

Examples which may well be taken as commissive are: 'define', 'agree', 'accept', 'maintain', 'support', 'testify', 'swear', which involve assuming an obligation. Examples which may well be taken as behavitive are: 'denur', 'boggle at', which involve adopting an attitude or expressing a feeling.

For good value, I shall give you some lists to indicate the extent of the field. Most central are such examples as 'state', 'affirm', 'deny', 'emphasize', 'illustrate', 'answer'. An enormous number, such as 'question', 'ask', 'deny', &c., seem naturally, but no longer necessarily, to refer to conversational interchange: and all, of course, have reference to the communicational situation.

Here then is a list of expositives:¹

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| 1. affirm | 3a. ask |
| deny | testify |
| state | report |
| describe | swear |
| class | conjecture |
| identify | ?doubt |
| 2. remark | ?know |
| mention | ?believe |
| ?interpose | 5. accept |
| 3. inform | concede |
| apprise | withdraw |
| tell | agree |
| answer | denur to |
| rejoin | object to |
| | adhere to |

¹ Austin's layout and numbering are retained here. The general significance of the grouping is obvious but there is no definite key to it in the extant papers. The queries are Austin's, J. O. U.

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| recognize | conclude by |
| repudiate | 7a. interpret |
| 5a. correct | distinguish |
| revise | analyse |
| 6. postulate | define |
| deduce | 7b. illustrate |
| argue | explain |
| neglect | 7c. mean |
| ?emphasize | refer |
| 7. begin by | call |
| turn to | understand |
| | regard as |

To sum up, we may say that the verdictive is an exercise of judgment, the exercitive is an assertion of influence or exercising of power, the commissive is an assuming of an obligation or declaring of an intention, the behavitive is the adopting of an attitude, and the expositive is the clarifying of reasons, arguments, and communications.

I have as usual failed to leave enough time in which to say why what I have said is interesting. Just one example then. Philosophers have long been interested in the word 'good' and, quite recently, have begun to take the line of considering how we use it, what we use it to do. It has been suggested, for example, that we use it for expressing approval, for commending, or for grading. But we shall not get really clear about this word 'good' and what we use it to do until, ideally, we have a complete list of those illocutionary acts of which commending, grading, &c., are isolated specimens—until we know how