

Practical Philosophy Mingles with Worldly Wisdom – Value-based Moralizing in Bacon's Essays - "Of Studies" and "Of Great Place": A Study from Stylistic Viewpoint.

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ABSTRACT

This research paper explores the role of performing arts in the 21st century and its potential to alleviate the stress caused by the processes of liberalization, privatization, and globalization (LPG). As societies become more interconnected and dynamic, individuals face increased pressures and stressors related to rapid societal changes. The performing arts, including theater, dance, music, and other forms of artistic expression, provide a valuable avenue for emotional release, personal growth, and community engagement. Through a comprehensive review of existing literature, this paper highlights the therapeutic, social, and cultural benefits of performing arts, offering insights into how they can mitigate the negative impacts of LPG. The findings suggest that investing in and promoting performing arts can contribute to the overall well-being and resilience of individuals and communities in the face of contemporary challenges.

Keywords: Performing arts, Stress reduction tools, Liberalization, Privatization, Globalization

Abstract:

Francis Bacon, the Renaissance man, shifted his devotion from theoretical viewpoint to empirical philosophy on social values in most of his writings. He preaches high moral principles of everyday life and laid down the guidelines for human conduct for the welfare of a civil society. His writings reflect the hierarchy of values that places action higher than contemplation and public life above private life. In his essays he appears to be a lover of truth and justice. He had a deep insight in human nature. He rejected the Aristotelian ethics that begins and ends with politics by emancipating civil knowledge into an entirely new doctrine by itself. Through his later essays have Machiavellian quality to some extent for his commitment to public service and to the vitality of public life, it may be mistaken to regard Bacon's ethical pronouncements are crudely Machiavellian. His utilitarian mode of thought is reflected in his collection of essays "Counsels Civill and Morall" which contains political, religious and moral subjects as a guide to be a successful man in every sphere of life. In the essay "Of Studies" he describes the merits and demerits of learning. Study is useful to control and convince others with arguments skillfully though it has some drawbacks also like overuse of learning everywhere makes it affected. Another of his essays "Of Great Place" contains moral precepts which are synonymous with worldly wisdom. He condemns or dislikes wrong practices on part of the high officials. Like a preacher he speaks about the noble dimensions *Of Great Place* with a purely utilitarian approach. The main purpose of this present study is to show how theory transcends to reality in his essays with special reference to these two essays and to examine how the Stylistic devices have been employed to achieve the purpose.

Keywords: Pragmatic, utilitarian, moral, wisdom, empirical

Introduction:

This paper examines how Francis Bacon's essays, especially, "Of Studies" and "Of Great Place" combine worldly wisdom with practical philosophy. Bacon deals with the virtues of learning in his popular essay "Of Studies," advocating for a balanced and diverse education that includes reading, writing, and conversation.

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This paper highlights the logical usages of information in improving comprehension one might interpret the world. Aphorisms, the concise statement of a scientific principle, and rhetorical questions i.e interrogations are two instances of Bacon's artistic deployment of stylistic tools to expose his notions and beliefs to inspire readers to pursue intellectual pursuits for personal and societal advancement. Bacon's attention revolves around the practical aspects of ambitious attitude and authority in "*Of Great Place*." He shows the difficulties and obligations that accompany in standing firm on footings of force, stressing the requirement for a fragile harmony among desire and moral administration.

This paper aims to show more how Bacon's insights into worldly wisdom and the distinctive stylistic devices he has deployed to cater the purpose are intertwined through a careful analysis of these two essays. This combination of the said issues in Bacon's essays highlights his getting thorough importance as a mastermind and backer for the judicious use of information chasing an equitable and edified World. The targets of my present study revolve around the critical analysis of Bacon's way of thinking through his skilled utilization of elaborate stylistic devices in his essays "*Of Studies*" and "*Of Great Place*". These goals are meant to shed light on how Bacon used various stylistic devices and persuasive literary techniques with strategic incorporation of literary elements to effectively convey his ideas to the readers. The study includes a minute assessment of his use of metaphors, similes, parallelism analogies, allegories, and other rhetorical devices that powerfully support the influence of his exposition. By analyzing these essays, the paper expects to portray how Bacon intelligently combined stylistic tools with philosophical content that actually charms the readers and effectively expresses his idea through this unique technique. In his essays, it delves into the symbiotic relationship that exists between practical philosophy and conventional wisdom. The paper will decipher how Bacon's philosophical ideologies interrelated with real-world human affairs by reading the text thoroughly. By surveying the interchange between complex components and philosophical issues, the paper looks to exhibit how Bacon's capability of making the language uplifted to the openness and reverberation of his thoughts.

Literature Review:

To study how Bacon's practical philosophy supplement the worldly wisdoms I have studied several works of various scholars on Bacon's Essays. These resource books focus on Bacon's essays, rhetorical strategies and in particular they have highlighted the practical philosophy of the said author and this teaching/ counsels on value-based moralizing for betterment of civic condition. The helpful works in regards to the present study are given briefly:

I am indebted to *The Cambridge Companion to Bacon* (1996) which lucidly discusses Bacon's rejection of systematic and traditional moral philosophy in favour of practising wisdom. The essays of the book accentuate his pragmatic philosophical insight in improving social conditions through moral and ethical codes. Another scholarly work, *Francis Bacon: His Career and his Thought* by Fulton H. Anderson (1978) presents an easy and vivid outline of Bacon's life and major contributions in improving social behaviour with commentary on man and manners. It provides a valuable insight into his philosophical standpoint and didactic counsels. *Francis Bacon and the Transformation of Early-Modern Philosophy* (2001) by Stephen Gaukroger is an ambitious and insightful book that provides a valuable general account of Francis Bacon as a social thinker cum philosopher. It is generally recognized as a major contribution to Baconian scholarship of very special interest to the historians of early-modern philosophy, science, and ideas. The book is widely accepted as an illustrative work on Bacon's essays shedding light on the broader context of his intellectual project for reformation of knowledge and integrating ethical and moral considerations into the practical life. Michael Kiernan's *The Oxford Francis Bacon XV: The Essays or Counsels, Civil and Morall* (2000) is the most important resource book on Francis Bacon's essays that focuses on the experience and the reading of Bacon as a Renaissance man. He represents man as he is, evaluating the Renaissance power and negotiating for the position, expediting for the personal suit, and the role of dissimulation in social and political situations. This particular edition especially offers an annotated text of Bacon's essays, with commentary on their historical and intellectual perspectives. Kiernan emphasizes Bacon's prose style and his use of rhetorical techniques which are essential for understanding the essays in detail. The book *Readings in Epistemology: From Aquinas, Bacon, Galileo, Descartes, Locke, Hume, Kant* (1993) by Vincent G. Potter includes the chapter on discussions of Bacon's essays, highlighting the effective role he plays in shaping modern thought and focusing on his rhetorical methods and moralizing tendencies. *Francis Bacon: Discovery and the Art of Discourse* (2009), by Lisa Jardine (ed.) presents a valuable study of the intellectual Renaissance spirit, the background from which Bacon emerged and the prevailing social issues against which he has reacted. It provides with the detailed comparisons and contrasts through which readers are led to appreciate the originality and the intellectual ingenuity of Bacon's own views which helps to shape and developments in the philosophy of science.

These resources cater to the purpose of critical examination of Bacon's essays, especially by focusing on his practical philosophy and moral teachings. A detailed study of the said resource books provides an in-depth understanding of Bacon's incorporation of moral and practical philosophy in his essays. I have used *The Essays of Francis Bacon*, edited by Mary Augusta Scott (1908) as the primary text.

Methodology:

The approach of this study is to examine Francis Bacon's skillful blending of worldly wisdom and practical philosophy, with a particular emphasis on the stylistic perspective. Bacon's two essays- "*Of Studies*" and "*Of Great Place*" are dissected, closely read, and critically analyzed as part of the methodology's multidimensional approach. A detailed examination of the stylistic devices Bacon used in the said two essays is the primary approach. This approach includes recognizing, identifying and categorizing various rhetorical devices like metaphors, analogies, allegories, vivid imagery, alliterations, hyperboles etc. that he has utilized in the said two essays to make it charming to the readers. To know easily how these stylistic devices specifically convey particular philosophical concepts and practical worldly wisdoms, it will be minutely examined. The methodology tries to reveal Bacon's intentional decisions to bridge philosophical concepts and real-world practice by meticulously dissecting the essays' stylistic fabric. This strategy includes a thorough investigation of explicit aspects that embody the combination of functional way of thinking and common thinking. The stylistic techniques utilized in the texts will be attentively examined, and key lines will be extracted for detail analysis. This planned assessment intended to reveal how Bacon used various stylo-syntactic tools to heighten the effect of his philosophical thoughts. The methodology also includes thematic revelation and textual analysis to decipher his complex presentation.

Discussion and Analysis:

The essays "*Of Studies*" and "*Of Great Place*" by Francis Bacon attests his distinguished stylo-syntactic approach, characterized by aphoristic language, logical weaving of the contents and the use of various rhetorical devices, with the emphasis on aphorisms, allegories, and other rhetorical devices. These stylistic elements give mileage to enhance the impact of his philosophical insights and pragmatic observations.

The popular essay "*Of Studies*," by Bacon is well known for its clarity and economy of words used. He uses comparatively short sentences and direct speech to convey his notions easily. These two important aspects in expression lends the didactic tone to the essay, thereby establishing Bacon as a great preacher of moral values in social contexts. His artistic deployment of various rhetorical devices like rhetorical questions and parallelism suggest the readers to delve into depth of his syllogism. For instance, when he says,

"Reading maketh a full man; conference a ready man; and writing an exact man," (*Of Studies*, p. 234)

He very aptly uses parallel sentence structure to emphasize the usage and importance of each kind of learning. The foremost important aspect of Bacon's essays is his deliberate use of truisms. His philosophical ideologies are generally presented in a concise form with the help of these statements, which provides a platform to express his complex ideas in a memorable and lucid manner. When he says,

"Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend." (*Of Studies*, p. 234)

His use of aphoristic styles to present the key ideas of his proposition and thereby make his exposition logically sharp and well accepted.

The strategic and deliberate deployment of allegorical references and historical anecdotes by Bacon makes his essays relevant to the social context. In his essay "*Of Studies*," he accentuates the multidimensional functions of reading and gaining the knowledge of the historical past by presenting historical figures like Cicero and Seneca. In "*Of Great Place*," he presents some distinguished personalities like Tiberius and Galba to show the problems relating to unchecked ambition and power. His views are highlighted and his notions are placed in an universal context by these use of allegorical and historical reference. The weaving of Bacon's essays enhances the lucidity and long-lasting impacts of his essays. He writes in terse paragraphs, each of these short paragraphs highlights a particular subject matter to simplify and easily intelligible to the readers and to pay attention to specific ideas. His readers are guided by his logical development of his ideas by this special approach, which helps to cater his didactic message. Moreover, his use of direct contradictory issues, distinguishing opposite thoughts — making a balanced structure and accentuates the intricacy of the subjects examined. For instance, in his essay "*Of Great Place*," he juxtaposed "virtue" with "business" and "affection" with "duty," foregrounding the inherent tensions in positions of power.

Bacon's both the two essays "*Of Studies*" and "*Of Great Place*" use two separate stylistic features that gives his writings a universal appeal. His use of aphoristic styles, allegory, rhetorical figures, economy of language, and logical sentence pattern all helps to enhance the clarity and universal appeal, promoting his philosophical insights.

Now, we are going to a detailed analysis of selected essays "*Of Studies*" and "*Of Great Place*" by laying emphasis on various important rhetorical devices which directly helps to uphold his pragmatic philosophical ideas with the help of his selected texts:

1. Parallelism:

The Greek word "parallelism" commonly means 'alongside one another'. It is the use of the same grammatical patterns or related words or phrases, or the same clauses in a sentence or a paragraph. According to J.A Cuddon (A Dictionary of Literary Terms and Literary Theory, 2013) "It is a very common device in poetry and not uncommon in the more incantatory types of prose. It consists of phrases or sentences of similar construction

and meaning placed side by side, balancing each other". The use of parallelism enriches the flow of information in literary pieces for easy reading. The same grammatical structures in the literary texts helps one to connect the related thoughts and foreground the relationships between sentences. Parallelism, in which the use of same structural patterns in a sentence, phrase or clauses are frequently used in literature to create balance, maintaining rhyme schemes and rhythm to maintain the uniformities and interrelatedness in expression of theme and giving emphasis. The stylistic effects of this syntactic device is greater as it can enrich the beauty of literary writings as in the following extracts.

1.1. "Studies serve for delight, for ornament, and for ability." (*Of Studies*, p. 233)

Here, in the above extract the parallel sentence structure by using "for" preceding every phrase - "for delight, for ornament, and for ability" to show the different purposes catered by studies.

In the another extract from the essay "*Of Studies*" we can trace the use of the syntactically parallel structure like -

1.2. "Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend." (*Of Studies*, p. 234)

In these given lines of the said text each part of the sentence structurally follows the same patterns, using "noun and adjective," to create a rhythmic, equilibrium and balanced sentence structure.

In the same way in another essay "*Of Great Place*" Bacon deliberately deployed a lot of parallelism like -

1.3. "Men in great places are thrice servants: servants of the sovereign or state; servants of fame; and servants of business." (*Of Great Place*, p. 45)

In this passage the parallel sentence construction has been used to expose the various forms of slavery that people of great positions obliquely face. Though the persons who attain higher posts in society are not completely free, still they are ethically bound to their commitments to power, notoriety, and obligations.

1.4. "It is a strange desire, to seek power and to lose liberty; or to seek power over others and to lose power over a man's self." (*Of Great Place*, p. 45)

Here, through this parallelistic statement Bacon differentiated the longing of the people for power with underlying negative outcomes. This equal sentence construction promotes the polarity between the desire for power and self in opposition to losing one's own liberty. The more one attains the higher position and dominance over others, the more he loses his self-domination.

In "*Of Great Place*," Bacon deliberately deployed parallelism to enhance the clearness, artistic effects, and memorability of his thematic elements.

2. Alliteration:

According to J.A. Cuddon alliteration is "a figure of speech in which consonants, especially at the beginning of words or stressed syllables, are repeated" (22). It is a very powerful and effective literary device especially in poetry. It caters various important functions in a verse writing that enriches the rhythmic flow of an expression. In an Alliteration by repeating the same consonant sounds, authors can highlight dominant concepts and logical progression of the narrative and create a sense of coherence in their expression.

In Bacon's essay "*Of Studies*," alliteration is abundantly used to create a significant literary impact, leading readers to understand specific key concepts and promoting the general progression of the textual proposition. For example, Bacon writes,

2.1. "Reading maketh a full man; conference a ready man; and writing an exact man." (*Of Studies*, p. 234)

Here, the repetition of the same "m" sound in "maketh," and "man," and the underlying use of "maketh" in all the phrases in this line contribute to a mellifluous expression.

In Francis Bacon's another Essay "*Of Great Place*" similar sounding words or phrases are abundantly deployed to highlight specific focuses and make a running beat inside the text. For instance, when Bacon says,

2.2. "Certainly virtue is like precious odors, most fragrant when they are incensed or crushed." (*Of Adversity*, p. 24)

the repetition of the "c" sound in "certainly," "crushed," and "precious" provides a rhythmic flow and musicality to the sentence to foreground his key thought that virtue is always praiseworthy. In "*Of Adversity*," the limited use of alliteration establishes unanimously the style of Bacon's prose and emphasizes his explicit thoughts he wishes to convey.

3. Antithesis:

When two opposing ideas, thoughts, words or phrases are juxtaposed in an expression to create a cohesive and powerful effect in a literary art, it is known as antithesis. The Greek word for antithesis is presenting 'opposition' According to J.A Cuddon (A Dictionary of Literary Terms and Literary Theory, 2013) "Fundamentally, contrasting ideas sharpened by the use of opposite or noticeably different meanings." For example, Bacon's logic "Crafty men condemn studies; simple men admire them; and wise men use them." (*Of Studies*, p. 233)

Antithesis is generally used to snatch attention to discrepancies, highlight a point, or to present an issue lucidly. In order to make his practical, value-based moralizing clearly apparent to his readers, Bacon used a lot of

antitheses in his writing. Following are some examples of these literary devices from his essay "*Of Studies*" that we are citing here:

3.1. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." (*Of Studies*, p. 234)

In order to present the contrast on various approaches of reading a book, Bacon technically utilizes antithesis in this above sentence. The words "Tasted" and "swallowed" are juxtaposed to accentuate the various levels of attention paid in reading a book for information. "Chewed and digested" denotes the detailed comprehension and thorough investigation of a particular text.

3.2. "Crafty men condemn studies, simple men admire them, and wise men use them." (*Of Studies*, p. 233)

Here, three different perspectives on studies are vividly presented in this contrasting proposition. The comparison of "wise men" with "crafty men" enlightened the divergent notions in relation to the utility of education from a pragmatic point of view. The two contrasting terms "condemn" and "admire" catch attention to the contradictory viewpoints, whereas "use them" connotes that wisdom is the outcome of making reasonable and justified utility of knowledge.

3.3. "Reading maketh a full man, conference a ready man, and writing an exact man." (*Of Studies*, p. 234).

Here, Bacon presents the various advantages of different language learning skills such as reading, speaking and writing through this antithetical statement. This argument of Bacon emphasizes on how distinct learning tasks influence the holistic development of a learner. The statement becomes very powerful because of the rhythmic flow of it by this symmetrical arrangement.

In the same way in another essay selected for the present study "*Of Great Place*," Bacon strategically deployed antithesis to compare and contrast the different risks of attaining a position of higher authority. Here we have discussed a number of such instances:

3.4. "They that desire to excel in too many matters, out of levity and vain glory, are ever envious." (*Of Envy*, p. 37)

Through this antithetical line the author presents the advantages and disadvantages of getting high positions in various fields. By connoting that chasing for extreme successes in career might cultivate shallowness and envious situations, the contrasting issues hints at the dangers of doing so.

3.5. "Men in great place are thrice servants: servants of the sovereign or state; servants of fame; and servants of business." (*Of Great Place*, p. 45)

Here, through this extract Bacon listed the various roles that a person in high positions is supposed to perform by implying the concept of antithesis. He emphasized the multidimensional duties and responsibilities that accompany the authoritative power by making comparisons between "servants" and "sovereign," "fame," and "business."

4. Aphorisms:

Francis Bacon's as an essayist distinguished himself and becomes renowned for his aphoristic style, a particular literary style characterized by its brevity, clarity, and the profound wisdom. This special style becomes the medium for Bacon to condense complex thoughts into striking and memorable statements. Such compressed statements appeal to the reader's attention, invite to multiple interpretations, marking the essays with intellectuality and relevance. This aphoristic style provides Bacon's essays a universal and pragmatic appeal. By using terseness, he confirms that the ideas are accessible. However, this compactness can often lead to obscure meaning making, encourages readers to possess enough intellectual maturity to unveil the deep insights. The philosophical insight also deals with his pragmatic outlook, reflecting on delivering practical wisdom rather than elaborate rhetoric. This distinctive style attests his reputation as a thinker committed to the utilitarian point of view of knowledge, becomes a model for concise, insightful writing.

Bacon utilized his essay "*Of Studies*" to reveal his thinkings and logical progression of it on civic behaviour and moral code and conducts. Here are a few of his aphorisms from that masterpiece:

4.1. "Reading maketh a full man, conference a ready man, and writing an exact man." (*Of Studies*, p. 234).

Through the aphoristic style of his writings the author presents the unique fruits of different learning practices in the above extract. Reading enhances the understanding level of the readers, writing skill promotes the accuracy and fluency in discourse, while debate and conference lead one to rapid thinking.

4.2. "Studies perfect nature and are perfected by experience." (*Of Studies*, p. 233)

The pragmatic aspects of experience and learning is highlighted through this quoted line from Bacon's essay "*Of Studies*" by the strategic deployment of aphorism. The phrase "perfected by experience" attests the practical wisdom and development of information through pragmatic context and the phrase "studies perfect nature" connotes that learning, gaining knowledge enriches inner capabilities.

Bacon's another selected essay "*Of Great Place*," is also rich with precise and thought-provoking languages:

4.3. "Men in great place are thrice servants: servants of the sovereign or state; servants of fame; and servants of business." (*Of Great Place*, p. 45)

The role as servant that people in higher positions of power ladder play are briefly presented in this aphorism. As per the Essayist these people are always eager to achieve personal glory, perform a number of responsibilities and are bound to various obligations, and are bound to serve the interests of the state.

5. Imagery:

In literary usage, imagery or images refer to sensual and vivid language in use that attract the senses of the readers and draw a picture or images in their minds. With the sketchy language, writers promote the experience of the readers and create a closer bond with the story. Standard imagery enriches the expression by arising feelings and emotions by painting scenarios.

Bacon's two selected essays as mentioned earlier, is our source material for this study. The use of imagery helps to the delve deep in the narrative which readers may find visually appealing:

5.1. "Crafty men condemn studies, simple men admire them, and wise men use them." (*Of Studies*, p. 233).

The line taken above from Bacon's essay makes images of three kinds of people from the perspective of acknowledging educational values: cunning men who recognise the value of knowledge very little, simple ones who show respect to education, and intelligent people who make best use of it. The statement very effectively portrays the importance of education to various types of people and how it is used by them.

5.2. "Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend." (*Of Studies*, p. 233).

The above sentence makes clear to the reader the various fruits of various academic disciplines, each of which helps to enhance some special features as history makes the readers wisemen poets become witty and so on. All the disciples enrich intellectuality of its readers variously and are presented these effects *Of Studies* with picturesque images.

Bacon's "*Of Great Place*" similarly uses vivid language to picture images that support author's beliefs regarding the people of higher positions, as seen in the following instances:

5.3. "Men in great place are thrice servants: servants of the sovereign or state; servants of fame; and servants of business." (*Of Great Place*, p. 45).

People who are in positions of higher authority are shown in this logical progression as "servants" who perform various tasks. High official positions bear a variety of responsibilities and obligations with several restrictions, which has been depicted by the images of serving the state, fame, and various business.

5.4. "Seek not proud riches, but such as thou mayest get justly, use soberly, distribute cheerfully, and leave contentedly." (*Of Riches*, p. 45)

"Proud riches" who gathered wealth dishonestly are presented with images and conceit. The moral counselling by Bacon to accumulate wealth "justly" and spend that wealth "soberly" and "cheerfully" has been exhibited by the image of morally sound and reasonable wealth utilization.

6. Rhetorical Question:

In literature, rhetorical questions act as an effective tool that express thought without expecting any responses. This tool is applied by the authors to peak the readers' interest, encourage discussions, and accentuate a definite concepts or themes or ideology. The stylistic device enhance the overall rhetorical effectiveness by regulating the thought process of the readers and emphasize its expressive quality.

Most of Bacon's essays are pregnant with this persuasive device as in the following:

6.1. "Do you not see what feigned prices are set upon little stones and rarities?" (*Of Riches*, p. 160).

By the medium of this rhetorical question the author invites his readers to weigh the fictitious value impart to unimportant things. Using this type of question, Bacon emphasizes the inclination to place value to the positions of power and creates contradiction between this trend and the general but promising tendency to place great importance to trivial things.

6.2. "What is truth? said jesting Pilate; and would not stay for an answer. (*Of Truth*, p. 3)

The rhetorical question in the excerpt plays a crucial role in setting the essay in contemplating tone, thereby presenting the key theme of the essay. The question, been attributed to Pontius Pilate, the Roman Governor of a province to symbolize the skepticism and avoiding attitude of human beings towards truth. By alluding to Pilate, Bacon leads readers to think on the real truth and why people dismiss the truth. The answerless question compels readers to navigate the complexity of truth itself. The expression, Pilate's jesting tone connotes a dismissal motive, reflecting that truth is treated lightly or viewed as unattainable and his negligence to wait a while for expected answer mirrors a broader human trend of avoiding deep query into uncomfortable truths. Pilate's thought provoking question injects the revealing message of the essay i.e. truth is difficult and uneasy but its pursuit is very necessary for moral and philosophical upliftment.

6.3. "Therefore, why should I be angry with a man for loving himself better than me?" (*Of Revenge*, p. 20)

The reflective and persuasive rhetorical question here in the quoted line throws the challenge against rationalization of seeking revenge, thereby promoting reason and self-restraint. It is the general human tendency to think always in favour of oneself and if the personal interest violates the feels the need for revenge. By asking the question in an easy and rational tone, Bacon underestimated the justification for revenge, urging readers to rise above personal grievances. The question ultimately supports the author's argument that forgiveness and reason are superior rather than the destructive, violating and unending cycle of revenge.

7. Hyperbole:

Hyperbole refers to the deliberate extravagant exaggeration used for emphasis on a particular idea or a viewpoint. Authors deploy this rhetorical style to highlight points, to arouse deep feelings, or impart a lasting

impression. Hyperbole provides the narrative an extra layer of meaning, humor, or depth by enlarging the facts beyond possibilities, thereby engaging the reader.

In Bacon's essays hyperbole is not abundantly used, however the author sometimes make use of it to emphasize certain points or issues in the Essay.

As for example we can quote from his essay, when he famously says,

7.1. "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." (*Of Studies*, p. 234).

Here, in the excerpt Bacon exaggerates the concept of reading the books by drawing comparisons with eating various food. As men eat food of different tastes with varying interest, reading books also need different degree of attention irrespective of the importance of the book as suggested by the author, implying that certain books need to be read partially, some with attention and some to be fully comprehended and assimilated.

7.2. Reading maketh a full man, conference a ready man, and writing an exact man." (*Of Studies*, p. 234).

Here the author presents how different forms of learning helps in the holistic development of a learner with this hyperbolic expression.

For the purpose of promoting the regular flow of information, rhythm, and persuasive nature of his ideas, Bacon deliberately deployed several stylistic devices in his essays. The essays are made favourite to the readers and engaging by the use of his contradictory pairs, recurring or parallel structures, and memorable aphorisms. He leads his readers to use their own intellectual faculties about how they should approach learning anything by using rhetorical questions and images. His well-balanced sentence structure and alliterative words lends a special harmony to his expressions. Bacon through the medium of his Essays not only practical knowledge but also worldly wisdoms which hallmarks his writings a literary masterpiece that have direct appeals to readers and these stylistic choices helps to cater the purpose. Francis Bacon, the pioneering figure of English Essay artistically mingled his practical philosophy with the practical knowledge and moralizing based on social values through the vehicle of a variety of stylistic approaches. He frequently makes use of metaphors and analogies in his Essays. In fact, Bacon's literary style is a medium for moralizing based on values, skillfully combining ethical considerations with the useful counsel. By juxtaposing opposing viewpoints, he frequently makes use of antithesis to let readers think on the conflicts between them. In order to emphasize the differences between artificial reading and deep comprehension, he used antithesis in the popular essay "*Of Studies*," saying, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." (*Of Studies*, p. 233) The artistic use of these stylistic tools are not merely the decorative elements in the writing of Bacon; rather, these are the threads that supports his weaving of useful pragmatic philosophies into the fabric of human intelligibility. In spite of his real ideas, Bacon is renowned for his justified and economy use of language in essays which made his knowledge timeless and intelligible which fuels both to the readers conscience and the intellectuality.

Conclusion:

Through the intellectual combination of worldly wisdom and practical philosophy, Francis Bacon's essays very effectively lead readers to go through the intricacies of life. He in his writings bridges the gap between theory and practicality with enduring force by the polished use of his language and stylistic methods, giving life to boundless truths.

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