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**Recognizing Speech Acts  
in Presidential E-records**

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Technical Report ITTL/CSITD 08-03

October 2008

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The Army Research Laboratory (ARL) and the National Archives and Records Administration (NARA) sponsor this research under Army Research Office Cooperative Agreement W911NF-06-2-0050. The findings in this paper should not be construed as an official ARL or NARA position unless so indicated by other authorized documentation.

## Abstract

Among the challenges facing contemporary archivists at Presidential Libraries and the National Archives are the tasks of reading, understanding, describing, accessing and reviewing terabyte- and petabyte-sized collections of electronic records. The *Advanced Decision Support for Archival Processing of Presidential E-Records* Project seeks to apply natural language processing technologies to the support of these archival tasks.

This paper discusses the relevance of the science of Diplomats and of speech act theory to the comprehension of the actions conveyed by records, and to the archival description and review of these records. Speech acts include common acts such as asserting, promising, requesting, ordering, and congratulating. They also include acts that can only be performed by persons with the power and authority to do so such as proclaiming, declaring, directing, pardoning, appointing, nominating, and counseling. Concepts from speech act theory as developed by Searle are reviewed.

A corpus of 120 Presidential records was analyzed to determine the occurrence of explicit and implicit speech acts and assertions about the writer's or others' speech acts. Vanderveken defined 271 speech acts [*Meaning and Speech Acts* Vol. 1, Chapt. 4]. Instances of 76 of the speech acts defined by Vanderveken were discovered in the corpus. Instances of 32 speech acts that are not defined by Vanderveken were discovered and defined. The report gives examples from the corpus of each of these speech acts.

A method is proposed for recognizing the speech acts performed by the sentences of a record and the primary act(s) conveyed by a record. Such a method will facilitate automatic description of individual records as well as aggregations of records. It will also facilitate automatic identification of passages of records that might be subject to restrictions on disclosure prescribed by the Presidential Records Act and Freedom of Information Act.

**Keywords:** speech acts, performative verbs, pronominal co-reference, e-records, computational linguistics

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# 1 Introduction

## 1.1 Background

Intellectual control of an archival collection is not achieved until the collection has been fully described. Furthermore, a collection cannot be fully described until archivists have read, understood, and recorded details as to the document types, the creators, the titles, dates, extent and contents of the records in the collection. Archivists and researchers will not have the capability to reliably locate relevant records and understand those records until catalogs, finding aids, and indexes are produced by the process of archival description.

Given the increasing volumes of Federal and Presidential electronic records acquired by NARA, it will be decades, if not centuries, before full intellectual control of these records is achieved. This is especially true of Presidential e-records as they must be reviewed page-by-page for restrictions on disclosure as provided by the Presidential Records Act (PRA).

The Freedom of Information Act provides that citizens may request Presidential records 5-years after the end of an administration. Archivists at Presidential Library do what they can during that 5-year period to gain a modicum of intellectual control that will enable them to effectively respond to FOIA requests. To respond to FOIA requests that include e-records, full-text search of collections, even with Boolean queries and relevance ranking, is no substitute for access based on full intellectual control. The Text Retrieval Conference (TREC) valuations of search and retrieval technologies have shown that for search of large collections the current technologies, including full-text search, result in recall of documents relevant to request on the order of 40-70%, and precision of even smaller percentages. However, full-text search is currently the most effective retrieval technology for e-records that is commercially available.

Review of Presidential e-records requires archivists to know the possible restrictions on disclosure of Presidential records, to read and understand the actions performed by the record, their topics and the context of the record. This is an intellectually demanding and time consuming task. Review decisions are double checked, and when thousands or tens of thousands of records are being reviewed in response to a single request, this shows the response and attention to gaining intellectual control even further.

The *Advanced Decision Support for Archival Processing of Presidential Electronic Records* Project is addressing the need for automated decision support of archival description, access and review of e-records. The project is investigating the application of Computational Linguistics and Natural Language Processing technologies to the research problems of automatic document type recognition, speech act recognition, and topic recognition. Achievement of good methods for solving these problems will support the development of methods for item description, content-based indices for document retrieval, and annotations of documents to which decision rules can be applied to identify access restrictions.

## **1.2 Purpose**

The purpose of this report is progress on investigation of the problem of recognizing speech acts performed in Presidential e-records as it relates to archival description and review. The investigation of the problems of document type recognition and topic recognition as they relate to Presidential records are described in other reports [Underwood and Laib 2008, Underwood and Isbell 2008]

## **1.3 Scope**

In section 2, the role that actions play in records and in archival descriptions is examined in detail and the concepts of speech act theory are summarized. Section 3 summarizes the results of an analysis of Presidential records to identify the speech acts performed in records. In section 4, a method is described for automatically identifying the speech acts in e-records. In section 5, related research is described. In section 6, the results of this paper are summarized.

# **2 Records, Archival Processes and Speech Acts**

## **2.1 Juridical Acts and Records**

In a series of articles, Luciana Duranti discusses concepts from the science of Diplomatics that provide some of the conceptual foundations of modern Archival Science. Among these concepts is that of a juridical system.

Every social group ensures an ordered development of the relationships among its members by means of rules. Some of the rules of social life arise from the ad hoc consent of small numbers of people; others are established and enforced by an "institution," that is, by a social body firmly built on common needs, and provided with the means and power to satisfy them. The latter rules are compulsory; their violation incurs a sanction or penalty. A social group founded on an organizational principle which gives its institution(s) the capacity of making compulsory rules is a juridical system. Thus, a *juridical system* is a collectivity organized on the basis of a system of rules. The system of rules is called a *legal system*. [Duranti 1989 p. 5]

Juridical acts are those human acts taken into consideration by the juridical system.

Among human facts in general, the special type of fact which results from a will determined to produce it is called an action or *act*. [Duranti 1989 p. 6] When a juridical system takes into consideration in its body of rules not only the effects of human conduct but also the will determining it, we call that conduct a *juridical act*. [Duranti 1989 p. 6]

Diplomatics is concerned with acts that take written form and result in documents.

Any act, to exist, must be manifested and, consequently, perceived (or at least be perceivable). This outward form of the act can be either oral or written. Diplomatics is interested in those acts which take a written form and result in documents. [Duranti 1989 p. 7]

Traditionally, Diplomatics distinguished dispositive and probative documents.

Diplomatists have traditionally subdivided all documents into categories defined by the purpose served by their written form. In the diplomatics of medieval documents only two categories were identified. If the purpose of the written form was to put into existence an act, the effects of which were determined by the writing itself (that is, if the written form was the essence and substance of the act), the document was called *dispositive*. Examples are contracts and wills. If the purpose of the written form was rather to produce evidence of an act which came into existence and was complete before being manifested in writing, the document was called *probative*. Examples are certificates and receipts. [Duranti 1989 pp. 7-8]

Modern Diplomatics further distinguishes two additional kinds of documents—supporting and narrative documents.

We can identify two categories which comprise all non-legal documents. The first includes the documents constituting written evidence of an activity which does not result in a juridical act, but is itself juridically relevant. We may call them *supporting* documents. The second includes the documents constituting written evidence of an activity which is juridically irrelevant. We may call them *narrative* documents. [Duranti 1989 p. 9]

In North American Archives, dispositive and probative documents are usually termed records. Supporting and narrative documents are usually termed manuscripts. A document is a record or manuscript depending on the intent of the author and the effects it is meant to produce.

If we reflect on the kind of documents included in each category, we may realize that the first two embrace the major part of those documents which in North America are defined as *records*, while the last two consist mainly of those documents which in North America are called manuscripts. Records arise from administrative activities which manifest themselves in series of acts. Those acts and their documentation are governed by written or unwritten rules of procedure, which are revealed in the forms of the records. Manuscripts, on the contrary, are the result of activities whose nature embodies a significant measure of individual freedom, which is clearly revealed in the forms of the resulting documentation. The qualification of a document as a record or as a manuscript does not depend on



the nature of the creator (public or private) or on its collective or individual character (organization or person). It depends on the type of activity generating it; and because an activity is qualified by the will producing it and the effects determined by it, a document is either a record or a manuscript according to the will creating it and to the effects it is meant to produce. Therefore, the same creator, depending on his/her purposes, may produce either a record or a manuscript. [Duranti 1989 pp. 9-10]

Actually, dispositive, probabative, supporting and narrative documents each convey acts. A dispositive record, by definition, carries out an act. A probative record also performs an action, for example, a report of a job interview carries out the action of *reporting* an action already carried out. A supporting document also performs an act, for example, an applicant's curriculum vita, is a *statement* of facts, and a statement of fact carries out the action of *stating* facts. A narrative document also performs an action, for example, correspondence with a family member describing personal events or expressing feelings, asserts facts or expresses psychological states of mind.

## ***2.2 Archival Description and Review of Presidential Records***

To describe and review Presidential records, Archivists must be able to recognize the acts performed by the records. The kinds of acts carried out by dispositive and probative Presidential records include proclaiming, directing, ordering, declaring, reporting, certifying, prohibiting, delegating, designating, authorizing, appointing, nominating, resigning, and pardoning, to name a few.

Archivists at Presidential Libraries title collections, record series, file units (folders), and individual items (records). They are able to accomplish the titling of collections, record series and file units within the first five years of acquiring the records of a Presidential administration. After review of the records in a record series, archivists summarize the contents of the series in scope and content notes. If individual records are included in NARA's online Archival Research Catalog, they must also be titled. Due to the increasing volume of Presidential records, and due to the fact that archivists at Presidential Libraries must spend their time responding to Freedom of Information Act requests beginning five years after the end of an administration, it will be centuries before the holdings of a Presidential Library are reviewed and described.

Standard guides for archival description [NARA 2002; SAA 2007] prescribe that the name of a record's document type should be included in the title. If the record is created by a particular person or a particular position in an organization, then that person's name or position title should be included in the title of the item. If there are scope and content notes for items, they include the same kind of information that is in the title plus actions performed by the record. Shown below are a few of the titles of records in the Collection of Presidential Records of George H.W. Bush that have been entered into NARA's Archival Research Catalog.

Vice President George Bush's Notes Regarding the Assassination Attempt on President Ronald Reagan, *03/30/1981*

Letter from George H. W. Bush to His Children on New Year's Eve 1990: *12/31/1990*

Letter from Eric Colton to President George H. W. Bush: *02/12/1991*

Second Draft of the Address to the Nation on the Gulf War, *01/15/1991*

Note that all four titles include the document type—Notes, Letter and Draft of Address. The first three titles contain the name of the person creating the record. Three of the titles include the name of the addressee. Two of the titles include the subject matter.

The scope and content note of the item named by the second title is shown below.

This letter was typewritten by President George H. W. Bush and addressed to his children: George, Jeb, Neil, Marvin, and Doro. He expresses his happiness at their Christmas celebration held at Camp David, then writes concerning his conflicted feelings as he prepares for the possibility of war with Iraq.<sup>1</sup>

The scope and content note also include the actions performed by the record, namely “expresses his happiness at their Christmas Celebration held at Camp David” and “writes [expresses] conflicted feelings as he prepares for the possibility of war with Iraq.”

Records in Presidential Libraries are available to the public once they have been reviewed for any restrictions on disclosure as specified by the Presidential Records Act (PRA) and the Freedom of Information Act (FOIA). Records that have not been reviewed can be requested by the public under provisions of the Freedom of Information Act. In which case, an archivist must search the holdings for records that might be relevant to the request, and then review those records page-by-page for possible restrictions on disclosure. This is a time consuming and intellectually demanding task. Because of the limited human resources at the Presidential libraries, there may be scores or even hundreds of pending FOIA requests.

PRA restriction a(5) “Confidential Advice” is an example of the kinds of restrictions on disclosure than an archivist must identify. This restriction on disclosure applies to “confidential communications requesting or submitting advice, between the President and his advisers, or between such advisers.” This includes, but is not limited to, policy or legal advice. It includes all documentary forms containing or requesting advice including final memoranda, draft memoranda, notes from meetings, letters, etc. PRA restriction a(5) applies for twelve years after the expiration of the President's term in office.

Records that provide such advice may express the advice as recommendations, suggestions, proposals, or advice. Or they may use none of these terms at all. For

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<sup>1</sup> George Bush Presidential Library, College Station, TX. Item from Collection GB-GBPP: George H. W. Bush Papers, ca. 1942 - ca. 2004 , ARC Identifier 595134

example, shown below is an excerpt from a memorandum to Chief of Staff John Sununu from Roger Porter whose subject is “Agent Orange and Vietnam Veterans.” This memorandum was restricted from disclosure under PRA a(5), but has now been opened due to the expiration of the 12 year period provision of the Presidential Records Act.

#### The White House Role

The Health Policy Working Group of the Domestic Policy Council, chaired by Bill Roper, is available for monitoring the implementation of this, court ruling and the new regulations. I believe there is benefit in the President publicly directing that the Working Group assume this role. This would indicate his personal interest in the issue, and that the White House is involved in the matter.

I further recommend that the President look for opportunities to speak at an appropriate event indicating his knowledge of and interest in this issue, and the fact that he has asked his Domestic Policy Council's Working Group on Health Policy to take a leadership role in this area.

This is confidential advice between advisors to the President because it expresses a recommendation in terms of what the author believes (his views).

In the next section, speech acts, as studied by ordinary language philosophers, logicians and linguists, will be discussed. The author hypothesizes that: the acts conveyed (or performed) by a record are expressed by the record in explicit or implicit speech acts. If a method could be developed to recognize these speech acts in e-records, this would support the automatic description of items. It would also support a method for automatically identifying FOIA exemptions and PRA restrictions in e-records.

### **2.3 Speech Acts**

Austin [1962] observed that language is not only used to describe acts but to perform acts. Sentences such as the following are examples of this.

I recommend that you attend the celebration

I request that you attend the celebration

I promise to attend the celebration.

Verbs like recommend, request, and promise whose action is accomplished merely by saying them or writing them are termed performative verbs.

Austin called these kinds of actions speech acts. They are to be contrasted with other human actions in which something is done as opposed to said, for example, walking, eating, gardening, etc. Among the participants in a speech act, linguists distinguish a *speaker* (author) who is the *utterer* (writer) of a message and a *hearer* (addressee) who is any of the immediate intended recipients of the speaker's communication.

A performative verb has a performative use in a performative sentence if the form of the verb is first person (singular or plural), present tense, indicative, and active (or passive) voice. For instance, in the sentence, “I promise to be there” the form of the verb is first person, singular, present tense and agrees with the first person singular pronoun. An explicit performative sentence is a sentence in which the employment of a particular illocutionary force is made explicit by naming the force in the sentence itself, e.g., “I promise I shall be there.” An implicit performative sentence is a sentence in which the illocutionary force is not made explicit by naming the force in the sentence itself, e.g., “I shall be there.”

There are also some performative sentences in which the verb is in the present continuous, for example, “I am asking you to do this for me.” Sometimes the performative expression is the nominalized form of the verb, for example, “My suggestion is that we attend the celebration.”

Performative use of performative verbs is one way to indicate an illocutionary force. Other illocutionary force indicating devices (IFDDs) include declarative, interrogative and imperative sentences. A declarative sentence can be used to make an assertion, an interrogative sentence to ask a question, and an imperative sentence to make a request.

Austin claims that speech acts are of three types:

- Locutionary act: the speaking (saying) or writing of a sentence.
- Illocutionary act: an intended spoken or written act of a speaker based on certain conventions in the society that make it possible.
- Perlocutionary act: an act such as persuade, convince, or intimidate which effects the feelings, thoughts or actions of the addressee. These verbs are used descriptively.

Austin also distinguished the *propositional content* of a message and its illocutionary force. For instance in the sentence “I recommend that you attend the celebration”, *recommend* designates the illocutionary force and *you attend the celebration* is the proposition.

### 2.3.1 Searle’s Theory of Illocutionary Acts

Searle continued the development of a theory of illocutionary acts [Searle 1969, 1979]. In practice, the term speech act has come to refer exclusively to the illocutionary act. A spoken or written sentence performs an illocutionary act if and only if it has an illocutionary force and is successful. An *illocutionary force* has seven components. [Searle and Vanderveken 1985, p. 46]

1. illocutionary point (or purpose) of an utterance
2. degree of strength of the illocutionary point
3. mode of achievement of the illocutionary point

4. propositional content conditions,
5. preparatory conditions,
6. sincerity conditions, and
7. degree of strength of the sincerity conditions.

These conditions define the conventions that enable a speaker to express an act and a hearer to comprehend its expression.

An *illocutionary point* is the basic purpose of a speaker in making an utterance. According to Searle's analysis, there are five kinds of illocutionary points

- An *assertive* illocutionary point has the purpose of presenting the proposition as representing an actual state of affairs in the world.
- A *commissive* illocutionary point has the purpose of committing the speaker to some course of action described in the propositional content of the message.
- A *directive* illocutionary point has the purpose of the speaker attempting to get someone to do something described by the propositional content of the message.
- A *declarative* illocutionary point has the purpose of the speaker bringing into existence the state of affairs described in the propositional content of the message.
- An *expressive* illocutionary point has the purpose of communicating an attitude or emotion about the state of affairs described in the propositional content of the message.

The *strength of illocutionary point* is the strength of assertion of, commitment to bring about, direction to another to bring about, or expression of a psychological state toward the propositional content of an illocutionary act. For example, the illocutionary forces request and insist both have the directive illocutionary point, but requesting that someone do something is less strong than insisting that someone do something.

A *mode of achievement* is the means employed by a speaker to accomplish the illocutionary point of an utterance. For example, the means of achievement of a speaker who issues a command is his or her position of authority

A *propositional content condition* is a condition imposed on the propositional content by the illocutionary force. For example, the illocutionary force of promise imposes a propositional content condition on the proposition that the proposition concerns a future state of affairs.

A *preparatory condition* is a state of affairs that must be presupposed by the speaker in employing a particular illocutionary force and is a necessary condition for the nondefective employment of that force. For example, the illocutionary force of a promise has the preparatory condition that the speaker presupposes his or her own capability of performing the promised action.

A *sincerity condition* is the psychological state of the speaker concerning the propositional content of an illocutionary act. Thus, an illocutionary act with an assertive point commits the speaker to believing the propositional content. An illocutionary act with a commissive point, e.g., promise, commits a speaker to an intention. An illocutionary act with a directive point commits a speaker to a desire. An illocutionary act with an expressive point commits the speaker to an emotional, attitudinal or sensory state.

The *degree of strength of a sincerity condition* is the strength of the psychological state that the speaker commits to in employing a particular illocutionary force. For example, a speaker who begs is expressing a stronger desire than if he requests.

As an example, the illocutionary force *assert P* is defined by the following conditions:

- (1) illocutionary point: the proposition represents an actual state of affairs in the world
- (2) degree of strength of the illocutionary point: medium
- (3) mode of achievement of the illocutionary point: none
- (4) propositional content conditions: none
- (5) preparatory conditions: the speaker has reasons (grounds or evidence) that count in favor of or support the truth of the propositional content
- (6) sincerity conditions: speaker believes the proposition
- (7) degree of strength of the sincerity conditions: medium

An *illocutionary force indicating device [IFID]* is “Any element of natural language which can be literally used to indicate that an utterance of a sentence containing that element has a certain illocutionary force or range of illocutionary forces.” [Searle and Vanderveken 1985 p. 2]

As mentioned above Austin, distinguishes the illocutionary force of an utterance (sentence) from the propositional content. Searle and Vanderveken do as well; using  $f(p)$  to indicate the general form of simple sentences used to perform elementary speech acts, where  $f$  is the indicator of illocutionary force and  $p$  is the propositional content. For instance, in the sentence *I promise that I will come*, *I promise* is an IFID and (that) *I will come* is the proposition. In other words, performative verbs used in performative sentences are IFIDs.

Searle and Vanderveken use  $F(P)$  to represent the logical form of the illocutionary act itself.  $F$  is the illocutionary force and is a function of the meaning of  $f$ .  $P$  is the logical form of the propositional content.  $P$  is a function of the meaning of  $p$ .

In English grammar classes, it is taught that statements of fact are expressed in declarative sentences, requests or commands are expressed in imperative sentences, and questions are signaled by interrogative pronouns or word order and punctuation. For example,

- (1) Declarative: You completed the report.
- (2) Imperative: Complete the report!
- (3) Word order and punctuation: Did you complete the report?

If a sentence were not a performative sentence, the following rules might be used to recognize the illocutionary force of the sentences (1)-(3)

A declarative sentence is an IFID for the illocutionary act assert.

A sentence beginning with a verb and ending in period or exclamation point is an IFID for the illocutionary act of order.

A verb at the beginning of a sentence and a question mark at the end of the sentence are the elements of is an IFID that indicate an illocutionary act ask.

The logical form of the illocutionary act performed by sentences (1)-(3) would be:

- (1) ASSERT [You completed the report]
- (2) ORDER [You complete the report]
- (3) ASK [You complete the report]

For textual records, as opposed to spoken utterances, textual structure can also be IFIDs. For instance, in a memorandum a section heading RECOMMENDATIONS can be an indicator that the sentences in that section have the illocutionary force *recommend*.

Some speech act verbs do not designate an illocutionary act, but designate a manner of speaking, that is, manner of carrying out a speech act. Searle's example is the verb announce, since one can announce promises, reports, or orders. Other examples are remark and emphasize.

### 2.3.2 Indirect Speech Acts

Searle describes indirect speech acts as follows: "In indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer." [Searle 1975]

Searle introduces the notions of 'primary' and 'secondary' illocutionary acts. The primary illocutionary act is the indirect one, which is not literally performed. The secondary illocutionary act is the direct one, performed in the literal utterance of the sentence. For example, If a speaker says *I need salt*, this is the secondary speech act, which in the context of the dinner table, the hearer should interpret as the primary or indirect speech act *Pass the salt*. To interpret the secondary speech act, the hearer must rely on shared background knowledge including context and make a number of logical inferences.

### 3. Analysis of Speech Acts in Presidential Records

The research objectives of this project include the development of a method for automatically determining the act and/or matter of an e-record for use in automatic item description. They also include the development of methods to automatically determine whether records are conveying acts that might be subject to FOIA exemptions or PRA restrictions.

Copies of one hundred and twenty Presidential records and Personal Record Misfiles that were created during the administration of George H.W. Bush were analyzed to identify

- (1) performative sentences
- (2) illocutionary force indicating devices (IFID) (other than performative sentences)
- (3) speech acts that are referenced in the propositions of other speech acts

These records had already been disclosed to the public but some of them had prior restrictions on disclosure. The document types, authors, addressees and topics of these records are shown in Appendix A. Appendix B shows instances in this corpus of performative sentences, IFIDs other than performative sentences, and speech acts that are referenced in the propositions of other speech acts.

#### 3.1 Examples of Speech Acts Expressed with Explicit Performative Sentences

Vanderveken [1990] defined 271 illocutionary acts that are named by performative verbs. In the following summary of the analysis of the Presidential records corpus, the examples found in the corpus are organized by the interlocutory force (assertive, commissive, directive, declarative and expressive). Vanderveken's definitions of the performative verbs are quoted or paraphrased. Vanderveken provides definitions of 40 of the performative uses of speech act verbs found in the corpus. These are: *assert, deny, state, declare(1), tell(1), report, advise(1), remind, inform, certify(1), agree(1), acknowledge, praise(1), commit, pledge, direct, request, ask(1), ask(2), urge, encourage, invite, order(1), prohibit, suggest(2), propose, recommend, declare(2), resign, confirm, nominate, appoint, authorize, terminate, veto, mourn, congratulate, thank, apologize, and welcome(2)*. Twenty-one additional performative verbs not defined by Vanderveken were discovered. These are *concur, salute, amend, welcome(1), tender(2), call on, block, retire, proclaim, delegate, designate, determine, find, endorse, appreciate, regret, trust(1) believe, want, desire, and intend*. The author provides definitions of these in terms of the seven components of an illocutionary force.

##### 3.1.1 Assertives

The illocutionary point of an assertive is to express an actual state of affairs of the world.



### *assert*

“The primitive assertive in English is ‘assert’, which names the force of assertion.” [Vanderveken 1990, p. 169] There are no propositional content conditions. The preparatory condition is that the speaker has reasons to support the proposition. The sincerity condition is that the speaker believes the proposition.

### *deny*

“‘Deny’ is systematically both assertive and declarative. In the assertive sense, to deny a proposition is to negate that proposition by asserting the contrary or opposite proposition. There is generally, perhaps always, a preparatory condition to the effect that the denial is a denial of something that has been affirmed. Further, while virtually any claim may be negated, denial seems to be related to matters of some importance and perhaps also related to accusation (further preparatory conditions).” [Vanderveken 1990 p 170]

In document 111, a transcript of a news conference, President Bush denies that the Reagan-Bush campaign in 1980 was involved in a political deal to hold off on hostage releases until after the election.

And I can categorically deny any contact with the Iranians or anything having to do with it.

### *state*

To state is to assert. “State” has a nuance of entering into a larger or more formal discourse as a “statement”. There is an additional preparatory condition to the effect that what is asserted is a matter of some importance. [Vanderveken 1990 p. 171]

In document 115, a transcript of a news conference, Gorbachev says:

So, from this particular perspective, I wish to state -- and this goes to show the farsightedness of President Bush and his colleagues, to say nothing of the American public, which overall understands what is happening in the Soviet Union today, understands that this is something that we need. Above all, of course, it's up to us to solve all of these problems; but of course, everybody understands full well that this is something that the whole world, all the nations, need. For without such changes, without a stronger, balanced, harmonized world, we will not accomplish our objectives.

### *declare(1)*

“The verb ‘to declare’ while being the primitive declarative, also has an assertive use very like that of ‘assert’. This is why grammar calls ‘*declarative sentences*’ those that are in the indicative mood and which generally serve to make assertions. In its assertive use, to make a declaration is to affirm publicly a proposition that directly concerns the speaker with the perlocutionary intention of making this known.” [Vanderveken 1990 p. 171]

In document 115, Gorbachev declares:

But we are going to resolve it. We are going to do it ourselves. With full responsibility, I wish to declare here now for all of you to know that we are anxious to see this issue resolved in such a way as everybody's interest would be taken into account and within the Constitution's framework.

*tell(1)*

“To tell in the assertive sense that something is the case is generally to make a strong assertion in a rather peremptory way (mode of achievement) that presumes (preparatory condition) virtual certitude and hence implies no reasonable option of critique.” [Vanderveken 1990 p. 171]

Document 115, a transcript of a news conference, contains an example of the performative use of tell. Gorbachev says:

I would like to tell you that I've invited President George Bush, the President of the United States, to visit the Soviet Union, to come for a state visit to our country, in concluding -- and that is something that is not within the framework of the official negotiations but was part of our visit.

*report*

“To report is to assert with the propositional content condition to the effect that the propositional content is about either the past in relation to the time of utterance, or in some cases, the present.” [Vanderveken 1990, p. 173]

Document 190, a letter to the Speaker of the House, includes a performative use of the verb report.

Pursuant to section 204(b) of the International Emergency Economic Powers Act, 50 U.S.C. 1703(b), and section 301 of the National Emergencies Act, 50 U.S.C. 1631, I hereby report that I have exercised my statutory authority in order to declare a national emergency to respond to the threat to the national security created by the actions and policies of the Governments of Serbia and Montenegro, acting under the name of the Socialist Federal Republic of Yugoslavia or the Federal Republic of Yugoslavia, and to issue an Executive order that blocks all property including bank deposits of the Governments of Serbia and Montenegro, as well as property in the name of the Government of the Socialist Federal Republic of Yugoslavia or the Government of the Federal Republic of Yugoslavia, in the United States or in the control of U.S. persons including their overseas branches.

### *advise(1)*

To advise the hearer that P (in its assertive use) is to assert P with the presupposition that the state of affairs P is good for the hearer. [Vanderveken 1990 p. 174]

Advise, in its assertive use, “is an official speech act, often performed (in writing) by institutions addressing individuals. It is also characteristic of lawyers, agents, and other professional people, who need to convey information to their clients and other members of the public, implying that they are acting in the addressee’s interest.” [Wierzbicka 1987, p. 182]

Document 178, a memo from the Counsel to the President to the White House staff, contains an example of a performative use of the verb *advise*.

This memorandum is to advise you of certain legal and policy limitations on your political activity as a member of the White House staff.

### *remind*

“To remind someone of something is to assert it while presupposing (preparatory condition) that he knew it and may have forgotten. Generally there is the additional assumption that *P* bears some pertinence or import (conversationally) that it may not have had when it first came to the hearer’s attention. Reminding is essentially hearer directed.” [Vanderveken 1990 p. 174]

In document 113, a transcript of a Presidential News Conference, the President reminds a journalist that he is the one who does not believe in “playing the Soviet card” or “playing the China card.”

Q. What signal do you think it may send the world, sir, that you're making your first visit to China -- after, of course, the ceremonial trip to Tokyo -- while Soviet leader Gorbachev, having asked for early talks, is still waiting for a response?

The President. Well, I don't know what signal it sends in that regard. But let me just remind you that I'm the one who does not believe in “playing the Soviet card” or “playing the China card.” We have a strong bilateral relationship with the People's Republic of China. I have a personal acquaintance with the leaders with whom I will be meeting there, including Deng Xiaoping [Chairman of China's Central Military Commission], and being that close -- it just seemed like an appropriate visit, but not to signal a playing of the card to go one up on Mr. Gorbachev.

### *inform*

“To inform is hearer directed that it is to assert with the preparatory condition the hearer does not already know P.” [Vanderveken 1990 p. 175]

In document 108, President Bush informs congressional leaders of the commencement of combat operations against Iraqi forces.

Consistent with the War Powers Resolution, I now inform you that pursuant to my authority as Commander in Chief, I directed U.S. Armed Forces to commence combat operations on January 16, 1991, against Iraqi forces and military targets in Iraq and Kuwait.

*certify(1)*

“In the assertive sense, to certify is to assure that a proposition is true, in a formal way with the perlocutionary intention of having the hearer feel ‘certain’ of the truth of the proposition.” [Vanderveken 1990, p. 176]

Document 155, a Presidential Determination, contains a performative use of the verb certify.

Pursuant to Section 1307 of the National Defense Authorization Act, Fiscal Year 1989, I hereby certify that Saudi Arabia does not possess biological, chemical, or nuclear warheads for the intermediate-range ballistic missiles purchased from the People's Republic of China.

*agree(1), concur*

In an assertive sense, “to agree is to assert a proposition P while presupposing that other persons have previously put forward this proposition and while expressing one’s accord or agreement with these persons as regards P.” [Vanderveken 1990, p. 177]

*Concur* names the same illocutionary force as *agree(1)*. To concur or agree with someone that P is the same thing.

Document 115 is a transcript of a news conference in which President Bush and Gorbachev discuss the results of their discussions. Gorbachev says:

I agree with President Bush fully, who many times emphasized that we took Malta as a point of departure.

Document 131 expresses concurrence of the writers with suggestions of another person.

We also concur with the modifications suggested by Lawrence Lindsey in his memorandum to you on February 2.

*acknowledge*

“To acknowledge is to recognize openly (mode of achievement).” [Vanderveken 1990 p. 178]

In document 103, President Bush acknowledges Thurgood Marshall’s letter of retirement.

It is with deep regret that I acknowledge your letter of retirement from the Supreme Court effective at such time as a successor is qualified.

*praise(1), commend, salute*

To praise is to make an assertion about someone or something while expressing approval of him, her or it. There is a propositional content condition that the state or affairs represented by the proposition is good and a sincerity condition that the speaker approves of that state of affairs. For example, "I praise his devotion to peace." [Vanderveken 1990, p. 178-179]

Vanderveken does not discuss the verb commend, but following Wierzbicka [1987, p. 200-201], to commend can also be defined as making an assertion about someone expressing approval of him or her. There is a propositional content condition that the proposition represents a human action. There is a precondition that the hearer is an audience and that the speaker has a public position which qualifies him as a potential judge in the matter. For example, "I commend the judgment of the Speaker of the House." Commend seems to differ from praise in that commending is a public act.

To salute is to commend (express approval of) something or someone for their action. *Commend* and *salute* seem to designate one and the same action. Neither Vanderveken nor Wierzbicka consider this verb.

In document 115, a Transcript of a News Conference with Michael Gorbachev, President Bush says:

We salute reforms that make our systems more compatible on the economic side, on the human rights side, the openness side.

In document 188, in his remarks on signing emergency supplemental appropriations legislation, President Bush says:

But may I salute our Secretary of Labor, who's been very instrumental in all of this. Senator Seymour, Senator Hatch, Senator Stevens, Congressman Joe McDade, welcome, all. And all of them, along with some others that weren't able to be with us today, have been extraordinarily helpful in this legislation. May I salute Mayor Schmoke, Bob Neall.

*amend*

To amend is to presuppose (preparatory condition) that there has been a prior assertion or declaration and to assert a proposition that adds to or revises the prior proposition (propositional content condition). Vanderveken and Wierzbicka do not discuss amend as a speech act.

In document 195, an executive order, President George W. Bush amends a prior executive order.

I hereby amend Executive Order 13290 of March 20, 2003, so that the authorities therein remain in effect based on the national emergency I declared in Executive Order 13303 of May 22, 2003, and expanded in Executive Order 13315 of August 28, 2003.

### 3.1.2 Commissives

The commissive illocutionary point is to commit the speaker to doing something.

#### *commit*

“The performative pronominal verb ‘commit’ names the primitive commissive force.” [Vanderveken 1990, p. 182] The propositional content condition is that the proposition represents a future course of action for the speaker. The preparatory condition is that the speaker is capable of carrying out that course of action. The sincerity condition is that the speaker intends to carry out that action.

Document 24 contains an instance of *commit* in a performative sentence.

The personal call from you heightened the significance of the nomination and now, at a calmer moment, I wanted to again express to you my appreciation and, my commitment to live up to the confidence you have placed in me.

#### *pledge*

“To pledge is to commit oneself strongly to doing something. Thus the illocutionary force of a pledge is obtained by increasing the degree of strength of a commitment.” [Vanderveken 1990, p. 182]

Document 114 contains an example of a pledge.

And I make you a solemn pledge that we will make every effort to recover assets diverted from these institutions and to place behind bars those who have caused losses through criminal behavior.

#### *accept*

“In general, to accept P is to commit ourselves to do P (or to permit that P be done) while presupposing (as a preparatory condition) that the hearer or some other person has requested P in previous conversation.” [Vanderveken 1990, p 184]

In document 193, the President accepts John Frohnmayer’s resignation as Chairman of the National Endowment.

I received your letter of resignation today and, with sincere thanks and appreciation for your service, I accept your resignation effective May 1.

### *welcome(1)*

To welcome *P* is to accept *P* gladly. Proposition *P* represents a state of affairs other than the arrival of a person(s). As preparatory conditions, the hearer might expect that the speaker would not accept the condition gladly, unless the speaker said so. Vanderveken does not define this meaning of the performative verb, but does define welcome for the expressive meaning of greet.

In document 100, there is a performative use of this meaning of welcome.

I welcome the opportunity that I will now have to bring your solid record of achievement in furthering the ideals of democracy and liberty abroad to this important bloc of American voters.

### *tender(1), tender(2)*

There are two performative senses of tender. First, “to tender is to put in or submit a bid in the formal context of a contract (as in construction, for example). Again, there are rules that determine the ‘winner’ (preparatory and propositional content conditions).” [Vanderveken 1990 p. 186]

Second, to tender is to offer or present for acceptance a resignation. A preparatory condition is that the speaker holds an office, and a propositional content condition is that the proposition refers to a resignation. This sense of tender is not defined by Vanderveken.

In document 100, Edward Derwinski tenders his resignation.

It is an honor for me to accept your request to serve as your campaign's Deputy Chairman for Ethnic Coalitions. I hereby tender my resignation as Secretary of Veterans Affairs so that I may devote my full energies to this vital role and uphold your determination to keep VA free of any political label.

### **3.1.3 Directives**

The directive point is to try to get other people to do things.

#### *direct*

“The verb direct names the primitive directive illocutionary force. It is generally used in the passive form as in “You are hereby directed to...” [Vanderveken 1990, p. 189] The propositional content condition is that the proposition represents a future course of action of the hearer. The preparatory condition is that the hearer is capable of carrying out that action. The sincerity condition is that the speaker wants or desires the hearer to carry out that action.

Document 151, a National Security Review, includes an instance of the performative verb *direct*.

I hereby direct a short-term review of next steps for U.S. Policy towards Panama. The review should particularly focus on the implications of elections in Panama scheduled to be held on May 7, 1989. The review should include an assessment of options for the United States and recommendations for policy.

Document 152, a National Security Directive, also includes an example of *direct*.

As an additional step in implementing U.S. policy of steadily increasing pressure against the Noriega regime in order to bring about Noriega's departure from power and the establishment of a democratic government, I have decided to prohibit vessels of Panamanian registry from entering United States ports.

Accordingly, I hereby direct that:

1. The Secretary of the Treasury, in consultation with the Secretaries of State and Transportation, prepare an appropriate Executive Order to implement this prohibition effective midnight, January 31, 1990.
2. The Secretary of State inform interested governments of our intended action.

Document 155 has an example of the illocutionary act *direct* in passive voice.

You are hereby authorized and directed to publish this certification in the Federal Register.

### *request, ask(1)*

To request someone to do P is to direct them to do P while allowing them the possibility of refusing to carry out the action represented by P. Requests are usually accompanied by the modifier "Please". [Vanderveken 1990 p. 189]

“‘Ask’ has two distinct directive uses. One can ask someone to do something or ask him questions (e.g., ‘ask whether’, ‘ask why’, ‘ask whom’). In the first use, ‘ask’ names the same illocutionary force as ‘request’. To ask or request that someone do P is the same thing.” [Vanderveken 1990, p. 190]

In document 036, the President *asks* and *requests* heads of federal agencies to do something.

Accordingly, I ask that each of your agencies set aside the next 120 days for this purpose. To that end, I request that, to the maximum extent possible, you adhere to the following specific guidelines:



Document 126, a memorandum on Federal Family and Medical Leave Policies from to heads of executive departments and agencies, President Clinton asks those heads to take immediate action.

I ask you to take immediate action to assist Federal workers further in balancing the demands of work and family.

In document 109, President Bush requests adoption of a resolution by the House and Senate.

I therefore request that the House of Representatives and the Senate adopt a Resolution stating that Congress supports the use of all necessary means to implement UN Security Council Resolution 678.

### *ask(2)*

“To ask a question is to request the hearer to perform a future speech act that would give the original speaker a correct answer to his question. The logical form of an answer to a question is determined by the propositional content of that question, and need not be an assertion. Thus, for example, the question “Is John in Paris?” expects an assertion or a denial that John is in Paris as possible answers. On the other hand, the question “Do you promise to come?” expects a promise or the denegation of a promise.” [Vanderveken 1990, p. 190]

In document 115, Gorbachev is asked a question during a news conference:

Q. My question is addressed to Comrade Gorbachev. Your relationship with President Bush, perestroika activities well-assured inside, but there is a cooling of interest. Everybody's concerned with internal matters at home. Taking advantage of this opportunity, I'd like to ask you what do you think of your relationship with Yeltsin? Are you going to offer an olive branch of peace to each other?

### *urge*

“The primary use of ‘urge’ is as a directive which advocates a particular course of action with a mode of achievement of some strength on account of the preparatory condition that it is important, or a matter of some ‘urgency’. A speaker who urges a hearer to do something must therefore presuppose that he has reasons for the course of action urged.” [Vanderveken 1990, p. 190]

Document 023 has two instances of the performative use of the verb urge.

I was pleased to read the letter from Senator Dole to you which pointed out how critical it is that we as a Nation begin to more aggressively support our farmers and promote their products abroad. Senator Dole reported that the farm sector is in fact not doing very well financially. I urge you to accept his assessment of current agriculture policy and act quickly to

help increase farm income and put U.S. farmers on a level playing field with the rest of the world's farmers.

I urge you to take a trip out to the more rural and agriculturally dependent states yourself and talk to farmers. You would find that the farm sector is very depressed and needs a more aggressive export policy and indexation so that they can at least keep pace with inflation.

### *encourage*

“To encourage, in the directive sense, is to request that the hearer do something with the perlocutionary intention of inspiring him with courage (mode of achievement) while presupposing that the course of action advocated requires courage and that the speaker must somehow lend or inspire this needed courage.” [Vanderveken 1990, p. 190-191]

Document 126 includes an example of the use of the performative verb encourage.

I encourage you to use a partnership approach with your employees and their representatives in developing an effective program that balances the employees' needs to succeed both at work and at home.

### *call on*

To *call on* is to appeal for help with the understanding that there will be public pressure for the addressee to provide the help (mode of achievement). A sincerity condition is that the act is earnest. A propositional content condition is that P represents something that the hearer believes should be done. Vanderveken does not define *call on*.

In document 114, President calls on Congress to join him.

My administration will work cooperatively with Congress as the legislation that we will submit in a few days' time is considered. I call on the Congress to join me in a determined effort to resolve this threat to the American financial system permanently, and to do so without the delay.

### *invite*

“To invite is to request someone to become party to something, perhaps a group or a process, and this is a propositional content condition. Generally speaking there is a preparatory condition to the effect that it is something the hearer will be happy about and that is perceived to be good for him. There is an option of refusal in this mode of achievement.” [Vanderveken 1990, p. 191]

In document 156, the President in proclaiming National Ellis Island Day in 1992 says:

I invite all Americans to observe this day with appropriate programs, ceremonies, and activities.

### *order(1)*

“To give an order is to demand of the hearer that he do something while invoking a position of authority or of power over him.” [Vanderveken 1990, p. 194]

An order, like a request, can take an action noun as its direct object, as in “I order an investigation.” An order can also be expressed in the form “I order you to verb.”

Presidential Executive Orders sometimes express an order as “It is hereby ordered as follows” (document 120) and other times as “I hereby order...” (Document 121).

Executive Order 12770 -- Metric Usage in Federal Governmental Programs  
*July 25, 1991*

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Metric Conversion Act of 1975, Public Law 94 - 168 (15 U.S.C. 205a et seq.) (“the Metric Conversion Act”), as amended by section 5164 of the Omnibus Trade and Competitiveness Act of 1988, Public Law 100 - 418 ( ` ` the Trade and Competitiveness Act”), and in order to implement the congressional designation of the metric system of measurement as the preferred system of weights and measures for United States trade and commerce, it is hereby ordered as follows:

Executive Order 12771 -- Revoking Earlier Orders With Respect to Kuwait  
*July 25, 1991*

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the International Emergency Economic Powers Act (50 U.S.C. 1701 et seq.), the National Emergencies Act (50 U.S.C. 1601 et seq.), section 301 of title 3 of the United States Code, and the United Nations Participation Act (22 U.S.C. 287c),

I, George Bush, President of the United States of America, find that the expulsion from Kuwait of Iraq's occupation forces, the restoration of Kuwait to its citizens, and the reinstatement of the lawful Government of Kuwait eliminate the need for Executive Order No. 12723 of August 2, 1990, entitled “Blocking Kuwaiti Government Property,” and Executive Order No. 12725 of August 9, 1990, entitled “Blocking Kuwaiti Government Property and Prohibiting Transactions With Kuwait.” Those orders were issued to protect the assets of the Government of Kuwait which were subject to United States jurisdiction, and to prevent the transfer of benefits by United States persons to Iraq based upon its invasion of Kuwait. Those orders also implemented the foreign policy and protected the national security of the United States, in conformity with applicable resolutions of the United Nations Security Council. Finding continuation of these orders unnecessary, I hereby order:

### *block*

To block is to forbid the transfer of property or a financial transaction (propositional content condition). A preparatory condition is that the transfer or financial transactions were previously allowed. Vanderveken does not define this performative verb.

In document 101 there is an example of a performative use of the verb block in the passive voice.

All property and interests in property of the Government of Iraq, its agencies, instrumentalities and controlled entities and the Central Bank of Iraq that are in the United States, that hereafter come within the United States or that are or hereafter come within the possession or control of United States persons, including their overseas branches, are hereby blocked.

*prohibit*

To prohibit is “to forbid not only here and now but also more generally at other places and over a longer period of time (special propositional content conditions). Some prohibitions are made by way of declarations.” [Vanderveken 1990 p. 195]

In document 195, President George W. Bush prohibits certain donations.

I hereby determine that the making of donations of the type specified in section 203(b)(2) of IEEPA (50 U.S.C. 1702(b)(2)) by or to persons determined to be subject to the sanctions imposed by Executive Order 13315 or by this order would seriously impair my ability to deal with the national emergency declared in Executive Order 13303, and expanded by Executive Order 13315, or would endanger the Armed Forces of the United States that are engaged in hostilities, and I hereby prohibit such donations as provided in section 1 of Executive Order 13315 as amended by this order.

*suggest(2)*

“In the directive sense, suggest is just to make a weak attempt to get someone to do something” [Vanderveken 1990, p. 195]

In document 128, a memorandum to Fred McClure from Nicholas Calio on a Minimum Wage Proposal, Calio uses suggest performatively.

We believe that an incremental increase to \$4.25 beginning April 1, 1990 with a 3-month, new hire training wage and a 6-month “churning” limit would claim the high ground for the Administration and have an excellent or better chance of passing.

We further suggest that we need to arrive at a decision soon, before the Democrats make their announcement.

Document 027 suggests a list of two actions.

I suggest two remedies:

One, you meet with certain folks like Gene Ames, who represent the independents. You don't need to spend hours just air time.

Secondly, a mention in the State of the Union message would help. One very safe route is to boost demand for natural gas. This fuel is domestic, plentiful and clean.

In document 135 Ede Holiday suggests to John Sununu the members of a group using the first person possessive pronoun “My” and the nominalized form of suggest, *suggestion*.

My suggestion is that this group be composed of Larry Lindsey, Bob Grady, Dick Schmalensee, Olin Wethington, and Henson Moore, and that it be chaired by Larry Lindsey.

Document 143 expresses a suggestion in the form “My suggestion would be to ...”.

My suggestion would be to issue a prepared statement reaffirming the President's commitment and concern to solving this conflict. At the very least, the Press Office should be prepared to field questions on this matter.

### ***propose***

“To propose that a hearer carry out some action is to suggest that he accept doing that action.” [Vanderveken 1990, p. 195]

Document 179 expresses a proposal with a first person plural possessive pronoun “Our” and the nominalized form of the verb propose. .

Our proposal is to ban corporate, union, and trade association PACS, which essentially would return the law to its pre-Federal Election Campaign Act of 1971 status.

### ***recommend***

“To recommend is to advise while presupposing that the future action recommended is good in general, and not only for the hearer. When one recommends a person or thing to a hearer, one recommends that he favor that person or thing.” [Vanderveken 1990, p. 197] The direct object of recommend is usually an object, person or action.

An elementary form of requesting occurs in document 054.

I recommend the nomination.

In document 094, there are examples of the use of the performative verb *recommend* with the syntactic form “We recommend that-*clause*” and “We recommend *gerundive clause*”.

We recommend that employers not have to show anything until after a plaintiff has identified a specific practice and has demonstrated how it caused the imbalance. At this point the employer would be required to justify his business practice under the standard outlined above.

We recommend permitting women who have suffered on-the-job harassment to recover compensatory damages and punitive damages to the extent permitted under state law. This gets us out of the awkward position of failing to recognize the anomaly in remedies available to women and blacks. This is a crucial issue for Senators Kassebaum and Chafee among others.

Document 087 expresses a recommendation in which the object is a pronoun that refers to a previously named person.

Tom Fleener has done (is doing) a terrific job for us, and understandably wants more responsibility. The avenues for advancement here are, at least temporarily, blocked -- but I thought you might have an opening that could take advantage of his considerable skills -- which are, above all, organizational skill, attention to detail, tact, and reliability. If you're looking for someone, I recommend him highly.

In document 049, Chase Untermeyer recommends persons to be designated as members of a Presidential delegation.

I recommend that the following individuals comprise the Presidential Delegation to attend the 25th Anniversary Celebration of the Gambia's Independence on February 18, 1990.

### *authorize*

To authorize is both directive and declarative. "To authorize an action is to permit someone to perform that action while also declaring his authority or official power to do it." [Vanderveken 1990, p. 197] See the section on declaratives for an example.

### **3.1.4 Declaratives**

The declarative point is to change the world by saying so.

### *declare(2)*

"The primitive declarative verb is 'declare', which names the illocutionary force of declaration. 'Declare', as we have noted also has an assertive use, but in its declarative use it exemplifies the characteristic features of the set in that the speaker purely and simply makes something the case by declaring it so. Most other declarative illocutionary forces are formed by adding special propositional content conditions determining corresponding preparatory conditions." [Vanderveken 1990, p. 199] There are no propositional content conditions for declare. The preparatory condition is that the speaker has the power or authority to bring about the state of affairs represented by the propositional content. The sincerity conditions are that the speaker believes that he brings it about and that he desires to do so.

In document 101, President Bush declares a national emergency.

I, GEORGE BUSH, President of the United States of America, find that the policies and actions of the Government of Iraq constitute an unusual and extraordinary threat to the national security and foreign policy of the United States and hereby declare a national emergency to deal with that threat.

### *resign*

“To resign is to renounce one’s tenure of a position, thus making it the case by declaration that it is terminated. This special propositional content condition determines the preparatory condition that one in fact occupies the position and has the power to relinquish it.” [Vanderveken 1990 p 199]

In document 098, Sam Skinner resigns his position as Chief of Staff.

I respectfully resign the office of Chief of Staff to the President of the United States effective August 23, 1992.

In document 194, John Forhnmayr resigns his position as Chairman of the National Endowment.

Last October I told you of my desire to return to private life. Accordingly, I submit my resignation effective May 1, 1992.

### *retire*

To retire is to resign a position because of reaching the age of retirement. That one has occupied the position and has reached the age of retirement are preparatory conditions. Vanderveken and Wierzbicka do not discuss retire.

In document 104, Thurgood Marshall retires as a Justice of the Supreme Court.

The strenuous demands of court work and its related duties required or expected of a Justice appear at this time to be incompatible with my advancing age and medical condition.

I, therefore, retire as an Associate Justice of the Supreme Court of the United States when my successor is qualified.

### *deny*

“Deny’ has, as we have seen, a use that is both assertive and declarative. To deny is to make a declaration, to the effect that a putative claim is void. We can therefore deny the truth of statements, access or rights to claims or to a course of action, and I can deny my faith, but in all cases with the systematic use of both assertive and declarative forces.” [Vanderveken 1990 p. 201] See *deny* in the section 3.1.1 on Assertives for an example.

### *proclaim*

To proclaim is for somebody with the power to do so to declare to a wide audience a new desirable state of affairs (propositional content condition). The preparatory condition is that the speaker has the power or authority to bring about the state of affairs represented by the propositional content. The sincerity conditions are that the speaker believes that he brings it about and that he desires to do so. Vanderveken does not define the performative verb proclaim.

Document 052, a Presidential Proclamation, is a prime example of the use of the performative verb proclaim.

NOW, THEREFORE, I, GEORGE BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim October 1990 as Energy Awareness Month. I urge the people of the United States to observe this month with appropriate educational programs and activities.

### *confirm*

“Whenever one confirms P, one makes “firm” or more firm a previous declaration of P. Thus to confirm is to approve while presupposing that a declaration with the same propositional content has already been performed.” [Vanderveken 1990, p. 202]

In Document 115, a transcript of a news conference, Gorbachev says:

The President has said, and I would like to confirm this, that we have decided to have regular meetings on a working basis in a businesslike manner, and this is really what is necessary.

### *nominate*

“To nominate is to declare that someone is a candidate for a position that is to be filled by a person chosen from nominees by a process of selection, appointment or voting. There is a preparatory condition to the effect that such a process is under way and a propositional content condition to the effect that the person’s name be put forward. The successful candidate is declared successful after the appropriate process, and in some way or other (appointment, installation, licencing, etc.) authorized to fulfill the function in question.” [Vanderveken 1990, p. 205]

Document 056 is an example of a Presidential nomination that must be approved by the Senate.

I nominate Ronald B. Leighton, of Washington, to be United States District Judge for the Western District of Washington vice Jack E. Tanner, retired.

The author of document 073 expresses the following:



Toward that end, I would like to nominate for the Task Force, as a member of the automotive re-distribution part of the industry, pursuant to § 140(b)(7)(B) of the new law, a man who has devoted considerable time and effort, and whose company has devoted considerable expense, to the resolution of the title fraud problem.

Here “would like to nominate” expresses the same as “wish (or want) to nominate.” Sentences of the form “I would like to <performative verb>” seem to be expressing the sincerity condition (desire) of the performative verb and to have the illocutionary force of the performative verb.

### *appoint*

“To appoint is to name someone to a position of status of some authority.” [Vanderveken 1990 p. 205]

In document 196, President Clinton appoints Elizabeth Neumeier to a Board.

I am pleased to learn that you are willing to serve on this Emergency Board, and I hereby appoint you as a Member of the Board. This letter will constitute your appointment and your authority to act in that capacity.

### *authorize*

“To authorize is systematically both declarative and directive. It is directive in that it is the granting of permission, while its declarative force comes from its mode of achievement. That is, one declares (from a position of appropriate authority) that a person or group of persons has the granted authority to exercise power in a way pertinent to the context. For example, ‘I authorize you to sign these documents on my behalf.’” [Vanderveken 1990, p. 205]

Document 155 contains an example of *authorize* expressed in the passive voice.

You are hereby authorized and directed to publish this certification in the Federal Register.

### *delegate*

To delegate is to declare that the authority to perform a function is transferred to another person. A preparatory condition is that the speaker has the authority to exercise that power. Neither Vanderveken nor Wierzbicka discuss *delegate*.

In document 191, the President delegates some authorities to the Secretary of State.

By virtue of the authority vested in me by the Constitution and laws of the United States of America, including section 301 of title 3 of the United States Code, I hereby delegate to the Secretary of State the functions vested in me

by section 303 and section 324 of the Foreign Relations Authorization Act, Fiscal Years 1992 and 1993 (Public Law 102 - 138).

### *designate*

To designate is to assign a task to (a person) or to name a person to perform a task. A preparatory condition is that the speaker has the power to assign the task. Neither Vanderveken nor Wierzbicka discuss designate as a performative verb.

In document 120, the President designates the Secretary of State to perform a task.

The Secretary of Commerce ("Secretary") is designated to direct and coordinate efforts by Federal departments and agencies to implement Government metric usage in accordance with section 3 of the Metric Conversion Act (15 U.S.C. 205b), as amended by section 5164(b) of the Trade and Competitiveness Act.

### *terminate*

"To terminate is to declare that a committee, a process or the like is 'ended' or has 'come to its term'. One 'terminates' something that has previously been 'established'." [Vanderveken 1990 p. 207]

In document 195, an executive order, President George W. Bush terminates the national emergency declared in EO 12722.

I hereby terminate the national emergency declared in Executive Order 12722, revoke that Executive Order and Executive Order 12724 of August 9, 1990, Executive Order 12734 of November 14, 1990, Executive Order 12743 of January 18, 1991, Executive Order 12751 of February 14, 1991, and Executive Order 12817 of October 21, 1992, that are based on that national emergency.

### *veto*

"To veto is to declare a process, proposed bill or enactment defeated by virtue of one's own singular vote. This is a case of a very special context and mode of achievement unique to persons of great power, such as a president. A veto is therefore a special kind of vote." [Vanderveken 1990, p 208]

In document 189, President Bush states his reasons for vetoing Senate Bill S.3, the Campaign spending limit and Election Reform Act of 1992.

Our Nation needs campaign finance laws that place the interests of individual citizens and political parties above special interests, and that provide a level playing field between challengers and incumbents. What we do not need is a taxpayer-financed incumbent protection plan. For these reasons, I am vetoing S. 3.

*determine, find*

To determine (or find) is to declare a determination or decision. A determination (or finding) is based on the power and discretion (preparatory conditions) of the person making the determination and a clear authority in the mode of achievement. Neither Vanderveken nor Wierzbicka discuss determine or find.

In document 195, President Bush determines that certain donations impair his ability to deal with a national emergency he has declared.

I hereby determine that the making of donations of the type specified in section 203(b)(2) of IEEPA (50 U.S.C. 1702(b)(2)) by or to persons determined to be subject to the sanctions imposed by Executive Order 13315 or by this order would seriously impair my ability to deal with the national emergency declared in Executive Order 13303, and expanded by Executive Order 13315, or would endanger the Armed Forces of the United States that are engaged in hostilities, and I hereby prohibit such donations as provided in section 1 of Executive Order 13315 as amended by this order.

In the same document, President George W. Bush declares an additional finding and determination.

For those persons listed in the Annex to this order or determined to be subject to Executive Order 13315 or this order who might have a constitutional presence in the United States, I find that because of the ability to transfer funds or other assets instantaneously, prior notice to such persons of measures to be taken pursuant to this order would render these measures ineffectual. I therefore determine that for these measures to be effective in addressing the national emergency declared in Executive Order 13303, and expanded by Executive Order 13315, there need be no prior notice of a listing or determination made pursuant to Executive Order 13315 or this order.

*revoke*

To revoke is to declare “the formal, usually legal, calling back or drawing back of a former decision or enactment. There is a preparatory condition to the effect that this reality is in place, and a propositional content condition to the effect that it be withdrawn.” [Vanderveken 1990 p. 211]

In document 195, President George W. Bush revokes a number of executive orders.

I hereby terminate the national emergency declared in Executive Order 12722, revoke that Executive Order and Executive Order 12724 of August 9, 1990, Executive Order 12734 of November 14, 1990, Executive Order 12743 of January 18, 1991, Executive Order 12751 of February 14, 1991, and Executive Order 12817 of October 21, 1992, that are based on that national emergency.

### 3.1.5 Expressives

The illocutionary point of expressive verbs is to express feelings and attitudes. Searle and Vanderveken say that there is no speech act verb that names this primitive expressive force. However, the verb *express* often appears with nouns expressing the speaker/writer's state of mind. For instance, in document 115, a transcript of a news conference, President Gorbachev says,

I would like to express my profound gratification at this work that we have done together with President George Bush.

This sentence has the same illocutionary force as thanking President Bush. If someone says "I wish to express my discontent" then this has the same illocutionary force as complain, since expressing discontent is the illocutionary point of complain. Hence, while the term *express* alone does not name an illocutionary force, the term *express* plus a *noun phrase* naming a psychological state does.

#### ***approve(2), endorse***

"To approve, in the expressive sense, is to express positive feeling of approval or support for a state of affairs or an action with the preparatory condition that this is good." [Vanderveken 1990, p. 215]

"Endorse" names the same illocutionary force as approve(2). To endorse or approve a state of affairs or an action is the same thing. Vanderveken does not discuss this verb.

In document 014, the President endorses a decision of the Secretary of Defense.

I endorse the Secretary of Defense's decision to reduce the U.S. naval presence in the Indian Ocean to the deployment of either a Carrier Battle Group (CVBG) or a Battleship Battle Group (BBBG) for six months annually.

#### ***mourn***

"To mourn is to grieve [express sorrow] deeply over personal loss, usually the death of someone close." [Vanderveken 1990 p. 217]

In document 125, the President expresses the American people's deep sorrow.

We also regret and mourn the loss of innocent Panamanians.

#### ***congratulate***

"To congratulate is to express happiness for some good fortune that has come the way of the hearer." [Vanderveken 1990, p. 219]

Document 060 includes an example of this speech act.

Congratulations on your appointment to the position of Deputy Assistant to the President for Policy Development.

*thank*

“To thank is to express gratitude. There is a preparatory condition to the effect that the hearer is responsible for a state of affairs that is good for the speaker.” [Vanderveken 1990, p. 219]

Thanking persons in responding (replying) to their letters is formulaic and does not seem to express any warm feelings. Furthermore, a letter as a whole, even though opening with an expression of thanks, might better be considered to be an act of replying or responding to a letter.

Following are some examples of excerpts from documents which reply to received letters and open with an expression of thanks.

Thank you for your recent letter to the President recommending Judge Roy P. Smith for appointment to the United States Court of Appeals for the Federal Circuit. (Document 029)

On behalf of Governor Sununu, I would like to thank you for your letter of November 15, 1991, suggesting the President visit New Jersey to discuss his educational programs. (Document 070)

President Bush has asked me to thank you for your recent letter urging approval of Governor Clinton's request that Federal disaster assistance be provided for Union County, Arkansas in the wake of a tornado on March 9, 1992. (Document 076)

President Bush's expression of gratitude to his friend and National Security Advisor, Brent Scowcroft, is expressed using the performative verb *thank*. (Document 017)

Thanks for your key role. Thanks for being at my side. Thanks for being my trusted friend.

*apologize*

“To apologize is to express sorrow or regret (sincerity condition) for something judged bad and that the speaker is responsible for (preparatory condition).” [Vanderveken 1990, p. 219]

In Document 60 there is an example of a performative use of *apologize*.

I apologize for not having the time to further detail this program.

### *welcome(2)*

To welcome someone is to express courteous acknowledgement of his presence (sincerity condition) with the preparatory condition that it is the hearer who has “arrived”, and the sincerity condition that one is genuinely happy to see him. The act is hearer directed and is a marginal expressive speech act since there is no propositional content. [Vanderveken 1990, p. 219]

In document 188, President Bush in his remarks at a Bill signing, welcomes Senators and a Congressmen.

Welcome to the Rose Garden. I'm very pleased to welcome all of you on this short notice to the White House.

### *appreciate*

Expressing appreciation is a speaker-oriented means of expressing gratitude for some action of the hearer. Thanking and appreciating are like two sides of the same coin. To appreciate is to express that the speaker is grateful for what the hearer has done. As with thanking, there is a preparatory condition to the effect that the hearer is responsible for a state of affairs that is good for the speaker. Vanderveken and Wierzbicka do not discuss this verb.

Following are some instances of expressions of appreciation.

I'm grateful for your dedication to justice, and I appreciate your willingness to accept further assignments as a Senior Judge. (Document 047)

I appreciate your sending me your recommendations on the resolution of the Savings and Loan industry crisis. (Document 059)

We appreciate your strong support for our education initiatives. Your help can make the difference. (Document 068)

We appreciate receiving your personal endorsement on behalf of Mr. Richardson. (Document 072)

### *regret*

The point of regretting is to express remorse, sorrow or contrition (sincerity condition) for a bad situation (preparatory condition). Vanderveken does not discuss this verb.

In document 125, the President states the American people's regrets.

We also regret and mourn the loss of innocent Panamanians.

### *trust(I)*

To trust that P is to hope or desire that P. Vanderveken does not define this illocutionary force.

In document 009, a letter to a trusted friend, President Bush says,

I trust you will treat this letter as a confidential personal letter from one who respects you and values your friendship.

Searle and Vanderveken consider beliefs, desires or wants, and intentions to be psychological states. For example, they say:

“Whenever one performs an illocutionary act with a propositional content one expresses a certain psychological state with that same content. Thus when one makes a statement one expresses a belief, when one makes a promise one expresses an intention, when one issues a command one expresses a desire or want.” [Searle and Vanderveken 1985, p. 18]

They introduce modal operators *Bel*, *Des*, and *Int* for reasoning about sincerity conditions, but do not define the illocutionary acts (forces) *believe*, *desire* or *want*, and *intend*. Since there are numerous occurrences of these verbs in the corpus of Presidential records, the author sees fit to do so.

### *believe*

To believe P is to express a belief that P. There are no preparatory or propositional content conditions. The sincerity condition is that the speaker believes P. The strength of the sincerity condition corresponds to the speaker’s degree of belief in the proposition.

Recall that the illocutionary force or act *assert* has only two conditions. The preparatory condition is that the speaker has reasons to support the proposition. The sincerity condition is that the speaker believes the proposition. Consequently, if a speaker asserts P, then the speaker also expresses a belief P.

If a speaker believes P, it can be because the speaker has reasons (proof or evidence), but that is not necessary. A speaker can believe P without proof or evidence, for example, on faith or because it is one of his basic principles or values. Consequently, it is not the case that if a speaker believes P, then the speaker also asserts P.

In document 093, the verb *believe* expresses a belief based on reasons.

A recent court ruling on the Department of Veterans Affairs and Agent Orange presents an opportunity for presidential leadership. I believe that the White House should take a strong role in this effort.

*desire, want*

To desire P is to express a feeling of desire for a state of affairs designated by P. There are no preparatory or propositional content conditions. There is a sincerity condition that the speaker desires the content of the proposition. *Want* names the same illocutionary force as desire. To *want* or *desire* that P is the same thing.

In document 115, a News Conference, President Gorbachev says,

I must say that everything began with discovering the fact that President Bush and myself have a desire to do business informally, which is very, very important.

In document 113, a transcript of a Presidential News Conference held a week after his inauguration, the President expresses a number of things that he wants to do.

And I want to assemble a government that the people of this nation can be proud of. That's our goal; that's our mission.

There's no reason to suggest that all we have to do is react to a speech by the General Secretary. I want to take the offense in moving this relationship forward and taking steps that are in the interest of freedom around the world, whether it's in Eastern Europe or in strengthening our alliance.

I want to see a reinvigorated Office of Minority Business in Commerce. I want to see our SBA [Small Business Administration] program go forward vigorously.

*intend*

To intend P is to express an intention P. The propositional content condition is that the proposition represents a future course of action for the speaker. The sincerity condition is that the speaker intends to carry out that action. There is no preparatory condition.

Recall that the illocutionary force *commit* has three conditions. The propositional content condition is that the proposition represents a future course of action for the speaker. The preparatory condition is that the speaker is capable of carrying out that course of action. The sincerity condition is that the speaker intends to carry out that action. Consequently, if a speaker commits to P, then the speaker also expresses an intention P, that is intends P.

If a speaker intends P, then the speaker may not have the capability of accomplishing P. Consequently, it is not the case that if a speaker intends P, then the speaker also commits to P.

In document 008, President Bush in a letter to President Gorbachev, says



I do not intend in any way to put you in an awkward position and I will understand completely if, for whatever reason, you do not feel you can respond positively to my suggestion.

In document 057, Judge Tanner, in a letter to the President, expresses his intention.

I am now a United states District Court Judge for the Western District of Washington at Tacoma, Washington. Pursuant to the provisions of 28 USC 371(b) (1), I intend to become a senior judge effective January 28, 1991.

### **3.2 Illocutionary Acts Indicated by Devices other than Performative Sentences**

The corpus of documents was analyzed to determine devices other than performative sentences that are used to indicate an illocutionary act. Devices indicating six additional illocutionary acts that are defined by Vanderveken were discovered: *state*, *report*, *pray*, *approve(1)*, *disapprove* and *reject(2)*. Two additional illocutionary acts, *counsel* and *reject(2)*, were discovered that are not defined by Vanderveken. Devices indicating nine illocutionary acts were discovered that were also indicated by performative sentences in other documents and were defined in the previous section: *assert*, *commit*, *direct*, *request*, *ask(2)*, *prohibit*, *suggest(2)*, *recommend* and *thank*.

Most of these acts are complex acts in that they involve sequences (conjunctions, and conditionals) of sentences.

#### **Assertives**

##### ***assert***

“The primitive assertive in English is ‘assert’, which names the force of assertion.” [Vanderveken 1990, p. 169] Virtually every document in the corpus contains assertions that are indicated by declarative sentences (sentences in the indicative mood). For example, in document 001, the First Lady writes to a friend:

The Porcelain elephant is just divine and will make a wonderful addition to our library collection.

This sentence consists of a conjunction of two assertions. The proposition of the first assertion is “The Porcelain elephant is just divine” and the proposition of the second is “The Porcelain elephant will make a wonderful addition to our library collection.”

##### ***state***

To state is to assert with a nuance of entering into a larger or more formal discourse as a “statement”. There is an additional preparatory condition to the effect that what is asserted is a matter of some importance. [Vanderveken 1990 p. 171]

Document 003 contains a statement by the Press Secretary that does not include a performative use of the verb state. Rather it is a sequence of assertions and thus represents a statement.

The President met for 30 minutes today with UNITA leader Jonas Savimbi. The President pledged our continued support for Dr. Savimbi and his movement. The President believes that the steadfastness of that support is a key factor in pushing the current negotiations to a successful conclusion. The President expressed the hope that these negotiations will lead to peace and national reconciliation in Angola. The President pledged that we are prepared to do what we can to promote this goal.

### *report*

“To report is to assert with the propositional content condition to the effect that the propositional content is about either the past in relation to the time of utterance, or in some cases, the present.” [Vanderveken 1990, p. 173]

Document 038, a Pool Report, is entitled Pool Report and is a sequence of assertions by two reporters about activities of the President in the recent past.

Pool Report #35  
Air Force One: Pease to Andrews  
8/28/90

Shortly before takeoff, Marlin informed us that the President was wounded in action this morning while casting for bluefish aboard "Fidelity." President Bush took a bluefish lure in the right ear as fishing partner and son Jeb, a southpaw, was attempting to cast.

One of the hooks on the lure imbedded in the fleshy part of the ear just above the earlobe. Dr. Michael Nash, bobbing nearby in an accompanying boat, motored over and clipped the barb off the hook, pulling it through the other side of the President's ear. The President continued fishing for another hour and boated three bluefish. Says Marlin, "The President was strong and courageous."

Back on shore Nurse Paula Trivette cleaned the puncture wound and gave the President a tetanus shot. Marlin assured your pool that the President's phoning of world leaders will not be impaired, because he uses his left ear for the phone receiver. Indeed, your pool could see no bandage as the President boarded Air Force One.

Notwithstanding the GQ-style pose in which the President is shown in today's newspapers, he has no plans to adorn his new pierced ear with a stud or earring.

Other matters: Marlin had nothing to say about the American hostage reported dead of a heart attack in Iraq. He said Scowcroft informed the President of the reported death, but he did not know when. Marlin also had nothing to say about reports of further interdictions of ships suspected of heading to or from Iraq. Nor did Marlin have any details on the President's schedule for Wednesday and Thursday. No one else came back.

Ellen Warren, Knight-Ridder  
Dan Goodgame, Time Magazine

### **Figure 1. Reporting as a Sequence of Assertions**

Document 079 represents the speech act of reporting though the verb report is not used as a performative verb. That this is a report can be determined by title, the document type, and that it is a sequence of assertions about events that occurred in the recent past.

April 27, 1992  
7:00 a.m. EDT

SITUATION REPORT #3  
PETROLIA EARTHQUAKE

DATE AND TIME

OF OCCURRENCE: April 25, 1992, 11:06 a.m. PDT

LOCATION: Northern California, 30 miles southeast of Eureka

NOTE: Information added to Situation Report #2 is in bold.

1. SITUATION:

At 2:06 p.m. EDT on April 25, a 6.9 Richter magnitude earthquake occurred in Northern California, 30 miles southeast of Eureka near the town of Petrolia.

**Figure 2. Reporting Indicated by Document Type and Sequence of Assertions.**

*counsel*

“Counseling is very close to advising, and it could be characterized, informally, as professional advice.” [Wierzbicka 1987 p. 183] To counsel is to advise that P and the speaker is a professional (preparatory condition). Vanderveken does not define this illocutionary act.

Document 102 from Jim Cicconi, Counsel to the President, to the Chief of Staff is an example of the counseling speech act that is not expressed with the performative verb counsel. Rather it is advice from a professional advisor. The advice amounts to asserting P with the directive purpose of suggesting the reader do something about it.

In your conversations with the President on whether to sign or veto the bill/extending the stay of Chinese students, there is an added point you should weigh carefully. This relates to the pocket veto.

In short, to protect the President's prerogative to pocket veto bills when Congress is not in session, we have maintained that a return of the bill (i.e. a normal veto) is not possible since there is no agent of the Congress empowered to accept it when they are not meeting. Congress, of course, disputes this view; we have, however, acted consistent with it so far.

Our quandary is this: if we pocket veto the bill, it is more open to challenge by private plaintiffs (as opposed to congress). This is not ideal for a test case.

It will also keep alive a politically volatile issue throughout the court challenge. Finally if we lose, the bill becomes law.

## Commissives

### *commit*

“The performative pronominal verb ‘commit’ names the primitive commissive force.” [Vanderveken 1990, p. 182]

In document 059, a letter replying to a letter from Attorney Patrick Augustine, James Pinkerton, Deputy Assistant to the President for Policy Planning, commits to forward Augustine’s recommendations by using the IFID “I will ...”

I will forward your own recommendations to those within the White House responsible for implementing President Bush's plan outlined above.

## Directives

### *direct*

“The verb direct names the primitive directive illocutionary force. It is generally used in the passive form as in “You are hereby directed to...”. [Vanderveken 1990, p. 189]

In sample document 014, a National Security Directive (declassified), President Bush directs courses of action by saying what a Department “should” and “will” do.

NATIONAL SECURITY DIRECTIVE 26  
SUBJECT: U.S. Policy Toward the Persian Gulf (U)  
Force Levels

I endorse the Secretary of Defense's decision to reduce the U.S. naval presence in the Indian Ocean to the deployment of either a Carrier Battle Group (CVBG) or a Battleship Battle Group (BBBG) for six months annually. Whenever the U.S. naval presence is "gapped", the Department of Defense will designate a CVBG or BBBG to respond to contingencies in the region on short notice. The Department of Defense also should attempt to schedule other military deployments or activities in the region during such periods. Any future major force reductions or adjustments in the Indian Ocean or Persian Gulf will be undertaken only after appropriate interagency consultations. The Director of Central Intelligence should increase collection on early warning indicators in the Gulf area, particularly when there is a "gap" in the U.S. Indian Ocean presence.

It is important for the United States to continue to nurture the mutually beneficial and enduring cooperative security relationships with the GCC states that grew out of the Iran/Iraq war. The Department of Defense should seek to maintain and, if possible, increase its peacetime and contingency access to friendly regional states, and to broaden the scope of security cooperation through military exercises, prepositioning arrangements and contingency planning.

**Figure 3. Directing Indicated by Document Type and Use of 'should' and 'will'**

*request, ask(1)*

To request someone to do P is to direct them to do P while allowing them the possibility of refusing to carry out the action represented by P. Requests are usually accompanied by the modifier “Please”. “‘Ask’ has two distinct directive uses. One can ask someone to do something or ask him questions (e.g., ‘ask whether’, ‘ask why’, and ‘ask whom’). In the first use, ‘ask’ names the same illocutionary force as ‘request’. To ask or request that someone do P is the same thing.” [Vanderveken 1990, p. 189]

Document 010 does not use the verb *request* performatively, but expresses a request using an imperative sentence of the form “Please *verb* for me *something*.”

MEMORANDUM FOR BOYDEN GRAY  
THROUGH: BRENT SCOWCROFT  
FROM: THE PRESIDENT  
Boyden---

Please prepare for me a short analysis of the War Powers Resolution. Without recognizing the constitutional validity of the War Powers Resolution, is there a way for the President to fulfill all his responsibilities to Congress by saying, a few days before any fighting was to begin, "hostilities are imminent--period!!

I am several thousand miles south, but these questions stay on my mind:

1. How do we fully involve Congress?
  2. If we have to arrack from a cold start how does the latest UN Resolution impact on congress?
    1. Is there something short of "declaring" war that satisfies Congress yet doesn't risk tying the President's hands?
    2. As the clock on the UN resolution keeps running toward the time when force has international authority, what possible official requests can/should a President make of Congress?
- If you reply to this memorandum before I return, please hand carry your reply to Brent for "Eyes Only" transmission to me.

**Figure 4. A Request Indicated Using an Imperative Sentence and 'Please'**

Document 081 expresses a request using the syntactic form “please *verb something*.”

President Bush, please make small business a priority in your administration. These suggestions would make economic history. With a little help, the entrepreneurial spirit would survive and carry our nation into the 21st century.

Document 140 expresses a request in the form of a question.

Could you please look into the possibility of using Carvel Lewis, works for Gregg Petersmeyer, on some African American outreach events and meetings? Please see if you can't include Carvel with your work in this community

Document 096, a Memo from the President to two advisors, does not use the performative verb request, but requests advice by saying “I would like advice ...”

I checked three of the four options.

I would like advice on (2). I am inclined to feel that if one sits out a while, he should be allowed to run again.

Document 75, a White House Office Referral Slip, exhibits a formulaic method of requesting action. The documentary form has a caption for ACTION REQUESTED.

THE WHITE HOUSE OFFICE

REFERRAL

MARCH 26, 1992

TO: FEDERAL EMERGENCY MANAGEMENT AGENCY

ACTION REQUESTED:  
APPROPRIATE ACTION

DESCRIPTION OF INCOMING:

ID: 315058

MEDIA: LETTER, DATED MARCH 12, 1992

TO: PRESIDENT BUSH

FROM: THE HONORABLE BERYL ANTHONY JR.  
U.S. HOUSE OF REPRESENTATIVES  
WASHINGTON DC 20515

SUBJECT: URGES THE PRESIDENT TO DECLARE UNION COUNTY  
IN ARKANSAS A MAJOR FEDERAL DISASTER AREA  
AS A RESULT OF DAMAGE CAUSED BY TORNADOES

PROMPT ACTION IS ESSENTIAL -- IF REQUIRED ACTION HAS NOT BEEN  
TAKEN WITHIN 9 WORKING DAYS OF RECEIPT, PLEASE TELEPHONE THE  
UNDERSIGNED AT 456-7486.

RETURN CORRESPONDENCE, WORKSHEET AND COPY OF RESPONSE  
(OR DRAFT) TO:  
AGENCY LIAISON, ROOM 91, THE WHITE HOUSE, 20500

SALLY KELLEY  
DIRECTOR OF AGENCY LIAISON  
PRESIDENTIAL CORRESPONDENCE

**Figure 5. A Request Indicated by the Caption ACTION REQUESTED**

Sample Document 133 is another example of requesting someone do something by writing “Please let me know...”

On balance we believe we should go with Option 3. We plan to send Pat Coady to Paris this weekend. Please let me know if you disagree with this approach.

Document 138 expresses a request for direction, but does not use the performative verb request.

I need some direction on these suggestions.

In document 158, a Decision Memorandum, the author recommends a course of action, and asks for (requests), in a formulaic manner, a decision. If the President checks or initials one of the options, that is also a speech act, e.g., of approval or rejection.

### III. RECOMMENDATION

In light of these considerations, we recommend that you approve a three-part "unveiling" plan that assumes a Task Force release by May 10th to 15th, a major speech on May 25th, and the submission of legislation immediately following the Memorial Day recess. We also recommend that this week you publicly announce your schedule for proceeding.

### IV. DECISION

\_\_\_\_ Approve \_\_\_\_ Approve as amended \_\_\_\_ Reject

\_\_\_\_ No action

### *ask(2)*

“To ask a question is to request the hearer to perform a future speech act that would give the original speaker a correct answer to his question.” [Vanderveken 1990, p. 189]

Document 167, a Memorandum of Conversation between President Bush and Chancellor Kohl, contains examples of the speech act *ask(2)* that are interrogative sentences requesting information.

The President: What is the attitude of people in the GDR toward reunification? Are there any difficulties between the parties in West Germany?

### *pray*

“To pray is to beseech God or some other sacred being (propositional content), usually with much deference. The preparatory conditions include those normal for requestives, such as the hearer being the one in a position to fulfill the request, but also the additional

one that the sympathy of the hearer might be aroused by the expression of pleading and humility. [Vanderveken 1990 p. 192]

In his Inaugural Address, President Bush offers a prayer (document 123). It is introduced with a request for the audience to bow their heads. The prayer has an introductory address “Heavenly Father” and ends with “Amen”.

We meet on democracy's front porch. A good place to talk as neighbors and as friends. For this is a day when our nation is made whole, when our differences, for a moment, are suspended. And my first act as President is a prayer. I ask you to bow your heads.

Heavenly Father, we bow our heads and thank You for Your love. Accept our thanks for the peace that yields this day and the shared faith that makes its continuance likely. Make us strong to do Your work, willing to heed and hear Your will, and write on our hearts these words: “Use power to help people.” For we are given power not to advance our own purposes, nor to make a great show in the world, nor a name. There is but one just use of power, and it is to serve people. Help us remember, Lord. Amen.

### *prohibit*

To prohibit is “to forbid not only here and now but also more generally at other places and over a longer period of time (special propositional content conditions). Some prohibitions are made by way of declarations.” [Vanderveken 1990 p. 195]

In document 101, Executive Order 12722, President Bush prohibits transactions with Iraq by asserting “The following are prohibited” and then listing the prohibited transactions.

Section 2. The following are prohibited, except to the extent provided in regulations which may hereafter be issued pursuant to this Order:  
(a) The import into the United States of any goods or services of Iraqi origin, other than publications and other informational materials;  
(b) The export to Iraq of any goods, technology (including technical data or other information controlled for export pursuant to Section 5 of the Export administration Act (50 U.S.C. App. 2404)) or services from the United States, except publications and other informational materials, and donations of articles intended to relieve human suffering, such as food, clothing, medicine and medical supplies intended strictly for medical purposes;

### *suggest(2)*

“In the directive sense, suggest is just to make a weak attempt to get someone to do something” [Vanderveken 1990, p. 195]

In document 138, it is necessary to infer from the sentence “I need some direction on these suggestions”, that the author is not only requesting direction, but is suggesting the items in a To Do list.



## TO DO

1. Convene a meeting of prominent movement conservative leaders immediately (include prominent contributors and boards of directors of major conservative organizations).
2. Massive 11th hour telephone lobbying effort on behalf of Tower by our folks in South Dakota, Colorado, and Iowa.
3. Phone calls (or meetings) between the Governor and these three Senators.

I need some direction on these suggestions.

### *recommend*

“To recommend is to advise while presupposing that the future action recommended is good in general, and not only for the hearer.” [Vanderveken 1990, p. 197]

In document 002, shown in Fig. 6, the speech act, which is a recommendation by Nicholas Calio to the President, is expressed not in a sentence, but in a section heading, RECOMMENDATION, and the two propositions of the speech act are expressed in the form of “*That-clause*.”

SUBJECT: Nomination of Ronald B. Leighton to be United States District Judge for the Western District of Washington.

The Attorney General, Samuel K. Skinner, Nicholas E. Calio, C. Boyden Gray, and Constance Horner recommend that you nominate Ronald B. Leighton to be United States District Judge for the Western District of Washington. Since 1976, Mr. Leighton has been affiliated with the law firm of Gordon, Thomas, Honeywell, Malanca, Peterson & Daheim as an associate and then as a partner. He received a B.A. degree, cum laude, (1973) from Whitworth College and a J.D. degree (1976) from the University of California, Hastings College of Law. Mr. Leighton is 40 years old, married, has two children and resides in Tacoma, Washington. The American Bar Association has reviewed Mr. Leighton's qualifications and found him to be qualified for this position.

### RECOMMENDATION

That you call Mr. Leighton (Telephone recommendation attached at Tab A.).

That you sign the nomination at Tab B.

Attachments

### **Figure 6. Recommendation Indicated by a Section Heading**

Document 053, a Recommended Telephone Call, indicates the speech act, and act of the record, by the title and form of the document..

## Recommended Telephone Call

TO: Ronald B. Leighton  
RECOMMENDED BY: The Attorney General, Samuel K. Skinner,  
Nicholas E. Calio, C. Boyden Gray,  
and Constance Horner  
PURPOSE: To ask him to serve as United States District Judge for  
the Western District of Washington

In document 060, the author is forwarding recommendations. When he writes “In addition, to the recommendations contained therein, the administration should consider ...”, he is making an additional recommendation, not using the verb *recommend*, but using “the administration should consider.”

The Honorable James Pinkerton  
Deputy Assistant to the President  
for Policy Development  
The White House  
Washington, D.C. 20025

RE: SAVINGS AND LOAN RECOMMENDATIONS

Dear Mr. Pinkerton:

Congratulations on your appointment to the position of Deputy Assistant to the President for Policy Development. In that position I know that you play a vital role in policy recommendations to deal with the Savings and Loan industry crisis. As a lawyer who specializes in financial institutions law, I, too, am interested in seeing viable proposals advances to solve the problem.

Toward this end, I enclose recommendations which I forwarded to Craig Fuller of the Bush transition staff. It is my understanding that Mr. Fuller is no longer with the Bush administration. Therefore, I forward a copy of the letter to you for consideration.

In addition, to the recommendations contained therein, the administration should consider the placement of a fee on shareholders of a savings and loan institution based upon the number of shares issued and outstanding to raise revenue. This fee would function like the various states who impose a fee upon the number of shares issued and authorized of a for-profit corporation. As a cost to do business in the state and have the privilege of being given authority to do so, the states impose a fee per share to finance operations and oversight.

### **Figure 7. Recommendation Indicated by 'should consider'**

Document 128 is an example in which the speech act of recommendation is indicated by a section heading, Recommendation.

D. Recommendation

I believe the factors outlined above suggest that we seriously consider modifying our minimum wage position.

Document 145 is an example in which the speech act of recommending is indicated by a run-in paragraph heading, and the use of the auxiliary verb *should*.

RECOMMENDATION: We should submit, or at least enthusiastically endorse, legislation that subjects Congress to the same laws it has imposed on the rest of the people. We should also make greater mention of our support for term limitations.

**Declaratives**

*approve(1)*

“To approve something in the declarative use is to declare that it is good or valid.” [Vanderveken 1990, p. 201]

In document 174, the President is requested to approve or disapprove a personnel recommendation. The approval or disapproval is indicated by captions preceding underscores for initials or signature.

MEMORANDUM FOR THE PRESIDENT

FROM: CHASE UNTERMEYER  
Director of Presidential Personnel

SUBJECT: Personnel Selection

Governor Sununu and I recommend you approve for possible nomination to the Senate the following individual:

CALVIN G. FRANKLIN, of Maryland, to be the Director of the Federal Emergency Management Agency, vice Julius W. Becton, Jr., resigned.

An FBI name check has been completed.

Upon your approval, a legislative clearance will be initiated. An announcement of an intention to nominate will be made as soon as a legislative clearance is completed. Nomination to the Senate will not be forwarded until all necessary clearances are accomplished.

\_\_\_\_\_  
Counsel Clearance

APPROVE: \_\_\_\_\_ DISAPPROVE: \_\_\_\_\_

**Figure 8. Approval or Disapproval Indicated by Captions**

*disapprove, reject(2)*

In its declarative use, to disapprove is “to declare a denial or withholding of approval, as in disapproving someone’s request for a visa or a license.” [Vanderveken pp. 203-204] The immediately preceding example of the approval speech act is also an example of the disapproval speech act.

In the declarative use, to reject(2) is the illocutionary denegation of approve(1). Vanderveken’s only definition of reject is for the commissive use of the verb.

In document 158, a Decision Memorandum, President Clinton is asked for his decision on a recommendation. Among the alternatives is approval. If the President initials the Approve option, it is equivalent to the speech act of approval. If the President initials the Reject option, it is equivalent to the speech act of rejecting the recommendation.

III. RECOMMENDATION

In light of these considerations, we recommend that you approve a three-part "unveiling" plan that assumes a Task Force release by May 10th to 15th, a major speech on May 25th, and the submission of legislation immediately following the Memorial Day recess. We also recommend that this week you publicly announce your schedule for proceeding.

IV. DECISION

\_\_\_\_ Approve \_\_\_\_ Approve as amended \_\_\_\_ Reject

\_\_\_\_ No action

**Expressives**

*thank*

“To thank is to express gratitude. There is a preparatory condition to the effect that the hearer is responsible for a state of affairs that is good for the speaker.” [Vanderveken 1990, p. 219]

Barbara Bush’s expression of gratitude (thanks) for a gift, is not expressed using the performative verb thank, but is a heartfelt indirect expression of thanks (Document 001).

How very kind of you to remember us in such a special way.

### **3.3 Speech Acts that are in the Propositions of other Speech Acts**

Speakers commonly perform speech acts that refer to their past or future speech acts as well as to the speech acts of others. About sixty speech acts that are referred to in the propositions of speech acts were discovered in the corpus. They include past, future and subjunctive forms of thirty additional performative verbs defined by Vanderveken that are not used performatively in the corpus of 120 documents. These are: *assert*, *claim(1)*, *predict*, *forecast*, *warn(1)*, *insinuate*, *maintain*, *testify*, *recognize*, *object*, *criticize(2)*, *complain*, *argue*, *promise*, *agree(2)*, *reject*, *refuse*, *interrogate*, *appeal*, *convene*, *advise(2)*, *stipulate*, *define*, *establish*, *enact*, *legislate*, *promulgate*, *grant*, *rule*, and *abolish*. Vanderveken's definitions of these additional performative verbs are given in this section as well as examples of their use that occurred in the corpus. Nine additional performative verbs not defined by Vanderveken were discovered. These are: *dispute*, *estimate*, *contend*, *conclude*, *point out*, *note*, *observe*, *exempt* and *trust(2)*. The author provides definitions of these in terms of the seven components of illocutionary forces.

#### **Assertives**

##### ***assert***

“The primitive assertive in English is ‘assert’, which names the force of assertion.” [Vanderveken 1990, p. 169] There are no propositional content conditions. The preparatory condition is that the speaker has reasons to support the proposition. The sincerity condition is that the speaker believes the proposition.

In document 135, the author makes an assertion about another person's assertion.

Last Friday afternoon in my office, Henson Moore described DOE's outrage at the release by Bill Reilly of figures characterizing the benefits of the Clean Air Act for reduced oil dependency. He asserted that this was another example of the inability of the White House decision process on domestic energy issues to function fairly . . .

##### ***claim(1)***

“‘Claim’ also names the illocutionary force of assertion inasmuch as it has the same illocutionary point, mode of achievement, degree of strength, propositional content, preparatory and sincerity conditions. There are differences of conversational nuance in that ‘claim’ tends to connect the assertion to the speaker by way of right or ‘ownership’” [Vanderveken 1990, p. 171]

In document 094, a memorandum to the President, Roger Porter makes an assertion about claims made by congressmen.

Kennedy and Hawkins contend that their bill would not result in quotas, a claim made by several others during the sessions last week.

### *predict*

“The illocutionary force of a prediction is that of an assertion with a special condition to the effect that the propositional content represents a state of affairs future to the time of the utterance, and a preparatory condition such that the speaker is expected to have good reasons and evidence for believing what is predicted.” [Vanderveken 1990, p. 173]

In document 023, a letter to the President, Senator Baucus of Montana refers to a previous prediction of him and his colleagues on the Agriculture Committee.

Last year, my colleagues and I on the Agriculture Committee predicted that this [farm sector is not doing well financially] would be the result if some drastic changes were not made in farm policy.

### *forecast*

“To forecast is to make a special kind of prediction in that it is based on relatively clear signs of how something (the weather, for example) seems to be shaping up (additional propositional content conditions)” [Vanderveken 1990 p. 173]

In document 115, in a news conference with President Bush, Gorbachev says he could (subjunctive mood) make a forecast.

First, as an overall statement of the fact, it seems to me that if some kind of option is suggested, one that would replace or would be accompanied by replacing an isolation on the European continent, either of the United States of America or of the Soviet Union, then I would say in no uncertain terms -- and I could even make a forecast -- that that particular option would be doomed. It would be doomed in the sense that it would be difficult to put into effect, but what matters most, it would lead to exacerbation rather than improvement in the situation. For that reason, we believe that we will not be able to make any further progress in restructuring international relations, including in the main European area, without an active participation of the United States of America and the Soviet Union.

### *warn(1)*

“‘Warn’ is systematically ambiguous between an assertive and directive use. I can warn that *P* where the proposition is future to the time of utterance as in the case of a prediction (propositional content condition) but where there is the additional presumption both that it somehow bodes badly for the hearer and that there is still some possibility of avoiding the misfortune (with the appropriate action on the hearer’s part) which brings us to the systematic presence of the directive. Thus, to warn the hearer that *P* is to assert that *P* with the directive purpose of suggesting that he do something about it.” [Vanderveken 1990, p. 174]

In document 023, Senator Baucus in his letter to the President refers to previous warnings by him and his colleagues.

Unfortunately, our warnings were not heeded and target prices were frozen.

*describe*

“To describe something is to make an assertion or a series of assertions about it, in general in the context of a conversation where that thing is the subject of some discussion and more complete information on it is deemed relevant. Thus, often, a description is a speech activity that involves more than a single isolated assertive illocutionary act.” [Vanderveken 1990 p. 175]

In document 135, a memo from Ede Holiday to John Sununu, there is a reference to a previous act of description.

Last Friday afternoon in my office, Henson Moore described DOE's outrage at the release by Bill Reilly of figures characterizing the benefits of the Clean Air Act for reduced oil dependency.

*insinuate*

“To insinuate is to assert by gradual and/or informal means, thereby invoking an implicit mode of achievement. Generally, to insinuate has the additional propositional content condition to the effect that *P* be negative – perhaps that the hearer or another party might have competence or integrity in question.” [Vanderveken 1990 p. 175]

In document 111, a Presidential News Conference, A journalist asks the President about the possibility of an investigation to put allegations to rest. The President responds with a reference to previous “insidious insinuations.”

Q. Mr. President, lately we've been hearing a resurgence of questions and increasing credence to these allegations that the Reagan-Bush campaign in 1980 was involved in a political deal to hold off on hostage releases until after the election. And even President Carter, who hadn't said this before, thinks that there should be at least some investigation. Don't you think that with all of these allegations coming from so many different continents and so many questions being raised that at least an investigation would be warranted to lay some of these issues to rest?

The President. They can do whatever they want. It's been looked at exhaustively. But all I'm talking about -- all I can speak for is my own participation or lack thereof. And I think the people that are making these insidious insinuations ought to have the honor to say this takes care of it. But that's not the way the rumor mill works.

### *maintain*

“To maintain P is to assert P with a sense of continuity and persistence.” Maintain has the preparatory conditions that the speaker is in the position to give reasons for his belief in P and that the assertion P is a repeated assertion, and the mode of achievement of persistence. [Vanderveken 1990 p. 176]

In document 102, a memorandum to the Chief of Staff, there is an example of a reference to the past speech act *maintain*.

In short, to protect the President's prerogative to pocket veto bills when Congress is not in session, we have maintained that a return of the bill (i.e. a normal veto) is not possible since there is no agent of the Congress empowered to accept it when they are not meeting.

### *testify*

“To testify is to attest to something P that (as a preparatory condition) one oneself has witnessed.” An additional preparatory condition is to the effect that P is in question, and perhaps also that the mode of achievement is as a legal witness. [Vanderveken 1990 p. 177]

In document 113, a transcript of a Presidential News Conference, the President is asked about Alan Greenspan's testimony to a Congressional committee. The nominalized performative verb *testimony* is used to refer to Greenspan's past speech acts of testifying.

Q. -- -- reported differences that you have with Alan Greenspan's [Federal Reserve Chairman] testimony in Congress earlier this week with regard to interest rates and monetary policy.

The President. I'll be honest with you. I don't think I'm far apart from Chairman Greenspan at all -- far apart. There may be some differences. Because of plant capacity, utilization, he is more concerned about inflationary pressures than I am right now. Seems to me, there's an area of difference, but basically and generally speaking, I think we're fairly close together.

### *recognize*

“To recognize is to assert that a proposition is true with a preparatory condition to the effect that it has been proposed by someone else and may run against what the speaker would otherwise have thought.” [Vanderveken 1990 p. 178]

In document 125, President Bush says that “the United States recognizes the democratically elected government of Panama.”

The brave Panamanians elected by the people of Panama in the elections last May, President Guillermo Endara and Vice Presidents Calderon and Ford, have assumed the rightful leadership of their country. You remember those horrible pictures of newly elected Vice President Ford, covered head to toe with blood,



beaten mercilessly by so-called "dignity battalions." Well, the United States today recognizes the democratically elected government of President Endara. I will send our Ambassador back to Panama immediately.

### *object*

"To make an objection is to assert a proposition with the additional preparatory condition that some other proposition incompatible with it has been put forward in the context of discussion. Whenever a speaker objects that P, he disagrees with someone else as regards a proposition Q that is implied by P." [Vanderveken 1990 p. 178]

In document 182, a white paper, there is a reference to DOE's objection to EPA's interpretation of a definition in the Clean Air Act.

Because of questions about how the definition should be interpreted, Secretary Watkins wrote Congressman Regula (R-Ohio) during the clean air debate last year to explain that the definition should be interpreted as not requiring boiler replacement. The Watkins' letter was cleared by EPA and OMB. Because of this assurance, Congressman Regula did not offer an amendment to confirm the interpretation.

Almost one year later, EPA adopted a different interpretation that requires either boiler replacement or "substantial modification" of the boiler. DOE objected to the EPA interpretation as being contrary to the position of the Administration set forth in the Watkins' letter.

### *criticize(1) criticize(2)*

"'Criticize' has two distinct assertive uses, one implying value judgment and the other not. In the latter use, to criticize is simply to make a series of assertions about the subject in question in an attempt to discern features judged relevant (as with literary criticism, but also in common parlance)." "In the other use, to criticize is to make an assertion about someone or something that highlights his or her faults. So there is a propositional content condition to the effect that the state of affairs represented is bad, and a sincerity condition to the effect that the speaker disapproves of that state of affairs." [Vanderveken 1990 pp. 178-179]

In document 182, there is an example of the second sense of criticize.

After several months of work, EPA issued a proposed WEPCo rule on June 14. The proposed rule addresses both pollution controls and refurbishment projects. Under the rule, pollution control projects would be excluded from WEPCo if they do not cause a plant to be "less environmentally beneficial." This is a case-by-case, somewhat subjective test. Refurbishment projects would be excluded if they do not cause an increase in emissions. Although both tests clearly protect air quality, environmentalists are opposed to the proposed rule. Congressman Waxman has conducted hearings where EPA and DOE were criticized for the proposed rule.

### ***complain***

“To make a complaint is to assert a proposition *P* while expressing dissatisfaction with *P* (sincerity condition), and with the preparatory condition that the state of affairs represented is bad.” [Vanderveken 1990 p. 181]

In document 135, a memorandum to the Chief of Staff, Ede Holiday refers to the Secretary of Energy’s continuing complaints.

Secretary Watkins continues to complain about the White House decision process, as recently as yesterday morning.

### ***argue***

“When one argues that *P* one asserts that *P* and gives reasons which support the proposition that *P*, normally with the perlocutionary intention of convincing the hearer that *P*.” [Searle and Vanderveken 1985 p. 184]

In document 182, a white paper on Acid Rain issues, the writer refers to a number of EPA’s arguments, including the two shown below.

EPA argues that the CAAA clearly imposes compliance obligations broadly on each owner and operator of an affected unit and that alternative approaches would allow parties to contract away their responsibilities under Federal law. In addition, EPA argues that alternative liability schemes that recognized differences in responsibility would establish administrative and legal barriers to enforcement.

### ***dispute***

To dispute a proposition *P* that has been claimed or concluded by someone else (preparatory condition) is to disagree with the putative claim or conclusion and to argue against *P*. This performative verb is not discussed by Vanderveken,

In document 102, a memorandum to the Chief of staff, a staffer expresses the White House view on the pocket veto, and notes that Congress disputes this view.

In short, to protect the President's prerogative to pocket veto bills when Congress is not in session, we have maintained that a return of the bill (i.e. a normal veto) is not possible since there is no agent of the Congress empowered to accept it when they are not meeting. Congress, of course, disputes this view; we have, however, acted consistent with it so far.

### ***estimate***

To estimate is to make an assertion that involves a numerical quantity with a special condition to the effect that the propositional content represents a numerical approximation and a preparatory condition such that the speaker is expected to have good

reasons and evidence for believing what is estimated. Vanderveken does not discuss this performative verb.

In document 079, a FEMA Situation Report on a California earthquake, there are references to a number of estimates including the following.

Humboldt County estimates private damage at more than \$23 million, and Public Facility damage at \$20 million, for an estimated total of \$43 million.

### ***contend***

To contend that P is to assert P with preparatory conditions that what one is asserting is a controversial view that is likely to be opposed by other people, and that the reasons one may have for asserting P may not be compelling evidence. Contend is similar to claim but has less strength. The verb *contend* is not discussed by Vanderveken.

In document 094, a memorandum from Roger Porter to the President, there is an example of the speech act *contend*.

Kennedy and Hawkins contend that their bill would not result in quotas, a claim made by several others during the sessions last week.

### ***conclude***

To conclude (from Q) that P is to assert P with the preparatory condition that P was reached by a line of reasoning that included Q. The verb *conclude* is not discussed by Vanderveken.

In document 108, a letter from the President to the Speaker of the House, the President refers to his conclusion regarding Iraq's withdrawal from Kuwait.

On January 16, 1991, I made available to you, consistent with section 2(b) of the Authorization for Use of Military Force Against Iraq Resolution (H.J. Res. 77, Public Law 102 - 1), my determination that appropriate diplomatic and other peaceful means had not and would not compel Iraq to withdraw unconditionally from Kuwait and meet the other requirements of the U.N. Security Council and the world community. With great reluctance, I concluded, as did the other coalition leaders, that only the use of armed force would achieve an Iraqi withdrawal together with the other U.N. goals of restoring Kuwait's legitimate government, protecting the lives of our citizens, and reestablishing security and stability in the Persian Gulf region.

### ***point out***

To point out something P to someone is to assert P while presupposing (preparatory condition) that P bears some pertinence or import in the conversation and that the hearer should pay close attention to it. Syntactically, the verb often takes a *that-*, *how-* or *what-clause*. Vanderveken does not discuss this verb.

In document 023, Senator Baucus of Montana in a letter to the President, refers to the previous speech act of pointing out the effect on farm income of freezing target prices.

We pointed out how the insistence on freezing target prices instead of increasing them was going to decrease farm income and force thousands of farmers off their land.

### *note*

To note something *P* to someone is to assert it while presupposing (preparatory condition) that *P* bears some pertinence or import in the conversation and that the hearer should pay close attention to it. *Note* is very similar to *point out*. Vanderveken does not discuss this verb.

In document 145, a white paper on domestic policy recommendations, the author refers to a briefing by an RNC staffer in which there is an example of the speech act *note*.

For example, RNC staffer David Hansen briefed several of us recently on the issue of "prosperity and the elections." He noted that incumbent presidents had been reelected since 1948 when the growth in real disposable income per capita in the twelve months preceding presidential elections had been 2.9% or above. Incumbents had lost when growth was 2.3% and below. Presently, growth in real disposable income per capita is negative, at -1%!

### *observe*

To observe that *P* is to assert *P* based on one's interpretation of personal observations and while presupposing (preparatory conditions) that the hearer may not have interpreted the situation in this way and that the hearer will find this an important interpretation of the situation. Vanderveken does not discuss this performative verb.

In document 145, a white paper on domestic policy, there is an example of a reference to the speech act observe.

As Peter Brown observed, Minority Party at pages 190-91: "Democrats actually thought it a plus to have the loan repayments collected by the IRS. They were totally ignorant of the deep loathing the middle class has of the IRS and, therefore, for anything that might expand its power."

## **Commissives**

### *promise*

A promise "is always made to someone (it is essentially hearer directed) and has the special preparatory condition to the effect that it is good for the hearer. Second, it involves a special kind of commitment, namely the explicit undertaking of an obligation." [Vanderveken 1990 p. 182]

In document 182, a white paper on Acid Rain Issues, there is a reference to a promise by EPA staff.

In our discussions with EPA staff at the end of July, they acknowledged that the draft monitoring requirements were overly stringent and reported that they planned to meet with a number of representatives of the utility industry to discuss their concerns. EPA staff promised to provide a revised draft addressing these concerns by the third week of August.

***agree(2)***

“To agree, in the commissive use, is to [commit oneself to do P] with the added sincerity condition to the effect that one is ‘in agreement with’ the content of P. One can accept P with or without being in agreement that it is a good idea, but to agree is to accept with that sincerity condition being expressed” [Vanderveken 1990, p. 184]

In document 115, a Transcript of a Presidential News Conference, President Bush opens the News Conference with the following report of agreement between him and President Gorbachev.

President Bush. Good morning, everybody. Please be seated. Well, when President Gorbachev and I were at Malta, we agreed that we would try to build a fundamentally different U.S.-Soviet relationship, one that would move beyond containment to an era of enduring cooperation

***reject, refuse***

“A rejection is the illocutionary denegation of the acceptance of an offer, while a refusal is the illocutionary denegation of the acceptance of a request.” [Vanderveken 1990 p. 185]

In document 182, a white paper on Acid Rain Issues, there is an example of a reference to the speech act *reject*.

EPA has rejected, however, suggested language that would request comment on the appropriateness of allowing a "Minor Permit Amendment" for certain permit changes in place of its so-called "fast-track" modification procedures proposal (i.e., procedures requiring public notice and 30-plus day review).

In document 135, Ede Holiday tells John Sununu of DOE's refusal to deal through the EPC process.

DOE refuses to continue dealing through the EPC process until he receives these answers.

## Directives

### *interrogate*

“To interrogate is to question someone formally on the suspicion that something important to some goal (perhaps just the discernment of truth) has been kept hidden.” [Vanderveken 1990 p. 190]

In document 115, a Transcript of a News Conference, Gorbachev, the former President of the Soviet Union, is asked about his relationship with Boris Yeltsin, the first President of the Russian Soviet Federated Socialist Republic. In his answer, Gorbachev uses the verb *interrogate*.

But if this is nothing but a maneuver and he will return to what he has been doing in recent years -- not only critical terms if Americans believe this is to be constructive but also in destructive activities, destructive efforts. He went as far as to fertilize in the framework of perestroika our efforts with ideas regarding forms of life where we are making a turnaround in all spheres. So, if he is going to come back to this, then, of course, his chairmanship will certainly complicate these processes. I should say that, after that he gave an interview and people began to see that he is changing again, the very next day he was interrogated at a session. He tried to explain his position.

### *appeal*

“An appeal is generally an earnest request for aid, mercy or support on grounds such as justice, common sense, humanity, etc. For example, we may solicit funds in a general campaign on behalf of charity, but in the case of disaster (flood, famine, etc.) we make an urgent appeal for funds. In law, to appeal is more precisely to solicit the review of a case in a higher tribunal.” [Vanderveken 1990 p. 191]

In document 113, a Transcript of a Presidential News Conference, the President uses the verb *appeal* subjunctively.

Q. Mr. President, a Teheran radio report this morning seems to indicate that they are rejecting your statement of a week ago today that good will would beget good will. While you didn't specifically mention Iran by name in your speech, what would your message to them be on relations, and what would your message be to them about helping get the hostages out?

The President. Well, I would make a broad appeal, transcending Iran, to anybody that can be helpful to get the hostages out.

### *convene*

“To convene is to invite someone by declaration to the activity of the group, as in the special case of inviting members of, say, a committee to a meeting of the committee, or of inviting members of a family to a marriage. The preparatory condition is that the

hearer is part of the group being convened, and in some cases the declaration is such that the option to refuse is greatly reduced. The obligations of those so convened often make it important that if the ‘invitation’ is not accepted there should be good reasons.” [Vanderveken 1990, p. 191]

In documents 094, there is an example of a reference to the speech act *convene*.

I have convened a series of interagency meetings involving the Attorney General and John Dunne (Justice), Boyden and several excellent attorneys from his staff, Jim Cicconi, David Fortney (Labor), and Marianne McGettigen.

### *advise(2)*

In its directive sense, “To advise a course of action is to suggest that someone perform that action while presupposing that it would be good for him to do it.” [Vanderveken 1990, p. 197] In this sense, the verb *advise* is followed by a nominalized verb or an infinitive. For example, “I (We) advise negotiation” or “I (We) advise you to negotiate.”

In document 115, a Transcript of a Presidential News Conference, President Gorbachev uses the verb *advise* in this sense.

But I hope they will heed what the two Presidents strongly advise them, that they should act in a wise fashion.

## **Declaratives**

### *stipulate*

“To stipulate is to declare the terms under which something is to be understood.” [Vanderveken 1990, p. 204]

In document 094, there is a use of the performative verb stipulate.

Kennedy-Hawkins originally stipulated that an employer's employment practices must be required by "business necessity." Business necessity was defined as "essential to effective job performance.

### *define*

“To define is to declare, by way of stipulating, the meaning of a word in a certain linguistic context (e.g., a text or a conversation).” [Vanderveken 1990, p. 204]

In document 094, there is a reference to the speech act *define*.

We recommend that what an employer must show is that the specific practice in question is justified by business necessity. And we would define business necessity as "reasonably related to a legitimate business interest or to effective job performance."

### *establish*

“To establish, in the declarative use, is to declare operative and ‘stable’ certain defined principles, processes or an organization (establishment).” [Vanderveken 1990 p. 206]

In document 182, a white paper on Acid Rain Issues, there is a reference to standards established by Congress.

Section 407 of Title IV (acid rain) of the Clean Air Act requires Phase I powerplants (with tangential and wall-fired boilers) to meet statutorily established numerical emission standards for NO<sub>x</sub>. Congress established these standards based on the performance of "low-NO<sub>x</sub> burner technology."

### *enact, legislate*

“To enact is to declare a proposal or a bill to be ‘activated’. Generally the word is used in conjunction with legal or political powers (preparatory conditions) whose enactments (through the special mode of achievement of their status) become binding. To legislate is to enact in one’s capacity as a legislature.” [Vanderveken 1990 p. 208]

In document 145, there is a reference to a past instance of the speech act *enact*.

The Higher Education Act was last enacted [by Congress] in 1986 (a non-Presidential election year).

In document 126, President Clinton refers to his proposed legislation.

Last year I proposed to expand the Family and Medical Leave Act of 1993. My legislation would allow Federal and eligible private sector workers 24 hours of unpaid leave during any 12-month period to fulfill certain family obligations. Under the legislation, employees could use unpaid leave to participate in school activities directly related to the educational advancement of a child, including early childhood education activities; accompany children to routine medical and dental examinations; and tend to the needs of older relatives.

### *promulgate*

“To promulgate is to declare publicly (mode of achievement) an enactment of some legal status (propositional content condition).” [Vanderveken 1990 p. 208]

In document 120, an Executive Order, the President gives the Secretary of Commerce the authority to promulgate rules and regulations regarding metric standards.

(b) In furtherance of his duties under this order, the Secretary is authorized:

(3) to issue guidelines, to promulgate rules and regulations, and to take such actions as may be necessary to carry out the purposes of this order.



Regulations promulgated by the Secretary shall function as policy guidelines for other agencies and departments.

***grant***

“To grant is to confer with the (usual) preparatory condition that it has been sought or requested and that one grants the request.” [Vanderveken 1990 p. 208]

In document 195, an Executive Order, there is a reference to powers granted to the President.

Sec. 7. The Secretary of the Treasury, in consultation with the Secretary of State, is hereby authorized to take such actions, including the promulgation of rules and regulations, and to employ all powers granted to the President by IEEPA and UNPA as may be necessary to carry out the purposes of this order.

***rule***

“To rule is to declare a ruling or a decision on behalf of one party where there are two or more seeking favor. A ruling is based on the power and discretion (preparatory conditions) of the person making the ruling (like a ‘ruler’) and a clear authority in the mode of achievement.” [Vanderveken 1990, p. 209]

In document 093, there are references to rulings by the court.

Last month the Ninth Circuit Court of Appeals ruled that the government's regulations for administering veterans' compensation claims for exposure to Agent Orange were invalid and should be reworked.

The court further ruled that the regulations did not give the benefit of the doubt to veterans as the statute required.

***abolish***

“To abolish is to cancel laws, sentences, rights, or other more general institutions (propositional content conditions).” [Vanderveken 1990 p. 211]

Document 167 is a Memorandum of Conversation between Chancellor Kohl and President Bush concerning the reunification of Germany. In it, Kohl refers to the abolishment of the army of the Federal Republic of Germany (FRG).

In the FRG most people are supportive. The Greens see an opportunity. They want the army abolished and neutrality.

***exempt***

To exempt someone from P is to declare that a rule or requirement P does not apply to someone. There is a preparatory condition that the speaker has the authority to exempt

someone for P, and a propositional content condition the P is a rule or requirement. This verb is not discussed by Vanderveken or Wierzbicka.

In document 145, a white paper on domestic policy, there is a reference to Congress exempting itself from laws.

Democrats traditionally see "fairness" as an economic issue. Currently, it's a political issue which focuses squarely on the Congress. Average Americans want to know:

- Why the Congress has exempted itself from some fifteen laws, ranging from civil rights and age discrimination laws to ethics and privacy laws.

## **Expressives**

### *trust(2)*

To trust a person is to believe in the honesty and reliability of the person. Vanderveken does not discuss this verb.

In document 057, a letter to the President, a Federal Judge offers advice on whose advice the President can trust.

Arthur Fletcher, Chairman of the civil Rights Commission, Ben Hooks, Executive Director of the National Association for the Advancement of Colored People, and the National Bar Association/Judicial Council. All of the above have been in the business of fair play and justice for a long period of time. You can trust them, Mr. President.

## **4 A Method for Recognizing Speech Acts in E-Records**

The research objective is to develop a method that will annotate the sentences of e-records with a representation of the speech act (illocutionary force and proposition) performed by the sentences. This representation will be used with annotations of the topics of sentences, paragraphs and sections of e-records to develop a method for automated item description [Underwood 2008a]. The representations of speech acts and topics of sentences in e-records will also be used in a prototype system for automatic reasoning to determine possible FOIA exemptions and PRA restrictions on disclosure of the contents of Presidential e-records [Underwood 2008b].

The analysis summarized in section 3 indicates the kinds of speech acts that occur in Presidential records. The performative sentences and the IFIDs identified provide criteria for recognizing these speech acts. Finally, the identification of performative verbs in the propositions of speech acts indicates additional speech acts that will need to be recognized.

## **4.1 A Method for Annotating Names of Entities in E-Records**

An approach has been formulated to annotating the speech acts of the author(s) of e-records. It utilizes the GATE resources [Cunningham et al 2007] shown in the list below. It also uses resources for annotating the names of persons, organizations and locations, dates, job titles, and postal addresses [Underwood and Isbell 2008]. These added resources are shown in italics.

*File Conversion to Plain Text (or HTML)*  
Document Reader  
English Tokenizer  
Wordlist Lookup + *enhanced wordlists*  
Sentence Splitter  
Hepple POS Tagger + lexicon  
Semantic Tagger + *Named Entity Rules*

## **4.2 A Method for Interpreting the Documentary Forms of E-Records**

The speech act recognition method will also use a method that identifies the documentary forms of e-records [Underwood and Laib 2008]. This method follows the method described in the previous section.

*Document Element Tagger + Document Element Rules (DER)*  
SUPPLE Parser + *Document Type Grammars*

## **4.3 Method for Speech Act Recognition**

To the methods described in the previous two sections, the following processing resources will be added.

Orthomatcher  
*Pronominal Coreferencer + rules for pronominal coreference*  
Morphological Analyzer  
Supple Parser + grammar for English + interpretation rules  
*Speech Act Transducer*

Each of these resources will be described in the following sections.

### 4.3.1 Orthomatcher

The orthomatcher is a processing resource provided with the GATE distribution. Its primary purpose is to improve the recognition of the names of persons, organizations and locations. Based on a set of rules and a customizable knowledge base, the orthomatcher creates references from a proper noun of one type to another proper noun of the same type. For example, *Ms. April Franklin* recognized as a person's name would be referenced to mentions of *April*, and *Ms. Franklin* appearing later in the document. *April* might not have been recognized as a person's name, because it is also the name of a month, but the Orthomatcher might now recognize it as a person's name. The results of the Orthomatcher are needed for pronominal coreference which is discussed in the next section.

### 4.3.2 Pronominal Coreference

Reference to an entity already mentioned in text, most often with a pronoun or a different name, is called *anaphora*. The reference that points back to some entity is called the *anaphor* while the entity it refers to is called the *antecedent*.

The process of finding the proper antecedent for each anaphor in text is called *anaphora resolution*. In the case all anaphors that refer to the same entity are to be found, the process is called *coreference resolution*. There are different kinds of coreference, e.g., pronominal, proper names, apposition, and part-whole. Pronominal coreference is the most important for speech act recognition. It includes finding the proper antecedent for the following types of pronouns:

personal: I, we, you, me, him, her  
possessive: my, your, our  
reflexive: myself, yourself

Pronominal coreference resolution is important to speech act recognition because without finding the proper antecedent one cannot know whether it is the author of a document who is performing the speech act or whether the author is commenting on the speech act of some other person(s).

The GATE version 4 distribution includes a Pronominal Coreferencer [Dimitrov 2002]. It is sometimes able to coreference the pronouns *I, me, my, myself, he, she, his, her, him, herself, himself, it, its* and *itself*. It does not address at all the pronouns *they, we, you, them, your, us, their, yourself, ourselves, themselves, oneself, mine, yours, hers, our, ours* and *theirs*.

It does not perform well at all in coreferencing the pronouns *I, me, my* and *myself* to the author's names in memoranda and correspondence. This failure is due to the fact that it handles these pronouns only when the name is associated with quoted speech, for example, *President Bush said, "I'm trying to set high standards for government service."*

This limitation is due in large part to the fact that the Dimitrov's Pronominal Coreferencer has been applied primarily to press wires and transcripts of broadcast news.

A method will be developed that uses knowledge of the author's and recipient's names as determined by a Document Type Recognizer in coreferencing the pronouns *I, me, my, myself, we, you, your, our* and *ours*.

### 4.3.3 Morphological Analyzer

The Morphological Analyzer provided with GATE is called *Morpher*. It takes as input a document with the parts of speech identified for each token. It identifies the lemma and an affix of each token in a document and adds them as features of the Token annotation. The results of the morphological analyzer are needed by the SUPPLE parser which is discussed in the next section.

### 4.3.4 Parsing and Interpreting Sentences

A parser and English grammar are needed for recognizing and annotating syntactic patterns of the sentences in an e-record. The Sheffield University Prolog Parser for Language Engineering (SUPPLE) provided with GATE is a bottom-up chart parser. The English grammar for sentences that is provided with SUPPLE is an attribute-value context-free grammar. As SUPPLE parses a sentence, it uses this grammar to construct a parse tree for the sentence and a logical representation of the meaning of the sentence.

The semantics of attribute-value context-free grammars is described as follows [Gaizauskas et al 2005]: "The semantic representation of a sentence is constructed *compositionally* from the semantics of the sentence's constituents when the syntactic analysis takes place. Each noun phrase and each verb phrase in the sentence leads to the introduction of a unique identifier,  $e_k$ , which is used as a representation of the "entity" or "event" referred to by the noun/verb phrase. The semantics of a sentence is a conjunction of unary and binary predicates represented as a list of Prolog terms. We refer to this representation as a simplified quasi-logical form, or SQLF."

The SUPPLE parser is written in Prolog and uses a GATE wrapper to run inside GATE. SUPPLE uses a layered chart parsing architecture. The set of rules at the first level is used to parse the input from the document. When the chart parsing algorithm has applied the rules in a layer, the resulting best-parses from that layer become the input to the next layer. This continues until all layers have been parsed. Each layer has a set of best-parse categories specified. These best-parse categories define what is passed on to the next layer.

### 4.3.5 Speech Act Transducer

The function of the speech act transducer is to produce a representation of the speech acts performed by the sentences in a record. A speech act, or illocutionary act, consists of an illocutionary force and a proposition. According to Searle, every complete sentence has an illocutionary force [Searle and Vanderveken 1985, p. 7]. Hence, when the speech act transducer is completed, every sentence will be associated with a speech act representation. The speech act transducer uses the representation of the speech acts of sentences in a record to create a representation of the primary speech act(s) conveyed by the record as a whole

The speech act transducer will use the results of the SUPPLE parser. This consists of a representation of the syntactic form of the sentences in the text of a document and a quasi-logical representation of the semantics of those sentences. As the research progresses, it may be possible to replace parts of the speech act transducer with semantic rules that will enable SUPPLE to create the speech act representations of sentences as it parses them..

The transduction of the syntactic structure of a sentence and its quasi-logical form into an annotation of the speech act of the sentence will be accomplished by the Java Annotation Pattern Engine (JAPE) provided with GATE, and so-called JAPE rules. The JAPE rules are processed by the Java Annotation pattern Engine in phases. The rules in the first phase are processed before the rules in the second phase, and so on. Six phases are anticipated.

- Annotation of Speech Acts Expressed in Performative Sentences
- Verb Sense Disambiguation
- Annotation of Implicit Speech Acts
- Annotation of Speech Acts Indicated by Text Structure
- Annotation of Indirect Speech Acts
- Annotation of the Primary Speech Acts Performed by the Record

Each of these will be described in the following sections.

#### 4.3.5.1 Annotation of Speech Acts in Performative Sentences

The simplest types of speech acts to recognize are those in which the speaker (writer) explicitly uses a performative verb in a performative sentence. Most sentences in the first person present indicative containing a performative verb are performative sentences, for example

I promise to come on Wednesday.

The nominalized forms of performative verbs must also be recognized.

My suggestion is that you decide, on your own, to come to speak at the U.N. early in the General Assembly session.

There are also some occurrences in the present continuous, for example,

I am asking you to do this for me.

Some performative sentence use the verbs in the plural

We pledge our lives, our fortunes and our sacred honor.

Furthermore, some performative sentences are in the passive, for example,

You are hereby authorized and directed to publish this certification in the Federal Register.

Sometimes the performative expression is not a verb and it may be in a separate clause or sentences, as in

I'll attend the meeting and that is a promise.

However, not every sentence containing a performative verb in the first person present indicative is a performative sentence, for example,

I promise too many things to too many people.

This phase of the speech act transducer will match sentence patterns for performative sentences with sentences in a record, and when there is a match it will construct a representation of the illocutionary force and proposition of the sentence. For the pronouns *I*, *you*, *we*, *your*, *my* and *our*, the pronouns will have been referenced to author(s) names and addressee's names by the enhanced Pronominal Coreferencer.

#### **4.3.5.2 Verb Sense Disambiguation**

The speech act transducer must also determine whether the verb is ambiguous, and if so disambiguate it. For instance, the verb *agree* has three related but different meanings as a performative verb. First, a person can be in agreement with something somebody else said. For example, "I agree with Senator Cook that the resources of the nation belong to the nation, not to the multinational oil companies or to any individual." Second, a person can agree to do something or agree to a condition. For example, "I agree to attend the meeting." Third, persons with different ideas as to how to do something can by mutual concession or discussion agree on the same solution. For example, "We agree on whom to elect chairman." The sentence pattern "I (or we) agree that CLAUSE" can be used to recognize the first meaning. The sentence pattern "I (or we) agree to INFINITIVE" can be used to recognize the second meaning. The sentence pattern "I (we) agree

*prepositional phrase*” can be used to recognize the third meaning. The form against which to match the patterns is provided by SUPPLE as a parse tree of a sentence.

Terms that denote performative verbs also denote other concepts that are not speech acts. For example, the verb agree can also mean “something is agreeable or suitable.” For instance, “White wine doesn’t agree with me.” This meaning can be disambiguated from the performative meanings of agree by the fact that the grammatical subject is not a person. Furthermore, the speech act in this case is the implicit speech act assert.

#### **4.3.5.3 Annotation of Implicit Speech Acts**

The next speech act recognition task is the recognition of assertions, requests and questions (a request that someone reply with information) that take the form of declarative, imperative and interrogative sentences.

Declaratives that are not performative sentences are usually assertions. For instance, “The Porcelain elephant is just divine” is an assertion that is in the form of a declarative sentence.

Imperatives are always commands or requests. For instance, "Please prepare for me a short analysis of the War Powers Resolution", “Let’s discuss this”, and "Let me know what you think" are requests for an action that is in the form of an imperative. The term "please" is also indicative of a request.

Interrogatives are usually requests for information, or equivalently, asking a question. For instance, the following interrogatives directed to President Bush at a news conference are examples of *ask(2)*.

Are there circumstances under which you would be prepared to recommend the total dissolution of NATO? What's the threat that still keeps it in business?

This phase of the speech act transducer will identify declarative sentences that are not performative sentences, imperative sentences and interrogative sentences. It will associate them with the illocutionary forces *assert*, *request*, and *ask(2)*, respectively, and construct a representation that includes the proposition of the illocutionary force.

#### **4.3.5.4 Annotation of Speech Acts Indicated by Text Structure**

Speech acts are sometimes represented by text structure rather than in sentences. For instance, in document 145 the speech act of recommending is indicated by a run-in paragraph heading and the use of the auxiliary verb *should*.

RECOMMENDATION: We should submit, or at least enthusiastically endorse, legislation that subjects Congress to the same laws it has imposed on the rest



of the people. We should also make greater mention of our support for term limitations.

The procedure for document type recognition produces annotations of a record representing its text structure. This phase of speech act recognition examines that structure to determine whether it is indicating a speech act, and if so constructs a representation of that act.

#### **4.3.5.5 Annotation of Indirect Speech Acts**

Indirect speech acts are commonly used to make requests and to reject proposals. A few occurrences of indirect speech acts were discovered during the analysis of the corpus. They primarily consisted of making requests by asking a question or making an assertion. For instance, "Would you prepare for me a short analysis of the War Powers Resolution?" is a request for action in the form of a question. The declarative sentence "I would like advice on (2)" is also a requests for an action.

Rules can be formulated for recognizing when an interrogative or declarative sentence is a request or command. For example

- 1) An interrogative containing a modal auxiliary "can," "could," "will" or "would," with the addressee as subject and the predicate describing an action that is feasible for the addressee to perform is to be interpreted as a request or command.
- 2) A declarative in which the subject is the speaker (author), e.g., "I", or the speaker and the addressee(s), e.g., "We," and the verb is "need," "want," is to be considered a request or command.

Additional examples will be sought of the occurrence of indirect speech acts in Presidential records. These will be used to refine the indirect speech act recognition rules.

#### **4.3.5.6 Annotate the Primary Speech Act(s) Performed by the Record**

The prior phases of the speech act transducer produce annotations of the speech acts performed by individual sentences and sequences of sentences in the record. The last phase contains JAPE rules that transform these annotations into annotations of the speech act(s) performed by paragraphs, sections, and the entire record. These annotations will include elements such as the following.

```
[paragraph(e1), act(e1, F1), proposition(e1, P1)]  
[section(e2), act(e2, F2), proposition(e2, P2)]  
[document(e3), act(e3, F3), proposition(e3, P3)]
```

These annotations are lists of predicates that can be passed to software modules for automatic record description and checking for access restrictions.

## **4.4 Test and Evaluation of the Method**

The corpus used in the analysis of speech acts occurring in Presidential records will be used to test the method for Speech Act Recognition. In particular, the performative sentences and text structures that indicate speech acts have been identified in that corpus. After successful testing on this corpus, an experiment will be conducted to evaluate the performance of the method using a record series from the Bush Presidential E-records

## **5. Related Research**

### **Speech Act Recognition and Comprehension**

Brown [1979] proposed a taxonomy for indirect speech acts and a model for recognizing these acts. A basic thesis of his research was that indirect speech acts are so complex that it is necessary to identify classes of indirect speech acts that share common properties and to use different representations and processing strategies for each class.

Searle proposed that the hearer of an indirect speech act interprets the act through a chain of reasoning. This inferential approach to speech act comprehension was modeled by Perrault and Allen [1980]. Their Belief-Desire-Intention (BDI) model uses modal axioms of belief, knowing, and desire with action schema for speech acts. The speech act models are for requests and informing. Inference is based on heuristic rules called plan inference rules.

Hinkleman and Allen [1989] proposed a plan-based approach to speech act interpretation that accounts for the conventional aspect of speech acts. Patterns of linguistic features such as mood, verb form, sentence adverbials, and thematic roles are used to suggest a range of speech act interpretations for an utterance. These are filtered using plan-based conversational implicatures to eliminate inappropriate ones. This approach has been extended by a number of researchers to include machine learning techniques and has been applied primarily to speech recognition [e.g., Jurafsky et al 1997].

Smith and Holdcroft [1991; Holdcroft and Smith 1992] describe a representation of speech acts and a method for constructing the speech act description from surface forms. For example, the logical form of the sentence

The monks build the abbey.

is represented by

inform(s, h, p)  
p = (build(agent(monks), object(abbey)))

The logical form is derived by parsing the sentence and associating the syntactic components to a particular logical form. The next step is to transform the logical form

into a default speech act description consisting of a broad category description, e.g., assertive, directive, commissive, etc. and a specification of degree of strength.

Stefanowitsch [2003] distinguishes between conventionalized and non-conventionalized indirect speech acts and proposes an approach to the recognition of conventionalized indirect speech acts. He argues that conventionalized indirect speech acts can be analyzed as constructions in the sense of Construction Grammar [Fillmore et al 1988; Kay and Fillmore 1999]. He refers to such constructions as indirect speech act (ISA) constructions.

The approach described in this paper for interpreting performative sentences and IFIDs is closest to that of Smith and Holdcroft. The approach investigated for interpreting indirect speech acts is closest to that of Stefanowitsch. This research is addressing a much larger number of speech acts than those addressed by Smith and Holdcroft and is implementing and evaluating the performance of the method of recognition and interpretation.

### **Agent Communication Languages**

The Knowledge Query Manipulation language (KQML) is a formal language for communication among software agents and knowledge-based systems. Some of KQML's operations are based on the performatives of speech act theory. The performatives are operations that agents perform on each other's knowledge and goal stores. KQML's *communication facilitators* coordinate the interactions of agents to support knowledge sharing [Finin et al 1994]. Prototype systems that use KQML support concurrent engineering, intelligent design, intelligent planning, and scheduling.

The Formal Language for Business Communication (FLBC) is a formal language that can be used for Electronic Data Interchange (EDI) or agent communications [Kimbrough 1998]. The FLBC language is based on speech act theory. The FLBC breaks a message up into three parts (the force, the content, and the context). The message types include messages for buying, selling, negotiating, reporting, predicting, confirming, denying and so on. The messages are constructed in XML according to a DTD. Moore has shown that EDIFACT messages and KQML's standard performatives can be translated into the FLBC. [Kimbrough and Moore 1999; Moore 2000]

The Agent Communication Language (ACL) is a proposed standard language for agent communications [FIPA 2001, 2002]. It is also based on speech act theory and defines a set of performatives and their meaning. For agents to understand each other they have to not only communicate with the same language, but also share a common ontology. An ontology is a part of the agent's knowledge base that describes the kind of things an agent can understand. ACL has superseded KQML. The Java Agent DEvelopment Framework (JADE) is an example of a system that implements the ACL [Bellifemine et al 2007].

Agent communication languages are formal languages and the technology underlying them offers little in the way of methods for comprehension of speech acts expressed in natural language. The related research in speech act recognition and agent

communication languages addresses small subsets of the speech acts that occur in Presidential records. The research described in this report seeks to develop methods for initially recognizing about 100 speech acts and eventually most if not all speech acts performed in the sentences of Presidential records. It also differs from the related research in the application of speech act comprehension technology to the problems of archival description and identification of FOIA exemptions and PRA restrictions on disclosure of Presidential records.

## 6 Conclusions and Future Work

The importance of records as conveyors of actions was described. The importance of the actions conveyed by records to the archival description of items, file units and record series was also described. The importance of recognizing actions expressed in records to the task of archival review was discussed. The basics of speech act theory were then reviewed with an emphasis on the theory of illocutionary acts developed by Searle and Vanderveken.

One hundred and twenty Presidential records were analyzed to determine the presence of speech acts performed in those records. The analysis identified 69 explicit or implicit speech acts occurring in those records and an additional 39 speech acts that were referenced in the propositions of other speech acts. Seventy-six of these speech acts had been previously identified and defined by Vanderveken. Thirty-two additional speech acts were identified and defined by the author of this paper.

A method is described for automatically recognizing the speech acts performed in a record. It is based on a method developed in prior and ongoing research to identify the documentary form (genre) of e-records and thereby extract descriptive metadata such as the names of the authors, addressees, topics and chronological dates of the records.

The speech act recognition method begins by resolving pronouns such as *I, we, you, me my, our, and us* to the names of the author(s) and addressee(s) of the record. Then a parser with a grammar for English is used to produce a representation of the syntactic form of the sentences in a record and a quasi-logical representation of the semantics of those sentences.

A speech act transducer will use the Java Annotation Pattern Engine and rules to produce a representation of the speech acts performed by the sentences in the record and from these to create a representation of the primary speech act(s) conveyed by the record as a whole.

This method is being implemented and will then be tested on records from the corpus of 120 Presidential records. Its performance will then be experimentally evaluated on other records selected from the collection of Presidential e-records from the administration of George H. W. Bush. When there is adequate performance, this prototype will be used in the development of methods for archival description and review.

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## Appendix A: Presidential Records and PRMs Included in the Analysis

<b>Doc.</b>	<b>Item Descriptions (Titles or Scope and Content Notes)</b>
001	Letter from Barbara Bush to Mary Roebling Expressing Gratitude for a Gift
002	Signature Memorandum from Boyden Gray to the President Recommending the Nomination of Ronald B. Leighton to be a US District Judge
003	White House Press Release of a Statement by the Press Secretary Regarding a Meeting of the President and UNITA Leader Jonas Savimbi
008	Letter from President Bush to President Mikhail Gorbachev Suggesting an Informal meeting
010	Memorandum from President Bush to Boyden Gray Requesting an Analysis of the War Powers Resolution
011	Memorandum from President Bush to Brent Scowcroft Regarding Noriega
014	National Security Directive 25 Regarding US Policy Toward the Persian Gulf
015	Letter from President Bush to Ronald Reagan Thanking him for a Gift
017	Letter from President Bush to Brent Scowcroft Thanking him for his Role and Being a Trusted Friend
023	Letter from Senator Max Baucus to President Bush Urging Quick Action on US Farm Policy
024	Letter from Susan Black to President Bush Expressing Appreciation for Nomination and Commitment to Serve
027	Letter from George W. Bush to Sam Skinner Suggesting Remedies for Trouble in the Oil States
029	Letter from Nicholas E. Calio to Representative Wayne T. Gilchrest Thanking Him for His letter to the President recommending Judge Roy P. Smith for Appointment to the United States Court of Appeals for the Federal Circuit
030	Letter from Representative Wayne Gilchrest to the President Recommending Judge Roy P. Smith for Appointment to the United States Court of Appeals for the Federal Circuit
031	Letter from Boyden Gray to George W. Bush Thanking Him for HIS Endorsement of Edith Brown Clement for appointment to the United States District Court for the Eastern District of Louisiana
036	Memorandum from the President to Department and Agency Heads Requesting Implementation of Regulatory Reforms
038	Pool Report by Ellen Warren and Dan Goodgame Titled "Fishing Lure in Presidents Ear"
039	Pool Report by Carl Leubsdorf Titled "President Visits lee Atwater"
041	Pool Report by George Condon Titled " Presidential Jog"
047	Letter from President bush to James Sprouse Thanking him for his letter informing the President of his retirement as United States Circuit Judge for the Fourth Circuit
048	Letter from Paula Sweeny to Lloyd Bentsen endorsing Darrell Panethiere for appointment to the Fifth Circuit Court of Appeals
049	Memorandum from Chase Untermeyer to the President Recommending Individuals to Comprise the Presidential Delegation to the 25th Anniversary Celebration of the Gambia's Independence
052	White House Press Release of Presidential Proclamation of Energy Awareness Month
053	Recommended Telephone Call for the President to Ronald B. Leighton to ask him to serve as United States District Judge for the Western District of Washington
054	Letter from Attorney General William P. Barr to President Bush Recommending the Nomination of Ronald B. Leighton
056	Nomination from the President to the Senate of Ronald B. Leighton to be a US District Judge
059	Letter from James Pinkerton to Patrick Augustine Expressing Appreciation of his Recommendations on the Resolution of the Savings and Loan Industry Crisis
060	Letter from Patrick Augustine to James Pinkerton Including Recommendations to Deal with the Savings and Loan Industry Crisis
061	Letter from Patrick Augustine to Craig Fuller Summarizing the Proposals to Deal with the Financial Institutions Problem and Offering his Views.



<b>Doc.</b>	<b>Item Descriptions (Titles or Scope and Content Notes)</b>
065	Memorandum from Doug Besharov to Charles Kolb Informing him of the Tentative Schedule for Working Seminar on Integrated Services for Children and Families
068	Letter from John Sununu to Sister Katherine T. McNamee, President, National Catholic Educational Association, Thanking her for her Note and Constructive Comments
070	Letter from Jane Barnett Leonard to Ambassador Thomas Melady Thanking him for a Letter Suggesting that the President Visit New Jersey to Discuss his Educational Programs
072	Letter from Nicholas Calio to Sen. Larry Pressler for Recommending Michael J. Richardson for appointment to the Task Force established in the Anti-Car Theft Act of 1992.
073	Letter from Sen. Larry Pressler to President Bush Recommending Michael J. Richardson for appointment to the Task Force established in the Anti-Car Theft Act of 1992.
074	Letter from Grant Peterson to Beryl Anthony concerning his support for a Federal disaster declaration for Union County, Arkansas, struck by a tornado on March 9, 1992.
075	Referral Memorandum from Sally Kelley to FEMA Requesting Appropriate Action to a letter from Beryl Anthony to the President
076	Letter from Nicholas Calio to Beryl Anthony thanking him for letter requesting Federal disaster assistance be provided for Union County, Arkansas
077	Letter from Congressman Beryl Anthony to the President requesting Union County be declared a disaster
079	Situation Report, Petrolia Earthquake - April 27, 1992
080	Letter from Jeffrey Vogt to Richard Swan, President, Alabama Entrepreneurs Association, thanking him for information on small business
081	Letter from Richard Swan to the President requesting he make small business a priority in his administration
082	Letter from John Sununu to Peter Ruane thanking him for his offer to help on small business issues
083	Letter from Peter Ruane to John Sununu offering to help on small business issues
084	Letter from Doug Wead to Ray Allen thanking him for his letter stating his concerns and suggestions regarding the Americans with Disabilities Act
085	Letter from Ray Allen to Doug Wead expressing his concerns about the Americans with Disabilities Act.
086	Letter from Doug Wead to Lucille Anderson thanking her for her letter regarding clean air.
087	Letter from Bill Kristol to Ede Holiday recommending Tom Fleener
091	Letter from President Bush to Jim Baker accepting his resignation as Secretary of State
092	Letter from Jim Backer to President Bush submitting his resignation as Secretary of State
093	Memorandum from Roger Porter to Governor Sununu recommending that the President direct Health Policy Working Group of the Domestic Policy Council monitor the implementation of the new regulations relating to Agent Orange and Vietnam Veterans
094	Memorandum from Roger Porter to the President responding to his request for review of the White House position on civil rights
096	Memorandum for the President to Boyden Gray and John Sununu requesting advice on term limitations
097	Letter from the President to Sam Skinner accepting his resignation as Chief of Staff
098	Letter from Sam Skinner to the President resigning the office of Chief of Staff to the President.
099	Letter from the President to Edward Derwinski accepting his resignation as Secretary of Veterans Affairs
100	Letter from Edward Derwinski to the President accepting his request to serve as his campaign's Deputy Chairman for Ethnic Coalitions and tendering his resignation as Secretary of Veterans Affairs.
101	EO 12722 BLOCKING IRAQI GOVERNMENT PROPERTY AND PROHIBITING TRANSACTIONS WITH IRAQ
102	Memorandum from Jim Cicconi to the Chief of Staff suggesting disapproval of H . R. 2712 : Immigration Relief for Chinese Students
103	Letter from the President to Thurgood Marshall acknowledging his letter of retirement from the Supreme Court.

<b>Doc.</b>	<b>Item Descriptions (Titles or Scope and Content Notes)</b>
104	Letter from Thurgood Marshall to the President retiring as an Associate Justice of the Supreme Court of the United States
108	Letter from the President to Thomas S. Foley, Speaker of the House of Representatives, informing him that he has directed U.S. Armed Forces to commence combat operations on January 16, 1991, against Iraqi forces and military targets in Iraq and Kuwait.
109	Letter from the President to Thomas S. Foley, Speaker of the House of Representatives, requesting the House of Representatives and the Senate adopt a Resolution stating that Congress supports the use of all necessary means to implement UN Security Council Resolution 678
111	Transcript of Presidential News Conference in which the President announces the resignation of William Webster as Director of CIA. The President answered reporters' questions on the following topics: Central Intelligence Agency, President's Health, Handgun Legislation, Baltic States, Soviet-U.S. Relations, Administration Travel Policy, Vice President, Hostage Agreement Reports, Iraq, and Middle East. In the news conference, the following persons were referred to: Robert M. Gates, Assistant to the President for National Security Affairs; President Mikhail Gorbachev of the Soviet Union; John H. Sununu, Chief of Staff to the President; former President Jimmy Carter; Gary Sick, former National Security Council official during the Carter administration; President Saddam Hussein of Iraq; United Nations Secretary-General Javier Perez de Cuellar de la Guerra; Secretary of State James A. Baker III; and Soviet Foreign Minister Aleksandr Bessmertnykh.
113	Transcript of President's News Conference in which President Bush answered reporters' questions of the following topics: Federal Pay Raise, Savings and Loan Crisis, Relations With Congress, Visit to China, Soviet-U.S. Relations, Tax Increases, U.S. Contact With the PLO, U.S. Foreign Policy Initiatives, Minimum Wage, Followup Questions, Strategic Defense Initiative, Afghanistan, First Days as President, Drug Control Policy Director Bennett, Monetary Policy, Government Ethics, Secretary-Designate Sullivan, Tax Increases, Abortion, Iran-U.S. Relations, Affirmative Action, Capital Gains Taxes, Hostages in the Middle East, Defense Spending, War on Drugs, and President's Agenda.
114	Transcript of President's news Conference in which President Bush answered reporters' questions on the following topics: Federal Pay Raise, Savings and Loan Crisis, Government Ethics, Secretary of Defense-Designate Tower, and Central America.
115	Transcript of News Conference of President Bush and President Mikhail Gorbachev of the Soviet Union - June 3, 1990. They answered reporters' questions on the following topics: German Reunification and Membership in NATO, Rapport Between Presidents Bush and Gorbachev, Israeli-Occupied Territories and the Middle East Peace Process, President Boris N. Yeltsin of the Russian Republic, Soviet-U.S. Trade, Negotiating Strengths and Weaknesses, Soviet-U.S. Relations, NATO's Future and German Reunification, Soviet Relations With Pacific Nations, and Lithuanian Independence
119	Executive Order 12769 -- Implementation of Section 311(a) of the Comprehensive Anti-Apartheid Act - July 10, 1991
120	Executive Order 12770 -- Metric Usage in Federal Governmental Programs - July 25, 1991
121	Executive Order 12771 -- Revoking Earlier Orders With Respect to Kuwait - July 25, 1991
123	White House Press Release -- President's Inaugural Address to the Nation -- January 20, 1989
124	White House Press Release -- President's Address Before a Joint Session of the Congress on the State of the Union - January 31, 1990
125	White House Press Release -- President's Address to the Nation Announcing United States Military Action in Panama - December 20, 1989
126	Memorandum from President William J. Clinton to Heads of Executive Departments and Agencies regarding Expanded Family and Medical Leave Policies. The President asks them to take immediate action to assist Federal workers further in balancing the demands of work and family.
128	Memorandum from Nicholas Calio to Fred McClure and Roger Porter recommending Modification of the Administration's Position on Minimum Wage
131	Memorandum from Zeldia Novak, Staff Assistant for Policy, to Michael Baroody, Assistant Secretary of Labor, recommending modifications to the Draft Paper, "Discussion of Proposals to Increase the Minimum Wage"

<b>Doc.</b>	<b>Item Descriptions (Titles or Scope and Content Notes)</b>
133	Memorandum from John Niehuss to Stephen Danzansky informing him of a plan to send Pat Coady, U.S. Executive Director at the World Bank, to a World Bank meeting in Paris, June 11-12 to discuss the proposal to establish a global environmental facility.
134	Memorandum from Gregg Petersmeyer to Nicholas Brady, Richard Darman and Michael Boskin urging the Administration to preserve the law with respect to charitable deductions.
135	Decision Memorandum from Ede Holiday to Governor Sununu suggesting responses to DOE's questions on White House Process.
137	Memorandum from Roger Porter to Sam Skinner responding to his request for a letter to Magic Johnson.
138	Memorandum from Doug Wead to David Demarest suggesting how to pressure conservative Senators to vote for the nomination of Tower as Secretary of Defense and requesting direction.
140	Memorandum from Ron Kaufman to Sherrie Rollins requesting she look into the possibility of using Carvel Lewis on some African American outreach events and meetings.
141	Memorandum from Lee Csorba to Doug Wead suggesting how to persuade Senator Armstrong to support Tower's nomination.
142	Memorandum from Shirley Green to Doug Wead commenting on space issues.
143	Memorandum from Clayton Fong to Marlin Fitzwater suggesting a prepared statement reaffirming the President's commitment and concern to solving the conflict in Yugoslavia.
144	Memorandum from Jeff Voigt to John Sununu recommending a phone call to Stephen Driesler, Senior Vice President and Chief Lobbyist for the National Association Of Realtors.
145	White paper on domestic policy issues
146	Memorandum from Joe Watkins to David Demarest expressing thoughts on some of the areas of critical concern to black Americans and how the President might begin the task of addressing some of those concerns.
151	Nation Security Review 2 directing a short-term review of next steps for U.S. Policy towards Panama.
152	National Security Directive 32 directing the preparation of an Executive Order prohibiting vessels of Panamanian registry from entering United States ports.
155	Title: Presidential Determination No. 89 - 13 -- Arms Sales to Saudi Arabia April 12, 1989 Description: Memorandum from President Bush to the Secretary of State certifying, with Respect to Section 1307 of the National Defense Authorization Act, Fiscal Year 1989, that Saudi Arabia does not possess biological, chemical, or nuclear warheads for the intermediate-range ballistic missiles purchased from the People's Republic of China.
156	A Proclamation by The President of National Ellis Island Day, 1992
158	Decision Memorandum from Carol Rasco to President Clinton announcing a time schedule for unveiling your national health reform plan and introducing legislation.
159	Letter from Shirley Temple Black to President Bush responding to his request that she be involved in his administration.
167	Memorandum of Conversation between Helmut Kohl, Chancellor the Federal Republic of Germany and president Bush – December 3, 1989
168	Memorandum of Telephone Conversation between Chancellor Helmut Kohl, of the Federal Republic of Germany and the President – February 13, 1990
169	Memorandum from Chase Untermeyer to the President responding to the President's request for a list of possible women appointees to the ambassadorship to Belgium
171	Memorandum from Chase Untermeyer to President Bush endorsing recommendations from Secretary of State Baker for various ambassadorships.
174	Memorandum from Chase Untermeyer, Director of Presidential Personnel, to POTUS recommending he approve for possible nomination to the Senate Calvin G. Franklin to be the Director of the Federal Emergency Management Agency.
175	Memorandum from Chase Untermeyer, Director of Presidential Personnel, to POTUS recommending he approve for possible nomination to the Senate RICHARD L. ARMITAGE to be an Assistant Secretary of State (East Asian and Pacific Affairs), JOHN R. BOLTON to be an

<b>Doc.</b>	<b>Item Descriptions (Titles or Scope and Content Notes)</b>
	Assistant Secretary of State (International Organization Affairs), HERMAN J. COHEN to be an Assistant Secretary of State (African Affairs), JOHN H. KELLY to be an Assistant Secretary of State (Near East and South Asian Affairs), DOUGLAS P. MULHOLLAND to be an Assistant Secretary of State (Intelligence and Research)
176	Memorandum from Chase Untermeyer, Director of Presidential Personnel, to POTUS recommending he approve for possible nomination to the Senate SAMUEL BRINSON HOLLIS to be Deputy Secretary of Agriculture, JACK CALLIHAN PARNELL to be Deputy Secretary of Agriculture.
178	Memorandum from C. Boyden Gray, Counsel to the President, to all White House Staff advising them of certain legal and policy limitations on your political activity.
179	Decision Memorandum from C. Boyden Gray, Counsel to the President, and the White House Campaign Finance Reform Working Group to the President outlining proposals for Campaign Finance Reform legislation.
182	White paper on EPA's draft proposal on Acid Rain issues.
183	Memorandum from C. Boyden Gray, Counsel to the President recommending the nomination of Harold E. DeMoss, Jr. to be United States Circuit Judge for the Fifth Circuit.
184	Letter from Dick Thornburg, Attorney General, recommending the nomination of Harold R. DeMoss, Jr., of Texas, to be United States Circuit Judge for the Fifth Circuit.
185	Memorandum from C. Boyden Gray, Counsel to the President recommending the nomination of Terrence W. Boyle to be United States Circuit Judge for the Fourth Circuit.
186	Letter from William P. Barr, Acting Attorney General, to the President recommending the nomination of Terrence W. Boyle to be United States Circuit Judge for the Fourth Circuit
187	National Security Directive 5 directing that draft legislation be prepared to Authorize the Transfer of Funds to the Agency for International Development for Humanitarian Assistance to Afghanistan.
188	Remarks by the President on signing H.R. 5132, the Dire Emergency Supplemental Appropriations Act, 1992.
189	Message from President Bush to the Senate of the United States returning without approval the Congressional Campaign Spending Limit and Election Reform Act of 1992.
190	Letter from President Bush to Thomas S. Foley, Speaker of the House of Representatives reporting that he declared a national emergency to respond to the threat to the national security created by the actions and policies of the Governments of Serbia and Montenegro.
191	Memorandum from President Bush to the Secretary of State and others Delegating to the Secretary of State the authority with respect to reports concerning China Weapons Proliferation, Human Rights, and Trade Practices.
192	Memorandum from President bush to Heads of Executive Departments and Agencies informing them that Secretary of Education Lamar Alexander and Administrator of the Small Business Administration Patricia F. Saiki have agreed to serve as co-chairs of the 1992 Combined Federal Campaign of the National Capital Area.
193	Letter from President Bush to John E Grohnmayer accepting his resignation as Chairmen of the National Endowment.
194	Letter from John E Frohnmayer to President Bush submitting his resignation as Chairmen of the National Endowment.
195	Executive Order 13315 terminating national emergency declared in Executive Order 12722 with respect to Iraq and modifying of Executive Order 13290, Executive Order 13303, and Executive Order 13315.
196	Letter from President Clinton to Elizabeth Neumeier Appointing her to the Presidential Emergency Board to investigate a dispute between the Soo Lin Railroad Company and certain of its employees.
197	Letter from President George H. W. Bush to his children: George, Jeb, Neil, Marvin, and Doro. He expresses his happiness at their Christmas celebration held at Camp David, and expresses his concerns as he prepares for the possibility of war with Iraq.

## Appendix B: Notes on Analysis of Speech Acts

<b>Doc. No.</b>	<b>Speech Acts Expressed with Performative Sentences</b>	<b>Speech Acts Expressed with Devices other than Performative Sentences</b>	<b>Speech Acts that are the Propositions of other Speech Acts</b>
001		Thank (How very kind of you to think of us in such a special way), assert (The Porcelain elephant is just divine and will make a wonderful addition to our library collection.)	
002		Recommend (Recommendation Section heading and list of that-clauses)	Nominate (that you nominate), find (found him to be qualified)
003	express (The President expressed the hope that these negotiations will lead to peace and national reconciliation in Angola.)	State (Statement as a sequence of assertions)	Pledge (the President pledged), believe (2) (The President believes that the steadfastness of that support is a key factor in pushing the current negotiations to a successful conclusion.)
008	Suggest(2) (My suggestion is that) want (I want to do it. I just want to reduce ..., I want to get our relationship...) intend (I do not intend in any way to put you in an awkward position)		Announce (that you announce)
009	suggest (I respectfully suggest I am not in the Beltway Mentality, as you call it.) thank (Thanks, old friend.) trust (I trust you will treat this letter as a confidential personal letter from one who respects you and values your friendship.)		suggest (I am off to do what you suggested I do.) want, propose (It will not be as good a budget deal as I want or as good as what we have proposed;)
010		Request (Please prepare for me; Please share a copy of this memo)	
011	think (I think recent events make a grab of Noriega more acceptable certainly at home, maybe abroad.)	Request (Please discuss.)	
014	Endorse (I endorse the Secretary of Defense's decision	Direct (the Department of	Commit (The united States remains committed),

<b>Doc. No.</b>	<b>Speech Acts Expressed with Performative Sentences</b>	<b>Speech Acts Expressed with Devices other than Performative Sentences</b>	<b>Speech Acts that are the Propositions of other Speech Acts</b>
	to reduce)	Defense will designate ...; The Director of Central Intelligence should ...)	encourage ( The United States will also encourage)
015	Thank (Thanks so very much for such a special present.)		
017	Thank (Thanks for your key role. Thanks for being at my side. Thanks for being my trusted friend.)		Tell (You told me what we needed to do), agree (I agreed),
023	Urge (I urge you to accept this assessment; I urge you to take a trip) think (I also think it is critical to increase target prices.)		Report (Senator Dole reported), predict (my colleagues and I predicted), point out (We pointed out how the insistence on freezing target prices instead of increasing them was going to decrease farm income and force thousands of farmers off their land.),warn (Our warnings), offer (I offered)
024	Appreciate, commit (I wanted to again express to you my appreciation and, my commitment to live up to the confidence you have placed in me.) express (I wanted to again express to you my appreciation and, my commitment to live up to the confidence you have placed in me.)		
027	Thank (Thank you for being so responsive) Suggest(2) (I suggest two remedies:)	Request (let me know your thoughts)	
029	Thank (Thank you for your recent letter to the President, Thank you again for your interest in writing.)	Reply to a letter	
030	express support (I wish to express my full support) believe (I believe his extensive background as well as his personal integrity will prove him to be an outstanding candidate.)	Recommend	
031	Thank (Thank you for your recent note) welcome(1) (We welcome your personal endorsement)	Reply to a letter	Endorse (you personally endorse), recommend (Donald Ensenat's recommendation)
036	Ask(1) (I ask that), request (I request that), emphasize		Ask(1) (I issued a memorandum asking each of

<b>Doc. No.</b>	<b>Speech Acts Expressed with Performative Sentences</b>	<b>Speech Acts Expressed with Devices other than Performative Sentences</b>	<b>Speech Acts that are the Propositions of other Speech Acts</b>
	(I emphasize, as I did then, that this moratorium does not apply to certain limited categories of regulations)		you),estimate (It should also estimate
038		Report (Document Type: Pool Report; A sequence of assertions about the activities of the President made by a reporter)	Inform (Marlin informed us; Scowcroft informed the President)
039		Report (Document Type: Pool Report) Title: President visits Lee Atwater	
041		Report (Document Type: Pool Report; Title: Presidential Jog)	Inform (Brit informed the pool), ask (he asked the President)
047	Thank (Thank you for your letter), Appreciate (I appreciate your willingness to accept further assignments)	Reply	
048	Endorse (I am pleased to heartily endorse him for that position.) believe (I believe that the broad scope of knowledge and experience he would bring to the Fifth Circuit would be a tremendous asset to that Court.)	Recommend	
049	Recommend (I recommend that)		Tell(1) (I've been told)
052	Proclaim (NOW, THEREFORE, I, GEORGE BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim October 1990 as Energy Awareness Month.), urge (I urge the people of the United States to observe this month with appropriate educational programs and activities.)		
053		Recommend (Documentary Form: Recommended Telephone Call	
054	Recommend (I recommend the nomination) believe (He bears an excellent reputation as to character and integrity, has judicial temperament and is, I believe, worthy of appointment as a United States District	List of assertions describing the nominees background	

Doc. No.	Speech Acts Expressed with Performative Sentences	Speech Acts Expressed with Devices other than Performative Sentences	Speech Acts that are the Propositions of other Speech Acts
	Judge.)		
056	Nominate (I nominate Ronald B. Leighton, of Washington, to be United States District Judge for the Western District of Washington)	Documentary Form: Presidential Nomination	
057	<p>suggest (Let me suggest, Mr. President, that a fair number of appointees to the federal bench approximate the number of African-Americans in the front lines in the Middle East.; I would suggest that he needs advisors, appointed by you, to assist him in recommending nominees to you.</p> <p>trust (Arthur Fletcher, Chairman of the civil Rights Commission, Ben Hooks, Executive Director of the National Association for the Advancement of Colored People, and the National Bar Association/Judicial Council. All of the above have been in the business of fair play and justice for a long period of time. You can trust them, Mr. President.) intend (Pursuant to the provisions of 28 USC 371(b) (1), I intend to become a senior judge effective January 28, 1991. Although I intend to continue to render judicial service... I do not intend to be presumptuous or discourteous to you in any way.) believe (But, Mr. President, the final decision, of course, is yours, because I believe, Mr. President, that your advisors in such matters (including the Attorney General of the United States), all suffer from a myopic condition, in that they can't seem to see African-Americans when it comes to their nominations to the federal bench.; I do not believe that I am overstepping the limits of propriety in any way. ) think (I think that you referred to the "Great American sin" when you said that you wanted to see a "kinder, gentler America." I think that the record will reflect that your nominees were about 90% white,</p>		express concern (There are several African-American judges who have expressed their concern to me about either attaining senior status or retiring at the time that they are eligible to do so. It has been two years ago that I expressed such concern.



<b>Doc. No.</b>	<b>Speech Acts Expressed with Performative Sentences</b>	<b>Speech Acts Expressed with Devices other than Performative Sentences</b>	<b>Speech Acts that are the Propositions of other Speech Acts</b>
	wealthy males and that many were members of organizations which had no racial minority or female participation.)		
059	Appreciate (I appreciate your sending me your recommendations), thank (thank you for taking time to write.)	Reply to a letter, commit (I will forward your own recommendations to those within the White House responsible for implementing President Bush's plan outlined above.)	
060	Congratulate (Congratulations on your appointment), apologize (I apologize)	Recommend (In addition to the recommendations contained herein the administration should consider ...)	
061	Thank (Thank you for allowing me the opportunity to forward my recommendations to you for your consideration.) summarize (I would like to summarize)	Propose (the following proposal should be considered)	State (Some Senators and Congressmen have stated that),
065		Request (Please let me know if you have any problems with...)	Request (her request, his request), suggest (Robin Carle's suggestion)
068	Thank (Thank you very much for your note and very constructive comments.), appreciate (We appreciate your strong support for our education initiatives.)	Reply to a letter	
070	Thank (Thank you for your letter)	Reply to a letter	Suggest(your letter of November 15, 1991, suggesting),
072	Thank (Thank you for your recent letter), Appreciate (We appreciate)	Reply to a letter	Recommend (your recent letter to the President recommending), endorse (your personal endorsement)
073	Nominate (I would like to nominate), urge (I urge that) trust (I trust the Secretary will include Mr. Richardson on the Task Force.)		Approve (Congress gave final approval to H.R. 4542, the Anti-Car Theft Act of 1992.)
074	trust (I trust this information is helpful.)	Reply to a letter (This is in response to your letter), Inform (I trust this information is helpful)	Inform (What follows are brief descriptions and best dates for the next meetings)
075		Request (Documentary Form:	

<b>Doc. No.</b>	<b>Speech Acts Expressed with Performative Sentences</b>	<b>Speech Acts Expressed with Devices other than Performative Sentences</b>	<b>Speech Acts that are the Propositions of other Speech Acts</b>
		White House Referral Sheet with a caption for ACTION REQUESTED)	
076	Thank (Thank you again for your interest in writing), Appreciate (We appreciate your contacting us)	Reply to a letter	Ask(1) President Bush has asked me to) Urge (your recent letter urging approval of Governor Clinton's request)
077	Request (I join with the Governor of Arkansas in requesting that)		Advise(1) (I have been advised by Employment Security Division that)
079		Report (Documentary Form: Situation Report – a sequence of assertions about events in the recent past)	Report (Pacific Gas and Electric Company (PG&E) reported that; The California Office of Emergency Services reports that; The state of California Office of Emergency Services (CAL OES) reported that), estimate (Humboldt County estimates private damage at more than \$23 million), declare (The Governor declared a state of emergency)request(Humboldt County has requested), convene (The State OES convened a meeting with relevant State agencies), designate (Roy Kite has been designated the lead representative)
080	Thank (Thanks for your letter), Respond (I wanted to respond)	Reply to a letter	Commit (The President is committed)
081	Congratulate (We at the Alabama Entrepreneurs Association would like to take this opportunity to congratulate you), suggest (These suggestions would make economic history)	Request (Please make small business a priority), Suggest (These suggestions would make economic history.)	
082	Thank (Thank you for your recent letter)	Reply to a letter	Offer (your offer)
083	hope (we hope that you will give us a call)	Inform (assertions about the Small Business Legislative Council), offer (When you need to know how small business stands on the issues, we hope you will give us a call)	
084	Thank (Thank you very much for your letter)	Reply to a letter	State (your letter of March 15,1990 which stated your

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			concerns)
085	concern (Attitude: I am gravely concerned about the Americans with Disabilities Act; I have other concerns as well. They are outlined below) believe (I firmly believe that persons with disabilities must be treated with compassion and not be made objects of discrimination.)		
086	Thank (Thank you very much for your letter)	Reply to a letter	Commit (the Administration is firmly Committed)
087	Recommend ( I recommend him highly)		
091	Accept (I accept with deep appreciation your decision to resign), appreciate (I appreciate)	Reply to a letter of resignation	Ask (I have asked you to join me in the White House), agree(2) (you have agreed to yet another challenge of service)
092	Resign (I submit my resignation)		Agree (Your agreement with President Yeltsin) trust (Gratitude because you have placed great trust and confidence in me and do so again by asking me to work with you to build a safe, strong America at home and abroad.)
093	Recommend (I further recommend that) believe A recent court ruling on the Department of Veterans Affairs and Agent Orange presents an opportunity for presidential leadership. I believe that the White House should take a strong role in this effort. I believe there is benefit in the president publicly directing that the Working Group assume this role . ) think (Mary Stout, President, Vietnam Veterans of America, told the Associated Press that the Derwinski decision not to appeal was "a very significant step. I think it does show that there's a new Veterans Administration and a new administration that's taking a different view of the Agent Orange situation.)	Recommend (I believe that there is benefit in the President publicly directing that the Working Group assume this role)	rule (Last month the Ninth Circuit Court of Appeals ruled that; The court further ruled that), announce (Secretary Derwinski announced that), find (The Ninth Circuit Court of Appeals found that), determine (The Department of Veterans Affairs determined), tell (Mary Stout, President, Vietnam Veterans of America, told the Associated Press that), ask (the Department of Veterans Affairs will ask, he has asked)
094	Recommend (We recommend that, We recommend permitting, We recommend limiting) believe (2) We believe this restores the law to what it was before	Reply to a request	urge (Senator Chafee expressed concern over the Administration's position on the civil rights bill and urged that), agree (You agreed. We have made good

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	<u>Wards Cove</u> , while Kennedy's language would go well beyond anything that has previously been required.)		progress and have reached agreement), ask (You agreed and asked me to), convene (I have convened a series of interagency meetings), recommend (A copy of the Kennedy-Hawkins bill with our recommended deletions and additions is attached.) contend (Kennedy and Hawkins contend that), claim (Kennedy and Hawkins contend that their bill would not result in quotas, a claim made by several others during the sessions last week.) stipulate (Kennedy-Hawkins originally stipulated that), define (And we would define business necessity as "reasonably related to a legitimate business interest or to effective job performance." ) Propose (Kennedy-Hawkins proposes), prohibit (Kennedy-Hawkins prohibits suits by persons who had "notice" of the decree) want (You want to sign a civil rights bill)
096		Request (I would like advice on ...)	advise (I would like advice on (2).; encourage (by encouraging the states of take action); amend (trying to amend for so many different causes) express concern (Senator Chafee expressed concern over the Administration's position on the civil rights bill)
097	Accept (I accept your resignation)	Reply to a letter of resignation	resign (your resignation as Chief of Staff); announce (announced the "G.I. Bill for Children"); regret (It is with deep regret but even more with pride in your many accomplishments that I accept your resignation as Chief of Staff.)
098	Resign (I respectfully resign)		
099	Accept (I accept your resignation); salute (I salute you for that)	Reply to a letter of resignation	resign (I accept your resignation as Secretary of Veterans Affairs); appoint (When I appointed you as Secretary of Veterans Affairs); regret (It is with great regret and with sincere appreciation for your dedicated service to our country that I accept your resignation as Secretary of Veterans Affairs.)

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100	tender (I tender my resignation), accept (It is an honor for me to accept your request), welcome (I welcome the opportunity)		appoint (As I leave the position you appointed me to);
101	find (I, GEORGE BUSH, President of the United States of America, find that the policies and actions of the Government of Iraq), block (are hereby blocked.), Declare (I, George Bush, hereby declare a national emergency), prohibit (The following are prohibited), order (I hereby order:), authorize (is hereby authorized); direct (All agencies of the United States government are directed to take all appropriate measures)	Prohibit (The following are prohibited)	terminate (including the termination and suspension)
102		Counsel (Advice to the President by his Counsel)	maintain (we have maintained that a return of the bill (i.e. a normal veto) is not possible), dispute (Congress, of course, disputes this view), assert (our assertion of a pocket veto power), concur (he concurs)
103	Acknowledge (I acknowledge your letter of retirement)	Reply to a letter	retire (your letter of retirement) regret (It is with deep regret that I acknowledge your letter of retirement from the Supreme Court effective at such time as a successor is qualified.)
104	Retire (I, therefore, retire as an Associate Justice of the Supreme Court of the United States)		
108	Inform (I now inform you that)		determine (my determination that appropriate diplomatic and other peaceful means had not and would not compel Iraq to withdraw unconditionally from Kuwait and meet the other requirements of the U.N. Security Council and the world community.) conclude (I concluded, as did the other coalition leaders, that only the use of armed force would achieve an Iraqi withdrawal), direct (I directed U.S. Armed Forces to commence combat operations on January 16, 1991, against Iraqi forces and military targets in Iraq and Kuwait.)

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109	Request (I therefore request that), ask (I ask Congress to join with me in this task.) desire (As you know, I have frequently stated my desire for such a Resolution.)		state (I have frequently stated my desire for such a Resolution.) express support (I can think of no better way than for Congress to express its support for the President at this critical time.)
111	deny (I can categorically deny) want (I want to help. I want to stay involved. I want to be a part..., I want to use that good will.) believe There are those who think CIA should have a different role, but I believe Bill Webster has demonstrated the value of an intelligence organization that is professionally directed and purposely committed). Think (I think I'm leaving you - - I know I'm leaving you a healthy organization, one that has had during the last 4 years, I think, a good track record for its accountability.; Well, as I said the other day, we have to be sure that we abide by the rules as established -- I think the Agricultural Department has to make certain representations.; I think he's getting a bum rap in the press -- pounding on him when he's doing a first-class job.; I think there's reason to be optimistic; And I don't think that's the case, that somebody's saying one thing and then going off and just doing something behind his back.; I want to be a part of this because I think we have an opportunity now. And I think countries that the United States have helped recognize that. And I think Israel understands that. I think the Saudis understand that. I think the Egyptians understand that.)	Document Type: Presidential news Conference. Ask question (Q. indicates question by a reporter) Answer question	inform (Bill Webster has informed me of his intention to retire), request (his request for help), insinuate (the people that are making these insidious insinuations) express support (I've expressed my support for Dan Quayle. I expressed my concern early on that I did not want to get bogged down.)
113	Ask (Q. Let me ask you if I can in that regard: ... In what area are you going to try to move forward? Central America? The Mideast? Where?), Commit (I'm committed to a strong defense) want (I want to assemble...; And I just want to assure...; But I want to start with that; I want to try to avoid words like 'Cold	Document Type: Presidential news Conference. Ask question (Q. indicates question by a reporter) Answer question	appoint (We did appoint), recommend (the Commission's [Quadrennial Commission on Executive, Legislative, and Judicial Salaries); pledge (your no-tax pledge), agree (they have, dramatically I'd say, agreed to the principles that are part of our policy.), testify (Do you agree with Senator Tower's

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	<p>War'; I want to take the offense; I want to see a reinvigorated office of minority business; I want to see our SBA program go forward vigorously.) believe (But in point of fact, I believe that you do have the power, if you want to, to limit the pay raises that would otherwise automatically go to your own staff.) think (I think it's been officially announced that we're going to -- certainly to Tokyo, then on to China, and I'm looking forward to it very much.; The reform of the honorarium, payments for these speeches, I think, is very, very good. I think it's good government.; First place, I think it's a little absurd to be commenting on a facet, a possible facet, of solving a problem when it hasn't even come to me.; I think the main thing in terms of the question you raise: Jobs -- how do we continue to create jobs, keep it going?; If you raise the minimum wage without this differential, I think you will reduce employment. So, I think the main thing in the area you're talking about is: How do we increase economic opportunity?; But it is simply a prudent way in which to protect life, I think.; And I think Bill Bennett's time is best spent not worrying about agricultural subsidies, when we have a meeting on agriculture, but concentrating on drugs.; No, I think our Chief of Staff has tried to hold the line in increases in hiring people. And I think you're all aware of that. And I think he's done a very good job on it.; But, no, I think it's been a wonderfully harmonious week, and these are just little ripples on the surface of an otherwise calm pond. I think we set a certain tone and certain outreach and then go forward. )</p>		<p>[Secretary of Defense-designate] testimony in which he doesn't seem to believe that the SDI program, as envisioned by President Reagan, is likely? Alan Greenspan's [Federal Reserve Chairman] testimony in Congress earlier this week with regard to interest rates and monetary policy.), order (The first action taken by your Secretary of State was to order the boarding up of the Embassy in Kabul.) recommend (we'll have some recommendations;), nominate (when I nominated him), appeal (I would make a broad appeal), commit (I have been committed to affirmative action.), propose (My opponent is proposing something that'll cost the taxpayer billions),express concern (I've expressed some concern about it, but for other reasons.)</p>
114	propose (We propose to increase, And now I propose to take just a few questions)., pledge (And I make you	Document Type: Presidential news Conference. Ask question	describe (The Secretary of the Treasury, Nicholas Brady, will describe these proposals to you in detail in

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	<p>a solemn pledge that), call (I call on the Congress to join me in a determined effort to resolve this threat to the American financial system permanently, and to do so without the delay.) welcome (I welcome the leaders that are with me here on this platform.) remind (But let me just remind you that I'm the one who does not believe in ``playing the Soviet card" or ``playing the China card.") want (I want to have my administration aspire to the highest possible ethical standards. what I want to do is finalize our standards and then urge everybody in all branches of government to aspire to those standards. All I want to do is make a sound proposal,...; But I want to be fair.) intend (We intend to restore our entire deposit insurance system to complete health.) believe (And fifth, I believe that banks and thrifts should pay the real cost of providing the deposit insurance protection.) think (However, I think it's important to summarize some of the major points.; I think their support says a lot about the efficacy of our proposal.; But I do think, Brit [Brit Hume, ABC News], that it's fair that we not reach judgment on Senate hearings before the Senate hearings are concluded because it's very hard to filter out fact from fiction, spurious allegations from fact.; And yet I think the Senate has got to do what they're doing: looking at these allegations very carefully.; And if these allegations prove to be allegations without fact behind them, I think the people are going to say: Wait a minute!; But I don't think it's fair to the Congress to say that they have signaled to me that they are going to be enthusiastic on this plan, although I hope they are.; And so, I do think that we've got to be very careful about perceptions of impropriety when it comes to</p>	<p>(Q. indicates question by a reporter) Answer question Summarize (I think it's important to summarize some of the major points. The proposal include fur major elements)</p>	<p>a few minutes.), direct (I have directed that), order (I have ordered that(</p>



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	conflict of interest; So, I think Dr. Sullivan did the right thing in asking what was proper. I think Boyden Gray did the correct thing every year in asking what was proper and reviewing his own personal holdings in a family company with the Ethics Office)		
115	Agree(3) (I agree with President Bush, Yes, I agree there are settlements that go contrary to the United States policy;), emphasize (I would like to emphasize that, I would like, in particular, to emphasize the importance of), appreciate (I appreciate very much him as a political leader), confirm (I would like to confirm), tell (I would like to tell you that, , I can tell you), thank (I would like to thank all Americans), ask(2) (I'd like to ask both Presidents about Germany, I'd like to ask you what do you think of, I'd like to ask you about, Is that a responsible policy really, I ask myself.), declare(1) (I wish to declare here now for all of you to know that) salute (We salute reforms that make our systems more compatible on the economic side, on the human rights side, the openness side.) oppose (We're opposed; We oppose new settlements in territories beyond the 1967 lines) state (I wish to state) hope (But I hope they will heed what the two Presidents strongly advise them, that they should act in a wise fashion.; And I hope that we will sign the treaty itself this year. I have no suspicion about his position, and I hope he has no suspicion about mine. And I hope there are no differences on that among the journalistic corps.) favor, (Having said that, the position of our country is we do not think that it needs U.N. troops or U.N. Security Council missions, but we do favor Mr. Goulding, a representative of the Secretary-General, going there.) want (We have agreed to make sure that	Document Type: Presidential news Conference. Ask question (Q. indicates question by a reporter) Answer question	agree(2) (Well, when President Gorbachev and I were at Malta, we agreed that we would try to build a fundamentally different U.S.-Soviet relationship, one that would move beyond containment to an era of enduring cooperation) ,agree (But we are in full agreement that the matter of alliance membership is, in accordance with the Helsinki Final Act, a matter for the Germans to decide.; President Gorbachev and I have agreed to meet on a regular basis); invite (I've invited President George Bush, the President of the United States, to visit the Soviet Union,), ask (they asked me this particular question.) interrogate (he was interrogated at a session), explain (He tried to explain his position., I explained our position in great detail) advise (But I hope they will heed what the two Presidents strongly advise them, that they should act in a wise fashion.), forecast (I could even make a forecast -- that), express doubt (Doubts are being expressed.),

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	<p>we will complete the Vienna talks this year and sign an agreement on conventional arms at a European summit by the end of this year. Not everything depends on us, but this is our position; we want to achieve that. We want to make it more open toward the outside world. We want to see an option that would strengthen everything in Europe rather than weaken things. We want to see this happen precisely on the basis of the Constitution.) express gratification (I would like to express my profound gratification at this work that we have done together with President George Bush.) express supposition (I am expressing my supposition.) believe (I believe, as do Chancellor Kohl and members of the alliance, that the united Germany should be a full member of NATO.; I believe that this transition is both the result and a factor for further changes that affect all countries. ; So, I believe the fact that the President, myself, and our colleagues have devoted a great deal of time to this issue -- we have thrashed out this idea very, very thoroughly -- I think has been very helpful and beneficial because we will continue our debates on this. I am convinced that it is in the best interests of the United States. I believe the same thing about the grain agreement. I believe the same thing about the maritime agreement.; For that reason, we believe that we will not be able to make any further progress in restructuring international relations, including in the main European area, without an active participation of the United States of America and the Soviet Union.; Yes, indeed, we believe that the option which we think will be found eventually and which will provide powerful momentum and which would contribute to the strengthening of the European process</p>		

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	<p>must necessarily include some kind of a transition period during which we could join our efforts to conclude a final document, exhausting thereby the rights we are endowed with as the victorious Four Powers under the results of the Second World War.) think (I think it's a mark of how far the U.S.-Soviet relationship has come that in all our exchanges, whether about issues on which we agreed or disagreed, the spirit of candor and openness, a desire not just to understand but to build bridges, shone through. But anyway, I think that the Camp David dialog was very important. I think that this economic area and other areas create a good foundation for our political dialog and creates a kind of solid pillar of support for our cooperation. This is my assessment, and I think the fact that we have established a rapport will be very important. That is unacceptable to the United States. Having said that, the position of our country is we do not think that it needs U.N. troops or U.N. Security Council missions, but we do favor Mr. Goulding, a representative of the Secretary-General, going there. I think it is important in this emerging relationship that we share as directly as we can with the Soviet side the political problems we face. And I think to assume that someone -- myself or President Bush -- can dictate to each other or to the Soviet Union is absurd. I think that this idea is suggested because at this point in time the Soviet Union is deep into profound change. But I think that we must be very, very active now so as to ensure some kind of synchronization between the internal processes which lead to the unification of Germany and the settlement of external aspects so that they would be combined. I think we will give serious</p>		

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	thinking to the U.S. position, too. )		
119	Order(1) (It is hereby ordered), revoke (Executive Order No. 12532 of September 9, 1985, and Executive Order No. 12535 of October 1, 1985, which lapsed on September 9, 1987, pursuant to the provisions of sections 1622(d) and 1701 of title 50 of the United States Code are hereby revoked. )		
120	Order(1) (it is hereby ordered as follows: ), designate (The Secretary of Commerce ("Secretary") is designated to direct and coordinate efforts by Federal departments and agencies to implement Government metric usage), authorize (the Secretary is authorized), direct (All executive branch departments and agencies of the United States Government are directed to take all appropriate measures within their authority to carry out the provisions of this order.) intend (This order is intended only to improve the internal management of the executive branch and is not intended to create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its agencies, its officers, or any other person. )		establish (The Secretary may establish such subcommittees and subchairs within this Council as may be necessary to carry out the purposes of this order. Heads of departments and agencies shall establish an effective process for a policy-level and program-level review of proposed exceptions to metric usage.) promulgate (The Secretary is authorized ... to promulgate rules and regulations), report (The Secretary shall report to the President annually regarding the progress made in implementing this order.) approve (which shall be approved by the department or agency head)
121	find (I, George Bush, President of the United States of America, find that the expulsion from Kuwait of Iraq's occupation forces,...), Order(1) (I hereby order), revoke (. Executive Order No. 12723 and Executive Order No. 12725 are hereby revoked)		
123	thank (President Reagan, on behalf of our nation, I thank you for the wonderful things that you have done for America.) ask (I ask you to bow your heads.)	pray (I ask you to bow your heads. Heavenly Father we bow our heads and thank you for your love...Amen)	
124	report (And now, as President, it is my privilege to	address (State of the Union	declare (A year ago in Poland, Lech Walesa declared

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	<p>report to you on the state of the Union.) announce (And tonight I am announcing that well before the end of February, the additional numbers of American troops, the brave men and women of our Armed Forces who made this mission a success, will be back home. And that's why tonight I am announcing America's education goals, goals developed with enormous cooperation from the Nation's Governors. And so, tonight I am announcing a major new step for a further reduction in U.S. and Soviet manpower in Central and Eastern Europe to 195,000 on each side.), offer (And once again, in the spirit of cooperation, I offer my hand to all of you.), ask (I'm asking Dr. Sullivan, Lou Sullivan, Secretary of Health and Human Services, to lead a Domestic Policy Council review of recommendations on the quality, accessibility, and cost of our nation's health-care system.) commit (I am committed to bring the staggering costs of health care under control.) agree (I agree with our European allies that an American military presence in Europe is essential and that it should not be tied solely to the Soviet military presence in Eastern Europe.) want (I want you to listen to parts of a letter written by Private First Class James Markwell.)</p>	<p>Address)</p>	<p>that he was ready to open a dialog with the Communist rulers of that country ), predict (he predicted the Berlin Wall would last another hundred years. Nearly 40 years ago, in his last address to the Congress, President Harry Truman predicted such a time would come.), agree(2) (the Governors and I agreed to look for ways to help make sure that our kids are ready to learn the very first day they walk into the classroom.) promise (we made a promise to you, and we are going to keep it.)</p>
125	<p>tell (This morning I want to tell you what I did and why I did it.) salute (And as Commander in Chief, I salute every one of them and thank them on behalf of our country.) recognize (the United States today recognizes the democratically elected government of President Endara.) regret (We also regret and mourn the loss of innocent Panamanians.) want (This morning I want to tell you what I did and why I did it.) intend (The United States intends to withdraw the forces</p>	<p>announce (This morning I want to tell you what I did and why I did it. last night I ordered U.S. military forces to Panama.)</p>	<p>order (last night I ordered U.S. military forces to Panama.) declare (Last Friday, Noriega declared his military dictatorship to be in a state of war with the United States), interrogate (arrested and brutally beat a third American serviceman; and then brutally interrogated his wife,) direct (And that is why I directed our Armed Forces to protect the lives of American citizens in Panama and to bring General Noriega to justice in the United States. I have today</p>

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	newly deployed to Panama as quickly as possible.)		directed the Secretary of the Treasury and the Secretary of State to lift the economic sanctions with respect to the democratically elected government of Panama) inform (informed them of this decision)
126	Ask(1) (I ask you to take immediate action, I ask that you take immediate action, I ask that you support , I ask agencies, unions, and management associations to continue to work together) encourage (I encourage you to use)		support (I have strongly supported meeting Federal employees' family and medical leave needs through enactment of the Family and Medical Leave Act of 1993 (FMLA) and the Federal Employees Family Friendly Leave Act of 1994 (FEFFLA).) propose (Last year I proposed to expand the Family and Medical Leave Act of 1993.) legislate (My legislation would allow Federal and eligible private sector workers 24 hours of unpaid leave during any 12-month period to fulfill certain family obligations.)
128	Suggest(2) (We further suggest that) believe (2) (They believe that six months is “too long,” “unnecessary”, and “not understood” by the public. Absent some change in our position, we believe it will be possible, but very difficult to sustain a second veto.; I believe it fairly characterizes their views to say that a minimum wage increase to \$4.25 is non controversial and, more importantly, that a training wage of less than six months poses no problems for them.) think (As an ancillary point, I think we need to be concerned about being in the position of threatening to veto a new minimum wage bill at the very time we are still pressing for (and might get) a second shot at capital gains.; As we have been proposing for some weeks, I think we should make a clean political strike and preempt them.)	Recommend (Section heading)	confirm (I would also note, and OPL will I think confirm, that the business community has been largely disinterested in and quiet on this issue.) notify (we should quickly notify), inform (before going public inform the Democratic leadership that we are announcing a new position) believe (In fact, they by and large believe that we need to modify our position on the training wage in order to win.)
131	Recommend (We therefore recommend, In particular we recommend), concur (We also concur with the modifications) suggest (Even if our suggestion cannot		proposal (strongly articulating why Senator Kennedy’s proposal is bad public policy)

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	be embodied in an Administration proposal in the immediate future, we hope it will prove helpful for future policy development.) think (We think the five-part minimum wage package you recommend seems sensible, and would prefer the first option in 1, the increase to \$4.05 per hour, which is more defensible as public policy.)		
133	believe (On balance we believe we should go with Option 3.)	Inform, request (Please let me know if you disagree with this approach)	urge (We urged the Bank to utilize its existing resources)
134	Urge (I urge the Administration to preserve the law with respect to charitable deductions.) agree (I have attached a statement by Brian O'Connell for your reference, with which I agree.)		commit (As you know, the President is on record as being committed to a degree unprecedented for any President in history to encouraging community service as a means of solving our nation's most critical social problems.) announce (The Points of Light Foundation, of which the President serves as Honorary Chairman, will be announcing its strategic plan to the nation at some point in the fall.)
135	Suggest(2) (My suggestion is that) believe (Secretary Watkins continues to complain about the White House decision process, as recently as yesterday morning. I believe it is important to cut this off soon.)	report (Last Friday afternoon in my office, Henson Moore described DOE's outrage...)	describe (Henson Moore described DOE's outrage at the release by Bill Reilly of figures characterizing the benefits of the Clean Air Act for reduced oil dependency.) assert (He asserted that this was another example of the inability of the White House decision process on domestic energy issues to function fairly) complain (his major complaint being the process leading up to the EPC decision memorandum to the President on medium term energy measures.) refuse (DOE refuses to continue dealing through the EPC process until he receives these answers.) expressed the need (Henson, on Friday, expressed the need for streamlining the NES interagency process)
137	Respond (This responds to your request) think (That		request (This responds to your request for a letter to

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	aside, I still think the approach in this letter will serve us best in the long run.)		Magic Johnson), invite (inviting him to serve on the Commission), offer (offering to arrange briefings), criticize (He could, with good reason, be criticized for talking far beyond his knowledge of the facts.)
138		Request, Suggest (I need some direction on these suggestions)	report (It has been reported that conservative Senators Armstrong, Pressler, and Grassley may vote against Tower's nomination.) convene (Convene a meeting of prominent movement conservative leaders immediately)
140		Request (Could you please look into the possibility of using Carvel Lewis?) Question to make a request.	agree (Gregg is happy with Carvel's work but has agreed to let him spend time on these activities when they occur),
141		Suggest (Senator Armstrong is wavering on the Tower nomination because of the "moral" problems presented. Persuade (But if some of Armstrong's prominent evangelical friends and supporters contact the Senator with their support of Tower, he would be inclined to accept "their godly counsel and wisdom.")	commit (Tower's "repentance" and commitment to abstain from any alcoholic beverages)
142	appreciate (I was delighted to see your two memos on space issues and appreciate your asking my comments)	Comment (I was delighted to see your two memos on space issues and appreciate your asking my comments.)	ask (your asking my comments), urge (I strongly urged that he attend the event), suggesting (Your suggestions that using NCSA as an umbrella to try to hold these disparate interests together under the Vice President's leadership to support the President space initiatives is great.)
143	Suggest(2) (My suggestion would be to)	request (Please let me know how you wish to proceed)	ask (the President was asked whether in a post-cold war Europe, American troops would be more involved



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			in ethnic struggles and/or civil wars.)respond (The President responded, "No, it does not mean that American troops will go into every struggle)
144	concur (BOBBIE CONCURS WITH THIS.)	Recommend (Subject of Memo: Recommended Phone Call)	oppose (THE CHAMBER'S OPPOSITION); endorse (AN ENDORSEMENT FROM NAR WOULD BE SIGNIFICANT. NAR IS CAPABLE OF BRINGING SUBSTANTIAL GRASS ROOTS SUPPORT TO OUR EFFORT.) tell (DRIESLER HAS TOLD ME THAT THEY ARE NOT HAPPY WITH THE FHA PREMIUMS) believe (DRIESLER HAS TOLD ME THAT THEY ARE NOT HAPPY WITH THE FHA PREMIUMS, BUT THEY BELIEVE THAT CONGRESS WILL STRIKE A BALANCE BETWEEN THE HOUSE AND SENATE VERSIONS AND IT WILL BE SOMETHING NAR CAN LIVE WITH.)
145		Recommend (Section Heading and run-in paragraph heading: <u>Recomendation</u> ) (We should submit...)	confirm (the confirmation of Judge Clarence Thomas to the U.S. Supreme Court constitutes a major turning point in American life)exempt (Why the Congress has exempted itself from some fifteen laws)grant (Why the Congress grants itself certain banking privileges), enact (Why congressional pay raises are enacted in the dark of night) endorse (We should submit, or at least enthusiastically endorse, legislation note (He noted that incumbent presidents had been reelected since 1948 when the growth in real disposable income per capita in the twelve months preceding presidential elections had been 2.9% or above.) announce (We should announce a three-part economic growth strategy which includes), block (Two years ago George Mitchell blocked the capital gains tax reduction), propose (In addition to proposing necessary changes to the Senate's judicial

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			confirmation process,) criticize (we should be criticizing the Congress for failing to complete its work on time.) advocate (We should advocate strategies that directly benefit the country's middle class.)oppose (While our opposition to Pell entitlements is sound,)observe (As Peter Brown observed,)
146		Inform (Assertions about issues of importance to Black Americans), Suggest (the President will have the black community's attention as well as possibly gain their support if 1) he takes the bull by the horns by demonstrating that he understands the importance of these issues to the community and 2) shows that he is attempting to deal with them in a substantive way.)	state (The President has stated on a number of occasions that education is the best economic program and the best way to bring about economic parity for minority groups.) think (Let me know what you think.)
151	Direct (I hereby direct a short-term review)		
152	Direct (I hereby direct that:)		inform (I hereby direct: The Secretary of State inform interested governments of our intended action.
155	Certify (I hereby certify that), direct , authorize (You are hereby authorized and directed to publish)		
156	Proclaim (Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim January 1, 1992, as National Ellis Island Day.), invite (I invite all Americans to observe this day with appropriate programs, ceremonies, and activities.)		designate (The Congress, by Public Law 102 - 177, has designated January 1, 1992, as "National Ellis Island Day") authorize, request, proclaim (and has authorized and requested the President to issue a proclamation in observance of this day.)
158	propose (This memorandum propose), recommend ( We recommend that, We also recommend that),	Recommendation (Section heading), Request (Document	announce (this week you should announce a schedule, [you] announced that within 100 days a

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	believe (We believe that these steps permit you to)	type is Decision Memorandum) approve(1) and reject(2) Has captions for approve and reject with underscores for initials or signature.	comprehensive plan would be prepared. You announce your national health reform time schedule this week; You announce the broad outlines of your decision.) state (You have stated that no other area of domestic policy is in greater need of comprehensive reform than the nation's health care system.) appoint, recommend (you identified health reform as one of the centerpieces of your first Presidential term and appointed the First Lady to head a task force that would study the problem and recommend comprehensive reforms.)
159	Suggest(2) (May I suggest) express (Charlie joins in this expression of respect and friendship for you and Barbara.)	Reply to Note (I am honored by your handwritten note that you want me involved in your Administration, to which this letter is in response.)	want (I am honored by your handwritten note that you want me involved in your Administration,)
167	tell (Can I tell you what happened?) thank (I want to thank you for your calm reception of the ideas.)	ASK question,(using interrogative sentences) Answer question	resign (Everyone has resigned), abolish (they want the army abolished), agree (the SPD agreed last Tuesday).
168	Thank (First, thank you for all you did in Moscow.)	Memorandum of Telephone Conversation) Ask question (using interrogative sentences), Answer question, tell, (Let me say a few words about my talks in Moscow)	urge (We will have to urge the government), support (your support is invaluable), comment (When I heard your comments), state ( Your stated position that NATO membership would be appropriate)
169	Offer (I offer the following), recommend (his recommendations are)	request (Please let me know if you'd like more names)	
171	Endorse (Governor Sununu and I endorse the enclosed recommendations)	request (Please indicate your decisions in the space provided)	resign (after the resignation), concur (If you concur with State's choice)
174	Recommend (Governor Sununu and I recommend you approve)	approve ,disapprove (Indicated by captions preceding underscores for initials or signature)	announce (An announcement of an intention to nominate

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175	recommend (Governor Sununu and I recommend you approve)	approve , disapprove Indicated by captions preceding underscores for initials or signature)	announce (An announcement of an intention to nominate
176	Recommend (Governor Sununu and I recommend you approve)	approve, disapprove Indicated by captions preceding underscores for initials or signature)	announce (An announcement of an intention to nominate
178	Advise(1) (This memorandum is to advise you of), urge (I urge you, if you have any questions about the legality or propriety of a proposed action, to consult the White House Counsel's Office.)		appoint (those appointed by the President, appointed to their current positions by the President by and with the advice and consent of the Senate), oppose (may not ... endorse or oppose a candidate in a political advertisement, broadcast or campaign literature) approve (Unless specifically approved by the White House Counsel's Office and the Office of Political Affairs) promise (in exchange for a promise to appoint someone to a Federal job.)
179	Propose (Our proposal is to), recommend (The Working Group recommends, We also recommend that, We recommend that, We recommend tightening, We recommend reporting requirements, We do not recommend that), note (It should be noted that the Working Group does not believe this package will significantly affect the amount of money being spent on elections.) believe (Third, you stated that, "I believe we should eliminate contributions to candidates by political action committees, and I'll be consulting with Congress about that.")	Recommend (Section heading RECOMMENDATIONS) approve, disapprove Indicated by captions preceding underscores for initials or signature)	announce (you announced that you had instructed your staff to perform a comprehensive review of campaign finance reform. you announced that the Administration's ethics bill which went to the Hill that day would include a prohibition against converting congressional campaign funds to personal or office use.) stress (you stressed the need to strengthen political parties.) state (you stated that, "I believe we should eliminate contributions to candidates by political action committees, and I'll be consulting with Congress about that." you stated your belief that PAC contributions to candidates should be eliminated. You also stated that you believe Members of Congress should receive a pay raise) note (you noted that, "PACs weaken the parties, restrain competition, and deaden the political debate.") oppose (Finally, you

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			<p>opposed public financing of Congressional elections.) argue (Republicans have always argued for full disclosure), criticize (the Administration was criticized in certain quarters for not including honoraria in your April 12 ethics legislation.) believe (many PACs believe they receive benefits only by giving directly to candidates.; Your April 12 speech did include a statement that you believe honoraria for Members of Congress should be banned. You also stated that you believe Members of Congress should receive a pay raise and that you would not "make a formal proposal to Congress until after I consult with the leaders of Congress on the issue of Congressional pay."; The Working Group believes that now is the right time and that this campaign finance reform package is the right vehicle to propose such a ban on honoraria.)</p>
182	<p>believe (We believe that a request for comment on alternative approaches would leave open for discussion and possible adoption the procedures outlined for "Minor Permit Amendments" as a part of the Title V Permitting proposal.; We believe the use of the maximum reading represents an unduly harsh penalty for missing data.)</p>	<p>recommend (headings: Recommended Position and Rationale)</p>	<p>acknowledge (they acknowledged that the draft monitoring requirements were overly stringent) report (reported that they planned to meet with a number of representatives of the utility industry to discuss their concerns.) promise (EPA staff promised to provide a revised draft addressing these concerns by the third week of August.) agree(2)(all parties within the Administration (DOE, EPA, and EOP staff) reached agreement that focuses on the 90th percentile reading over the previous quarter as the basis for missing data calculations. On Tuesday, October 15th, Bill Reilly and Admiral Watkins agreed to simply repeat the statutory language in the Act) urge (Instead, EDF and NRDC urge the Administrator to use the maximum reading over the preceding year as the basis for calculating emissions for periods with missing data.)</p>

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			<p>estimate (DOE estimates that using the maximum (or second highest reading) to replace missing data would result in a penalty of over 200,000 tons of B02 allowances per year.) argue (EPA argues that where there is a demonstrable bias in the CEM, some adjustment should be made. EPA argues that the more expansive definition of low NO<sub>x</sub> burner technology is needed to meet the NO<sub>x</sub> reduction goal. EOP staff argued that top down BACT took too much authority from the states,) Suggest (OIRA has suggested as an alternative that EPA propose the bias test with an exemption for monitors that have a relative accuracy test score of less than 5 percent) reinstate ( Reinstatement of the agreement on missing data,)compromise (compromise on the bias test by including the 5 percent RATA exemption.) determine (The Department of Justice has determined that either view is legally defensible.) promulgate (EPA should promulgate regulations stating that compensating units are not subject to Phase I NO<sub>x</sub> reduction requirements)object (DOE objected to the EPA interpretation as being contrary to the position of the Administration set forth in the Watkins' letter.) request (an opinion was requested from the Department of Justice (DOJ).) establish (Congress established these standards based on the performance of "low-NO<sub>x</sub> burner technology." Establish a two-stage process that includes screening and then analysis of options.) oppose (environmentalists are opposed to the proposed rule. EOP staff opposes the inclusion of the Waxman transcript into the public docket.) criticize (EPA and DOE were criticized for the proposed rule.) propose (EPA is now proposing to</p>

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			include the transcript of the Waxman hearing in the public docket) ask (to ask for comments) recommend (EOP staff recommends that EPA not extend the public comment period as requested,) pledge (In Administrator Reilly's October 26, 1990 letter to CEA Chairman Hoskin, he pledged that "EPA will undertake a rulemaking on its BACT policy on an expedited basis to replace current guidelines.) reject (EPA has rejected, however, suggested language that would request comment on the appropriateness of allowing a "Minor Permit Amendment"). Believe (These agencies believe that private contracts to assign responsibility should be sufficient to address any problems that could arise in this area.; DOE believes that the use of the 90th percentile reading will impose a penalty of 10 to 30 percent (above the average level of emissions over the quarter; OIRA believes the proposed bias test is unnecessary and should be dropped for the following reasons:).
183	recommend (The Attorney General, Governor John H. Sununu, C. Boyden Gray, Frederick D. McClure and Charles G. Untermayer recommend that you nominate Harold E. DeMoss, Jr. to be United States Circuit Judge for the Fifth Circuit.)	Recommend (RECOMMENDATION: heading	find (found him to be qualified for this position.)
184	Recommend (I recommend the nomination.) believe (He bears an excellent reputation as to character and integrity, has judicial temperament and is, I believe, worthy of appointment as a United States Circuit Judge.)		
185	Recommend (The Acting Attorney General, Governor John H. Sununu, C. Boyden Gray, Constance Horner and Frederick D. McClure recommend that you nominate Terrence W. Boyle to be United States	Recommend (RECOMMENDATION: heading)	

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	Circuit Judge for the Fourth Circuit.)		
186	Recommend (I recommend the nomination)		
187	Direct (I hereby direct that)		
188	Welcome (Welcome to the Rose Garden. I'm very pleased to welcome all of you on this short notice to the White House.), salute (But may I salute our Secretary of Labor, who's been very instrumental in all of this. May I salute Mayor Schmoke, Bob Neall.) propose (we propose to reform job training) urge (So again, I am urging the Congress to put an end to the delays and to take action on this New America Plan.) thank (I thank you all for coming. Thank you all very, very much.) invite (Now I will invite the Senators and Congressman McDade to come up, and be glad to sign this important legislation.)	Remarks	ask (I am asking Congress now to act on my ``Weed and Seed" program to fight urban crime,)
189	approval (I am returning without approval), Veto (I am vetoing S. 3.) encourage (I am encouraged that S. 3 includes a few of them,)		Call on (For 3 years I have called on the Congress to overhaul our campaign finance system) propose (In 1989, I proposed comprehensive campaign finance reform legislation. My proposal would abolish political action committees (PACs). It should pass legislation along the lines I proposed in 1989,) state (as I have previously stated, I am opposed to different rules for the House and Senate on matters of ethics and election reform.)
190	report (I hereby report that I have exercised my statutory authority in order to declare a national emergency to respond to the threat to the national security created by the actions and policies of the Governments of Serbia and Montenegro) authorize (The Secretary of the Treasury is authorized to issue regulations implementing these prohibitions.)		authorize (I have authorized these measures) express outrage (The measures that I have taken today express our outrage at the actions of the Serbian and Montenegrin Governments)
191	Delegate (I hereby delegate to the Secretary of State), authorize, direct (The Secretary of State is authorized		



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	and directed to publish)		
192	Inform (I am delighted to inform you that), ask (I ask that you support)		agree(2) (have agreed to serve as co-chairs of the 1992 Combined Federal Campaign of the National Capital Area.)
193	Accept (I accept your resignation). thank (I thank you for the integrity and commitment that you have brought to the National Endowment for the Arts. I thank you and wish you and your family well for a very bright future.)	Reply to a letter	tell (At that time you told me you wanted to step aside. I told you then that I certainly understood your reasons for desiring to return to private life.) rule (you have ruled against certain grants that you felt were beyond the bounds of common decency) criticize (you have been criticized.) want (At that time you told me you wanted to step aside.)
194	Resign (I submit my resignation)		tell (Last October I told you of my desire to return to private life.) appreciate (I have appreciated the opportunity to serve you)
195	Terminate, revoke (I hereby terminate the national emergency declared in Executive Order 12722, revoke that Executive Order), amend (I hereby amend Executive Order 13290), order (I hereby order:), direct (agencies of the United States Government are hereby directed to take all appropriate measures within their authority to carry out the provisions of this order.), authorize (The Secretary of the Treasury, in consultation with the Secretary of State, is hereby authorized to take such actions), prohibit (the trade in or transfer of ownership or possession of Iraqi cultural property or other items of archeological, historical, cultural, rare scientific, and religious importance that were illegally removed, or for which a reasonable suspicion exists that they were illegally removed, from the Iraq National Museum, the National Library, and other locations in Iraq since August 6, 1990, is prohibited, and I hereby prohibit such donations), determine (I therefore determine that. I, GEORGE W.		declare (the national emergency that I declared in Executive Order 13303,) grant (Sec. 7. The Secretary of the Treasury, in consultation with the Secretary of State, is hereby authorized to take such actions, including the promulgation of rules and regulations, and to employ all powers granted to the President by IEEPA and UNPA as may be necessary to carry out the purposes of this order.)

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	BUSH, President of the United States of America, have determined that. I hereby determine that. therefore determine that), find (I find that) intend (This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, instrumentalities, or entities, officers or employees, or any other person.)		
196	Appoint (I am pleased to learn that you are willing to serve on this Emergency Board, and I hereby appoint you as a Member of the Board.)		establish (I established by Executive order an Emergency Board)
197	want (I guess what I want you to know as a father is this:) love (I love you)	Happy New Year. May God Bless every one of you.	love (loved the games, I loved Christmas Day. I loved the movies. I loved the laughs. I loved seeing you together.) express concern (I have been concerned about what lies ahead)