks…” and so on. Examples of relative pronouns were in these cases were “when”, “where”, “while”, “that” and so on.

**Statistical Analysis of Grammatical Types of Sentence**

For the quantitative analysis of the types of grammatical sentences, the whole writing is taken into consideration. The statistical analysis is shown in Table 3.

|  |  |
| --- | --- |
| Total number of sentences | 46 |
| Total number of simple sentences | 15 |
| Percentage (%) of simple sentences | 33% |
| Total number of compound sentences | 9 |
| Percentage (%) of compound sentences | 20% |
| Total number of complex sentences | 13 |
| Percentage (%) of complex sentences | 28% |
| Total number of compound-complex sentences | 9 |
| Percentage (%) of compound-complex sentences | 20% |

Table 3:Statistical Analysis of Grammatical Sentences

**Rhetorical**

Types of sentences can be identified by its rhetorical aspect in terms of its looseness, period, balance and antithesis. A loose sentence puts the main idea first or before all supplemental information whereas periodic sentence puts the main idea somewhere at the end or near the end of the sentence. So, in loose sentence, main clause comes first which is followed by subordinate parts or modifiers as in compound sentence whereas in periodic sentence main clause comes near the end or separated by the modifier or subordinate clauses as described by Webster’s new world dictionary. Balanced sentence can be defined as a sentence which is made up of two parts that are almost equal in length, grammatical structure and importance. The sentence particularly the balance one which makes contrast is known as antithesis. Parallel structure is known as the similar kinds of structure in a pair or series of related words, phrases or clauses.

In this writing, the author mostly used loose sentences which comprised of 74% of the writing. After loose sentences, periodic sentences came into prominence but those sentences (20%) were much lesser than loose sentence. On the other hand, balanced or parallel and antithetical sentences were negligible in this piece of writing. Only instance of antithetical sentence was “So, lay off the native villages if you want to keep the top of your head on.” Here, “lay off” was antithetical to “keep on.”

**Statistical Analysis of Rhetorical Types of Sentence**

For this statistical analysis of rhetorical types of sentences the entire writing is taken into consideration. Statistical analysis of rhetorical sentences is shown in Table 4.

|  |  |
| --- | --- |
| Total number of sentences | 46 |
| Total number of loose sentences | 34 |
| Percentage (%) of loose sentences | 74% |
| Total number of periodic sentences | 9 |
| Percentage (%) of periodic sentences | 20% |
| Total number of balanced/parallel sentences | 2 |
| Percentage (%) of balanced/parallel sentences | 4% |
| Total number of antithetical sentences | 1 |
| Percentage (%) of antithetical sentences | 2% |

Table 4:Statistical Analysis of Rhetorical Sentences

**Functional**

From the functional point of view, sentences can be divided into four parts such as statement, question, command and exclamation. Statement sentence, as the name suggests, states information and is declarative in nature. It usually ends with a period. Interrogative sentence asks questions and usually ends with a question mark. Command sentence is imperative in nature and gives commands or makes requests. Exclamation sentence expresses emotions and usually ends with an exclamation mark.

In this writing, the author heavily relied on declarative sentences and in some cases, he used imperative sentences. But, there were no use of exclamatory and interrogative sentences. Some examples of imperative sentences could be, “Use them”, “Sew them up or use adhesive tape”, Use a little horse sense”, “Never give Ann a break” and so on. Apart from these few instances of command type of sentences, the whole writing stated information in some way either about Anopheles mosquitoes, or its locations or its negative impacts or the symptoms of malaria or the repellants which could be beneficial to get rid of malaria.

**Variety of Sentence Patterns**

According to the text of Corbett and Connors *Classical Rhetoric for the Modern Student,* variation in sentence patterns can be identified on the basis of “inversions”, “sentence openers” and “method and location of expansion” (Corbett & Connors, 1999, p. 360).

**Inversions**

Inverted sentences shift the position of verb before the subject of a sentence like a question. There are few instances of inversions which can be found in this writing such as “When she picks on a victim who’s full of malaria germs, up come the germs right into Ann’s nice warm rumble seat where she gives….”. In this sentence, adverb “up” came first, then the verb “come” appeared and after that the subject “the germs “appeared. Another instance can be, “When she finds him ….down goes her schnozzle for more blood”. In this sentence also, adverb “down” came first, then verb “goes” and then the subject “her schnozzle” appeared. The other example of inversion could be “By and by Ann wants just another little drink and off she goes looking for a sap.” Here also, the adverb “off” came first and established the inverted pattern.

**Sentence Openers**

Sentence openers grab the audience’s attention and draws a picture in the audience’s mind about the composition or style of sentence patterns. It can be defined as the using of a verb, plural noun, collective noun, coordinating conjunction or a preposition used by the writer or speaker to start the sentence. It can be different from subject cluster.

In this writing, the author mostly used personal pronouns as sentence openers which constituted 33% of the writing, such as, “Her full name is Anopheles Mosquito”, “She is at home in Africa, the Caribbean, India, the South and Southwest Pacific and other hot spots”, “She is the only one in the world who can give you Malaria..”, “She works hard and…” and so on. Second prominent sentence opener was subject which constituted 22% of the writing. For instance, “Ann moves around at night (a real party gal) and she's got a thirst”, “A repellent is just a 75 cent name for stuff to put on you that will keep Ann away”, The Quartermaster Corps puts out some standard repellents that are…” and so on. Demonstrative pronoun (for instance, “These new

ones will keep them off for 3 and 4 hours at a stretch”), adverbial clause (for instance, “When she picks on a victim who’s full of malaria germs, up come the germs right into Ann’s nice warm rumble seat where she gives….”), front shift (for instance, “The best protection you have with you all the time is your clothes”) and conditional clause (for instance, “If you go running around like a strip teaser, you haven't got a chance”) constituted only 8% in total (each 2%) of the writing. Verbals and verbs constituted 13% and coordinating conjunctions constituted 9% of the writing respectively. Apart from that, adverb word constituted 7% of the writing. Interestingly, almost three-quarters or more of the sentences started out with subject cluster rather than the sentence openers.

**Statistical Analysis of Sentence Openers**

Statistical analysis has been done for sentence openers considering the entire writing from first paragraph through last paragraph. The analysis is shown in Table 5.

|  |  |  |
| --- | --- | --- |
| **Sentences Beginning with** | **Number** | **Percentage (%)** |
| Subject | 10 | 22% |
| Coordinating conjunction | 4 | 9% |
| Adverb word | 3 | 7% |
| Verbal phrase/Verb | 6 | 13% |
| Personal Pronoun | 15 | 33% |
| Demonstrative pronoun | 2 | 4% |
| Adverb clause | 2 | 4% |
| Front shift | 2 | 4% |
| Conditional Clause | 2 | 4% |

Table 5:Statistical Analysis of Sentence Openers

**Method and Location of Expansion**

Style of written or spoken discourse can be studied by where and how the author extends any sentence by compounding, making apposition, subordination, coordination and so on.

In this writing, the author did not rely upon apposition where the word or phrase was placed right after a noun or pronoun to identify it or give more information about it.

Coordination is a process for putting units of various types into parallel relationships--multiple units are combined on the same level of the sentence. Using the central coordinating conjunctions *and, but,* and *or*, many different kinds of combinations are put together such as packages of nouns, verbs, adjectives, predicates, and whole clauses. Some instances could be noticed about coordination such as “She’s the only one in the world who can give you malaria, so if you can beat her, you’re safe-But, don’t kid yourself….” In this sentence, “But” was used for coordination. Another instance could be “She jabs that beak of hers in like a drill and sucks up the juice”. Here “and” was used for coordination. Mostly, “and”, “but” and “so” were used in this writing for coordination. Subordination is all about making an idea more important than another idea in a sentence. It is the ranking of ideas using words like although, whenever, because and so on. More than coordination, the author substantively used subordination in many sentences. For 15 sentences, the author used coordination whereas for 23 sentences the author used subordination. Instances of subordination can be, “Nighttime while you are pounding the pillow is when Ann gets in her licks and you get Malaria..” In this case, “while” and “when” were used for subordination. Another instance of subordination can be “When she picks on a victim who’s full of malaria…..” In this case “when” was used for subordination.

**Means of Articulating Sentences**

Sentences are usually articulated through coherence devices such as pronouns, demonstrative adjectives, repeated words and phrases, and some of the conjunctions to point backwards to what has just been said (Corbett & Connors, 1999, p. 365).

Leaf mostly relied on personal pronouns than demonstrative pronouns (this, that, these, those) to show or to point backwards what had just been said before. He did not use any vague pronouns as referents to maintain the coherence throughout the writing. He used pronouns like *she* (She can make you feel like a combination of a forest fire, a January blizzard, and an old dish mop) to refer to the Anopheles mosquitoes, *they* (They also spread poison in the waters they can't drain) to refer to the army men, and *you or your* (You can keep from getting MALARIA…..) to directly refer to the audience. Leaf used conjunctions such as *and, but, or* and so on to articulate his sentences, but conjunctive adverbs like *however, nevertheless, moreover, also, indeed* and so on were not used at all in this writing. Some fragmentary sentences like “No whiskey, gin, beer, or rum for Ann” were used to strengthen coherence. Finally, as a means of articulation, he used parallelism, antithesis and anaphora which would be discussed further in the “Figures of speech” section.

**Level of Style**

In classical rhetoric, the term plain (low) style refers to the speech or writing that is simple, direct, and straightforward (Nordquist, 2018). The middle style is reflected in speech or writing that (in terms of word choice, sentence structures, and delivery) falls between the extremes of the plain style and the grand style (Nordquist, 2017). The grand style (high style) refers to speech or writing that's characterized by a heightened emotional tone, imposing diction, and highly ornate figures of speech (Nordquist, 2017).

This writing was characterized by the middle style of rhetoric. Although this pamphlet was intended to educate the audience, so one might think that the writing should be characterized by plain style, as plain style was used for teaching, or giving scientific information in a straight-forward manner. This writing also resembled to plain style in terms of communicating the truth to the understanding with clearness. But, the use of diction and figures of speech made the writing distinguishable from plain style. Plain style does not use any figurative speech. On the other hand, this writing resembled high style in terms of aiming to influence the audiences’ feelings and passions (like “she’ll bat you down”, “…poor guy who doesn’t know it then, but he is going to feel awful in about eight to fourteen days because he is going to have malaria” and so on). However, the employment of figures and the emphatic verbal forms were not that appropriate to intense feeling which were found in grand style. So, the middle style of this writing did not only intend to inform and convince the audience, but it served the purpose of moving the feelings of the audience by creating anger towards Anopheles mosquitoes and fear of being affected by the deadly effects of malaria.

So, considering from the point of view of Cicero, this writing lied between the ornateness and perorations of the grand style and the simple words and conversational manner of the plain or low style (used for proof and instruction). This writing is distinguishable by its not showy, not stiff, not excessively simple or terse and not ornately figurative style.

**Use of Figures of Speech**

Figure of speech is the figurative language in the form of a single word or phrase used in a non-literal sense for rhetorical or vivid effect. Figures of speech could be used as “The generic term for any artful deviations from the ordinary mode of speaking or writing (Corbett & Connors, p. 379, 1999).” Figure of speech can be grouped into two major categories and they are the schemes and the tropes. This particular piece of writing is characterized by the heavy use of figures of speech, specifically “the tropes.” Some of the schemes were also used in some cases.

**Schemes**

A scheme is the change or departure from the normal word order or patterns or organizations. The three most effective schemes that Leaf used in his writing were schemes of balance, schemes of repetition and schemes of omission.

**Schemes of Balance**

Under schemes of balance, mainly parallelism and antithesis were used by Leaf. Examples of parallelism and antithesis are given below:

Sentences such as “She’s at home in Africa, the Caribbean, India, the South and Southwest Pacific and other Hot Spots”, or “She can make you feel like a combination of a forest fire, a January blizzard, and an old dish mop” are examples of parallelism, a figure of speech where “similarity of structure in a pair or series of related words, phrases, or clauses” (Corbett & Connors, 1999, p. 381) exists. The purpose of parallelism is to set forth equivalent things in co-ordinate grammatical structures in such a way that noun is parallel to noun, gerund to gerund, prepositional phrase to prepositional phrase, adverbial clause to adverbial clause and so on. In those above-mentioned examples of parallelism, nouns, i.e., “Africa”, “the Caribbean”, “India” and so on are placed parallelly and in the other sentence, phrases like “a forest fire”, “a January blizzard” and “an old dish mop” are placed parallelly to establish grammatical and rhetorical coherence.

The phrase “Lay off the native villages if you want to keep the top of your head on” is an example of antithesis, a figure of speech in which contrasting or opposite ideas are juxtaposed like parallel structure. The purpose of antithesis is to bring out a stark contrast in the ideas by an obvious contrast or difference or dissimilarity in the words, clauses, or sentences, usually within a parallel grammatical structure. In this sentence, “lay off” is contrasting to “keep on” and the author used it to produce an aphoristic neatness and stark contrast. In order to emphasize how to get rid of malaria or fatal effect of Ann and eventually offer the solution in the form of suggesting leaving the native village, in this sentence contrasting effect was used.

**Schemes of Omission**

Under schemes of omission only ellipsis was used in this writing. An example of ellipsis can be, “No whiskey, gin, beer or rum coke for Ann…she drinks blood.” Ellipsis is a figure of speech in which a word or multiple words or phrases which are readily implied by the context is deliberately omitted. The purpose of ellipsis is to cover a lot of ground without getting bogged down in unnecessary details. In writing, every time it is not possible or necessary to include every detail. So, ellipsis helps to reduce clutter and sharpen the focus on the point a writer is trying to make. In this example, the missing words might be "There is": "There is no whiskey, gin, beer or rum coke for Ann." Or the missing words might be "is good enough": "No whiskey, gin, beer or rum coke (is good enough) for Ann." This omission sharpened the focus on the point that he wanted to emphasize and that was Ann drank only blood and nothing else. It was relevant in that context although it interrupted the natural flow of the sentence.

**Schemes of Repetition**

Anaphora, epizeuxis and polysyndeton are visible within schemes of repetition. The examples of these schemes from this writing can be found below:

The phrase "a long, long stretch" is an example of epizeuxis, a figure of speech in which “repetition of words take place with no others between, for vehemence or emphasis (Silva Rhetoricae, 2016).” The purpose of epizeuxis is usually emphasis or intensification, often as a substitute for using veryorreally*(e.g.,*very long*,*really long*).* The author’s repetition of “long”emphasizes that the stretch is very long while the use of two words instead of one visually reinforces the idea of length.

Anaphora is the repetition of a word or phrase at the beginning of successive clauses. Anaphora is usually deliberately used by a speaker or writer to heighten the emotional effect in the audience. It mainly deals with creating certain emotions in the audience and it does that by producing rhythm in a series of clauses. It is also helpful to create aphoristic neatness in a speech and the use of same words or phrases at the beginning makes the audience think about the importance of those words or phrases. Example of anaphora can be, “Never give her a break. She can make you feel like a combination of a forest fire, a January blizzard, and an old dish mop. She will leave you with about as much pep as a sack of wet sand and now and then she

can knock you flat for keeps.....” In these successive series of clauses and sentences “she” was used in the beginning of either clauses and sentences to emphasize that the Anopheles mosquitoes should not be taken lightly as they were good enough to cause the deadly disease malaria and make someone sick or kill. Another example of anaphora was, “USE A little horse sense. You can keep from getting MALARIA if you've got the stuff to stop a mosquito from biting you. Use it. And use your brain.” Here, for successive sentences the writer repeated the word “use”.

Polysyndeton is the deliberate use of multiple conjunctions. In this writing, polysyndeton was used in the sentence, “Nighttime while you are pounding the pillow is when Ann gets in her best licks and you get MALARIA and Remember This....” Here, *and* was used multiple times than needed to focus on when Ann became active the most (nighttime), what would be the effect because of that (malaria) and what should the soldiers do (remember). This scheme was used to help the audience remember about Ann and its deadly effects.

**Tropes**

A trope is the way of using word, phrase, or image in a way that is not intended by its normal representation or conveying of meaning or in other words it is the departure from the exact meaning or sense of a word or phrase. Majority of the sentences in this writing makes use of tropes particularly metaphor, simile and personification. Besides, other tropes such as oxymoron, metonymy, pun, hyperbole and litotes are also visible in some instances.

**Similes and Metaphors**

Several examples of similes and metaphors can be found in this writing. Simile is an “explicit comparison between two things of unlike nature that yet have something in common” and metaphor is “an implied comparison between two things of unlike nature that have yet something in common” (Corbett & Connors, 1999, p. 396).

Examples of simile can be, “like a drill”, “like fox holes”, “like shelter huts”, “like a strip teaser”, “like sissy stuff”, “as stiff as the hunk of steel”, “as dead as a shell can” and so on. In the sentence, “she jabs that beak of hers in like a drill and sucks up the juice”- “like a drill” is used to compare the jabbing or poking someone or something roughly or quickly, especially with something sharp, of the beak of the mosquitoes to the activity of making hole in or through something by using a drill or drill-like shells. Here, Munro Leaf explicitly compared those two things to convey the sharpness of the beak of those malaria-causing mosquitoes which could pierce deeply into the human bodies to suck their blood. In another sentence “They kill mosquitoes and keep them out of spots like fox holes and shelter huts”, where “fox holes” and “shelter huts” were used as similes. Here, they referred to the mosquito bombs which killed mosquitoes and kept the mosquitoes away. These mosquito bombs were compared to “fox holes” and “shelter huts”. Fox holes were the holes in the ground used by the troops as a shelter against enemy fire or as a firing point. Another meaning of fox hole can be the den or burrow of a fox. In both cases, fox holes provide shelter to the soldiers or foxes from their respective enemies and here those mosquito bombs provided shelter to the soldiers or army men from the enemy of mosquitoes. Shelter hut also provide shelter and it was also used to make the comparison of the shelter provided by mosquito bombs. In another sentence, “If you go running around like a strip-teaser, you haven’t got a chance”, the act of strip-teasing, i.e., a burlesque act in which a performer removed clothing piece by piece, was used to emphasize that if anybody went out without wearing clothes, then that person was calling trouble for himself. In another sentence the simile “sissy stuff’ was used in this writing. Some people especially men described a boy as a sissy when they disapproved of him as he did not like rough, physical activities or was afraid to do things which might be dangerous. The simile “sissy stuff” was used to illustrate that although one might find it uncomfortable to wear too many clothes such as head nets, leggings, gloves or rolled-down sleeves, or in other words, even though many found it disapproving to protect themselves with so many clothes which could go against their bravery or roughness, one should protect oneself with those “sissy stuff”. So, here all those extra clothes were compared to “sissy stuff”. All these similes not only beautified the writing, but it also helped Munro Leaf to express his opinions or thoughts in a clear, lively and vibrant manner.

Two types of metaphors are common throughout the text, implied metaphor and illustrated comparison. Implied metaphors compare two things without using specific terms. Metaphors are illustrations that make a strong point by comparing two things you wouldn't necessarily pair together (Metaphor examples, 2018).  Examples of metaphor can be, “the drain pipe”, “pep”, “best licks”, “cook you”, “good old Ann would take care of you”, “use your horse sense”, “…up come the germs right into Ann’s nice warm rumble seat where she gives them a free ride…”, “knock you flat for keeps”, “a sap”, “pounding the pillow”, “…some standard repellants that are a lot hotter than the old bottle of Citronella”, “plug her way through” and so on. Drain pipe basically means a pipe through which liquid waste is removed from a building. Here, the example of *drain pipe* was used to compare the victim’s veins through which the mosquitoes inserted malaria-causing germs and spread those germs throughout the whole body. In this example, implied metaphor was used as two things were compared without using specific terms. Similarly, “a sap” was used to denote gullible or naive persons who did not know how to protect themselves from the Anopheles mosquitoes. Here, also implied metaphor was used. “Pounding the pillow” was an example of illustrated comparisons as one could not pound the pillow literally. It meant to signify when the soldiers fell asleep, the mosquitoes became more active. This comparison could not be paired together. In this way, both implied and illustrated metaphors were used to compare between two things implicitly.

**Personification**

Personification refers to “investing abstractions or inanimate objects with human qualities or abilities” (Corbett & Connors, 1999, p. 402). Personification is used to stir emotions in the audience. The writer used personification in many places in this pamphlet. He started the first sentence “Her full name is Anopheles Mosquito and her trade is dishing out malaria” with personification only, in which he represented the Anopheles mosquitoes with human attributes by calling it “she.” Then throughout the writing he addressed the mosquitoes as “Ann” to invest them with human qualities and invest abstractions for sexism and racism. In the second line of first paragraph the writer said, “She’s at home in Africa,….”, which denoted mosquitoes’ residences (abstractions). He called them “a real party gal”, which was another example of personification. Several other examples can be “she stands on her head…”, “she picks on a victim..”, “Ann’s nice warm rumble seat…”, “some mosquito bombs…..kill mosquitoes..”, “repellants that are hotter than the old bottle of Citronella” and so on.

**Oxymoron**

Oxymoron is a figure of speech in which apparently contradictory terms appear in conjunction. This juxtaposition of contradictories produces an astonishing and remarkable effect and if utilized aptly and skillfully, this can bring a reputation of wit to the author. In the sentence, “The places are lousy with fat little Anns sitting around waiting for you with their bellies full of germs”, the phrase “fat little Anns” is an example of oxymoron. Munro Leaf used two contradictory terms here and that were “fat” and “little” to create a startling effect. Also, the author wanted to emphasize here that even if those Anns were small in size, but their bellies were fat because it was filled with full of germs. So, one should not ignore those Anns just because they looked small.

**Metonymy**

Metonymy is a figure of speech in which the substitution of the name of an attribute or adjunct occurs for that of the thing meant. Metonymy is an oblique manner of speaking where one word or phrase is commonly associated with other but that is not part of its whole or whole of its part. “She can make you feel like a combination of a forest fire, a January blizzard, and an old dish mop” is an example of metonymy. For example, here “a January blizzard” is implied to mean chilling effect but chilling effect is not part of only blizzard or January month. Similarly, “forest fire” is associated with fever and “an old dish mop” is associated with headache, but fever is not only the part of forest fire and headache is also not only the part of old dish mop. All these phrases like “forest fire”, a January blizzard” and “an old dish mop” indicated towards the symptoms of malaria, so here those phrases were substituted of the suggestive word “malaria.”

**Pun**

Pun is kind of a joke which exploits the different possible meanings of a word. Pun can function as a rhetorical device, where it serves as a persuasive instrument for a writer or speaker. However, if pun is not used in correct manner, then it can be interpreted very differently according to the audience’s background. “They stock up on Malaria bugs from the home-town boys and gals and when they find a nice new sucker they give him the works” is an example of pun. Here the “sucker” referred to the Ann and the author played on the word “sucker” to create an apparent humor, but the main intension was to convey the seriousness of the situation in a light manner. In this sentence it was implied that native villages were infested with malaria carrying bugs and when a new sucker i.e. “Ann” who came new to that place, those bugs filled that “Ann” also with malaria germs. So, it was kind of warning to the people about those native villages which were infested with malaria carrying bugs.

**Hyperbole**

Hyperbole is the “use of exaggerated terms for the purpose of emphasis or heightened effect” (Corbett & Connors, p. 403, 1999). The exaggeration is not meant to be taken literally, so it is neither a lie nor a mistake. Munro Leaf used hyperbole in a sentence, “All the mosquito netting in the world.” Here, the author tried to convey that the amount of netting was immaterial if the netting was not used by the soldiers in a proper manner. The soldiers might have netting in excess if not all of the netting in the world, but still there was a chance to be attacked by the Anopheles mosquitoes. So, the author magnified the gravity of the situation by exaggeration.

**Litotes**

Litotes is the “deliberate use of understatement not to deceive someone but to enhance the impressiveness of what we say” (Corbett & Connors, p. 404, 1999). Leaf used this trope in the sentence, “She’ll bat you down and it won’t be funny.” Here, he negated the statement and instead of saying “the consequence can be fatal”, he said “it won’t be funny.”

**Paragraphing**

The paragraphing of this writing can be analyzed by considering how long the paragraph is, how new paragraphs have been developed or shifted from previous paragraph and what instrument or technique has been used to move from one paragraph to another. In this writing, twenty distinguishable paragraphs can be noticed. The longest paragraph is made up of six sentences, that is the thirteenth paragraph (So, if you must stick your neck out…..like fox holes and shelter huts). The shortest paragraph is one sentence long. There are more than one paragraphs that contain just one sentence for instance, tenth (Sew them up or use adhesive tape) or eleventh paragraph (A repellant is just a 75 cent name for stuff to put on you that will keep *Ann* away). So, the average of 2.3 sentences per paragraph is noticed in this writing, which might seem to be not a well-developed paragraph. However, considering the genre of this writing, i.e., medical pamphlet, it can be understood that the writer used short paragraphs to demarcate the different segments and thoughts. These short paragraphs were fairly suitable to give clarity to the audience and no paragraphs were left without properly explaining it even if it consisted of just one sentence. This writing was dealing with taking rapid actions against the enemy Ann, so considering the context and the purpose of it, these small paragraphs were absolutely suitable.

Each of Leaf’s paragraphs developed a separate thought but eventually became an integral part of the whole writing. In other words, each of his paragraphs was a coherent passage of logically connected sentences usually concentrating on no more than one or two ideas relevant to the writing. For instance, his first paragraph was about introducing the audience about who was Ann and where they lived which was required to make the audience familiar with the pamphlet title. The pamphlet title was “This is Ann” and the writer knew that “Ann” was not a familiar word with the audience. So, he first introduced and described “Ann” to grab the audience’s attention. After making the audience aware of Ann, he took transition to the second paragraph which talked about the activities of Ann. Then in the next paragraph he pointed out how Ann performed her activities. So, it can be argued that for first few successive paragraphs, he took a transition as a referent to refer the points in the previous paragraphs and to explain various sides of a single topic.

Another kind of transition was taken to develop a completely new topic such as after describing about the different activities of Ann and the instruments of performing those activities, the author began a new paragraph about what steps could be taken to stay away from Ann and prevent them spreading malaria. Piecing the individual items together in separate paragraphs helped the audience to follow and connect with them. Then at the end, he wrote his last sentence (She’ll bat you down and it won’t be funny) to bring all the ideas together which clarified the audience why he was writing this pamphlet without interrupting the flow of writing. This last sentence of the last paragraph clarified the harmful effects of Ann and the malaria disease which served as Leaf’s main agenda of educating the soldier.

Two of his paragraphs consisted of just one sentence, but still those paragraphs were considered separately. The reason behind this was that the author consciously made the transition for emphasis on the definition of repellants and the use of adhesive tape. Repellant is a technical term, so many people are not familiar with this term. So, in order to bring the audiences’ attentions to this term he inserted this one-sentence paragraph. Also, he used another one sentence paragraph of “Sew them up or use adhesive tape” to refer to the previous paragraph’s importance about how a little hole in the mosquito net could welcome Anns and gave them chance to spread malaria. Therefore, the author wanted to emphasize the point that the use of adhesive tape or sewing the net was the least effort that people could take to protect themselves from mosquitoes.

Another important point to be noted in this pamphlet was that the first sentence of each paragraph, whether it was a one-sentence or two-sentence paragraph, was the strongest one of the whole paragraphs, and this sentence was introducing about what was going to be said in the paragraph. For instance, one paragraph started with “Use a little horse sense.” From this sentence only, it was understood that the writer was urging the audience to use their common sense to protect themselves from malaria. More than being a catchy sentence, it served the purpose of telling the audience of what steps could be taken to use the common sense in daily lives to avoid malaria. So, his paragraphs did not only start with ornamented sentences, but those opening sentences took the strategy of launching the discussion directly.

Leaf devoted several paragraphs to a single topic such as how Ann performed her activities, what steps could be taken to control Ann and so on. His intention to divide those paragraphs to give clarity to the audience and help the audience to make out of the subject he was discussing without getting bewildered and losing attention.

**Conclusion**

“*This is Ann*” is a perfect example of how to choose a style to persuade a resistant audience who cannot be persuaded only through the effective organization of the writing. The audience, this writing addressed to, was reluctant to accept the idea of malaria and mosquito. The audience consisted of young and energetic soldiers who could not consider mosquitoes as their enemies. They were of the mindset that they were courageous and those mosquitoes in no way were capable enough of becoming their enemies. This mindset compelled them to neglect the fatal effects of malaria and take protection against those mosquitoes. So, it is a challenge for any writer or speaker to break this youth stubbornness. This situation led Munro Leaf, the writer of the text and Dr. Seuss, the illustrator and creator of the pamphlet to choose style as the means of persuasion.

From this pamphlet we can learn how Capt. Leaf and Dr. Seuss chose words and illustrations to grab the audience’s attention. Their awareness of the audience is clear through their selection of more concrete and informal words. As the audience was not enough educated (some were even illiterate) to understand the technical jargon, the writer consciously chose simple informal words used on daily basis in the United States which were easy to understand. Most of the conversational words were used to make the audience identify themselves with the writing. The writer’s choice of concrete words teaches us how to invoke emotions within the audience and these concrete words helped the writer to stick to the conventions of medical pamphlet. Another thing that we can learn from this writing is that connotative semantics can be used simultaneously along with the concrete word choices. Apart from some denotative semantics, the writer chose both positive and negative connotative semantics sometimes for making disparaging comments, sometimes for showing sympathy and sometimes for evoking emotions and feelings. Apart from word choices, the author’s selection of varieties of sentence lengths (some are long, wordy sentences and some are just two words long) teach us how to give complicated information in chunks sometimes and in longer sentences sometimes. The author’s heavily relying on simple and loose sentences are quite befitting for this pamphlet which is full of declarative sentences. This selection of kinds of sentences shows the writer’s awareness of the audience who cannot be attracted by complicated compound and periodic sentences. It shows how straightforwardness can be useful for grabbing the audience’s attention. Leaf tried to connect with the audience by using personal pronouns most of the time in this writing. This use of personal pronoun not only helped him to make rapport with the audience, but it helped the writer to establish ethos (character-based appeal) with the audience. Sometimes the writer created anger among the audience towards the Anopheles mosquitoes by choosing inflammatory words and sometimes he chose humorous words to create the same emotion. He also showed sympathy for the audience by choosing compassionate words. In this way, he established both pathos (emotional appeal) and ethos through the word choice and sentence selection. Apart from that the writer did not hesitate to break grammatical rules and the conventions of a genre. Leaf used sentence fragments which might seem grammatically incorrect, but it created emphasis wherever necessary. Usually, in medical pamphlet genre, figures of speech specifically tropes are not used extensively. However, the writer used a lot of tropes to heighten certain emotional effects and some of the schemes to match the goals of persuading the audience. Overall, from this writing we can learn about a middle level of style which is ornamented by figures and characterized by varieties of sentence openers with some inversions and short transitions among paragraphs, and some regular grammatically structured sentences having a profound informal but persuasive diction. This writing teaches us how deliberately ignoring some of the conventions of the genre and tailoring the discourse according to the audience’s needs, any piece of writing or speech can be successful.

**References**

Attention soldier! This is anti-blood guzzling mosquito (1943, September 23). *Piqua Daily Call*, p. 13.Retrieved from <https://newspaperarchive.com/piqua-daily-call-sep-23-1943-p-13/>

Corbett, E. P. J., & Connors, R. J. (1999). *Classical rhetoric for the modern student*. 4th ed. New York: Oxford University Press.

Davis, C. (n.d.). *5 qualities that your brochures should have*. Retrieved December 7, 2018, from <https://www.streetdirectory.com/etoday/5-qualities-that-your-brochures-should-have-uoluuo.html>

Internet Archive Wayback Machine. (2013, February 18). Retrieved December 7, 2018, from <https://web.archive.org/web/20090828163004/http://www.sel.barc.usda.gov:80/Diptera/ann_text.html>

Kanj, M. (2008, July 12). *Patient education pamphlets: Medical information “simply put”*. Retrieved from <https://staff.aub.edu.lb/~webpatedu/downloads/preparation/pamphlets.pdf>

Leaf, W. M., & Geisel, T. S. (1943). *This is Ann: She is dying to meet you.* Retrieved from <https://contagions.wordpress.com/2012/08/20/dr-seuss-does-malaria/>

Mode, P.J. (2014, April 14). *This is Ann…she drinks blood.* Retrieved December 7, 2018, from <https://digital.library.cornell.edu/catalog/ss:19343604>

Nel, Philip. (2007). Children’s literature goes to war: Dr. Seuss, P.D. Eastman, Munro Leaf, and the ‘private SNAFU’ films (1943-46) (Theodor Seuss Geisel). *The Journal of Popular Culture*, 40(3), 468-487. doi: 10.1111/j.1540-5931.2007.00404.x

Nordquist, R. (2018, March 20). Grand style (rhetoric) [Information on a page]. Retrieved December 7, 2018, from <https://www.thoughtco.com/grand-style-rhetoric-1690915>

Nordquist, R. (2018, May 01). Middle style (rhetoric) [Information on a page]. Retrieved December 7, 2018, from https://www.thoughtco.com/middle-style-rhetoric-term-1691389

Nordquist, R. (2018, July 19). Plain style in prose[Information on a page]. Retrieved December 7, 2018, from <https://www.thoughtco.com/plain-style-prose-1691632>

Rauner Library. (2014, February 14). *Deliriously yours*. Retrieved December 7, 2018, from <http://raunerlibrary.blogspot.com/2014/02/deliriously-yours.html>

Silva Rhetoricae. (2007, February 26). Epizeuxis[Information on a page]. Retrieved December 7, 2018, from http://rhetoric.byu.edu/

Steve (2015, July 23). *Long-lost wartime illustrations by Dr. Seuss (Rarest of rare collectibles.* Retrieved December 7, 2018, from <https://blog.hpb.com/2015/07/23/2015723long-lost-wartime-illustrations-by-dr-seuss-rarest-of-rare-c-html/>

Vallis, R. (2009). Writing 2 writing about the world. Retrieved from <http://www.coursehero.com>

Your dictionary. (2018). Metaphor examples[Information on a page]. Retrieved December 7, 2018, from https://examples.yourdictionary.com/metaphor-examples.html