



## A CRITICAL STYLISTIC ANALYSIS OF THE PHILOSOPHICAL IDEOLOGIES IN ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER USING THE TOOLS OF EQUATING AND CONTRASTING

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### Abstract

*Abraham Lincoln's letter to his son's teacher in 1830 is a pragmatic yet relevant expectations of a doting father from the fertile environment of his son's institution. The twenty six sentences constructing this popular letter have been diligently orchestrated through copious linguistic intent and consequential architecture. The careful employment of various coordinate and subordinate clauses and phrases reflect the contiguous and noncontiguous structural properties of the text. Similarly, The text is rich with syntactic frames to create relationships of equivalence and opposition in the desired frames of meaning. These text functions influence the ideology of the readers perusing the philosophical underpinnings of the text. The present paper aims to study the philosophical ideologies as naturalized through the textual selection and manipulation employing Leslie Jeffries' critical stylistics tool of equating and contrasting. This study would map the form and function of the linguistic features to ascertain the textual representation of the world and its ideological consequence*

### Keywords

*Critical stylistics, Epistolary literature, Equating and contrasting, Semantic equivalence, Appositional equivalence, Subordination and coordination, Abraham Lincoln's letter to his son's principal, Intensive relational equivalence, etc.*

### Full Article

#### **1. Introduction:**

##### **1.1 . Epistolary Form of Writing:**

Abraham Lincoln's letter to his son's teacher is a monologic epistolary literary instance. A letter, in short, is a concrete entity with a multitude of significations that go beyond its textual content and linguistic style. according to Toni Bowers (2009: n. pag.), 'epistolary fiction' now also comprises "fiction that unfolds through multiple forms of communication that have descended from the letter: e-mails, text messages, telegrams, postcards, tweets, transcribed tapes, greeting cards, answering machine messages, and so on". The meta discursive nature of letters has a particular ability to defamiliarize the personal context and integrate a larger consciousness into the narrative.

##### **1.2 Characteristics of epistolary literature:**



Given the letter's function as a connector between two distant points, as a bridge between sender and receiver, the epistolary author can choose to emphasize either the distance or the bridge in the communicative process.

**Differences in the Perspective:** The multiple reader perspectives and the narrator's viewpoints about the general way of life can be found to be echoing through the script of a letter. The ardent feelings, lost dreams, hopes and fears of the addresser can find uninhibited expression on the canvas of a letter.

**Monodiegetic Narrative Style:** The polytonality of the letter is a unified stream of consciousness finding its tributaries in the expressive letter writing. The recurrent themes, narrative style etc contribute to the meaning construction in letters.

**Narrative Functions:** As Rachel Bower (2013: 65) points out, "The inter subjective communication of epistolary exchange both necessitates the continual revision of consciousness and reaches out to another. This takes place both within and without the text." The kinetic method of narrating events and instructing animates the communication process; making it dynamic (Janet Altman Epistolarity, 8). More generally, the letter's multivalency—as a linguistic phenomenon, as a real-life form, as an instrument of amorous or philosophical communication—

**Sense of Time and Space in Letters:** A sense of historic present and omnipresent in the temporal structure of letter writing. The use of nonfinite structures, passive structures emphasizes the agency or its absence in the temporal and spatial dimensions. The letter is here literally a chain of communication, one whose physical shape metamorphoses according to the sentimental forces acting upon it (Janet Altman Epistolarity, 27).

**Passive Confidant:** In the selected letter for analysis ; a father orchestrates an epistolary mediation between his son and his son's principal through his expectations for his son from the institutional head. There is a fine interrelation between the presence and absence of the addressee in the letter. The addressee is omnipotent in the consciousness of the addresser while writing the letter. In order to make a *confidence*, as epistolary characters so often do, one must have *confidence* in the *confident*. If *confidences* constitute part of the epistolary medium (letters written to confidants being one of the fundamental vehicles of epistolary narrative), the loss and winning of *confidence* are part of the epistolary subject (Janet Altman Epistolarity, 60).

### The Text:

#### Abraham Lincoln's Letter to his Son's Headmaster:

"He will have to learn, I know, that all men are not just, all men are not true, but teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader... Teach him that for every enemy there is a friend. It will take time, I know, but teach him, if you can, that a dollar earned is of far more value than five found...Teach him to learn to lose...and also to enjoy winning. Steer him away from envy, if you can, teach him the secret of quiet laughter. Let him learn early that the bullies are the easiest to lick...Teach him, if you can, the wonder of a book...but also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hillside. In school, teach him it is far more honorable to fail than to cheat...Teach him to have faith in his own ideas, even if everyone tells him they are wrong...Teach him to be gentle with gentle people, and tough with the tough. Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon...Teach him to listen to all men...but teach him also to filter all he hears on a screen of truth, and take only the



good that comes through. Teach him, if you can, how to laugh when he is sad...Teach him there is no shame in tears. Teach him to scoff at cynics and to beware of too much sweetness...Teach him to sell his brawn and brain to the highest bidders, but never to put a price tag on his heart and soul. Teach him to close his ears to a howling mob...and to stand and fight if he thinks he is right. Treat him gently, but do not coddle him, because only the test of fire makes fine steel. Let him have the courage to be impatient...let him have the patience to be brave. Teach him always to have sublime faith in himself, because then he will always have sublime faith in mankind. This is a big order, but sees what you can do...He is such a fine little fellow, my son ”

### **The Method:**

#### **Critical Stylistics:**

“Language can only function as long as it is social and ideological” (Herman and Vervaeck Critical stylistics is a sub-discipline of applied linguistics devised by Jeffries. (2010). It presents a new amalgamation of stylistics, critical discourse analysis and functional approaches to grammar. It provides a link between stylistics with its emphasis on the framework of language and linguistic devices and critical discourse analysis with its focus on the contextual features of the domain of powerfully employed language. Its thrust is on the expression of ideology contained in language meant to influence its readers. The ideologies which are implanted through different linguistic strategies form the crux of the critical stylistic analysis. These linguistic strategies have been devised as analytic tools to investigate the way linguistic choices are used to present ideologies of text producers (Jeffries, 3). These linguistic choices, whether conscious or unconscious in its execution are always ideologically loaded( Jeffries, 3). The textual and conceptual meanings encompassed in the Critical Stylistics model empower the language to transmute these meanings through the narrative discourse. In the model, the conceptual realm deals with the way the linguistic tools the way the linguistic tools “try to capture what a text is doing conceptually in presenting the world” (Jeffries, 409) while the textual part refers to the way these resources are used to construct the conceptual meaning (Jeffries, 409). Therefore, the analysis of textual-conceptual functions shifts the focus from macro level analysis of context used in critical discourse analysis to micro level analysis of texts. It provides a clear framework with text analysis. The tools are very evocative in nature as they incorporate the language forces to register the impact of the text on the readers.

### **The Tools:**

<b>Textual conceptual function</b>	<b>Linguistic realizations</b>
Naming and describing	Choice of nouns , modification of nouns through pre and post modification, Reification etc.
Representing actions/events/ States	Transitivity choices, Verbiage, MAS, MAE etc.
Negating	Clause negation, word negation, negative particle, pronouns and adjectives for negation etc.
Equating and contrasting	Appositional equivalence, parallel structures, Intensive relational equivalence, metaphorical equivalence ,Explicit Opposition, Converse , etc.
Prioritizing	Fronting of clauses, voice, Subordination, ditransitivity etc.



Implying and assuming	Presupposition and implicature, iteration as logical presupposition triggers etc.
Hypothesizing	Choice of modality ( epistemic , deontic ,boulomaic) , Narratorial modes etc.
Presenting others' speech and Thought	Features of speech and thought presentation : Free Indirect Speech( FIS), Free Indirect Thought ( FIT) etc.
Representing time, space and Society	Deixis , Alternative Possible Worlds

(Leslie Jeffries, 2010, 15)

The current paper would be employing the tools of equating and contrasting and to determine the lexical choices made by the text producer in order to structure a different version of the world where they see certain elements in equivalence and some others in contrasting.

### The Tool of Text Analysis:

#### Equating and Contrasting:

The tool of equating and contrasting deals with the creation of textual relations of equivalence, synonymy, converseness, antonymy in all its possible range of meanings. These sense relations are created through the skillful use of words and their implicit or explicit meanings. According to the Leslie Jeffries, our texts structure our world in terms of equivalence and opposition. However, the syntactic structures of the desired equivalence and opposition may vary significantly across language use.

Equivalence as a textual relation can be manifested through the syntactic triggers of noun phrase apposition, parallel structures and intensive transitivity choices.

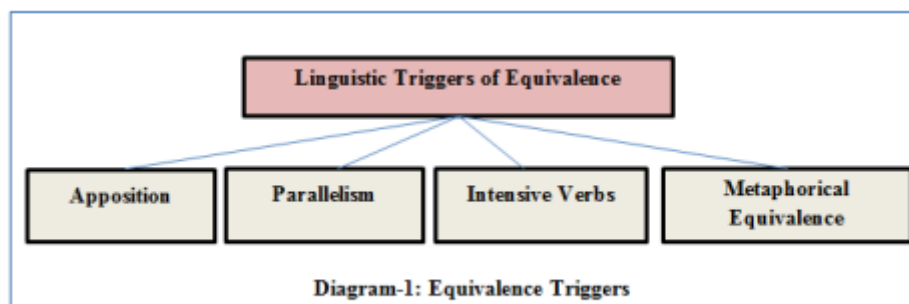


Diagram-1: Equivalence Triggers

Figure 1. Syntactic triggers for Equivalence ( Leslie Jeffries, 2010, 59)

Table-1: Possible Syntactic Triggers of Opposition

1	Contrastives	X, but Y
2	Explicit opposition	X as opposed to Y
3	Parallelism	Your job is X, mine is Y
4	Concessive opposition	Despite X, Y
5	Replacive opposition	X rather than Y
6	Comparative opposition	Less X than Y
7	Transitional opposition	X turns into Y
8	Negated opposition	X not Y

Figure 2 . syntactic triggers for opposition. ( Leslie Jeffries, 2010, 58)

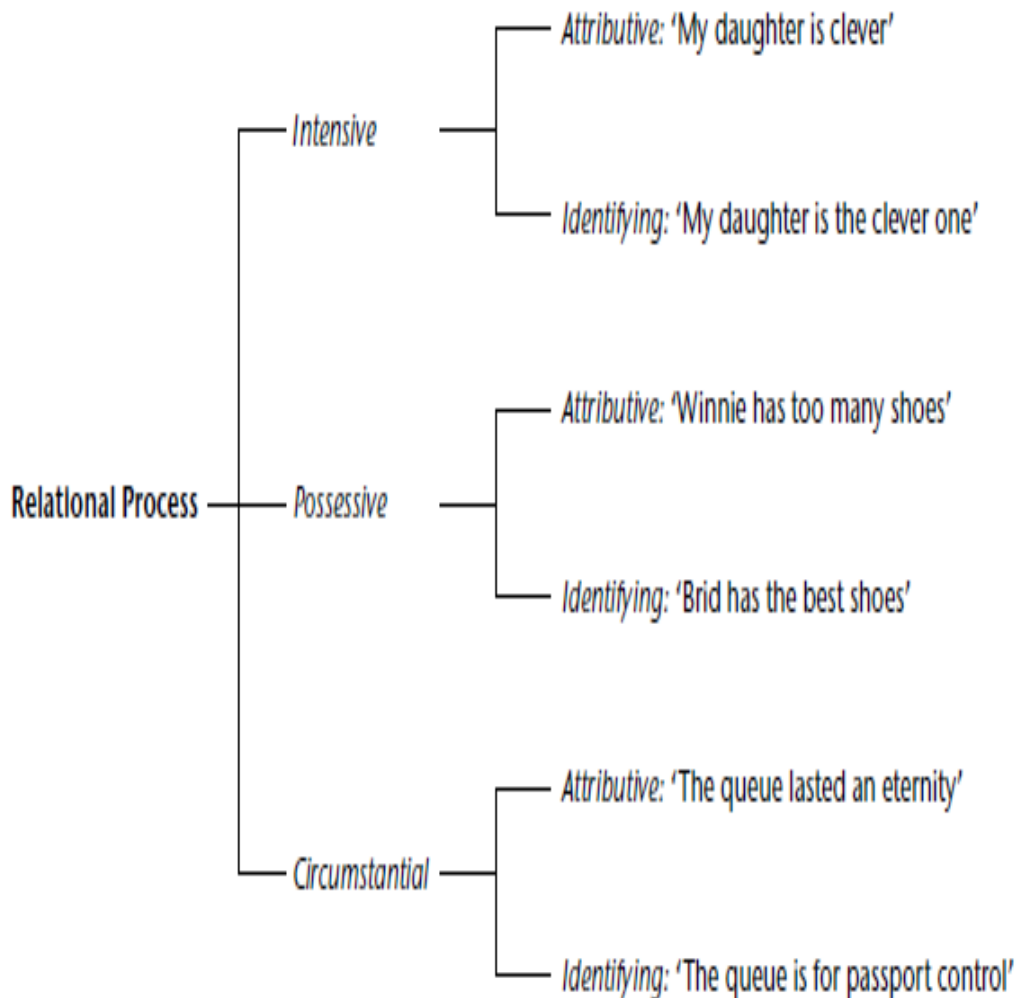


Figure 3.1 Relational processes

**I. Semantic Equivalence :**

**Example 1:** *All adventures that probably include wars, tragedy and sorrow.* (Line, 4)

**Form:** The semantic equivalence is achieved through the subordinate relative clause including the list of nouns with the same noun referent (adventures). The tautological tokens of the enlisted nouns make them synonymous.

**Function:** The subordinate relative clause has a fronted adverbial (probably) The main clause has a plural subject (adventures) premodified by a quantifier (all) which determine the scope of the premodified subject. The relative clause has included as a predicator with a set of nouns as its plural objects (wars, tragedy and sorrow).

**Ideological Effects:** The list of adventures as mentioned by the text creator includes a plural noun and two abstract nouns .The hypernymous semantic relation with the enlisted hyponyms expresses a resilient attitude of the text creator.

**Example 2:**

*Give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill* (Line, 16)

**Form:** The list of noun phrases with their post modifying prepositional phrases render the concatenation of the attribute of extreme mystery. The second person singular pronoun is elliptical in the imperative matrix clause construction.



**Function:** The unitary clause is an imperative with a verbal phrase (give time) as a direct object and an infinitive phrase (to ponder) as an object to the verbal phrase. The ellipsis of the preposition (over) in the noun phrase as an object to the infinitive phrase minimizes the redundancy of the ellipted particle. The string of noun phrases posited as plural objects of the infinitive has post modifying prepositional phrases functioning as an adverbial.

**Ideological Effects:** The common attribute ( extreme mystery) used for the string of noun phrases and their post modifying prepositional phrases impart a localized semantic equivalence to the juxtaposed visual imageries. The appeal to let the young mind indulge in the larger classroom of nature is reflected through the imperative tone in the sentence.

### I. Appositional Equivalence

#### Example 1:

*Teach him to sell his talents and brains to the highest bidder* but never to put a price tag on his heart and soul. (Line, 23)

#### Form:

In the coordinating clause; The coordinating of a synecdoche and abstract noun imparts the appositional value to these conceptual syntactic strategies. Heart and soul are compounded with a conjunction to reflect the contiguous concepts. The compound sentence has a verb modified by an infinitive; while the coordinating clause has a fronted adverbial followed by a metaphorical infinitive phrase.

#### Function:

The appositional equivalence is achieved through an infinitive noun phrase (to sell his talents and brains) as a direct object to the imperative implicit subject. The use of a post modifying prepositional phrase ( to the highest bidder) as an object to the infinitive phrase with a superlative attribute of a singular noun complement affirms the compounding of the pair of nouns ( talents and brains).

#### Ideological Effects:

The dual layered texture of the advice dispensed by the text creator is about being prudent in his materialistic dealings in his professional life and being vigilant of not compromising his core values.

#### Example 2:

*It is all going to be strange and new to him for a while* (Line, 2)

#### Form:

A cleft sentence with a noun phrase complement embedded with an infinitive phrase (to be strange and new) to the object (to him) with an adjunctive post modifying prepositional phrase (for a while). The pair of predicative adjectives; strange and new acquire an appositional equivalence propositionally.

#### Function:

The progressive aspect of the spatial movement of circumstances and the maturing of the experiencer is affected through the use of the predicator as a verb of incomplete predication.

#### Ideological Effects:

The doting father empathizes with the rookie student life of his son and mentions that the early formative years would be a brand new world for him which would make him a stranger to all the new experiences.

#### Example 3:

*To live this life will require faith, love and courage* (Line, 5)

#### Form:



The verb phrase expresses epistemic modality with its lexical choice of the modal auxiliary and the main transitive verb (will require). The verbal phrase has a list of abstract nouns as its objects.

**Function:**

An infinitive phrase is in the subject position of this sentence. The predicator is the verb phrase with the climactic hierarchy of abstract nouns as its plural objects.

**Ideological Effects:**

The atypical non- finite subject (to live) in the sentence with an abstract noun (this life) as an object to the infinitive phrase. The use of the modal auxiliary 'will' shows predictability. The appositional equivalence is established by the juxtaposing of the abstract nouns in the predicative object position.

**I. Intensive Relational Equivalence**
**Example 1:**

*He is such a fine little fellow, my son.* (Line, 33)

**Form**

The intensive relational equivalence is established when a noun phrase and a simple sentence are consequentially co referential in their nominal status. The first simple sentence has the third person singular pronoun, 'He' as the carrier; while the noun phrase, 'a fine little fellow' is the attribute. In the second noun phrase, the identifier and the noun phrase 'my son' is the identified.

**Function:**

The extrapolation of the subject noun phrase (my son) in the verse final position and its post modifier (He) is posed as a subject. The complementizer phrase is entirely modified by this post posed noun phrase.

**Ideological Effect:**

The intensive relational equivalence achieved through the attribute (fine and little) is a humble acknowledgement of the traits of the author's son and in the second phrase ; the use of first person possessive pronoun, my as a determiner to gender specific noun, son and a copular clause structure is the most typical case of achieving equivalence.

**I. Negated Opposition:**
**Example 1:**

*He will have to know that all men are not just, all men are not true.* (Line, 8)

**Form:**

The third person singular pronoun (He) has a verb phrase (will have to) denoting deontic necessity. The subordinate noun clause has a compounding counterpart which has an asyndetic synthesizing structure. The use of repetitive parallel forms in the twin compound structures augments the proposition of the ardent intention of the author.

**Function:**

The subject position in the matrix clause is carried by a singular third person noun while the parallel negated compounding twin sentences are paradigmatically juxtaposed to emphasize the caution dispensed by the author.

**Ideological Effects:**

The parallel forms have negated subject complements to emphasize the alternate possibility of a converse expectation. The avoidance of negative prefixes (unjust, untrue) reflects an absence of affirmative attributes in the majority of populace.

**Example 2:**

*Teach him there is no shame in tears.* (Line, 25)



**Form:**

An imperative main clause with an implicit subject subordinated by a cleft sentence with a prepositional phrase as its object. The subordinate cleft sentence has a negative determiner + noun in its complement which has a negated opposition.

**Function:**

The imperative sentence has an elliptical subject (You). The direct object is an implicit complementizing nominal clause with a dummy subject (there) and a negated noun phrase as its complement.

**Ideological Effects:**

The text creator asserts the strength of being vulnerable and expressing uninhibitedly with little care spared to the judgment of these natural expressions of grief and fear. The use of a negative determiner focuses on the prominence of the non-popular notion of machoism.

**Example 3:**

*Try to give my son the strength not to follow the crowd when everyone else is jumping the bandwagon.* (Line, 20)

**Form:**

An imperative main clause with an infinitive phrase as an object and its object complement bearing the resulting attribute (Try to give my son the strength) The infinitive phrase with an inversal of the negated particle (not to follow) as an object to the complement (strength) acts as a thematic landmark for the following subordinate clause. The subordinated adverbial time clause has a concessional impact on the culmination of the advice.

**Function:**

The imperative sentence has an implicit second person singular pronoun as its subject. The direct object of the transitive verb (give) is an abstract noun (strength) which is post modified by a negated infinitive phrase. The adverbial time clause has (everyone else) denoting majority as its subject and a metaphorical phrase; jumping the bandwagon as its complement.

**Ideological Effects:**

The antithetical construction of the matrix clause and its subordinated clause is an exercise of deviation from the usual textual practice of relegation the negation towards the sentence end for the end-focus. The text creator seeks to emphasize the neutrality of being dissimilar to the natural force of action or the pluralist notion.

**Example 4:**

*but never to put a price tag on his heart and soul* (Line, 26)

**Form:**

A contrasting conjunction and an adverbial fronted followed by an infinitive phrase and a post modifying prepositional phrase. The subordination of a negated adverbial to an infinitive phrase emphasizing the need to avert a possibility.

**Function:**

The implicit subject followed by a transitive verb (put) and a noun phrase as its object and a post modifying adverbial.

**Ideological Effects:**

The choice of an infinitive phrase with a preceding negative adverb emphasizes the timelessness of the anticipated action of integrity and honesty.

**V . Transitional Opposition:****Example:**



*Only the test of fire makes fine steel* (Line, 28)

**Form:**

The fronted emphasizing adjective premodifying the noun phrase followed by a transitive verb and the noun phrase as its object.

**Function:**

The use of only as a discourse marker.; The transformative force of the fine steel is brought to effect through the transitive verb, 'make'. The purgatory process of abstract purification is simplified through the noun phrase in the subject position (test of fire) and the adjective and noun phrase (fine steel) in the object position.

**Ideological Effects:**

The restriction of condition to harness the noble qualities of an individual is only through the metaphorical test of fire as personal challenges and hardships

**Comparative Opposition:**

**Example 1:**

*Teach him if you can that 10 cents earned is of far more value than a dollar found* (Line, 8)

**Form:**

The embedding of the conditional clause and the 'that clause' to the imperative main clause (Teach him) denote a semantic link between the subordinated clauses. The post modifying comparative clause in subordination with the conditional clause has an intensifier 'far' before the premodifying periphrastic 'more' The last embedded clause has an ellipsis of a premodifying prepositional phrase (of a) and a post modifying comparative phrase with the past participle in the predicative role (found)

**Function:**

The matrix imperative clause has an implicit subject and the third person object is post modified by a conditional phrase .the complementizer subordinate clause has a numerical subject post modified by a past participle and a linking verb of incomplete predicate followed by a noun phrase complement.

**Ideological Effects:**

The complex embedding of multiple clauses of condition and comparison is telescoping of different viewpoints of the text producer. The textual phenomenon of imperative in the main clause and its immediate subordination by a conditional clause with an epistemic possibility as the pragmatic inference of demonstrating the sovereignty of hard compensation of labour that of a reward is susceptible to personal standards of monetary influence. However, the use of simple present tense validates the aphorism of honesty. The semantic relationship between the clauses is of a synonymous kind with a common denominator of subject complement (valuable).

**Example 2:**

*In school, teacher, it is far more honorable to fail than to cheat* (Line, 12)

**Form:**

The prepositional phrase is fronted followed by the addressee. The cleft sentence with a comparative form used together with an intensifier 'far' as a complementizing phrase striking comparison between two infinitives.

**Function:**



The dummy verb and an incomplete predication linking verb complemented by a pre modified adjective phrase which is post modified by a prepositional phrase. The subordinate clause has an infinitive phrase as its subject.

### **Ideological Effects:**

The prepositional phrasal adjunct in the sentence initial position with the addressee being acknowledged as an institutional role player sets the responsibility of dispensing attributive duties assigned to the role. It emphasizes the place and the responsibility attributed with it. The author expects the teacher to cultivate the fundamental principle of scrupulous demeanour in the foundation years of one's tutelage. The exercised pun with 'school' is a reminder of our lifelong learning in the institution of the world. Hence, it's the implication of extrapolation of life lessons.

## **VI. Replative Opposition:**

### **Example 1:**

*Try to give my son the strength not to follow the crowd when everyone else is jumping the bandwagon* (Line, 21)

### **Form:**

An imperative sentence with a transitive verb and direct object; an abstract noun, and indirect object, a noun phrase. The subordinating noun clause is an adverbial time clause.

### **Function:**

The imperative main clause has an infinitive (to give) as its object; and a possessive pronoun + noun as its indirect object and a definite determiner and an abstract noun as its direct object. The direct object is post modified by a negated infinitive phrase and a collective noun as its object. The subordinate clause is an adverb clause of time replacing affirmatively the proposition stated explicitly in the main clause.

### **Ideological Effects:**

The use of a negative infinitive phrase in the matrix clause while an antithetical time clause in the subordinate clause with the progressive form used in the subordinate clause implies the necessity of striding against the current and being strong enough to do it singularly.

## **VII. Concessive Opposition:**

### **Example 1:**

*Teach him that for every enemy, there is a friend.* (Line, 8)

### **Form:**

An imperative sentence with an implicit subject and a transitive verb with a complementizing clause as its direct object. The subordinating nominal clause has a premodifying prepositional phrase and a dummy subject.

### **Function?:**

The imperative main clause is subordinated with that clause and an infinitive phrase in its subject position. The subordinate clause has a cleft sentence in its object position. It acts as a concessive relation with the infinitive phrase in the subject position.

### **Ideological Effects:**

The semantic triggers in a concessive relationship creates a substitutional effect wherein a choice between the alternatives and their equivalence in their opposing forces tends to provide relief of an optimistic viewpoint.

### **Example 2:**

*But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader.* (Lines, 10,11)

**Form:**

The imperative sentence has an implicit subject and a complementizing subordinate noun clause which is premodified by a prepositional phrase. The embedding of the second complementizing noun clause iterates the similar clausal structure as its preceding one.

**Function:**

The main clause as an imperative sentence with an initial coordinator and a post modifying the embedding of multiple subordinate clauses with an atypical clausal structure of infinitive phrases in the subject positions and cleft sentences in the object positions.

**Ideological Effects:**

The use of prepositional phrases for undesirable entities and cleft clauses for desirable social elements imparts a compensatory effect to the opposing forces of the clauses. The text producer deliberately exploits the different exemplifiers through the skilful use of syntactic triggers in the embedding mechanism.

**Example 3:**

*Teach him to have faith in his own ideas, even if everyone tells him they are wrong.* (Line, 19)

**Form:**

The main clause is an imperative sentence with an infinitive phrase (to have faith) as an object to the main transitive verb (teach) and post modified by a prepositional phrase. The subordinate clause is a conditional adverbial clause and has a complementizer embedded noun clause.

**Function:**

The subject is implied in the imperative structure. The matrix clause has a ditransitive predicator with an infinitive phrase as its direct subject and the third person singular noun as an indirect object. The infinitive phrase has an adverbial too as its post modifier.

**Ideological Effects:**

The imperative tone of the sentence has an unusual motive to foster faith in one's own ideas; while the adverse condition is exemplified in the subordinate clause in being opposed unanimously.

**Example 4:**

*Teach him to learn how to gracefully lose. – how to laugh when he is sad,* (Line, 25)

**Form:**

The imperative structure has an elliptical noun as its subject. The verb of the matrix clause is ditransitive. The parallel infinitive phrases act a direct object to the matrix clause and as a subject to a subordinate time clause.

**Function:**

The superordinate clause is an imperative sentence with an infinitive phrase (to learn) in direct object position to the main transitive verb in the superordinate clause. The subordinate clause has another infinitive phrase (to gracefully lose) in its subject position. The adverbial and the verbal element in the subordinate clause is an oxymoron. The embedding of a subordinate clause with an infinitive phrase as its subject bears a structural parallel to the previous subordinate clause (how + to+ verb) The embedded clause is again subordinated with an adverb clause of time.

**Ideological Effects:**

The use of an oxymoron in the adverbial complement (gracefully lose) and an asyndetic coordination of another embedded clause makes the parallel pair of embedded clauses with antithetical ideas an unconditional optimistic suggestion.



**Example 5:**

*Teach him to learn how to gracefully lose. – how to laugh when he is sad, (Line, 25)*

**Form:**

An imperative matrix clause is subordinated with an elliptical cleft sentence. The subordinate cleft sentence expresses an epistemic modality through its paradoxical verbal phrase (can +be+ object complement) and a post modifying prepositional phrase. (Glory in failure) The subordinate clause is further conjuncted with another paradoxical noun phrase (despair in success)

**Function:**

The bi transitive predicator takes two objects; an indirect third person singular nominal object and an infinitive phrase as its direct object. The infinitive phrase is post modified by a subordinated nominal clause and has its predicator (it is) ellipsed. This atypical structure follows with another parallel infinitive phrase post modified by a subordinating adverbial time clause.

**Ideological Effects:**

The use of paradoxical noun phrases imply that failure could be glorious and success could be despairing as these are relative terms and cannot have a constant reaction. The non-permanent nature of success and failure and their psychological influences on the person bears reflection in the choice of epistemic modality.

**IX. Parallelism:****Example 1:**

*All men are not kind, all men are not just (Line, 8)*

**Form:**

The plural noun is determined by a plural quantifier and has a negative complement. The iteration of the same theme but different negated complement reflects the choice of paradoxical predicative epithets selected for an intriguing impact by the author.

**Function:**

The noun phrase has an asyndetic coordinated clause with the same nominal subject. The incomplete predication predicate takes a complement.

**Ideological Effects:**

The uniclausal structures with a common subject , negative determiner but dissimilar subject complements portray an alternative textual world with pragmatic presupposing of the non-negated attributes.

**Example 2:**

*Let him have the courage to be impatient, let him have the patience to be brave (Line 29)*

**Form:**

The sentence is imperative passive and the transitive finite verb takes an abstract noun as its object which is post modified by an adjectival infinitive phrase. The iteration of the same pattern with paradoxical themes of courageous impatience and patient bravery stylistically manoeuvres the contradiction of the desired qualities by the author.

**Function:**

The imperative simple sentence has an asyndetic coordinated clause with abstract nouns as direct objects of the finite verb (have) and adjectival infinitive phrases as complements of the direct objects.

**Ideological Effects:**

The intriguing parallel imperative structures are juxtaposed to emphasize the antithetical attributes of courage in impatience and bravery in patience.

**Example 3:**

*Teach him to be gentle with gentle people, and tough with the tough.* (Line 13)

**Form:**

The imperative simple sentence has a bi transitive finite verb which takes a third person singular nominal indirect object and an infinitive phrase as a direct object. The infinitive phrase is post modified by a prepositional phrase. It is conjuncted with a correlative coordinating elliptical infinitive phrase.

**Function:**

The matrix clause has an imperative sentence and an infinitive phrase + subject complement (to be gentle) as a direct object of the transitive verb (teach) in the main clause and a prepositional phrase as a post modifier of the subject complement. The coordination of a noun phrase with an ellipsis of the infinitive (to be) and noun( people) The common structure of the infinitive phrase + subject complement + prepositional phrase in both the non-finite phrases invokes parallelism of reciprocity.

**Ideological Effects:**

The boomerang nature of temperaments is brilliantly encoded through parallel structures and ellipsis (to demonstrate inconspicuous) ; thus dispensing the rule of using the different scales to deal with the kind of people.

**X. Contrastives:****Example:**

*Teach him to listen to everyone, but teach him also to filter all that he hears on a screen of truth* (Lines 21,22)

**Form:**

The matrix clause is an imperative sentence and the transitive finite verb takes a third person singular nominal indirect object and an infinitive phrase; post modified by a prepositional phrase as a direct object. The matrix clause has a correlative coordinated imperative sentence with bitransitive finite verb taking a third person singular nominal object as an indirect object and an infinitive phrase as a direct object .there is an embedding of a complementizer relative clause subordinated to the coordinated clause.

**Function:**

The imperative sentence has an infinitive as an object to the main transitive lexical verb. The infinitive phrases act as direct objects of the matrix and the coordinated clauses. The post modification of the infinitive phrase in the matrix clause by a prepositional phrase and the subordinated relative clause with another prepositional phrase serve as adverbial counterparts of the functional thematic process.

**Ideological Effects:**

The coordinated clauses are co referential in their objective case (him). The first clause is a simple sentence and is a fair suggestion of paying heed to multiple opinions. The second coordinated clause is modified by the adverb 'also' as an addition to the earlier possibility .

**Example 2:**

*Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill* (Lines, 15,16)

**Form:**

The imperative matrix clause has a subordinated conditional clause expressing a volitive epistemic modality. The conditional clause displays an ellipsis (about) of the post modifying prepositional phrase.



The coordinated imperative sentence has a contrastive thematic implication introduced in the matrix clause. The transitive lexical verb in the coordinated clause has an uncountable common noun (time) which is post modified by an infinitive phrase ( to ponder). The infinitive phrase has a list of appositional equivalent noun phrases as its objects.

**Function:**

The imperative sentence has a subordinated conditional clause juxtaposed with the indirect object. The matrix clause is coordinated with another clause .The matrix clause has a bitransitive finite verb with a third person singular noun as the indirect object of the transitive verb while the noun phrase acts as the direct object of the transitive verb. The coordinated clause has a finite transitive verb phrase which takes an abstract noun as its direct object. The direct object is post modified by an infinitive phrase with a string of noun phrases as its objects.

**Ideological Effects:**

The complex embedding of the subordinate and coordinate clauses builds a repertoire of various noun phrases and suggests that the theoretical knowledge should be supplemented with the experiential syllabus of mysterious nature too.

**Example 3:**

*Treat him gently, but do not coddle him* (Lines 28)

**Form:**

The imperative matrix clause has a transitive verb and an adverbial complement. The coordinate clause has an imperative structure and a negative verbal phrase to contrast the gentleness and pampering of the learner

**Function:**

The imperative clause has an implied subject and a transitive predicator .The correlative coordinator brings equivalence through contrasting propositions. An affirmative matrix clause and a negative coordinate clause serve as apt counterparts.

**Ideological Effects:**

The contrastive pull of the advice and the additional suggestion of not over indulgence in patronizing the author's son reflects the hybrid intention; set for the addressee where he is expected to neutralize the impact of his tutelage.

**Conclusion:**

- Critical Stylistics by Leslie Jeffries provides a comprehensive set of tools to map the form-function gap which reflect the ideological effects of the textual choices.
- The selected text; Abraham Lincoln's letter to his son's teacher is an honest and ardent concern of a doting father; who nurtures supreme ambitions for his son 3.
- The philosophical tenets and moral instructions of his letter ; as an instance of epistolary literature is a skillful choice of linguistic structures and patterns to amplify and transmute his robust expectations from his son's teacher and his institution.
- The semantic relationships between different linguistic elements; orchestrated through the tools create an intricate network of equivalence and opposition at phrasal, clausal and sentence levels. The effect of the string of imperatives, negation, patterns of embedding and subordination thread the ideological force of language use.
- The linguistic model of equivalence promotes a conceptual coherence to the whole text through the different positioning of the linguistic elements.
- The pragmatic inferences entailing from the contextual rituals of building sentences, phrases and clauses are exercises in co creating meaning within the text.





- Ideologically loaded language structures influences our semantic correlations with the phenomena of opposition and equating.

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