

“I pity her that she is born to be a queen”:  
Evaluation of Caroline of Brunswick in Lady Charlotte Bury’s  
1838 Diary

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Diaries serve as a means to record and process the writers' daily lives and mindsets, and hence preserve them as memories of the past. For researchers, however, historical diaries provide unique insight on the contemporary cultural atmosphere addressed by individuals. While writing down their experiences and opinions, the diarists choose specific, evaluative narratives to depict their reality. By studying diaries and the evaluative language in them, it is possible to acquire a more in-depth knowledge of the writers' motives in portraying their subjects in a certain light.

This thesis concentrates on the published diary of Lady Charlotte Bury, who recorded her life as a lady-in-waiting in the early 19<sup>th</sup> century court of Princess Caroline of Brunswick. Princess Caroline lived a controversial, scandal-filled life under the public persecution of her husband George, Prince of Wales and later King of the United Kingdom. The aim of this thesis is, then, to shed light on the character of Princess Caroline by discovering how she is evaluated by Lady Charlotte Bury in her diary, and to analyse how these evaluations depict Princess Caroline to the public. The diary entries were subjected to a close reading in order to collect the writer's direct evaluations of Princess Caroline. The varying types of evaluative expressions were then categorised and analysed according to the models of Appraisal Framework, established by J. R. Martin and Peter R. R. White (e.g. 2005). The framework provides a detailed categorisation system of evaluative language by introducing a lexical approach that enables the study of varying emotions, assessments and stances in texts.

The framework distributes Appraisal, positive or negative expressions of evaluation, into three main categories of Attitude, Graduation and Engagement. Attitude can be seen as the primary resource for distinguishing and describing evaluations, and it is further divided into the domains of Affect (emotion), Judgement (ethics) and Appreciation (aesthetics). The findings of the data were presented under these three categories with supplementary remarks of Graduation and Engagement in order to exemplify how they are applied to evaluate Princess Caroline.

Evaluations of Affect and Judgement were utilised the most: expressions of Affect were strongly linked to feelings of sympathy, fear and anxiety towards Princess Caroline's fate whereas expressions of Judgement praised her as an affectionate, independent and clever person, but also criticised her continuously reckless and unwise actions which were inspired by her love for ease and entertainment. All the evaluative strategies considered, Princess Caroline is depicted as genuinely kind but similarly foolish, which contributed to her unhappiness as the persecuted princess and queen.

Keywords: diary, Lady Charlotte Bury, Caroline of Brunswick, evaluation, the Appraisal Framework

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## **List of abbreviations**

AF	The Appraisal Framework
<i>OED</i>	<i>The Oxford English Dictionary</i>
SFL	Systemic Functional Linguistics

# 1 Introduction

Diaries provide their writers an opportunity to treasure personal feelings and assessments as stories of the past. Later, however, they offer their readers and researchers a unique chance for a glimpse of the contemporary world seen through the eyes of an individual. Even though diaries tell only what their writers choose to say and what they choose to omit, it is precisely this feature which makes studying them intriguing. By describing the events taking place in the diary, the writer also inevitably evaluates them either directly or indirectly. Therefore, studying the evaluative language used in a diary contributes to a better understanding of the writer's stance and motives for creating a specific image of the contemporary events and people.

The primary material studied in this thesis is Lady Charlotte Bury's personal diary, which was first published in 1838 as *A Diary Illustrative of the Times of George the Fourth*. The diary was written between the years 1810 and 1820, and it provides an intimate depiction of the times of the Regency and the court of Princess Caroline of Brunswick, where Lady Charlotte Bury served as her lady-in-waiting. The edition used in this study is Francis A. Stuart's edition of the diary from 1908, when it was published in two volumes under the name of *The Diary of a Lady-in-Waiting*. Stuart's edition preserves the main contents of the diary as in the original version, but also includes additional information to guide the modern reader. Due to the comprehensiveness of the diary and the limited scope of this study, the focus will be solely on the first volume of Stuart's edition and the original diary entries in it.

Studies concerning Lady Charlotte Bury's diary seem to be scarce although it evoked great interest in the people of the time and had an immense sale after its publication, despite the reprehension and severity it received in its reviews (Stuart 1908, x). *Fraser's Magazine for Town and Country* (1838, 5) notes in its article review that the censure against the revealing nature of the diary is justified, but not more than towards the actual circumstances taking place in the book. The article continues by stating that people will always remain curious towards the way the ones in power behave and conduct their daily lives, and that this conduct should not be dictated merely by the fear of exposure but rather by personal values of higher ground (ibid.). This notion in mind, it is interesting to venture deeper into the diary in question and study how the writer evaluates and thus depicts its subjects.

The main focus of evaluation in the diary and this thesis is Caroline of

Brunswick (1768-1821), Princess of Wales and later Queen consort of the United Kingdom. Caroline lived a controversial life that was often affected by scandals and setbacks during her time in court, which makes her an intriguing subject for a closer study. Hunt (1991, 697) describes Caroline as “the most notorious queen in modern British history” and states that her long public trial in 1820 gathered the attention of the country for months. Even though Caroline’s ordeal was a sensation of political, moral and monarchical issues, its historical relevance has been undermined since the matter did not lead into any notable political changes (see e.g. Hunt 1991, Laqueur 1982). Caroline itself became an unfortunate emblem of the royal and political disorder of the time, and is mostly remembered in regard to these contemporary, and often biased, agendas (e.g. Fulford 1998, Laqueur 1982).

The aim of this thesis is, therefore, to study her story through the diary of a contemporary who witnessed and memorised the more intimate parts of Princess Caroline’s everyday life for years. The goal is to analyse how the diary of Lady Charlotte Bury portrays Princess Caroline to its readers with the help of *Appraisal Framework* (AF), developed by J. R. Martin and Peter R. R. White (e.g. 2005). The framework is used as a means to categorise and analyse evaluative language in texts. The models of AF are thus applied as the main methodology in this study in order to answer the following research questions:

1. What types of evaluative language does Lady Charlotte Bury use of Princess Caroline in her published diary?
2. How do these evaluations depict Princess Caroline to the public?

The questions are elaborated on in this study by a thorough close reading of the diary, which is subsequently followed by the collection and categorisation of the lexical, evaluative items found in the material. By following the guidelines of AF, it is possible to deduct different categories and functions of evaluation as denoting the writer’s emotion, attitude and stance towards the phenomenon in question.

The rest of the paper will progress in the following manner. In section 2, the motivation for researching diaries is first presented with a brief overview of the area, which is then followed by a discussion of Lady Charlotte Bury and her diary. Section 3 will subsequently introduce Princess Caroline of Brunswick, the central subject in Lady Bury’s diary. In section 4, the primary theoretical background of this study, the

Appraisal Framework, is presented in detail. After this, the primary material and methods are described in section 5, followed by an analysis and discussion of the utilised evaluations in section 6. Finally, the findings of the thesis are concluded in section 7.

## 2 Researching diaries

Diaries have for long been written and preserved as intimate records comprising the writers' personal experiences, feelings and ideas of the contemporary state of affairs. Although they can primarily be seen as personal documents, many diaries enter the public realm within the passing of time or by the deliberate will of the writer to share their experiences with an audience. The importance of preserving and studying historical diaries as documents of historical and cultural value is outlined well in the website of The Great Diary Project, a project initiated by Dr. Irving Finkel and Dr. Polly North in order to save and archive an expanding collection of unpublished diaries for public interest:

Diaries are among our most precious items of heritage. People in all walks of life have confided and often still confide their thoughts and experiences to the written page, and the result is a unique record of what happens to an individual over months, or even years, as seen through their eyes. No other kind of document offers such a wealth of information about daily life and the ups and downs of human existence. (The Great Diary Project, 2019)

The significance of having access to these records is further emphasised by Paperno (2004, 573) who states that the form of diary writing has been a pivotal element of cultural practice throughout changing eras, which makes them essential to “the epistemology of history and literature”. Nonetheless, researchers such as Langford and West (1999, 6-7) raise the issue of the ambivalence of the diary form as emerging in the margins of the different realms of subjectivity, everyday practice, historical documentation and literature. They continue, however, that it is this exact overlapping and intertwining of the varying domains which make diaries an important means to understand the cultural climates behind them (Langford and West 1999, 7).

The unfixed form of diary writing lies not only in its varying types such as diaries dedicated to travel, war or religion, but also in the writers' intent for privacy. Bloom (1998, 171) notes that there are clear differences between inherently private diaries and those intended to be published. If the writer is aware of the possible publication of the diary, voluntary or involuntary, an adaptation to readers will take place in the form of additions, removals and rearrangement of the contents (Bloom 1998, 171-173). She continues that this is the case especially for professional writers who always have the audience in mind by making subtle changes that will constitute a story that is worth being read and understood (ibid.).

A similar pattern of audience awareness occurs also in other ego-documents, when the writer aims to affect the reader in a certain way. Ego-documents or “first-person writings” refer to letters and autobiographical texts such as diaries and memoirs where the writer and their first-person narrative is constantly present (van der Wal and Rutten 2013, 1). Dossena, for example, discusses the persuasive and evaluative nature of seemingly private nineteenth century ego-documents, which involve an “intriguing blend of objectivity and subjectivity [which] makes these documents as valuable for socio-historical linguists today as they were for their original readers in Late Modern times” (2016, 77-79). The writers of diaries and other ego-documents can, therefore, try to guide the audience’s interpretation of different circumstances in a positive or negative light (ibid.). Although this specific nature contributes to the ambivalence of their possible truth value, it is also what makes these historical ego-documents intriguing for a study of their evaluative properties.

As for the focus of this study, a nineteenth century diary was chosen as the primary material in order to investigate the writer’s evaluative tactics in depicting its contents, and more precisely, one of its main subjects. Section 2.1 will first present the writer Lady Charlotte Bury and her diary, followed by the discussion of its controversial publication in section 2.1.1. In section 3, then, the main object of Lady Charlotte Bury’s evaluations in her diary, Princess Caroline of Brunswick, will be discussed in more detail.

## **2.1 Lady Charlotte Bury and her 1838 published diary**

Lady Charlotte Susan Maria Bury (née Campbell, 1775-1861) was an English writer and a lady-in-waiting in the early nineteenth-century court of Caroline of Brunswick, Princess of Wales (hereinafter ‘Princess Caroline’). *La Belle Assemblée*, described by the National Portrait Gallery (n.d.) as “one of the most important women’s magazines of its time”, provides a portrayal of Lady Charlotte Bury (hereinafter ‘Lady Bury’) and her ancestry in its publication from 1830. Lady Bury is depicted as equally distinguished by her intellectual and literary skills as well as her charming nature and manners (La Belle Assemblée 1830, 231). Lady Bury was the daughter of Field Marshal John Campbell, 5<sup>th</sup> Duke of Argyll, and she was married two times: firstly to Colonel John Campbell from 1796 to 1809 and secondly to Reverend Edward Bury from 1818 to 1832 (La Belle Assemblée 1830, 231-232).

Since Lady Bury outlived both of her husbands, she found herself recurrently

in a financially unstable position. This was certainly the case after the demise of her first husband in 1809 when she became a widow with nine children and an inadequate income (Russell 1905, 188). The consequence of facing poverty was therefore to accept the position of a lady-in-waiting to Princess Caroline in 1810 (Russell 1905, 188). Lady Bury was first presented in the court of King George III and Queen Charlotte by the age of seventeen through her family connections, and she had developed a sympathy for Princess Caroline even before joining her court as a lady-in-waiting (Steuart 1908, vi-vii). The term lady-in-waiting is defined by *OED Online* as “a woman, typically of noble birth, who attends upon a queen or princess” (s.v. “lady-in-waiting,” n.). In Lady Bury’s case, the duties included, for instance, attending Princess Caroline to varying dinners, events and visits as well as carrying messages for her (Bury, 1908). Lady Bury’s position was, however, not merely a servant but also that of a friend and a confidante (e.g. Bury, 1908, 96-97).

In addition to the responsibilities at court, Lady Bury pursued to profit from publishing works of literature. Writing became an even more important source of income for her family during her second, financially unadvantageous marriage which produced further offspring (Russell 1905, 198-199; Steuart 1908, ix). Consequently, by the end of the 1820s Lady Bury was earning well from her writings which included mostly novels but also religious works and poetry (Russell 1905, 199-200).

In 1838 a diary named *Diary Illustrative of the Times of George the Fourth* was published anonymously. The diary, filled with supplementary letters from Lady Bury’s acquaintances, depicts the era of the Regency as well as the lively history of Princess Caroline from 1810 to 1820 when she became, however shortly, the Queen consort of the United Kingdom. Although the diary was published without an official author and edited with a purpose of confusing the reader about the writer’s true identity, it soon became apparent to everyone who read it that the diary could only be attributed to Lady Bury herself (Fraser 1838, 1; Steuart 1908, xi).

### **2.1.1 Controversy regarding the publication of the diary**

Despite the clarity of the origins of Lady Bury’s diary, its publication process has been debated. Viveash (1997, 3) states that difficult times during the 1830s were the main motivation for Lady Bury to publish her diary anonymously. On the other hand, Constance Russell (1905, 201), the granddaughter of Lady Bury, declares that the editing and preparation of the diary and its additional letters was conducted by Lady

Bury's husband, Edward Bury, in complete secrecy and against Lady Bury's original intention of keeping the diary strictly personal. Stuart (1908, x) makes a reference to Russel's claims by providing similar background information but does not explicitly agree with it. Rather, he adds that "the extent of Lady Charlotte's complicity" in the process of publishing the diary has raised controversy, and therefore he depicts the truth as unsolved (Steuart 1908, x).

The contemporary journal *Fraser's Magazine for Town and Country* (1838, 2-3), argues that despite the effort to make the author seem like "a lord", there is no doubt that the whole diary is written by the same hand of a lady, including the editorial preface and the editorial notes along the diary. The matter is further complicated by Stuart's (1908, xii) verdict of these "disgusting original notes" to have been inspired by the original publisher Henry Colburn or the editor John Galt instead of Lady Bury herself. As already noted, Russell (1905, 201) appears to attribute most of the responsibility to Edward Bury alone. Nevertheless, Edward Bury's partiality in the publication process overall raises some questions since he died already in 1832, six years before the diary was published (Steuart 1908, x).

Some light could be shed on the publication issue by Lady Bury herself. In the early phases of the diary, in February 1811, she describes her motivation for the writing process of the diary, or, more precisely, the lack of it: "If nobody is ever to read what one writes, there is no satisfaction in writing; and, if any body [*sic*] does see it, mischief ensues" (Bury 1908, 33). Lady Bury attributes this as a demotivating reason for writing, and exclaims that instead of a journal she will write short, amusing notes which will not place her or any others in a problematic situation (*ibid.*). This would indicate that Lady Bury intended the diary to be read eventually even if she would not succeed in writing it as a "journal" but more as a notebook. She was also clearly aware of the sensitivity of the subjects she was writing about and, taking into account her newly acquired position as a lady-in-waiting, did not want to sever any connections with her possible revelations.

Later, in October 1811, Lady Bury discusses the topic again by accentuating her failure of writing "a consecutive journal" as not an outcome of idleness but simply of the fear of saying more than she should (Bury 1908, 49). At this point she deems it wiser not to record everything or even forget some of the events she has witnessed (*ibid.*) Despite of her statements, however, Lady Bury continues to write the diary for several consecutive years, documenting her life at the court, and she refers to her

writings as a journal (eg. Bury 1908, 298; 350). Even if Lady Bury had doubts about sharing personal information that might cause damage to herself or others, she seems to be willing to shed light on the life of Princess Caroline as someone who shared a continuous and close contact with her:

[T]his trivial circumstance affects the Princess of Wales' interests, and therefore it becomes of consequence for the true statement to be made known; and, as I was present, I can and will tell the truth ... yet I hear since, all this has been misconstrued, and various lies told. (Bury 1908, 211)

In this passage, it becomes quite clear that Lady Bury wishes to share her information with an audience. The "trivial circumstance" in question concerns an occasion where the crowd, after realising that a carriage they had followed and surrounded belonged to Princess Caroline and her entourage, began to support and applaud her as a stand opposite to her husband, Prince of Wales (Bury 1908, 211). A similar wish to inform the possible readers of the contemporary state of affairs becomes apparent from passages where Lady Bury addresses the audience indirectly: "This above letter may convey to posterity an idea of the kind of ill-assorted matter which filled the mind of this unfortunate Princess" (Bury 1908, 12). While Lady Bury introduces these supplementary letters from her acquaintances in the diary, she voices her intention to show the character of Princess Caroline and the circumstances she was placed into (Bury 1908, 142).

Even though Lady Bury's initial plans for her diary might not have been completely decided even for herself, some educated guesses on its publication can be made on the ground of the circumstances Lady Bury was in as well as the contents of the diary. As discussed in section 2, the financial situation of Lady Bury as a mother of multiple children and a widow undoubtedly affected her need to find supplementary means in order to provide for her family. After leaving Princess Caroline's service as her lady-in-waiting and eventually facing the death of her second husband Edward Bury in 1832, publishing works of literature had become an important source of income for her (Steuart 1908, ix; Viveash 1997, 2). Consequently, the publication of the diary proved to be a great financial success due to its scandalous nature (Steuart 1908, x).

The diary being published only in 1838, after 18 years it was finished, is most likely linked to its revealing contents. Princess Caroline had died in 1821 and George IV eventually in 1830, after which the distance to the times of the diary ought to have

grown sufficient in order to avoid any severe offences to its subjects or dire consequences to its author. In 1832, however, an anecdote book titled *A Secret History of the Court of England from the Accession of George III to the Death of George IV* was published under the name of Lady Anne Hamilton, also a former lady-in-waiting to Princess Caroline, and it complicated the life of the alleged author considerably (Reynolds, 2004; Bury 1908, 47). It is possible, therefore, that the negative outcome of the book further affected the late and anonymous publication of Lady Bury's diary.

All the aforementioned social and financial circumstances considered, it can be suggested that Lady Bury herself opted for the diary to be published. Furthermore, it can be argued that Lady Bury wished her diary to depict the life during the Regency in its good and bad, and especially that of her unfortunate friend, Princess Caroline. This view is supported by Steuart (1908, xii) who notes that despite the harsh statements made in the diary, Lady Bury acted her part as a genuine friend during a dangerous and unstable time. A good example of this is provided by Lady Bury (1908, x) in her diary: "If the Princess were ten times more foolish and ill-conduct than she is, I should still wish her well and try to uphold her: for any one so persecuted should be protected". The next section will subsequently discuss Princess Caroline and her life in more detail.

### **3 Princess Caroline of Brunswick**

Caroline (Princess Caroline Amelia Elizabeth of Brunswick-Wolfenbüttel, 1768-1821) was the Princess of Wales from 1795 to 1820 and Queen consort of George IV of the United Kingdom of Great Britain and Ireland from 1820 to 1821. She was the daughter of Charles, Duke of Brunswick, and Augusta, Princess of Great Britain, who was also the sister of George III (Huish 1821, 3-5). Princess Caroline grew up in the ducal German court, where, according to Lady Bury (1908, 160), “she had not been brought up with a strict sense of moral rectitude, or religious principle” and had learned by the detrimental example that was set by others, especially in terms of marital infidelity. Huish (1821, 13) describes Princess Caroline as headstrong and showing intellectual capacity but at the same time lacking agreeable temper and grace.

Princess Caroline’s characteristics did not please her husband George, Prince of Wales, to whom she was married in 1795 (*ibid.*). The marriage was doomed to be unhappy for both of the parties soon learned to detest each other (Bury 1908, 23; Smith 2008). Laqueur (1982, 418) describes the arranged marriage as “a disaster, a melancholy joke, from the very start”. The Prince had already married Maria Fitzherbert in a private ceremony years before, and had another mistress, Lady Jersey, at the time he married Princess Caroline (Denlinger 2005, 40). Moreover, from the Prince’s part the marriage is reported to have been motivated purely by his grave debts which were promised to be eased by the Parliament and his father, George III, if he agreed to marry a suitable Protestant princess from Germany (Denlinger 2005, 40; Smith 2008). Princess Caroline was put in a situation where she was forced to live a restrained life under the same roof with her husband’s mistress, and from the beginning the marriage was filled with resentful feelings and quarrel rather than love (Laqueur 1982, 418; Smith 2008).

After the birth of Princess Charlotte, the only child of Princess Caroline and Prince of Wales, in 1796, the Prince insisted on a permanent, however unofficial, separation from Princess Caroline, and she was happy to oblige with it (Bury 1908, 23; Fulford 1998, 524). Even though Princess Caroline was now able to live in her own house, she also became more and more restrained from seeing her daughter Princess Charlotte, the condition of which she pursued to change unsuccessfully (Smith 2008). In addition to severed family connections, Princess Caroline’s life was to be filled with other hardships as well. She was persecuted by her husband and his

supporters and consequently became the target of rumours, restrictions and investigations (Fulford 1998, 524; Smith 2008; Steuart 1908, vii).

In 1806, Due to Princess Caroline's habit of hosting various guests at her house as well as adopting several children, the Prince ordered an official inspection known as the "Delicate Investigation" to take place in order to prove her immorality and possible adultery (Fulford 1998, 524; Smith 2008). Princess Caroline was, however, found innocent of the charges by the aid of a commission, and a report was published in her favour (Steuart 1908, vii). Nevertheless, her "levity of manners" were criticised, and the scandal with its consequent rumours affected her popularity in the upper social circles, resulting in certain people slighting her court or avoiding it entirely (ibid.).

Princess Caroline's position became even weaker after her husband was appointed Prince Regent in 1811 (Smith 2008). She became further excluded from the court and her daughter while enduring continuous publicised arguments; this eventually led her to accept a yearly income high enough to leave the country entirely in 1814 and travel abroad as she wished (Laqueur 1982, 418; Smith 2008). The decision was, nevertheless, opposed by her advisors such as Henry Brougham, who sought to advance political agenda while upholding her cause (Bury 1908, 234-236). Princess Caroline stayed away from England as promised with the Regency, but she was constantly followed and spied upon in order to gather sufficient evidence for the Prince Regent to divorce her or at least deprive her of her rights as a future queen (Fulford 1998, 524; Smith 2008). Despite intentionally widespread rumours of her immoral actions and an unconventional lifestyle, the Regency was unable to institute a divorce due to biased witnesses and the Prince Regent's own adultery (Smith 2008).

In 1820, however, George III died and his son became King George IV. The first actions of George IV were to exclude Caroline's name from the Anglican litany, and initiate a "Bill of Pains and Penalties" to achieve what he had failed earlier: to condemn Caroline conclusively and divorce her (ibid.). By this point Caroline and her continuous persecution had raised notable sympathy and uproar in the country; the radicals had already taken her side earlier in order to oppose the Regency, and their effort to depict Caroline as the "wronged wife and mother" appealed strongly to the public who chose her side (Fulford 1998, 525-526; Smith 2008). The charges were quitted against Caroline, but she was nevertheless denied access to George's coronation, which was considered a humiliation and the final blow against her (Smith 2008). Having lost the main support of the politicians and the public, Caroline also

soon lost her health and died two weeks after the coronation in August 1821 (Laqueur 1982, 420; Smith 2008). She was finally buried in Brunswick with the inscription “Caroline, the injured Queen of England” (Smith 2008).

Taking into consideration the highly controversial and publicised life of Princess Caroline, it is interesting to study her character in closer detail through a text that bases on observations of a close contemporary, Lady Bury. In order to construct an analysis of how Princess Caroline is depicted in Lady Bury’s diary, the textual evaluations used of her will be studied by utilising the Appraisal Framework, which is presented in the next section.

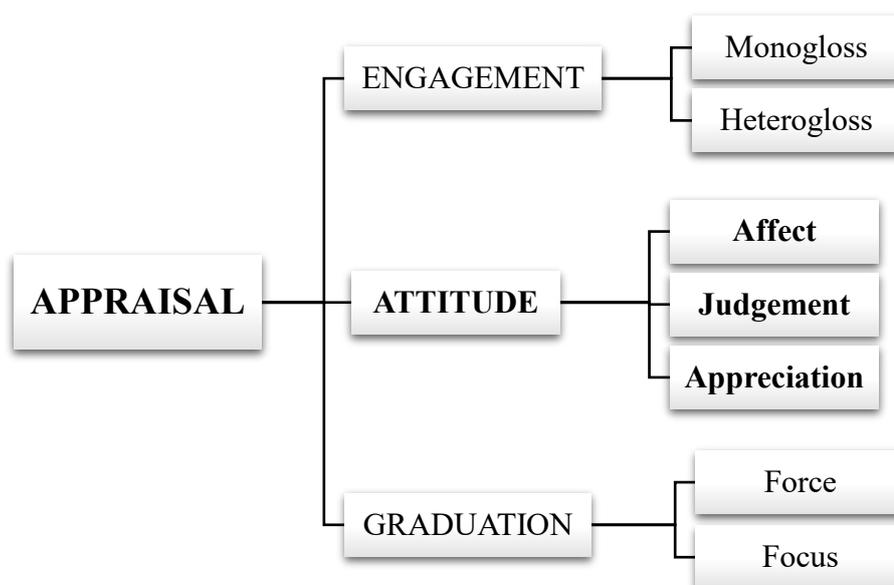
## 4 Appraisal Framework

The primary theoretical framework utilised in this thesis is the *Appraisal Framework* (AF). AF is an on-going research project that provides methods for the systemic analysis on how language is used by the speaker or writer in order to evaluate, take stance and operate with socially defined value sets (Martin and White 2005, xii; White 2002, chap. 1). AF has originally developed from the tradition of *systemic functional linguistics* (SFL) which is a theoretical framework that views language as a social semiotic system (Halliday and Matthiessen 2004, 20). Fundamental is the idea that language use is deliberate behaviour which always entails a series of choices and their oppositions (Eggins 2004, 3-4). The function of language is therefore to make meaning, which can be divided into three main modes: these are understood as the *ideational*, *interpersonal* and *textual* metafunctions (Halliday and Matthiessen 2004, 29-30). Essentially, the ideational metafunction interprets human experience and the interpersonal metafunction accomplishes personal and social relations to others (Halliday and Matthiessen 2004, 29-30). These two metafunctions are enabled and facilitated by a third one, the *textual* metafunction, which constructs the first two as contextually varying messages and organises their distribution (Halliday and Matthiessen 2004, 30; Martin 2004, 323).

Appraisal Framework was created in order to expand the interpersonal metafunction and to further elaborate the resources of appraising phenomena (Martin and White 2005, 1; White 2015a, 1). During the early phases of AF the research on the interpersonal metafunction in SFL was still heavily focused on the domain of interaction rather than feeling, which resulted from Halliday's pioneering work on the grammar in the areas of modality and mood as well as the analysis of dialogue and turn-taking (see e.g. Halliday 1984; Halliday and Matthiessen 2004; Martin and White 2005). The initial aim of AF, then, was to provide a more lexical approach to categorising and understanding types of interpersonal evaluation, opinion and affect in monologic texts such as narratives (Martin and White 2005, 8). Since the early phases of the framework in the 1990s, the Appraisal research has expanded to cover various fields and discourses such as politics (e.g. Miller 2007), education (e.g. Hood 2010) and historical sociolinguistics (e.g. Dossena 2016).

Due to the developing nature of the framework, some additions and changes have been proposed regarding the categorisation system of AF (see eg. Bednarek 2008;

Ngo and Unsworth 2015). However, in the limits of this study, the original and extensive categorisation of AF by Martin and White (2005) is deemed suitable for the analysis. The framework introduces a specific categorisation of Appraisal as three primary and interacting domains, which are defined as *Engagement*, *Attitude* and *Graduation* (Martin and White 2005, 35). Figure 1 has been constructed for the purposes of this thesis in order to depict the major division of Appraisal.



**Figure 1** Categories of Appraisal

Figure 1 clarifies the categorisation of the three main domains of Appraisal and their further division into the most central subcategories. The main categories Engagement, Attitude and Graduation are all depicted as the fundamental levels enabling a comprehensive analysis of Appraisal. Nonetheless, a distinction has been made in the table to emphasise the centrality of Attitude in the framework and particularly in this thesis. As Martin and White (2005, 39-40) note, Attitude can be viewed as the primary resource for distinguishing and describing the content that is being evaluated. Consequently, Engagement and Graduation provide distinct but complementary means to analysing the evaluative expressions by sourcing and intensifying the attitudinal content in question (Martin and White 2005, 40).

The subcategories shown in Figure 1 continue to be further divided into more precise subcategories which enable nuanced explanations and comparisons of the evaluative arrangements utilised in different texts and genres (White 2015a, 6). For the purposes and scope of this study, however, it is not convenient to include all of the

categories proposed in the framework. The domain of Attitude provides the main and most important tools for categorising and analysing the evaluative expressions used in the diary, and therefore the analysis will concentrate primarily on it. The next subsection 4.1 will explain the use of Attitude and its subcategories in more detail. After this the major elements of the other two main categories of Appraisal, Graduation and Engagement, are reviewed in subsection 4.2. This distribution follows the outline of Martin and White's work (e.g. 2005), and the sections will include textual examples, prepared specifically for the purpose of this thesis, which will clarify the nature and use of the different evaluative categories.

## 4.1 Attitude

Within the Appraisal Framework, Attitude refers to the evaluative meanings which writers share with their addressees by expressing their emotional reactions and opinions of varying phenomena (White 2015a, 2; White 2015e). Attitude is essentially seen as triggering either positive or negative positioning towards participants and processes (White 2002, chap. 2.1). The domain of Attitude is further classified into three semantically different subcategories of Appraisal: *Affect*, *Judgement* and *Appreciation* (White 2015a, 2). According to Martin and White (2005, 42), these subcategories are fundamentally understood as focusing on emotion (Affect), ethics (Judgement) and aesthetics (Appreciation), and they all involve inherently positive or negative attitudinal assessments tied to these semantic regions. The attitudinal target differs between the subcategories: evaluations tied to Affect can refer to any phenomena whereas Judgement concentrates on human behaviour and Appreciation on 'things' based on the value socially placed on them.

The evaluative meanings analysed within AF can be divided into direct and indirect realisations which Martin and White (2005, 61-62) introduce as *inscribed* and *invoked* expressions of Attitude. Inscribed expressions consist of "wordings which are typically viewed as explicitly conveying positive or negative assessments – i.e. lexis which has a largely stable attitudinal value across different contexts of use" (Don 2016, 2). These lexical items can include, for instance, expressions such as *love*, *beautifully* and *unlucky*, which are rather unproblematic to identify. In the case of invoked expressions, however, the identification and analysis are not as straightforward. Invoked Attitude is expressed by different tactics of implication and connotation, which requires a more careful interpretation of the text in order to locate and assess

the evaluation in question (White 2015a, 3). Since there are no lexical items that carry an explicit evaluative meaning, it is left for the reader to construe the intended evaluative reaction (Thompson 2014, 51). This demands either shared values and assumptions with the writer or an objective understanding of them as well as knowledge of the possible intertextual references introduced in the text (Don 2016, 3; Thompson 2014, 51).

The division of inscribed and invoked Attitude establishes also the possibility for *double-codings*, which Martin and White (2005, 67) define as borderline categories where evaluations can be categorised both as inscribed and invoked expressions of Appraisal. These cases might occur, for example, when the evaluative expression could be understood both as inscribed Appreciation and invoked Judgement. The context and other inscribed expressions can, then, act as *sign-posts* that help to guide in analysing the material (Martin and White 2005, 63). Additionally, White (2015a, 3) states that an important notion made in the framework is that individual words do not always present “fixed attitudinal meanings that are stable across all textual settings”. Therefore, the attitudinal values that are perceived rely more or less on the contextual setting in question; the same lexical item can be analysed as denoting a different attitudinal value in other contexts (*ibid.*).

Due to the scope of this study and the nature of the primary material, the analysis shall only take into account inscribed expressions of Attitude and possible cases of double-coding. It is proposed that certain invoked positions and references that are present in the nineteenth-century text are beyond interpretation in this study. Furthermore, taking into consideration the specific aim of the study, to discover how Princess Caroline is being evaluated by the diarist, it is assumed that the subcategories of Affect and Judgement provide the most suitable means for the analysis. Since the attitudinal target being studied is a person, the subcategory of Appreciation does not directly fit the main focus of the study. However, since the subcategory allows, for example, the evaluation of states of affairs and people as entities, as mentioned by White (2015c), it will be included in the analysis in order to produce as comprehensive picture of the utilised Appraisal as possible. The following subsections will describe these subcategories in more detail, starting with Affect in section 4.1.1, Judgement in 4.1.2 and finally Appreciation in 4.1.3.

### 4.1.1 Affect

The subcategory of Affect essentially concerns the registration and expression of positive and negative feelings towards a person, thing or a situation (White 2015b; White 2002, chap. 2.1). The attitudinal meanings are displayed in texts through directly indicated emotional responses which White (2002, chap. 2.1) classifies as “contingent, personalized mental reactions of human subjects to some stimulus”. Even though Martin and White 2005 (45-52) have proposed several possible classifications of Affect, the focus here will be only on the most relevant one in terms of this study. This classification enables a more explicit and top-level analysis of the utilised Appraisal, since it categorises emotions into three main groups: *un/happiness*, *dis/satisfaction* and *in/security* (Martin and White 2005, 49). Un/happiness involves the core emotions which relate to “affairs of the heart” as in feeling sad, happy or hateful (Martin and White 2005, 49). Emotions of dis/satisfaction are linked to the “pursuit of goals” as in feeling curious, fed up or charmed whereas emotions of in/security are related to the eco-social welfare as in feeling anxious, startled or confident (Martin and White 2005, 49). The following examples illustrate how Affect is manifested (the items which display Appraisal are underlined):

- (1) I am delighted to see them.
- (2) His tricks bored the girl.
- (3) Flying causes me fear.

As shown in the previous examples, affectual positioning can be established through singular lexical items such as adjectives, verbs and nominalisations of emotion. Example (1) includes a realisation of Affect as a quality of happiness whereas example (2) displays Affect as a process of dissatisfaction. Example (3), then, involves a nominalised process of insecurity. The trigger of the emotion can vary from physical phenomena (*them, flying*) to abstract ones (*tricks*).

Appraisal Framework introduces also a distinction between *authorial* and *non-authorial* Affect (White 2015b). Instances of authorial Affect concern the writer’s own emotional responses to the phenomenon under evaluation, for which they take personal responsibility and therefore emphasise their subjective presence in the specific communicative situation (White 2015b). In the case of non-authorial Affect, the writer reports the emotional responses of other individuals or groups, and does not claim

direct responsibility for these positive or negative evaluations (White 2015b). Non-authorial Affect takes place in example (2), where the negative emotional reaction is introduced as an external one instead of the writer's own. Both instances of Affect, however, have the potential to influence the audience's attitudinal position. When the writer ascribes certain emotion to an external actor, it is expected to evoke sympathy or disagreement in the audience towards this actor (White 2015b). Since the writer can thus be partial for the outcome of the evaluation, instances of non-authorial Affect will be included in the analysis as well.

Even though AF presents Affect as the channel of 'emotion' White (2002, chap. 2.1) emphasises that all of the subcategories of Attitude are fundamentally interconnected and designated to the expressions of feelings. The other two subcategories, Judgement and Graduation, differ in the way these feelings are grounded, since they "are institutionalized in some way and are recast as qualities which inhere in the evaluated phenomenon itself" (White 2002, chap. 2.1). This notion is further elaborated in the following sections.

#### **4.1.2 Judgement**

The second subcategory of Attitude, Judgement, differs from the wider evaluative scale of Affect by concentrating solely on human behaviour which is tied to morality or the normative principles of the society (Martin 2004, 324; White 2015a, 3). Judgement concerns feelings which are embodied in propositions about appropriate or inappropriate behaviour (White 2002, chap. 2.1). As presented by Martin and White (2005, 52) these assessments related to the character and actions of a person can be further classified as dealing with either *social esteem* or *social sanction*. Evaluations of social esteem refer to the perceived *normality*, *tenacity* and *capacity* of a person; they answer how normal, resolute or capable someone appears to be (Martin and White 2005, 52). Evaluations of social sanction involve the *veracity* and *propriety* of a person; they tell how truthful or ethical someone is perceived (Martin and White 2005, 52). The following utterances exemplify how Judgement is established in evaluation:

- (4) His friend is a coward.
- (5) They have always been fortunate.
- (6) She acted justly towards everyone.

As examples (4) and (5) illustrate, evaluations of social esteem relate more to the unofficial social expectations and values of a community, which can be manifested, for instance, in storytelling, gossiping and joking (White 2015d, Martin and White 2005, 52). In example (4), the item of Judgement (*a coward*) is an assessment of negative tenacity, whereas example (5) includes an evaluation of positive normality (*fortunate*). Evaluations of social sanction, then, as in example (6), are more tied to the official rules, laws and principles that are partially dictated by state or church, and they convey how well people are deemed to obey these regulations (White 2005, 52). In example (6), the item of Judgement (*justly*) displays an evaluation of positive propriety. As in the case of Affect, Judgement can be realised as varying lexical items such as nouns, adjectives and adverbs which convey the values of Attitude.

### 4.1.3 Appreciation

The final subcategory of Attitude, Appreciation, involves the evaluations made of ‘things’ such as objects, events and circumstances, most often concentrating on the aesthetic principles (2015a, 2). Essentially, Appreciation concerns feelings which are embodied in proposals about the worth or value of a certain phenomenon (White 2002, 2.1; Martin and White 2005, 56). Assessments of Appreciation do not directly concentrate on the human behaviour, which differs from Judgement where the correctness or normativity of behaviour is being evaluated (White 2015c). However, people can be evaluated in terms of Appreciation instead of Judgement when they are assessed more on the basis of aesthetics or viewed as entities rather than “participants who behave” (White 2015c). Martin and White (2005, 56) provide a general outline for categorising assessments of Appreciation into three domains: *reaction*, *composition* and *valuation*. As the name suggests, the first category involves reactions to things in terms of whether they engage and please us (Martin and White 2005, 56). Composition concerns how complex and balanced things are deemed to be, whereas valuation reviews how worthwhile they are in terms of creativity, authenticity and effectiveness (Martin and White 2005, 56). These differences are illustrated in the following examples:

- (7) She has the most captivating gaze.
- (8) There was a disorganized meeting yesterday.
- (9) I thought that the book was not unique.

In example (7), the evaluation is a positive reaction towards a person and more precisely towards an aesthetic feature which takes the writer's attention. In example (8), Appreciation is established by assessing the event as *disorganized*, and therefore it is an evaluation of negative composition. Example (9), then, displays negative valuation since the value (uniqueness) of the object is being questioned.

As with the other subcategories of Attitude, Affect and Judgement, the evaluations of Appreciation have either a positive or negative status (Martin and White 2005, 56). This can be conveyed in the use of single lexemes, as in *disorganized* vs. *organized*, but also by contradicting the value of the item of Appreciation by negation. This is the case in example (9) where the lexeme *unique* itself is an item of positive Appreciation, but the use of negation changes the attitudinal value into a negative one. Furthermore, example (8) could also be analysed as a case of double-coding, where the apparent inscribed Appreciation also conveys invoked Judgement. This would be the case when the expression is seen more as evaluating the capacity of the organizer of the meeting, especially if the authority in question is evaluated in the same context beforehand.

## **4.2 Engagement and Graduation**

In this section, the two other main categories of Appraisal, Engagement and Graduation, will be introduced. As discussed in section 4.1, the category of Attitude essentially involves the varying types of positive and negative assessments made of a certain phenomenon. Engagement and Graduation, then, provide supplementary means to analysing these attitudinal expressions by highlighting the intersubjective stance and level of commitment behind them (White 2002, chap. 2.2). Engagement involves resources by which the writer is able to establish varying dialogistic positioning, whereas Graduation concerns the resources by which the writer can either strengthen or weaken the intensity and tone of his evaluation (White 2015a, 1). Since the primary focus of this study will be on the type of the attitudinal assessments themselves, these categories will not be discussed to an extensive detail. However, as Martin and White (2005) introduce a wide analysis of the properties of Engagement and Graduation, and they are always more or less present in the language of evaluation, they should not be entirely ignored. Therefore, an overview of their main features is provided in this section, starting with Engagement.

As stated by Martin and White (2005, 97), the resources of Engagement enable

assessments to be connected to “a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses”. Engagement is therefore primarily seen as the establishment of intersubjective positioning by applying resources traditionally understood as, for example, modality or metadiscourse (White 2005, 4-5). Even though the framework concentrates on the more obvious properties of dialogism, it also takes into account instances of ‘bare assertions’ which do not distinctly reference alternative voices or acknowledge different positions (Martin and White 2005, 99).

According to Martin and White’s (2005, 99-100) broad two-way distinction, the bare assertions are understood as *monoglossic* whereas utterances evoking dialogistic options are understood as *heteroglossic*. Martin and White (2005) introduce several further subcategories of the heteroglossic domain, but they are not pertinent to this research. The distinction of the main categories is illustrated in the following utterances which demonstrate how writers assume varying stances in relation to the evaluation they make:

(10) He is corrupted.

(11) It is possible that he is corrupted.

Example (10) involves a monoglossic positioning towards the contents of the message and presents it as undebatable information. The utterance in example (11), then, can be seen as the writer taking stance towards the truth value of the evaluation, but as proposed in AF (Martin and White 2005, 105; White 2015, 5), these meanings should also be understood as invoking space for alternative voices and debate rather than just implying authorial certainty or accuracy of knowledge. By utilising resources such as modality in example (11), the writer is able to express “greater or lesser degrees of personal investment in the proposition and mark it as more or as less contentious, agreed-upon, or otherwise dialogistically problematic” (White 2015a, 5). Furthermore, White notes that all utterances should inherently be seen as including stance-taking and therefore engaging dialogue, which concerns the aforementioned bare assertions as well (2015a, 6). Although these assertions display the proposed message as nonconflicting or unproblematic regarding alternative positions in the given communicative context, this itself is to be regarded as stance (Martin and White 2005, 99; White 2015a, 6).

The third main category of Appraisal, Graduation, involves the grading of evaluations. Resources of Graduation enable the writer to regulate the impact of evaluative meanings by choosing to either strengthen or moderate them (Martin 2004, 325-326). Martin and White (2005, 137) divide these resources into two major sections of scaling: *force* and *focus*. The domain of force concerns scaling the amount or intensity of inherently gradable phenomena (Martin and White 2005, 140-141). The domain of focus, on the other hand, involves the scaling of prototypicality in terms of how well different phenomena match the expected essence of their semantic categories (Martin and White 2005, 137; White 2015a, 4).

By utilising these resources the writer is able to establish varying levels of positivity and negativity in the attitudinal assessments he makes (Martin and White 2005, 135). The use of Graduation is exemplified in the following utterances where evaluations of Appreciation, Affect and Judgement are modified by scaling:

(12) She is exquisite.

(13) I was slightly disappointed.

(14) He was a true hero.

The examples (12), (13) and (14) display different levels of personal investment in the propositions made by the speaker. In terms of interpersonal meaning-making, this variation in scaling Attitude can establish, for instance, a maximised commitment to a value position and therefore a more prominent invitation for the audience to share the writer's position (Martin and White 2004, 152; White 2015a, 4). This is the case in example (12), where Appreciation is up-scaled by describing the quality of the object as *exquisite* instead of another semantically related term such as *pretty*. A more obvious instance of Graduation is illustrated in example (13) where the intensity of the feeling is down-scaled by the lexeme *slightly*. By choosing this expression the writer is mitigating their proposition and the influence of Affect is not perceived as strongly as, for example, opting out to use the lexeme *utterly*. In example (14), on the other hand, the same message could be communicated by omitting the premodifier *true* from the statement. However, choosing to up-scale the evaluation of prototypicality, the message conveys the writer's commitment to the Judgement value more strongly.

After introducing the Appraisal Framework in necessary detail, the next section will discuss the central issues concerning the primary material and methods used in

this thesis. Section 6 will subsequently present the analysis of the evaluations found in the material.

## 5 Material and methods

The primary material studied in this thesis is Lady Bury's personal diary, which was written from 1810 to 1820 and published later in 1838, as well as in 1839 with two additional volumes, as *A Diary Illustrative of the Times of George the Fourth*. For the purposes of this study, A. Francis Steuart's edited version of the diary, *The Diary of a Lady-in-Waiting* (Bury, 1908), was chosen as the primary material, and it was accessed online in the *Internet Archive*. According to Steuart (1908, xii), there had been previous editions of the diary before his version was published, but, unfortunately, no other versions except the original versions published in 1838 and 1839 by Henry Colburn could be located. Steuart (1908, *ibid.*) mentions that one of the previous editions was even received "as if a new work by a contemporary, so little was it known". It is therefore probable that aside from the original versions of the diary, no other editions, at least as digitalised versions, have survived to this day. Another possibility of the lack of these versions is that by referring to the previous editions, Steuart also includes the reprints of the original editions of the diary.

Steuart's edition has preserved Lady Bury's diary passages and additional letters from the diary as original, but also included a comprehensive introduction and supplementary commentary of the diary in the form of footnotes, which provided useful information on the background of the diary and the society of the time (Steuart 1908, v-xiii). Furthermore, Steuart (1908, xii-xiii) notes that his edition has filled up, when possible, names of the people that are mentioned in the diary and which have earlier been left blank in the previous editions. This has made the reading process faster and the text easier to follow for a modern reader. All of these additions were clearly marked and provided an informative yet neutral outlook on the contents of the diary, which, according to Steuart (1908, *ibid.*) is a change from the previous editions' judgemental and possibly unnecessary additional notes that pursue to guide the reader. As discussed in section 2.1.1, the origin of these editorial notes in the first version of the diary in 1838 is not entirely resolved, and as they can be suspected to be written by someone else than Lady Bury herself, they were not included in this study. Therefore, the 1908 edition provided the most suitable means for analysing the diary in question.

Steuart's 1908 edition of the diary was originally published in two volumes, but due to the limited scope of this study only the first volume was analysed. In the

first volume, the actual diary entries begin in December 1810 and end around May 1815. This estimation is due to the impreciseness of the dating in the diary, since a majority of the entries do not include the year or often even the month in question. The volume continues in a new section for some pages after the entries of May 1815, but since the section consists almost entirely of additional letters written to Lady Bury, it was omitted from the data. Therefore, the data of this study consists of the diary entries written between the years 1810 and 1815, and the focus is solely on the entries written by Lady Bury: the supplementary letters and editorial notes were excluded from the analysis. More precisely, only the extracts written about Princess Caroline were taken into consideration. By applying the aforementioned limitations, identifying the relevant extracts was primarily straightforward, since the writer mostly refers to Princess Caroline directly in the diary entries.

The nature of the analysis was mainly qualitative, but complementary information on the distribution of the data was achieved by quantitative methods. The aim was to answer the following research questions:

1. What types of evaluative language does Lady Charlotte Bury use of Princess Caroline in her published diary?
2. How do these evaluations depict Princess Caroline to the public?

The analysis was conducted by applying close reading to the selected diary entries in order to find all the expressions of evaluation Lady Bury uses of Princess Caroline. The passages deemed as explicitly evaluative were subsequently managed in Excel, where they were collected into a table (an example table is added as Appendix 1) and categorised by utilising the models of AF, proposed by Martin and White (2005). As discussed earlier in section 4.1, the analysis did not include invoked expressions of Appraisal, except from the possible double-codings, and therefore the collected data was further examined in order to omit ambiguous expressions. When needed, however, longer passages from the diary were collected in order to show how the context affects the analysis of the evaluations.

The data, inscribed expressions of Appraisal, was first marked according to the main types of Attitude: Affect, Judgement and Appreciation. Then, the expressions were further categorised into the subcategories presented in sections 4.1.1 through 4.1.3. All the evaluations were marked as having either positive or negative value, and

notes were made on the Appraised feature as well as possible Graduation or Engagement in question. Furthermore, supplementary notes were added in order to provide explanatory information on the expressions and to inform of possible unclear or multiple layers of Appraisal. Finally, according to the careful compilation of the data, information on the distribution of the different categories of Attitude and their values was collected and presented in separate tables. Even though the data was examined thoroughly, a categorisation of a qualitative nature is not deemed as entirely fixed. Therefore, information on the distribution functioned more as an indicative pattern of the evaluations used, and assisted in explaining the possible motives behind these choices.

The analysis of the data will be presented in the next section, where examples of the evaluations found in the material are exhibited under the three main categories of Attitude. Afterwards, the findings of the analysis will be discussed in further detail in section 6.4.

## 6 Analysis and discussion

In this section, the evaluations made of Princess Caroline in Lady Bury's diary are presented and discussed by utilising the models of Appraisal Framework. More precisely, as underlined already in section 4, the main focus of the analysis will be on the category of Attitude. The overall number of items of Attitude identified in the material was 554. A small part of the evaluative expressions could be analysed as displaying varying Attitude at the same time, but they were only counted once in terms of their primary category.

**Table 1** Items of Attitude found in the data

	<b>Affect</b>	<b>Judgement</b>	<b>Appreciation</b>	<b>Attitude overall</b>
Positive	56	76	24	156
Negative	152	173	28	353
Mixture	45	-	-	45
<b>Total</b>	<b>253</b>	<b>249</b>	<b>52</b>	<b>554</b>

As can be seen from Table 1, items of Affect were applied the most with 253 occurrences, although, followed closely by the 249 instances of Judgement. Items of Appreciation were somewhat scarcer, and occurred only 52 times in the material. Furthermore, the amount of evaluations with a negative value was generally higher regarding the categories of Affect and Judgement, whereas the items of Appreciation were more evenly distributed to negative and positive ones. However, as will be discussed, some items of Affect could be analysed as double-coded in denoting both negative and positive values at the same time; these items are presented as mixed, which is also apparent in Table 1. A more detailed distribution of the items of Attitude found in the material is presented in the following three subsections which concentrate on the evaluations found in the domains of Affect, Judgement and Appreciation.

The decision to display the findings of the data under these three categories of Attitude is justified since the primary target of evaluation does not change during the analysis. The evaluated features of Princess Caroline are therefore investigated under the several subcategories of Affect, Judgement and Appreciation so as to provide a thorough and coherent analysis of the nature of the evaluations and the motives for using them. Even though the primary focus is on Attitude, supplementary remarks on Graduation and Engagement will also be made in relation to the examples of Attitude

in order to describe the overall evaluative setting. As shown in Table 1, the material contained numerous cases of evaluative language, which is why a selected sample will be presented in the form of examples to represent the variety of these evaluations as widely as possible.

The subsection 6.1 will first focus on the positive and negative items of Affect under its main subcategories, and it is followed by a similar analysis of items of Judgement in subsection 6.2 and items of Appreciation in subsection 6.3. This order follows the rough distribution of the evaluations found in the material and presented in Table 1. The evaluations made of Princess Caroline will therefore first be contextualised in terms of the different types of Appraisal, after which the findings of the analysis are discussed in relation to the research questions of this thesis in subsection 6.4.

## 6.1 Items of Affect

In this section, an overview of the different items of Affect found in the diary is presented in relation to its subcategories of un/happiness, dis/satisfaction and in/security (see subsection 4.1.1). As discussed earlier, Affect essentially denotes positive or negative evaluations that manifest as varying emotional reactions (White 2015a, 2). The distribution of the items of Affect found in the diary is presented in Table 2.

**Table 2** Items of Affect found in the data

	<b>Un/happiness</b>	<b>Dis/satisfaction</b>	<b>In/security</b>
Positive	36	12	8
Negative	68	46	38
Mixture	45	-	-
<b>Total</b>	<b>149</b>	<b>58</b>	<b>46</b>

The most common subcategory of Affect used by Lady Bury was un/happiness which occurred overall 149 times in the diary, whereas the category of dis/satisfaction had 58 instances and the category of in/security 46 occurrences. In all of the categories, the application of negative items of Affect surpassed the positive ones. However, for the category of un/happiness, an additional category of mixed or double-coded Affect was included to display the findings more accurately. The items of Affect could be further divided into authorial or non-authorial ones (see subsection 4.1.1), but since their

distribution was found to be almost equal, it was not included in the table for the sake of clarity. A general notion derived from the even distribution of authorial and non-authorial Affect is, however, that the writer is equally describing her own feelings and emotional reactions as well as those of Princess Caroline, which contributes to a more varied evaluative depiction.

The findings of the data under the category of Affect will now be exemplified in the following extracts, which begin with the evaluations linked to un/happiness (the relevant evaluative expressions are marked by underlining):

(15) Regret must and ever will have place in my thoughts, when I look back on the past, and think of the pleasant days I have spent with the Princess of Wales, and recollect how cruelly she has been treated; and how recklessly she has played into her enemies' hands, by going on in a course which must ruin her character and happiness.

(Bury 1908, 103)

(16) This at first originated in her love of ease and indolence, which is indulged by living with persons of inferior rank.

(Bury 1908, 43)

(17) The former [Princess Charlotte] took very little notice of her mother, so little that I do not wonder the Princess of Wales was hurt. She took me by the arm and led me to the fireplace, and I saw she was ready to weep: I felt for her.

(Bury 1908, 181)

The previous examples illustrate the expressions of un/happiness that Lady Bury uses of Princess Caroline; these instances revolve around the core feelings of happiness and sadness, and they include both authorial and non-authorial instances of Affect. Authorial Affect is manifested when Lady Bury describes her own feelings such as *regret* towards the fate of Princess Caroline in example (15). The feeling is strengthened by the writer's strong Engagement to the proposition: *must and ever will have place in my thoughts*. Another authorial evaluation takes place in example (17) where Lady Bury expresses how she *felt for* Princess Caroline when her daughter dismissed her. Non-authorial Affect, then, occurs when Lady Bury describes the emotional states and reactions of Princess Caroline such as her *love* for a specific lifestyle in example (16) as well as *hurt* and *weep* as expressions of sadness in example (17). The aforementioned expressions consist of easily recognisable items of Appraisal in terms of simple lexicon; in the end of example (15), however, the syntax level should

also be taken into consideration in order to properly categorise the specific evaluation. Therefore, example (15) displays expressions of unhappiness whereas example (16) contains an evaluation of happiness.

A question of categorisation arises with the item *felt for* in example (17). In terms of AF, the item seems to be double-coded in denoting the categories of happiness and unhappiness at the same time. It is analysed here as an expression of sympathy even though the framework does not explicitly discuss the area. Similar expressions of sympathy were often found in the material in other forms as well:

(18) I am sorry to observe that the poor Princess is losing ground every day, in the opinion of the public.  
(Bury 1908, 33)

(19) It is a great pity she must be surrounded by such society; it does her infinite harm.  
(Bury 1908, 128)

In examples (18) and (19), the items *sorry*, *poor* and *pity* are deemed to present feelings of affection and sorrow towards the target of evaluation, Princess Caroline. In example (19), the impact of the evaluation of Princess Caroline's preferred society is further strengthened by a resource of Graduation, *great*, which shows a higher commitment value to the expression. As proposed, the categorisation of these sympathetic items is not clear-cut, and at first glance the expression *poor* might not be primarily categorised as Affect but rather as inscribed Judgement. This is another case of double-coding Appraisal. *Poor* denotes negative Judgement since it is partly an evaluation of being unlucky or hapless. However, it can also be labelled as invoked Affect since in most of the cases *poor* is a part of an exclamation which clearly suggests compassionate feelings towards Princess Caroline and the unfortunate circumstances she is in. These notions are supported by the definition of *poor* provided by OED Online: "That provokes sympathy, or compassion; that is to be pitied; unfortunate, wretched, hapless" (s.v. "poor", adj. and n.). Further categorisation of sympathetic Affect is, therefore, better to be treated as a mixture of both happiness and unhappiness since it does not strictly have either a positive or negative value.

The second most common category of Affect found in the material is the subcategory of dis/satisfaction which revolves around the "feelings of achievement

and frustration” (Martin and White 2005, 50). The following examples illustrate their usage regarding Princess Caroline:

- (20) She had received another letter from her daughter: – such a character; such firmness; such determination! She was enchanted.  
(Bury 1908, 115)
- (21) She gradually gave way to the hope which charmed her, and said – poor soul – “my ears are very ugly, but I would give them both to persuade the Emperor [of Russia] to come to me to a ball, a supper, any entertainment that he would choose.”  
(Bury 1908, 212)

There were few expressions of satisfaction used of Princess Caroline in the diary, and they consisted mainly of non-authorial evaluations of her reactions to a personal satisfaction or that towards her daughter, Princess Charlotte. In example (20), Princess Caroline is evaluated as being *enchanted* by her daughter’s mindset. The item can also be seen as including up-scaled Graduation that is used to emphasise Princess Caroline’s excitement over the situation. Example (21), then, describes the satisfaction of Princess Caroline as being *charmed* over the mere possibility of receiving a visit by the Emperor of Russia instead of being left out of the court.

In the more common cases of dissatisfaction, the evaluations mostly continued to regard Princess Caroline’s reactions towards social issues, but some of them also illustrated Lady Bury’s disappointment in the former’s behaviour:

- (22) The drawing-room was put off, which, of course, disappointed the Princess, as she wishes to be on the scene as much as possible.  
(Bury 1908, 98)
- (23) The Princess is never satisfied, till she has drained a subject dry; so she was very angry at his going so soon; but I perceive he [Henry Brougham] keeps her in order – how fortunate!  
(Bury 1908, 124)
- (24) I cannot say how vexed I am at every fresh instance of the Princess’s folly; and whenever she commits herself on paper I am doubly annoyed.  
(Bury 1908, 352)

Examples (22) and (23) display the dissatisfaction Princess Caroline feels towards the varied restrictions she faces with such as not being able to host visitors or not getting

her will through. In example (23), the lexical item *very* is easily recognised as an instance of Graduation strengthening the negative value of the expression *angry*. In the same example, the lexeme *never* can be also understood as Graduation maximising the writer’s investment in the evaluation. A similar effect is achieved in example (22) where a stronger Engagement to the proposition is expressed by utilising the adverb *of course*. These resources, then, are used to intensify the level of dissatisfaction and thus depict Princess Caroline’s character and temper.

A case of authorial Affect takes place in example (24) where Lady Bury first expresses that she is *vexed* with Princess Caroline’s behaviour and continues by saying that the latter’s literary efforts make her *annoyed*. The use of Engagement (*I cannot say how*) as well as the Graduation resource *doubly* illustrate Lady Bury’s will to emphasise the level of frustration also in the instances where she expresses her own dissatisfaction towards Princess Caroline.

The last subcategory of Affect, in/security, includes expressions which are fundamentally linked to “feelings of peace and anxiety” (Martin and White 2005, 49). In the material, the majority of these expressions occurred as evaluations with a negative value. They mostly display Lady Bury’s fear towards Princess Caroline’s fate, however, there were a few expressions of hope as well:

(25) I was sorry to see these excellent people there on this day, because I feared her Royal Highness would be blamed for inviting them to meet her daughter; as her enemies will turn everything to her disadvantage, and exaggerate every error.

(Bury 1908, 98)

(26) How far this sudden and premature disposal of her letter may suit Mr. Brougham’s intentions, I know not [...] I fear all it will produce will perhaps be, an order to shut her up in some close confinement, allowing her to see nobody. Sometimes, I hope the best, but oftener fear the worst for this poor woman.

(Bury 1908, 117)

(27) The addresses are all going on notably: they come from every part of the country. I do hope the people may force the nobles into a more just conduct towards her.

(Bury 1908, 148)

As can be seen in the previous examples, the evaluations of in/security refer mostly to feelings of uncertainty which is channelled as fear in its negative value and as hope in

its positive value. In examples (25) and (26), Lady Bury expresses her concerns towards the possible consequences of Princess Caroline’s actions. She fears that Princess Caroline’s position will be further weakened, but, as shown in examples (26) and (27), she has also hope that the circumstances might still change for the better. The misbalance of these feelings in the diary is displayed in example (26) where resources of Engagement are used to emphasise her commitment to them: only *sometimes* does she have hope for the best, whereas *oftener* there is fear for the worst. However, as indicated in example (27) by the Engagement *I do*, the writer wishes to express that her hope is a genuine one.

## 6.2 Items of Judgement

In this section, a variety of evaluative expressions of Judgement found in the material will be presented in relation to its subcategories: normality, capacity and tenacity under social esteem, and veracity and propriety under social sanction. As discussed earlier, the category of Judgement comprises positive and negative evaluations “of human behaviour and character by reference to ethics/morality and other systems of conventionalized or institutionalized norms” (White 2015a, 2). Positive expressions of Judgement refer to traits that are deemed as admirable whereas negative expressions depict our criticism towards traits which are deemed as the opposite (Martin and White 2005, 52). The distribution of the items of Judgement found in the diary is presented in Table 3.

**Table 3** Items of Judgement found in the data

	Social esteem			Social sanction	
	Normality	Capacity	Tenacity	Veracity	Propriety
Positive	5	31	11	4	25
Negative	31	62	21	8	51
<b>Total</b>	<b>36</b>	<b>93</b>	<b>32</b>	<b>12</b>	<b>76</b>

As is displayed in Table 3, a similar distribution to the evaluations of Affect was apparent in the data; expressions of Judgement with a negative value were more common in all of the subcategories compared to the positive ones. The subcategories with most occurrences were capacity with 93 identified items and propriety with 76 items. There is a separation in the table between the domains of social esteem and social sanction, since their subcategories differ semantically (see subsection 4.1.2).

The analysis of the items of Judgement will first begin with the categories under social esteem, and it will progress from the most common category to the least common one.

The first subcategory of social esteem, capacity, concerns evaluations which describe how capable a person is perceived to be (Martin and White 2005, 52). The positive evaluations of capacity included perceptions of Princess Caroline's cleverness and overall competence:

(28) She repeated all that had been said the preceding evening; and then she drew conclusions as to the future, respecting the ministry, the Government, and other public matters, with such ingenuity of combination, and so much sound reasoning, that I had a higher opinion of the powers of her mind than I ever entertained before.

(Bury 1908, 95)

(29) Nevertheless, from a quickness of perception, great tact, and an excellent memory she catches the title of every work.

(Bury 1908, 107)

(30) When this unfortunate Princess sees herself forsaken by every natural tie, and by every person of distinction once professing friendship, it is hardly to be wondered at that she should become desperate: if she does not, she will stand recorded in history as the wisest and best of her sex and regal station.

(Bury 1908, 145)

As the previous examples show, Lady Bury utilises strongly evaluative language while expressing her feelings towards Princess Caroline's capabilities. In example (28), she describes Princess Caroline as having *ingenuity of combination* and *sound reasoning*, which are further strengthened by utilising resources of Graduation: the lexical items *such* and *so much* up-scale the force of her praise. Lady Bury also stresses the aspect of a positive surprise *of the powers of her mind* by referring to *a higher opinion* she has *ever entertained before*. A similar pattern of up-scaling the evaluation occurs in example (29) where Lady Bury refers to Princess Caroline's sharp mind by praising her *perception*, *tact* and *memory*; the expressions are emphasised by the Graduation resources *quickness*, *great* and *excellent*. In example (30), then, Lady Bury proceeds to honour Princess Caroline's overall capabilities by stating that she could be remembered *as the wisest and best of her sex and regal station*. The success, however, comes with the condition of surviving the hardships laid upon her; this underlying position of uncertainty and unease taken by the writer is often present in the material.

The more common negative evaluations of capacity found in the material are often connected to Princess Caroline's conduct in relation to other people and her own benefit. They show, however, a similar up-scaling of the expressions as the ones with a positive value:

- (31) By the Princess especially, a more unwise or foolish course could not have been pursued, than this imitation of her unfortunate Sister Queen, of France. All the follies, though not the elegance and splendour, of Trianon, were aped in the rural retreat of Bayswater, and the Princess' foes were not backward at seizing upon this circumstance and turning it (as well they might) to effect her downfall.  
(Bury 1908, 104)
- (32) It is vexatious to those who take an interest in her Royal Highness' welfare, to observe how she slights persons to whom it is of consequence for her to show civility; and how she mistakes in the choice of those on whom she lavishes her favour.  
(Bury 1908, 158)
- (33) She does not want sense; yet such folly I never saw before in a person not bereft of her senses.  
(Bury 1908, 185)

As becomes evident in examples (31) through (33), Lady Bury strongly expresses her frustration and surprise towards Princess Caroline's behaviour. Example (31) is related to a situation where Princess Caroline had spent time in a private cottage with a private party away from the eyes of the public. Lady Bury deems the occasion as highly *unwise* and *foolish*, relying onto maximising Graduation by expressing that it would not even be possible for Princess Caroline to act more foolishly. Lady Bury continues undermining Princess Caroline's capabilities by referring to *all the follies* which were *aped* as a way to emphasise how improper her actions her.

Once again, Lady Bury positions herself and the reader to feel concern for the fate of Princess Caroline by outlining the consequences of the latter's actions. This continues in example (32) where Lady Bury depicts Princess Caroline's unwise conduct of acting exactly the opposite to what she should and what would benefit her. Even though the extract is on the borderline of inscribed and invoked Appraisal, the meaning of Lady Bury's words is easy to recognise as an evaluation of capacity. In example (33), then, the absurdity of Princess Caroline's actions is highlighted by Lady Bury's evaluation that Princess Caroline *does not want sense*, however, her *folly* would indicate that it stems from a person without sense. The negative evaluation of her

capacity is strengthened by the premodifier *such* and the statement of *never* witnessing a similar behaviour in a sensible person before.

After capacity, the second most applied category of social esteem and Judgement in the diary was normality, and its evaluations describe how normal or peculiar someone appears to be (Martin and White 2005, 52). Positive evaluations of normality were rather scarce in the material, and they were related to popularity and fortunate circumstances:

- (34) But if she has the resolution to act with a patience scarcely to be expected, I have not the smallest doubt but that she will stand, in point of popularity, so high in this country, so justice will and must be done to her.

(Bury 1908, 150)

- (35) [T]he old S[apio]s are still in London, and still invited occasionally; but she is disgusted with their rapaciousness. This is most fortunate for her sake.

(Bury 1908, 209)

In example (34), Lady Bury evaluates that Princess Caroline is able to achieve a *point of popularity* in the country, and strengthens her expression and stance by adding resources of both Graduation (*so high*) and Engagement (*I have not the smallest doubt but that she will*). However, as discussed before, she also positions herself as having uncertain feelings about Princess Caroline's fate in the beginning of the extract, which partly contradicts her following evaluation. In example (35), then, Lady Bury expresses a positive evaluation regarding Princess Caroline's changed mindset towards "rapacious" Italian entertainers by describing her conduct as *most fortunate*, another expression intensified by the use of Graduation.

The instances of negative expressions of normality were mostly related to Princess Caroline's personality and fate:

- (36) The tissue of all human character is more or less uneven; but I never knew greater inequality than in that of this very extraordinary woman.

(Bury 1908, 78)

- (37) [U]nfortunately, the Princess of Wales cannot become popular without the Prince of Wales becoming the reverse; for the odium which is taken from her, must of necessity fall upon him.

(Bury 1908, 51)

- (38) There is no knowing what a different person this poor Princess might be, had she the fair play of other human beings.  
(Bury 1908, 219)

Example (36) illustrates Lady Bury's evaluation of Princess Caroline as *extraordinary*, strongly emphasising her statement of the unevenness of her character by a utilising a mixture of Engagement (*but I never knew*) and Graduation (*greater inequality, very*). In example (37), Lady Bury evaluates Princess Caroline's fate by taking a sympathetic position (*unfortunately*) towards her circumstances as not being able to become *popular* unless her husband, the Prince of Wales, loses his popularity. A rather similar evaluation of Princess Caroline's fate occurs in example (38) where Lady Bury makes a negative assessment of normality by first addressing Princess Caroline as *poor*, an item analysed as both invoked Affect and inscribed Judgement (see subsection 6.1), and then noting the unfortunate circumstances of the latter by lacking *fair play of other human beings*. Even though this expression is on the borderline of inscribed and invoked Judgement, the syntactic context makes the evaluation of normality obvious.

The last subcategory of social esteem found in the material is the category of tenacity, and its evaluations describe the perceived resoluteness of a person (Martin and White 2005, 52). As with the other categories of social esteem, the negative evaluations of tenacity exceeded the positive ones. In the case of positive tenacity, the expressions were mostly related to Princess Caroline's determination and courage:

- (39) The Princess of Wales is not what I think a female character should be; but she has a bold and independent mind which is a principal ingredient in the formation of a great queen, or an illustrious woman.  
(Bury 1908, 20)

- (40) [T]o do her justice, she has an indigenous courage and cheerfulness of disposition.  
(Bury 1908, 118)

In example (39), Lady Bury describes Princess Caroline as being *bold* and *independent*, which can easily be understood as a positive evaluation of tenacity. In the material, Princess Caroline is depicted as strong-willed and plucky, which is further illustrated in example (40) where Lady Bury refers to her genuine *courage*. However,

the same courage and determination is questioned in other occasions where Lady Bury evaluates Princess Caroline more critically:

(41) Still, had the Princess had the courage which arises from principle, and not that which is merely the offspring of a daring spirit, she would have sat out the storm, and weathered it.

(Bury 1908, 24)

(42) There is a strong and bitter party against her; and she is always irritating some one or other of these persons, and drawing down upon herself an excuse for their malevolence by her imprudence.

(Bury 1908, 33)

(43) I defy her powers or her patience to have made out *literally*, what those twenty-eight pages contained.

(Bury 1908, 125)

In examples (41) through (43), Princess Caroline's strong character and behaviour is considered also reckless and impatient. In example (41), Lady Bury again positions herself as wishing for the best for Princess Caroline but showing regret towards her hardships. Lady Bury contradicts Princess Caroline's bravery by evaluating it as *merely the offspring of a daring spirit*. By taking into account the context as Princess Caroline lacking *courage which arises from principle* and the Graduation (*merely*) that is used to down-scale the evaluation, it becomes obvious that the expression has a negative value. Example (42) shows a similar positioning towards Princess Caroline's circumstances by highlighting that she *always irritates* her opponents with her *imprudence* and thus gives a chance for them to benefit from it. This is again a clear evaluation of negative tenacity since Lady Bury attributes Princess Caroline's downfall also to the latter's own imprudent actions. Another example of Lady Bury's criticism towards this particular side of Princess Caroline becomes evident in example (43) where she dismisses Princess Caroline's *patience* as not being sufficient enough to entirely comprehend a lengthy letter from her daughter.

After discussing the subcategories of social esteem, evaluations under the second domain of Judgement, social sanction, will be presented. As discussed in section 4.1.2, social sanction includes the subcategories of veracity and propriety. Evaluations under the subcategory of veracity describe how honest people are perceived as whereas evaluations of propriety concentrate on how ethical they seem to

be (Martin and White 2005, 52). The analysis of social sanction will begin with the subcategory of propriety, which was used more in the material. In accordance to other categories of Judgement, positive evaluations of propriety occurred less in the diary as the negative ones. Positive propriety was evaluated mostly in relation to the good and kind nature of Princess Caroline:

(44) It ought to be recorded to the honour of the Princess, that until she was goaded to madness, she never felt any hatred against the Prince's friends, as such; - only against persons who had been her adherents, and turned from her to bow the knee to Baal, did she shew any resentment.  
(Bury 1908, 79)

(45) She deeply feels the indignities cast upon her; but she is always equally kind and good to those about her, and considerate to them, though she might well be absorbed by her own sorrows.  
(Bury 1908, 229)

(46) [F]or though so full of faults, or rather, to call them by their right name, vices, she has a noble and kindly nature.  
(Bury 1908, 352)

Examples (44) through (46) illustrate Lady Bury's evaluations of Princess Caroline's nobility and kind-heartedness despite the challenging circumstances and her other shortcomings. In example (44), Lady Bury strengthens her commitment to the evaluative expression (*honour*) by resources of Engagement (*It ought to be recorded*) and Graduation (*any*). Even though *hatred* and *resentment* are directly linked to the domain of Affect, they signpost invoked propriety which is why they are analysed as double-coded in this context. The lexeme *never* can additionally be seen as a mixture of Engagement and Graduation in this extract, since it depicts the writer's positioning but also maximises the intensity of the evaluation. Consequently, Lady Bury emphasises Princess Caroline's goodness by contradicting the immorality of others. A similar pattern can be observed in example (45) where Princess Caroline's emotional burdens are used to emphasise how *kind*, *good* and *considerate* she still is towards others. The item *always* is used for the same purpose as *never* in example (45), and the item *equally* as a source of Graduation to emphasise the positive propriety. In example (46), then, Princess Caroline's *faults*, intensified by the Graduation resource *so full*, and *vices* are mentioned in order to facilitate also a strong positive evaluation of the *noble and kindly nature* Princess Caroline has.

The negative evaluations of propriety found in the diary are mostly criticism towards features which Lady Bury does not concern as virtuous and appropriate for a person of Princess Caroline's standing:

- (47) She has many good qualities, but that virtue, Christian humility, enters not within the porch of her thoughts or feelings. (Bury 1908, 152)
- (48) Every day she becomes more imprudent in her conduct, more heedless of propriety, and the respect she owes to herself. (Bury 1908, 155)
- (49) [T]aking pleasure merely in the admiration of low persons, is beneath her dignity as a woman, not to mention her rank and station. (Bury 1908, 352)

In example (47), Lady Bury first notes that even though Princess Caroline has good features, she lacks a *virtue*, more precisely, *Christian humility*. Lady Bury emphasises the lack of positive propriety by stating that the quality is not even remotely present in Princess Caroline's mindset. Another criticism ensues in example (48) where Lady Bury intensifies the negative evaluation of Princess Caroline's disappearing *propriety* and *respect* for herself by Engagement and Graduation (*every day, more*). The underlying positioning with regard to concern and dissatisfaction becomes eminent also in example (49) where Lady Bury expresses her negative evaluation of Princess Caroline's preferences as not just *beneath her dignity as a woman* but also beneath the *rank and station* of a princess. Lady Bury regards the people Princess Caroline enjoys with as *low* (in the sense of negative propriety as immoral), and further emphasises the latter's moral shortcoming by the Engagement resource *not to mention*.

Compared to the evaluations of propriety, expressions relating to the second subcategory of social sanction, veracity, were surprisingly rare in the material. There were, however, few evaluations of both positive and negative veracity regarding Princess Caroline:

- (50) As soon as she grows intimate with any one, she gives way to her natural feelings, and there is an openness and candour in her conversation, which are very captivating. (Bury 1908, 20)

- (51) In Her Royal Highness's case, as in that of wronged princes in general, why do they shrink from straightforward dealings, and rather have recourse to crooked policy?

(Bury 1908, 48)

- (52) It is not surprising that she should doubt and hesitate before placing confidence in any one; for she has been so often cheated, poor woman!

(Bury 1908, 218)

In example (50), Lady Bury expresses an evaluation of positive veracity by referring to Princess Caroline as showing genuine *openness and candour* in her speech with people close to her. However, in the case of more general or serious conduct, Lady Bury evaluates that Princess Caroline opts out from *straightforward dealings* and relies on *crooked policy* instead. This negative evaluation of veracity is, nevertheless, mitigated by the writer's sympathetic positioning (*as in that of wronged princes in general*). A similar positioning is obvious also in example (52) where the possible lack of Princess Caroline's truthfulness and frankness is attributed to her fate as being *so often cheated*, which is a negative evaluation of veracity directed to people in contact with Princess Caroline. The unfortunate circumstances affecting Princess Caroline's are further emphasised by the use of Graduation (*so often*).

### 6.3 Items of Appreciation

This section will provide an overview of the items of Appreciation found in the material according to its three subcategories: reaction, composition and valuation (see subsection 4.1.3). As discussed earlier, items of Appreciation comprise positive and negative evaluations of objects, processes and situations as well as people when they are mostly evaluated on aesthetic qualities (White 2015c). The distribution of the items of Appreciation found in the diary is presented in Table 4.

**Table 4** Items of Appreciation found in the data

	Reaction	Composition	Valuation
Positive	14	3	7
Negative	13	12	3
<b>Total</b>	<b>27</b>	<b>15</b>	<b>10</b>

As the main target of evaluation in this analysis is Princess Caroline, the items of Appreciation in the diary were considerably rarer than those of Affect and Judgement. However, as presented in Table 4, both positive and negative evaluations under each of the subcategories of Appreciation occurred in the material, and therefore they are included in the analysis. Evaluations which concern merely the looks of Princess Caroline will not be included in the following examples but rather those that describe her character and performance. The analysis will first begin with the most common category, reaction:

- (53) Posterity will never do justice to her memory; for, as in most cases, the bad and inferior parts of her character were tangible and prominent to the observation, while those alone who lived in her intimate society, knew of the many good and great ingredients which formed a part of the heterogeneous mixture.

(Bury 1908, 78)

- (54) Yet, after such a conversation as the above, her Royal Highness could begin squalling with S[apio] and forget her cares and vital interests, in the amusement of frightening the air with horrible sounds, till past one in the morning!

(Bury 1908, 116)

- (55) But what was my horror when I beheld the poor Princess enter, dressed *en Venus*, or rather not dressed, further than the waist. I was, as she used to say herself, “all over shock.” A more injudicious choice of costume could not be adopted.

(Bury 1908, 280)

The items of Appreciation and reaction were often linked to expressions and evaluations of other Attitude, Judgement and Affect, as becomes clear in examples (53) through (55). In terms of AF, evaluative reactions depict how different phenomena take the attention of people and please them (Martin and White 2005, 56). In example (53), the evaluations concern Princess Caroline’s overall character (*bad and inferior parts, good and great ingredients*) instead of specific behavioural traits, which is why they are analysed as Appreciation. Lady Bury positions herself as stressing the good in Princess Caroline by resources of Engagement (*Posterity will never do justice to her memory*) and Graduation (*many*) while also emphasising her position as a close friend (*those alone who lived in her intimate society*).

In example (54), then, a negative reaction of Princess Caroline’s conduct in the form of her pastime, singing with an Italian entertainer, is expressed by Lady Bury.

She describes the singing as *squalling* and *the amusement of frightening the air with horrible sounds*, evaluations of which can be seen as maximised by embedded Graduation. The context considered, these evaluations can also be analysed as double-coded in invoking Judgement. The writer positions herself as judging Princess Caroline by the Engagement (*Yet, after such a conversation as the above*), which refers to a conversation of serious matters in the court. The negative Appreciation and Judgement is then further intensified by referring to Princess Caroline's responsibilities and the circumstances in question. A similar Appraisal can be seen in example (55) where the negative reaction (*injudicious choice of costume*) can also be seen as invoked Judgement criticising Princess Caroline's conduct. This is emphasised by noting the overall evaluative context and the mixture of intensifying Graduation and Engagement (*a more injudicious ... could not be adopted*).

The next subcategory of Appreciation, composition, concentrates on the balance and complexity of the evaluated phenomenon (Martin and White 2005, 56). The following examples illustrate the use of evaluative expressions of composition in the material:

(56) The Princess of Wales is not what I think a female character should be; but she has a bold and independent mind which is a principal ingredient in the formation of a great queen, or an illustrious woman.

(Bury 1908, 20)

(57) The matter was spirited, dignified, and clever, but was not clothed in English language, nor free from obscurity.

(Bury 1908, 206)

In example (56), which was already discussed in section 6.2 in terms of Judgement, Lady Bury makes a more general evaluation of Princess Caroline by expressing that the latter does not meet the expected standards of *a female character*. This can be seen as a negative evaluation of composition since it does not concern a specific trait of Princess Caroline but rather a sum of different features which the writer does not assess as feminine. From the context it can be inferred that Lady Bury refers to Princess Caroline's strong-willed and unconventional nature as opposing the expected, perhaps softer, values of a female. A more precise evaluation of composition takes place in example (57) where Princess Caroline's letter regarding a serious matter is described as *dignified* but also *not free from obscurity*. The positive evaluation gives credit to the composed nature of the writing whereas the negative one shows criticism towards its

incomprehensibility.

The last subcategory of Appreciation, valuation, had the least occurrences in the material. As Martin and White (2005, 56) outline, the expressions of valuation answer questions of how valuable or worthwhile phenomena are deemed as. The following examples illustrate their usage in the diary:

(58) [T]he Princess said she must take us to see Charlton, where she had passed the happiest moments of her life; and tears rolled down her face as she spoke; - those tears were genuine.

(Bury 1908, 28)

(59) The conversation was of that kind which most delights the Princess – brilliant, evanescent, and devoid of reflection – a sort of sparkling fire which only makes darkness visible – which moves the muscles of the face to laughter, but never dilates the heart with real joy.

(Bury 1908, 109)

In example (58), Lady Bury evaluates Princess Caroline's emotional outburst as *genuine*, which is an expression of positive valuation regarding the authenticity of the phenomenon. The outburst relates to Princess Caroline reminiscing of happier times in her life, and by the evaluation the writer positions the reader to sympathise with Princess Caroline. The example (59), then, depicts an evaluation of Princess Caroline's general preferences towards socialising with others. Lady Bury describes Princess Caroline's favourite type of conversation positively first as *brilliant* but also as *evanescent* and *devoid of reflection*. The negative valuations refer to the shallowness of the conversations' nature, which is emphasised by the overall evaluative context. Princess Caroline's preferences are therefore depicted as entertaining but, nevertheless, lacking depth and significance.

## 6.4 Discussion

After presenting the varying range of evaluative expressions used of Princess Caroline in Lady Bury's diary, the findings will next be discussed in relation to the research questions introduced in section 1. The aim of this paper was to discover the varying types of evaluative language that Lady Bury uses of Princess Caroline in her diary, and to analyse how these evaluations depict Princess Caroline to the public. The analysis concentrated mainly on the inscribed expressions of Attitude, but additional remarks of Graduation and Engagement were done in order to provide a more thorough

picture of the evaluative language that was utilised. Expressions of Affect and Judgement were clearly the most prominent evaluative strategies used in the diary, whereas expressions of Appreciation were scarcer.

The items of Affect in the diary consist of both positive and negative evaluative expressions of Lady Bury's feelings towards Princess Caroline and her situation as well as the emotional states of the latter. The negative expressions were in general found to be more common than positive ones; however, as presented in relation to the category of un/happiness, the evaluations manifesting sympathy should be categorised as double-coded in denoting both positive and negative values of Appraisal. Sympathetic expressions were found in cases of authorial Affect when Lady Bury expresses her regret and sadness over Princess Caroline's circumstances. These expressions denote the writer's affection towards Princess Caroline by picturing her as suffering unfortunately not only from the actions of those in power and those in need of her favours, but ultimately also of her own conduct.

The non-authorial evaluations of Princess Caroline's unhappiness, then, are strongly linked to circumstances which she has no control over such as not being able to connect physically or mentally with her only daughter, Princess Charlotte. In contrast, similar evaluations of Princess Caroline's happiness depict her delight over the freedom of modifying her lifestyle, usually towards one that is entertaining and easy-going, and the chance to feel closer to her daughter.

The evaluative expressions of dis/satisfaction depict a similar pattern. From the positive side Princess Caroline is pictured as a person thrilled of the possibilities of enjoying as social and eventful life as possible, but also as a proud mother who wants her daughter to succeed and stand next to her. Evaluations of dissatisfaction, then, picture Princess Caroline as becoming easily frustrated and agitated by the restrictions set on her, especially those of social nature. Additionally, authorial evaluations of dissatisfaction reveal the writer's vexation at Princess Caroline's repeated, reckless conduct which causes discomfort for Lady Bury as her friend and confidante, who is nevertheless unable to change the course of these unfruitful actions.

The feelings of fear and hope become eminent in Lady Bury's expressions of in/security, which are mostly authorial evaluations directed at the fate of Princess Caroline. Lady Bury expresses constant fear and uneasiness towards the political circumstances Princess Caroline is in, and portrays her in constant danger of losing more of her rights and status if her husband and his supporters are provoked. Even

though the writer makes her hopes for Princess Caroline's fortunate fate explicit, it is clear that the fear and worry of the possible downfall is more dominant. This is often emphasised by describing the prevailing circumstances as something which only exceptionally exemplary actions could oppose, and even that is depicted as uncertain.

The evaluative expressions of Judgement followed a rather similar pattern as the ones of Affect. The expressions with a negative value were higher in all of the subcategories, and many of the evaluations are emphasised by a recurring tone of uneasiness and unpredictability. Regarding the category of capacity, Lady Bury makes positive evaluations towards Princess Caroline's cleverness and perception, which she believes could lead the latter to be highly successful if utilised correctly and not lost in the tribulations caused by her position. Princess Caroline is depicted as sharp and aware of the prevailing circumstances as well as being capable to handle most of these challenges laid upon her. However, Lady Bury's negative evaluations of Princess Caroline's capacity display how the aforementioned skills are wasted by the latter's own pertinently foolish behaviour. Princess Caroline is often described as committing follies which might not benefit her state or rights in the least but rather only contribute to her personal entertainment. These deliberately silly choices, as Lady Bury often openly displays, make her and the inner circle of Princess Caroline desperate and anxious for the possible downfall.

The evaluations of normality and tenacity were strongly linked to the previous findings. The few positive expressions relating to normality portray the possibility of Princess Caroline's success and popularity if she proceeds wisely in her actions, both public and private. The writer's doubt is nevertheless obvious since the number of negative evaluations of normality in the material is clearly higher. Princess Caroline is mostly depicted as unfortunate and extraordinary regarding both her character and her fate. Princess Caroline's position is pictured as unstable to begin with because she is forced to face continuous snubs from her husband and other opponents. Although Lady Bury evaluates Princess Caroline as possessing natural courage and a strong will, which are positive values of tenacity, it is also exactly these features which are criticised by the writer as causing misery and trouble for Princess Caroline. She is thus pictured as reckless and impatient, which consequently leads her to being an easier target for those willing to suppress her.

Although Princess Caroline's social actions are often criticised in the diary, the evaluative expressions relating to positive propriety and veracity depict her as a

genuinely kind-hearted and noble person even while facing persecution. Lady Bury describes Princess Caroline as especially kindly and sincere with her intimate circle, to which she often appears as cheerful and considerate. However, in general she is also evaluated as being affected by the political games and having difficulty trusting others. Criticism towards traits of negative propriety include Princess Caroline's lack of humility and taking growing pleasure in socialising with people below her rank, which Lady Bury evaluates as wholly undignified for a person of her standing.

The evaluations of the last category of Attitude, Appreciation, showed more balance in the distribution of positive and negative evaluations. Some of the inscribed evaluations of Appreciation manifested also invoked Judgement when they were directed at Princess Caroline's improper behaviour. These expressions of negative reaction imply that Princess Caroline's conduct in terms of her pastimes and general attire are not suitable for someone in her position, and that she continuously breaks the expectations set on her. This becomes apparent also in the case of negative expressions of composition which refer to the unexpected and incoherent performances of Princess Caroline, for instance, as an unconventional woman or unprofessional writer. Negative expressions of valuation, then, continue to depict Princess Caroline's preference to an entertaining and light lifestyle. However, through positive expressions of Appreciation, Princess Caroline is nevertheless depicted as acting and feeling genuinely; her performances, although not what the writer ascribes as proper for a princess, show mostly spirit and brilliance.

In addition to the various expressions of Attitude in the diary, there were several instances of Graduation and Engagement as well. These strategies are used both in reference to positive and negative Appraisal in order to emphasise the evaluation and the writer's position towards the issue in question. Graduation is realised in the textual choices of Lady Bury often as maximising the force of the evaluative content, and depicting Princess Caroline and her actions as raising strong emotions and judgement in the evaluator. If Princess Caroline is criticised heavily in the diary, she is also subsequently praised and sympathised with by Lady Bury and the evaluative strategies she uses.

The use of Engagement implies that the writer uses either bare assertions or positioning which signals that she is clearly committed to her statements and evaluations by rarely undermining them. The instances of heteroglossic language, then, mostly work as presenting the evaluations as strengthened rather than opening

up dialogistic space. The reader is thus placed into a similar position with the writer and led to see how the political circumstances, constant pressure from Prince of Wales and the Regency and ultimately Princess Caroline's own actions put her into a series of ill-fated events. Lady Bury often emphasises her fears and worries for Princess Caroline's fate, and states that the latter naturally possesses such abilities that could make her survive the difficult times and triumph. Nevertheless, the persecution of others against Princess Caroline met with her rash and unwise actions as a princess are depicted as dominating her way in life, which Lady Bury constantly indicates throughout the diary.

In the end, the evaluations paint a picture of a high-spirited, kind and independent woman who is unfortunately placed into a position that is highly unsuitable for her temper and character, which consequently shows in the recurring violations of the expectations set on her. This is depicted as causing continuous unhappiness and insecurity for Princess Caroline, but especially for her closest acquaintances who see the good and potential in her but are nonetheless unable to change the inevitable course of events. The readers of the diary are therefore offered a colourful but frank portrayal of Princess Caroline through the eyes of a friend; one which does not hide the bad but rather contrasts it with intimate glimpses of the light that could otherwise be missed in the grand picture of the contemporary times.

The evaluative depiction in the diary is ultimately achieved by revealing detailed descriptions of Princess Caroline's character and her actions in a more immediate context, the study of which is a change from the general political and royal debate that is mostly discussed in the publications concerning Princess Caroline (see Fulford 1998; Hunt 1991). The diarist offers thus the readers a possibility to understand a more varied story of Princess Caroline's tumultuous journey and fate rather than contributing to the one-sided, contemporary public image of either an innocent victim who was forced to suffer in the role of an unwanted wife, or a guilty woman flaunting her immoral and irrational values (e.g. Hunt 1991, 719-721).

As discussed in section 2, however, the diarist's depiction is also often a narrative with certain motives and goals, and basing on the findings of this study, it becomes apparent that Lady Bury's diary was deliberately constructed as an evaluative product which has both historical and literary value. Additionally, it was shown that the models of Appraisal Framework suit not only the research of modern materials but also historical ones, such as the diary in question, and enable a fruitful investigation of

the writers' evaluative tactics. The preservation of historical ego-documents and studying their evaluative language is, then, deemed as important and recommended for the future research as well.

Overall, utilising the models of AF in the current study allowed a deeper understanding of the types, use and aim of the specific evaluative language chosen by the diarist. Although resources of Attitude may seem at first gaze easy to recognise on their own, it is the finely detailed categorisation system of AF that describes their application in a more meaningful way and gives them depth. Taking into account the instances of Graduation and Engagement adds clarity to the evaluative picture in its whole, and it is thus deemed as a necessary addition to the current analysis. This is also reasonable by noting that some of the evaluative items are not simply negative or positive expressions of a certain category, but rather flexible as in the case of sympathy which comprises several feelings and evaluation at the same time. Thus, observing only the external results of possible over- or underrepresentation of certain categories might not provide a realistic picture of the intended evaluation.

Although the analysis only took into attention the more or less inscribed instances of Appraisal, it proved to issue a comprehensive picture of the evaluative language that was used by the writer. Since all of the instances of Appraisal were, and should be, analysed by taking into account the context of the evaluation, the overall analysis was deemed as sufficient for the scope of this thesis. It can be noted, however, that in the case of concentrating more extensively on specific categories of Appraisal, there is still room for development in the framework, as was discussed in section 4. The previously presented ambivalence of analysing and categorising sympathy, for instance, could be a subject for further investigation in the expanding field of Appraisal research.

## 7 Conclusion

This thesis set out to study the evaluations made of Princess Caroline of Brunswick in Lady Charlotte Bury's published diary. The aim of the study was to discover the varying types of evaluative language that Lady Bury uses of Princess Caroline, and to analyse how these evaluations depict Princess Caroline to the public. The analysis was conducted by applying close reading to the first volume of the edited version of Lady Bury's diary, *The Diary of a Lady-in-Waiting* (1908), and carefully collecting all the direct evaluations Lady Bury makes of Princess Caroline in her diary entries. The collection, cataloguing and analysis of the data was conducted by applying the guidelines of Appraisal Framework, an on-going research project developed by Martin and White (e.g. 2005).

This paper sought to shed light on the possibilities of researching historical diaries by concentrating on the evaluative language used by the writer. The application of AF allowed a detailed analysis of the varying expressions of feeling and opinion displayed in the text. Although the framework entails a comprehensive categorisation system of evaluative language, it was not needed to be utilised in its entirety for the purposes of this thesis. Therefore, the current study concentrated on inscribed expressions of evaluation and included the three main categories of Appraisal: Attitude, Graduation and Engagement. Attitude provided the primary means for analysing evaluative language, and the categorisation was thus conducted in accordance to several of its subcategories; the application of Graduation and Engagement, consequently, remained on the surface level.

The findings of the analysis comprised a wide representation of inscribed evaluative language, which was mostly realised as simple lexical items displaying Attitude. The majority of these expressions belonged to the categories of Affect and Judgement, since they appear as emotional reactions regarding the evaluative target as well as the criticism or praise of their actions. Expressions of Affect depicted Princess Caroline's constant wishes and struggles to reunite with her daughter and manage a fulfilling social life under the dynamic restrictions set by her husband and the Regency. The items of Affect were, therefore, strongly linked to the feelings of sympathy, fear and uneasiness, which manifested throughout the diary as the writer's positioning towards Princess Caroline's unfortunate life.

Evaluations of Judgement depicted Princess Caroline mainly as a genuinely

kind-hearted, clever and bold person capable of success. However, as described by Lady Bury, Princess Caroline had strong preferences to a lifestyle filled with entertainment, and it was therefore led by silly and reckless actions which weakened her position and enabled her opponents to act against her. The rarer expressions of Appreciation were, then, linked to the evaluative atmosphere of Affect and Judgement by defining the extraordinary and uneven character of Princess Caroline. The writer's application of Graduation and Engagement was often used to strengthen the content of these evaluative expressions and emphasise Lady Bury's commitment to her evaluations. The writer thus clearly invites the readers to adopt a sympathetic position towards Princess Caroline, and guides them to understand the person behind the political agendas and publicised scandals of the time.

In conclusion, the lexical approach of Appraisal Framework enables a versatile analytical tool for studying evaluative language not only within modern but also historical material such as diaries and other ego-documents. Although establishing an overall evaluative picture of the writer's depiction of Princess Caroline was fruitful, the limitations of the study should be taken into account as well. In order to produce an even more thorough analysis of the phenomena in question, the inclusion of the diary in its entity and the study of invoked evaluations could be conducted in later research. Additionally, a more detailed research on the ambivalent areas of Appraisal such as sympathy could be conducted in order to further develop the framework, as well as to capitalise the full potential of studying evaluative language in texts.

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**Appendix 1.** Example of data analysis (Bury 1908, 20-24)

Items of Appraisal	Aff	Jud	App	Appraised	Notes
I <u>pity</u> her that she is born to be a queen.	+/-hap			happiness, fate	Pity is double-coded.
She would be a <b>much</b> <u>happier</u> being if she were a private individual.	-hap			happiness	
The Princess of Wales seems <u>fond of him*</u> ; yet, as she never speaks openly of him, I conceive there is something about him which does <u>not please</u> her.	+hap, -sat			happiness	*Duke of Brunswick
The dinner over, which always <u>weighs heavily on</u> the Princess when composed of a family party only, Her Royal Highness recovered her <u>natural gaiety</u> .	-hap, +hap		+val	happiness	
Mr. Ward was clever and pleasing; but her Royal Highness was <u>not</u> , upon the whole, <b>much</b> <u>flattered</u> by her visitors.	-sat			happiness	Well-known men came to pay respects at the opera to Princess Caroline's box.
It <u>troubled the Princess to make herself agreeable</u> to them.	-sat			happiness	Few guests made her dinner party more formal.
<u>Poor</u> Princess! She was an <u>ill-treated</u> woman, but a <b>very</b> <u>wrong-headed</u> one.	+/-hap	-nor, -cap		happiness, fate, personality	social esteem
<u>Had she remained quietly</u> at Carlton House, and <u>conducted herself with silent dignity</u> , how different might have been her lot!		-prop		behaviour	social sanction
Still, <u>had</u> the Princess <u>had</u> the <u>courage</u> which arises from <u>principle</u> , and not that which is <b>merely</b> the <u>offspring of a daring spirit</u> , she would have sat out the storm, and weathered it.		-ten		personality, behaviour	social esteem

Table adapted to the current study according to Martin and White (2005, 71).

**Legend:**

+ / -

Aff / Jud / App

hap / sec / sat

nor / cap / ten / ver / prop

reac / comp / val

red items

positive / negative expression

Affect / Judgement / Appreciation

un/happiness / in/security / dis/satisfaction

normality / capacity / tenacity / veracity / propriety

reaction / composition / valuation

Graduation / Engagement

## **Appendix 2. Finnish summary**

### **Johdanto**

Tässä tutkielmassa käsitellään Lady Charlotte Bury'n vuonna 1838 julkaistua päiväkirjaa keskittyen kirjoittajan käyttämään arvioivaan kieleen Walesin prinsessa Caroline Brunswickista. Tutkimuksen keskeisenä lähtökohtana on käsitys siitä, että päiväkirjojen kirjoittajat muodostavat joko suorasti tai epäsuorasti arvetun aikalaiskuvan kielellisillä valinnoillaan, ja että näitä valintoja tarkastelemalla on mahdollista avata kirjoittajien motiiveja sekä asenteita aiheitansa kohtaan. Lady Bury'n vuosina 1810–1820 kirjoittama päiväkirja valikoitui tutkielman pääaineistoksi, sillä kyseistä materiaalia on aikaisemmin tutkittu vain vähän, vaikka se sisältää kattavan kuvauksen Yhdistyneen kuningaskunnan sijaishallituksen ajasta, sekä varsinkin kiistanalaisen prinsessa Carolinen hovista. Aihetta käsiteltiin seuraavien tutkimuskysymysten kautta:

1. Minkälaista arvioivaa kieltä Lady Bury käyttää julkaistussa päiväkirjassaan prinsessa Carolinesta?
2. Minkälaisen julkisuuskuvan nämä arvioinnit muodostavat prinsessa Carolinesta?

Tutkimuksen materiaalia lähestyttiin lähiluennan kautta, ja se rajattiin Lady Bury'n päiväkirjakatkelmassa esiintyviin kirjoittajan itsensä käyttämiin arvioiviin ilmauksiin prinsessa Carolinesta. Päiväkirjan arvioivat ilmaukset kerättiin ja analysoitiin hyödyntäen *Appraisal Framework* -teorian (AF) malleja. Martinin ja Whiten (mm. 2005) niin sanottu *suhtautumisen teoria* mahdollistaa arvioivan kielenkäytön monipuolisen ja sanastopainotteisen tutkimisen kirjoittajan esittämien tunteiden, asenteiden ja sitoutumiskeinojen kautta.

### **Päiväkirjatutkimus ja Walesin prinsessa Caroline Brunswick**

Päiväkirjoihin on vuosisatojen ajan talletettu henkilökohtaisia tuntemuksia, mielipiteitä ja tarinoita jokapäiväisestä elämästä. Ne avaavatkin näin lukijoilleen ainutlaatuisen mahdollisuuden lähestyä mennyttä maailmaa yksilön kokemusten kautta. Päiväkirjojen kirjoittamisessa yhdistyy samaan aikaan elementtejä kirjallisuudesta, historian tallentamisesta, subjektiivisuudesta ja jokapäiväisestä käytännöstä, minkä vuoksi päiväkirjojen säilyttäminen ja tutkiminen on tärkeä osa eri

aikalaiskulttuurien ymmärtämistä (Langford ja West 1999, 6–7). Päiväkirjan kirjoittaja tekee aina tietoisia valintoja sisällyttämästään tiedosta, varsinkin silloin jos tekstin julkaisu on mahdollista, ja samalla arvioi niitä joko eksplisiittisesti tai implisiittisesti muodostaen tietynlaisen narratiivin tapahtuneesta (Bloom 1998, 171–173; Dossena 2016, 77–79). Vaikka sisälletyn tiedon tarkkuus ja todenmukaisuus saattaakin siis olla häilyvää, juuri tämä piirre tekee päiväkirjojen ja niiden arvioivan kielenkäytön sekä asennoitumisen tutkimisesta kuitenkin mielenkiintoista.

Tämän tutkielmassa keskiössä oli Lady Buryin henkilökohtainen päiväkirja, jota kirjoittaja piti vuosina 1810–1820 työskennellessään prinsessa Carolinen henkilökohtaisena hovineitona. Lady Charlotte Bury (1775–1861) syntyi englantilaiseen yläluokkaiseen perheeseen, mutta eli kuitenkin suuren osan elämästään taloudellisesti epävakaina olosuhteissa. Aviomiestensä ennenaikaisista kuolemista ja suurperheen elättämisestä selvitäkseen Lady Bury julkaisi useita kirjallisia teoksia elämänsä aikana, sekä vastaanotti jo aiemmin tuntemansa prinsessa Carolinen hovineidon viran vuonna 1810 (esim. Steuart 1908). Pitämässään päiväkirjassa Lady Bury kertoo yksityiskohtaisesti elämästään hovissa sekä kuvailee tarkasti varsinkin prinsessa Carolinen edesottamuksia ja persoonaa. Skandaalimainen ja suurta kiinnostusta herättänyt päiväkirja julkaistiin ensimmäisen kerran anonyymina vuonna 1838, ja julkaisun tausta on kiistanalainen. Lähdevertailun ja aineiston tutkimuksen perusteella tässä tutkimuksessa lähtökohtana oli kuitenkin se, että Lady Bury kirjoitti päiväkirjaansa tietoisesti mielessään mahdollinen julkaisu ja halu kertoa ystävänsä prinsessa Carolinen tarina mahdollisimman totuudenmukaisesti.

Caroline Brunswick (1768–1821) oli Walesin prinsessa vuosina 1795–1820 ja Yhdistyneen kuningaskunnan kuningatar vuosina 1820–1821. Prinsessa Caroline kasvoi saksalaisessa hovissa, josta hänet naitettiin Walesin prinssi Georgelle vuonna 1795. Carolinen villi ja määrätietoinen luonne ei kuitenkaan miellyttänyt prinssi Georgea, jolla oli rakastajia jo entuudestaan ja jonka halu avioitua oli suoraan kytköksissä vakaviin velkoihin, joten avioliitto oli alusta alkaen tuhoon tuomittu (mm. Smith 2008). Aviopari alkoi nopeasti inhota toisiaan, minkä vuoksi epävirallinen asumusero astui voimaan pian ainoan yhteisen lapsen, prinsessa Charlotten, syntymän jälkeen vuonna 1796 (Fulford 1998, 524). Tulevien avioliittovuosiensa ajan Caroline ja George pysyivät erossa toisistaan, ja George pyrki virallisesti eroamaan Carolinesta useamman kerran siinä kuitenkaan onnistumatta (Smith 2008).

Carolinen onnetonta elämää varjostivat lukemattomat rajoitukset kuten kiellot

tavata tyttärtään Charlottea, skandaalit sekä tutkinnat, joiden tarkoituksena oli savustaa Caroline ulos hovista (mm. Fulford 1998, 524; Steuart 1908, vii). Caroline eli Georgen ja tämän kannattajien mukaan jatkuvan säädytöntä elämää, mutta epäluotettavien todistajien ja Georgen omien tunnettujen aviorikosten vuoksi Caroline nautti usein kansan sekä radikaalien poliitikoiden tuesta, ja onnistui näin välttämään viralliset tuomiot (mm. Smith 2008). Hänen julkinen tukensa kuitenkin haihtui ja lopulta jopa kääntyi Carolinea vastaan poliittisen vastakkainasettelun ratkettua, ja tultuaan käännetyksi Georgen kruunajaisista vuonna 1820, Caroline jäi suurimmaksi osaksi yksin kuolemaansa saakka vuonna 1821 (Laqueur 1982, 420; Smith 2008). Elämänsä aikana ja sen jälkeen Caroline on kuvattu usein osana poliittista ja moraalista valtapeliä, jossa hänestä yleensä kerrotaan joko syyttömänä uhrina kärsien aviomiehensä itsevallasta, tai vastakkaisesti syyllisenä ja moraalittomana naihahmona (mm. Hunt 1991, 719–721). Carolinen julkisen ja vahvoja mielipiteitä herättävän elämän huomioon ottaen hänen henkilökohtaisen persoonansa ja tarinansa yksityiskohtaisempi tutkimus läheisen aikalaisen arvioivan tekstin kautta olikin hyvin mielenkiintoista.

### **Teorettinen viitekehys**

Arvioivan tekstin tutkimiseen hyödynnettiin tässä tutkielmassa Martinin ja Whiten (mm. 2005) kehittämää Appraisal Framework -teoriaa (AF). AF on alati kehittyvä tutkimusprojekti, jonka avulla on mahdollista analysoida puhujan tai kirjoittajan tapaa ilmaista tunteita, arvioida eri ilmiöitä ja vaikuttaa kuulijan tai lukijan mielipiteisiin (Martin ja White 2005, 1). AF syntyi alun perin osana *systemis-funktionaalisen kielitieteen* tutkimusta, jossa kielenkäyttö nähdään ennen kaikkea semioottisena systeeminä (Halliday ja Matthiessen 2004, 20). AF kehitettiin laajentamaan kyseistä tutkimusperinnettä keskittymällä sanastopainotteiseen lähestymistapaan, jonka avulla on mahdollista luokitella ja ymmärtää erityyppisiä interpersoonallisia arviointeja, mielipiteitä ja tunnetiloja teksteissä (Martin ja White 2005, 8).

AF esittää arvioivan kielenkäytön jakamista kolmeen vuorovaikutteiseen pääluokkaan (mm. Martin ja White 2005, 35–40): *asennoituminen (Attitude)*, *sitoutuminen (Engagement)* ja *asteittaisuus (Graduation)*. Asennoituminen on näistä luokista ensisijaisin, sillä sen avulla on mahdollista tunnistaa ja kuvailla tekstissä esiintyviä arviointeja (*Todistaja oli luotettava*). Sitoutuminen (*Luulen, että todistaja oli luotettava*) ja asteittaisuus (*Todistaja oli erittäin luotettava*) sen sijaan tarjoavat

lisäresursseja arvioitavan aiheen tarkempaan analyysiin.

Asennoituminen jaetaan edelleen kolmeen semanttisesti eroavaan alakategoriaan (mm. White 2002, luku 2.1; Martin ja White 2005, 45–56; Don 2016, 2). Näihin kuuluvat *tunne (Affect)*, (*Olin riemuissani.*), *tuomitseminen (Judgement)*, (*Pidän häntä epärehellisenä.*), ja *arvostus (Appreciation)*, (*Esitys on lumoava.*). Yhteistä kategorioille on se, että kaikilla asennoitumisen kohteilla on ensisijaisesti aina joko positiivinen tai negatiivinen arvo. Asennoituminen jaetaan myös *suoriin (inscribed)* ja *epäsuoriin (invoked)* ilmauksiin, mutta tässä tutkimuksessa on otettu huomioon vain materiaalin suorat ilmaukset sekä mahdolliset *kaksoismerkitykset (double-codings)*, joissa kaksi eri arvioimisen kategoriaa tai arvoa sekoittuu. Kategoriat jakautuvat teoriassa myös useisiin tarkempiin alakategorioihin, mutta vain tämän tutkimuksen kannalta keskeisimmät on sisällytetty analyysiin.

Ensimmäinen asennoitumisen kategoria tunne keskittyy koettuihin tunnereaktioihin ja -ilmaisuihin, ja sen lähteenä voi olla mikä tahansa ilmiö; kategoriassa tehdään ero myös *kokijan omien tunteiden (authorial Affect)* ja *raportoitujen tunteiden (non-authorial Affect)* välillä. Tunne jakautuu kolmeen keskeiseen alakategoriaan: *onnellisuus (un/happiness)*, *tyytyväisyys (dis/satisfaction)* ja *turvallisuus (in/security)*. Toinen asennoitumisen alakategoria, tuomitseminen, keskittyy sen sijaan pelkästään ihmisen käyttäytymiseen, ja se on kytköksissä sekä moraaliin että yhteiskunnan luomiin sääntöihin. Sen keskeisimmät alakategoriat ovat *sosiaalinen kunnioitus (social esteem)* ja *sosiaalinen hyväksyntä (social sanction)*. Sosiaalinen kunnioitus jakautuu yhä kolmeen alakategoriaan: *normaalius (normality)*, *kyvykkyys (capacity)* ja *sitkeys (tenacity)*. Sosiaalinen hyväksyntä jakautuu kahteen alakategoriaan: *todenmukaisuus (veracity)* ja *soveliaisuus (propriety)*. Asennoitumisen kolmas alakategoria, arvostus, keskittyy lähinnä asioiden ja asiaintilojen arvioimiseen niiden estetiikan tai arvon perusteella, mutta myös ihmisten arvostus on mahdollista, jos kohteena ei ole suoraan heidän käytöksensä. Arvostus jakautuu kolmeen keskeiseen alakategoriaan: *reaktio (reaction)*, *koostumus (composition)* ja *arvo (valuation)*.

### **Tutkimuksen toteutus**

Tutkielman päämateriaalina toimi Lady Buryin vuosina 1810–1820 kirjoittama päiväkirja, joka julkaistiin ensimmäisen kerran vuonna 1838. Tutkimuksessa hyödynnettiin kuitenkin vuonna 1908 ilmestyneen A. Francis Steuartin editoimaa

versiota kyseessä olevasta päiväkirjasta (*A Diary of a Lady-in-Waiting*), sillä Steuartin versioon on lisätty materiaalin ja historiallisen kontekstin ymmärtämistä helpottava johdanto sekä toimituksellisia selvennyksiä päiväkirjakatkelmiin liittyen. Päiväkirjaa tarkasteltiin *Internet Archive* -verkkokirjaston kautta.

Päiväkirjan pituuden vuoksi tutkimus rajattiin editoidun version ensimmäiseen osaan, joka kattaa päiväkirjakatkelmat vuodesta 1810 vuoteen 1815. Tutkimuksessa otettiin huomioon vain Lady Bury'n itsensä kirjoittamat päiväkirjakatkelmat, joten esimerkiksi päiväkirjaan sisällytetyt kirjeet kirjoittajan lähipiiriltä on rajattu pois. Analyysiin sisällytettiin vain ne katkelmat, joissa Lady Bury arvioi prinsessa Carolineaa.

Tutkimus aloitettiin lähiluennan kautta, jolloin paikannettiin kaikki Lady Bury'n tekemät suorat arvioinnit prinsessa Carolinesta. Nämä ilmaukset kerättiin ja käsiteltiin taulukkolaskentaohjelma Excelissä, jossa ne luokiteltiin edellisessä kappaleessa esiteltyjen AF:n mallien mukaan. Painopiste tutkimuksessa oli asennoitumisen eri kategorioilla, mutta myös sitoutumisen ja asteittaisuuden ilmaukset otettiin huomioon. Taulukko koottiin Martinin ja Whiten (2005, 71) mallia soveltaen. Arvioivista ilmauksista merkittiin siis asennoituminen alaluokkineen, näiden negatiivinen tai positiivinen arvo, arvioitava osa-alue (prinsessa Carolinesta) sekä sitoutumisen ja asteittaisuuden esiintyminen. Taulukkoon lisättiin tarvittaessa myös materiaalia ja kategorisointia selventäviä huomioita. Aineiston asennoitumista ilmaisevista esiintymistä koottiin erilliset taulukot, joiden avulla pyrittiin selventämään arvioivan kielen jakaantumista eri kategorioiden välillä. Kerättyjen tietojen perusteella pyrittiin analysoimaan kirjoittajan arvioivaa kielenkäyttöä, ja sen taustalla olevia motiiveja.

### **Analyysi ja pohdinta**

Tutkimuksen tarkoituksena oli selvittää minkälaista arvioivaa kieltä Lady Bury käyttää prinsessa Carolinesta päiväkirjassaan, ja millaisen julkisuuskuvan ne muodostavat prinsessasta. Näihin kysymyksiin pyrittiin vastaamaan analysoimalla materiaalista löytyneitä arvioivia ilmauksia asennoitumisen kolmen eri alakategorian eli tunteen, tuomitsemisen ja arvostuksen alla. Aineistossa esiintyi lukuisia ilmauksia kaikista kolmesta kategoriasta, mutta prinsessa Carolineen liittyvät tunteen ja tuomitsemisen ilmaukset olivat yleisimpiä. Negatiiviset ilmaukset olivat keskimäärin yleisempiä kuin positiiviset, mutta materiaalista löytyi myös useampia ilmauksia, joilla oli

kaksoismerkitys kuten positiivinen ja negatiivinen arvo samaan aikaan.

Tunnetta ilmaistiin aineistossa yhtäläisesti sekä kirjoittajan omien tunnereaktioiden että prinsessa Carolinen reaktioiden kautta. Ilmauksista yleisin kategoria oli onnellisuus, jossa tunnetta ilmaistiin yleisimmin negatiivisten reaktioiden kautta. Kategorian ilmausten analyysin yhteydessä kävi kuitenkin ilmi, että merkittävä osa ilmauksista kanavoi sympatiaa, joten ne laskettiin kaksoismerkityksellisiksi liittyen samaan aikaan sekä positiivisiin että negatiivisiin tunnetiloihin. Näillä ilmauksilla Lady Bury ilmaisi kiintymystään prinsessa Carolinea kohtaan mutta myös suruaan tämän epävakaa tilannetta kohtaan. Näissä asiayhteyksissä prinsessa Carolinen kuvattiin usein kärsivän sekä valtaapitävien että omien toimiensa johdosta, mitä kirjoittaja harmittelee mutta kuitenkin selvästi sympatisoi. Prinsessa Carolinen henkilökohtaisen onnettomuuden tunteet liittyivät usein tilanteisiin, joissa häneltä on riistetty valta vaikuttaa omaan elämäänsä kuten nähdä tytärtään tai sosialisoida normaalisti. Onnellisuutta kuvattiin asiayhteyksissä, joissa prinsessa Caroline kykenee elämään elämäänsä haluamallaan tavalla, joka on usein kytköksissä sen viihteellisyyteen ja helppouteen, mutta myös mahdollisuuksiin lähentyä tyttärensä kanssa.

Raportoitu tyytyväisyys oli sidoksissa verrattain samoihin aiheisiin kuin onnellisuuskin, mutta Lady Bury'n oma tyytymättömyys prinsessa Carolineen tulee esille kirjoittajan toistuvana turhautumisena ja ärsyyntymisenä jälkimmäisen harkitsemattomaan käytökseen. Turvallisuuden kategoriaa leimasivat sen sijaan vahvasti pelon ja epävarmuuden tunteet, joita Lady Bury ilmaisee prinsessa Carolinen poliittisesti epävakaa tilannetta ja kohtaloa kohtaan. Kirjoittaja arvioi prinsessa Carolinen olevan jatkuvassa vaarassa menettää loputkin oikeuksistaan ja asemastaan, jos tämä onnistuu provosoimaan aviomiestään ja vastustajiaan millään tapaa. Lady Bury ilmaisee myös positiivista turvallisuuden tunnetta toivoen, että prinsessa Carolinen olisi mahdollista elää onnellista elämää, mutta useimmiten pelko ja huoli tämän mahdollisesta turmiosta ovat ilmeisempiä, ja esiintyvät tavalla tai toisella koko päiväkirjan ajan.

Tuomitsemisen ilmaisut olivat tunteen tapaan enimmäkseen negatiivisia. Sosiaalisen kunnioituksen alakategorioista yleisin, kyvykkyys, oli yhteydessä prinsessa Carolinen arvioituun nokkeluuteen ja terävään havainnointikykyyn, joiden kirjoittaja kuitenkin kuvaa haaskautuvan tämän jatkuvan hölmön käytöksen vuoksi. Prinsessa Carolinen tietojen mutta vastuuttomien toimien kuvataan usein

edesauttavan vain tämän omaa viihtymistä, ja johtavan mahdolliseen tuhoon, mikä aiheuttaa jatkuvaa päänvaivaa ja huolta prinsessan lähipiirille kuten Lady Burylle.

Normaaliuden ja sitkeyden tunteet olivat myös vahvasti yhteydessä edellä mainittuihin löydöksiin. Normaaliuteen liittyen kirjoittaja arvioi prinsessa Carolinen mahdollisuutta saavuttaa suurtakin suosiota toimiessaan viisaasti ja harkitusti. Epäusko tähän mahdollisuuteen on kuitenkin päiväkirjassa selvästi vahvempi, sillä Lady Bury arvioi prinsessa Carolinen olevan äärimmäisen erikoislaatuinen persoona, joka on valitettavan todennäköisesti oleva onnettoman kohtalonsa oma. Vaikka kirjoittaja arvioi prinsessa Carolinen sitkeyttä viitaten tämän luontaiseen rohkeuteen ja määrätietoisuuteen, nämä samat piirteet näkyvät negatiivisina myös kärsimättömässä ja holtittomassa käytöksessä, mikä on omiaan vahingoittamaan prinsessan julkista ja yksityistä asemaa.

Sosiaalisen hyväksynnän alakategorioiden totuudenmukaisuuden ja soveliaisuuden positiiviset ilmaukset olivat yhteyksissä arviointeihin prinsessa Carolinen hyväsydämyydestä, jaloudesta ja suoruudesta varsinkin lähimmäistensä kanssa, vaikka poliittiset valtapelit ja ihmisten halu hyötyä hänestä vaikuttavatkin häneen negatiivisesti. Soveliaisuuden puutetta kuvataan muun muassa tuomitsemalla prinsessa Carolinen ylpeyttä ja halua seurustella täysin hänen arvoonsa sopimattomien henkilöiden kanssa.

Arvostuksen ilmaisuja esiintyi päiväkirjassa vähemmän, ja ne olivat usein kytköksissä tunteen ja tuomitsemisen ilmaisuihin. Varsinkin negatiiviset reaktiot kanavoivat myös negatiivista tuomitsemista kohdistuessaan esimerkiksi prinsessa Carolinen asemalle sopimattomaan käytökseen kuten hänen harrastuksiinsa ja julkisiin pukuvalintoihinsa. Negatiivisen arvion ja koostumuksen kuvaukset liittyvät prinsessa Carolinen odottamattomiin ja epäloogisiin suorituksiin, joiden kirjoittaja arvioi näkyvän esimerkiksi tämän kirjoitustaidoissa, huvittelun halussa sekä perinteisen naisroolin rikkomisessa. Positiivisten ilmausten kautta prinsessa Carolinen kuvataan olevan kuitenkin ennen kaikkea aito sekä tunteissaan että toiminnassaan, joista välittyy eloisuus ja vetovoima.

Sitoutumisen ja asteittaisuuden avulla kirjoittaja vahvistaa usein asennoitumistaan ja kuvaa prinsessa Carolinen ja tämän toiminnan herättävän voimakkaita tunteita ja mielipiteitä hänessä. Näiden strategioiden avulla kirjoittaja ilmaisee olevansa sitoutunut kannanottoihinsa prinsessa Carolinesta, ja kutsuu lukijan näin jaettuun asemaan tarkastelemaan sitä, miten prinsessaan kohdistunut

vainoaminen ja tämän omat ajattelemattomat valinnat ohjasivat epäonnista elämää. Päiväkirjan arvioiden perusteella prinsessa Carolinesta saa kuvan uskaliaana, kilttinä ja itsenäisenä naisena, joka ei hänen itsensä eikä lähipiirinsä suureksi pettymykseksi sovi eikä sopeudu ylhäiseen asemaansa tai siihen kohdistettuihin odotuksiin.

Kirjoittajan tarkkojen kuvailujen ja arvioinnin avulla prinsessa Carolinea lähestytään henkilökohtaisesta ja intiimimmistä näkökulmasta, mikä poikkeaa yleisestä prinsessaan kohdistuvasta poliittisesta ja monarkkipainotteisesta diskurssista (ks. Fulford 1998; Hunt 1991). Tutkimuksen perusteella on aiheellista uskoa, että Lady Bury kirjoitti päiväkirjan tietoisesti muodostaakseen ja jakaakseen edellä avatun kaltaisen kuvan prinsessa Carolinesta. On tietenkin huomioitava, että tutkielman aineiston ollessa rajattu, olisi tutkimusta ja analyysia vielä tulevaisuudessa mahdollista syventää. Historiallisten päiväkirjojen vaalimista sekä arvioivan kielenkäytön tutkimista olisikin tutkimuksen tulosten valossa myös yleisesti toivottavaa jatkaa.

Tutkimus osoitti lisäksi sen, että AF-teorian mallit soveltuvat modernimpien aineistojen lisäksi hyvin myös vanhempien aineistojen analysointiin. AF:n kattavan luokittelusysteemin hyödyntäminen mahdollisti tekstissä esiintyvien arvioivien kieli-ilmaisujen eroavaisuuden, tyypillisyyden ja niiden valintaan liittyvien motiivien yksityiskohtaisemman tarkastelun. Vastaisuudessa teoriaa on mahdollista kehittää vieläkin monipuolisemmaksi keskittymällä tarkennusta vaativiin ilmiöihin kuten tutkimuksessa esille nousseeseen sympatiaan.