

**Excerpt from “Philosophical Investigations” (1953), Ludwig Wittgenstein
(translated G.E.M. Anscombe)**

1. "When they (my elders) named some object, and accordingly moved towards something, I saw this and I grasped that the thing was called by the sound they uttered when they meant to point it out. Their intention was shown by their bodily movements, as it were the natural language of all peoples: the expression of the face, the play of the eyes, the movement of other parts of the body, and the tone of the voice which expresses our state of mind in seeking, having, rejecting, or avoiding something. Thus, as I heard words repeatedly used in their proper places in various sentences. I gradually learnt to understand what objects they signified; and after I trained my mouth to form these signs, I used them to express my own desires" (Augustine, Confessions, I. 8).

These words, it seems to me, give us a particular picture of the essence of human language. It is this: the individual words in language name objects--sentences are combinations of such names. In this picture of language we find the roots of the following idea: Every word has a meaning. This meaning is correlated with the word. It is the object for which the word stands.

Augustine does not speak of there being any difference between kinds of word. If you describe the learning of language in this way you are, I believe, thinking primarily of nouns like "table," "chair," "bread," and of people's names, and only secondarily of the names of certain actions and properties; and of the remaining kinds of word as something that will take care of itself.

Now think of the following use of language: I send someone shopping. I give him a slip marked "five red apples." He takes the slip to the shopkeeper, who opens the drawer marked "apples"; then he looks up the word "red" in a table and finds a color sample opposite it; then he says the series of cardinal numbers--I assume that he knows them by heart--up to the word "five" and for each number he takes an apple of the same color as the sample out of the drawer. It is in this and similar was that one operates with words. "But how does he know where and how he is to look up the word 'red' and what he is to do with the word 'five'?" Well, I assume that he acts as I have described. Explanations come to an end somewhere.--But what is the meaning of the word "five"?--No such thing was in question here, only how the word "five" is used.

2. That philosophical concept of meaning has its place in a primitive idea of the way language functions. But one can also say that it is the idea of a language more primitive than ours.

Let us imagine a language for which the description given by Augustine is right. The language is meant to serve for communication between a builder A and an assistant B. A is building with building-stones: there are blocks, pillars, slabs, and beams. B has to pass the stones, and that in the order in which A needs them. For this purpose they use a language consisting of the words "block," "pillar," "slab," "beam." A calls them out; --B brings the stone which he has learnt to bring at such-and-such a call.--Conceive this as a complete primitive language.

3. Augustine, we might say, does describe a system of communication; only not everything that we call language is this system. And one has to say this in many cases where the question arises "Is this an appropriate description or not?" The answer is: "Yes, it is appropriate, but only for this narrowly circumscribed region, not for the whole of what you of what you were claiming to describe."

It is as if someone were to say: "A game consists in moving objects about on a surface according to certain rules..."-- and we replied: You seem to be thinking of board games, but there are others. You can make your definition correct by expressly restricting it to those games.

4. Imagine a script in which the letters were used to stand for sounds, and also as signs of emphasis and punctuation. (A script can be conceived as a language for describing sound-patterns.) Now imagine someone interpreting that script as if there were simply a correspondence of letters to sounds and as if the letters had not also completely different functions. Augustine's conception of language is like such an over-simple conception of the script.

5. If we look at the example in (1), we may perhaps get an inkling how much this general notion of the meaning of a word surrounds the working of language with a haze which makes clear vision impossible. It disperses the fog to study the phenomena of language in primitive kinds of application in which one can command a clear view of the aim and functioning of words.

A child uses such primitive forms of language when it learns to talk. Here the teaching of language is not explanation, but training.

6. We could imagine that the language of (2) was the whole language of a tribe. The children are brought up to perform these actions, to use these words as they do so, and to react in this way to the words of others.

An important part of the training will consist in the teacher's pointing to the objects, directing the child's attention to them, and at the same time uttering a word; for instance, the word "slab" as he points to that shape. (I do not want to call this "ostensive definition," because the child cannot as yet ask what the name is. I will call it "ostensive teaching of words." I say that it will form an important part of the training, because it is so with human beings; not because it could not be imagined otherwise.) This ostensive teaching of words can be said to establish an association between the word and the thing. But what does this mean? Well, it may mean various things; but one very likely think first of all that a picture of the object comes before the child's mind when it hears the word. But now, if this does happen--is it the purpose of the word?-- Yes, it may be the purpose.--I can imagine such a use of words (of series of sounds). (Uttering a word is like striking a note on a keyboard of the imagination.) But in the language of (2) it is not the purpose of the words to evoke images. (It may, of course, be discovered that that helps to attain the actual purpose.)

But if the ostensive teaching has this effect,--am I to say that it effects an understanding of the word? Don't you understand the call "Slab!" if you act upon it in such-and-such a way?-- Doubtless the ostensive teaching helped to bring this about; but only together with a particular training. With different training the same ostensive teaching of these words would have effected a quite different understanding.

"I set the brake up by connecting up rod and lever."--Yes, given the whole of the rest of the mechanism. Only in conjunction with that is it a brake-lever, and separated from its support it is not even a lever; it may be anything, or nothing.

7. In the practice of the use of language (2) one party calls out the words, the other acts on them. In instruction in the language the following process will occur: the learner names the objects; that is, he utters the word when the teacher points to the stone.--And there will be this still simpler

exercise: the pupil repeats the words after the teacher--both of these being processes resembling language.

We can also think of the whole process of using words in (2) as one of those games by means of which children learn their native language. I will call these games "language-games" and will sometimes speak of a primitive language as a language-game.

And the process of naming the stones and of repeating words after someone might also be called language-games. Think of much of the use of words in games like ring-a-ring-a-roses.

I shall also call the whole, consisting of language and the action into which it is woven, the "language-game."

8. Let us now look at an expansion of language (2). Besides the four words "block", "pillar", etc., let it contain a series of words used as the shopkeeper in (1) used the numerals (it can be the series of letters of the alphabet); further, let there be two words, which may as well be "there" and "this" (because this roughly indicates their purpose), that are used in connexion with a pointing gesture; and finally a number of colour samples. A gives an order like: "d---slab---there". At the same time he shews the assistant a colour sample, and when he says "there" he points to a place on the building site. From the stock of slabs B takes one for each letter of the alphabet up to "d", of the same colour as the sample, and brings them to the place indicated by A.---On other occasions A gives the order "this---there". At "this" he points to a building stone. And so on.

9. When a child learns this language, it has to learn the series of 'numerals' a, b, c, ... by heart. And it has to learn their use.---Will this training include ostensive teaching of the words?---Well, people will, for example, point to slabs and count: "a, b, c slabs".---Something more like the ostensive teaching of the words "block", "pillar", etc. would be the ostensive teaching of numerals that serve not to count but to refer to groups of objects that can be taken in at a glance. Children do learn the use of the first five or six cardinal numerals in this way.

Are "there" and "this" also taught ostensively?---Imagine how one might perhaps teach their use. One will point to places and things---but in this case the pointing occurs in the use of the words too and not merely in learning the use.

10. Now what do the words of this language signify?--What is supposed to shew what they signify, if not the kind of use they have? And we have already described that. So we are asking for the expression "This word signifies this" to be made a part of the description. In other words, the description out to take the form: "The word...signifies..."

Of course, one can reduce the description of the use of the word "slab" to the statement that this word signifies this object. This will be done when, for example, it is merely a matter of removing the mistaken idea that the word "slab" refers to the shape of building-stone that we in fact call a "block"--but the kind of 'referring' this is, that is to say the use of these words for the rest, is already known.

Equally one can say that the signs "a," "b," etc. signify numbers; when for example this removes the mistaken idea that "a," "b," "c," play the part actually played in language by "block," "slab," "pillar." And one can also say that "c" means this number and not that one; when for example this serves to explain that the letters are to be used in the order a, b, c, d, etc. and not in the order a, b, d, c.

But assimilating the descriptions of the uses of words in this way cannot make the uses themselves any more like one another. For, as we see, they are absolutely unlike.

11. Think of tools in a toolbox: there is a hammer, pliers, a saw a screwdriver, a rule, a glue-pot, glue, nails, and screws.--The functions of words are as diverse as the functions of these objects. (And in both cases there are similarities.)

Of course, what confuses us is the uniform appearance of words when we hear them spoken or meet them in script and print. For their application is not presented to us so clearly. Especially when we are doing philosophy!

12. It is like looking into the cabin of a locomotive. We see handles all looking more or less alike. (Naturally, since they are all supposed to be handled.) But one is the handle of a crank which can be moved continuously (it regulates the opening of a valve); another is the handle of a switch, which has only a brake-lever, the harder one pulls on it, the harder it brakes; a fourth, the handle of a pump: it has an effect only so long as it is moved to and fro.

13. When we say: "Every word in language signifies something" we have so far said nothing whatever; unless we have explained exactly what distinction we wish to make. (It might be, of course, that we wanted to distinguish the words of language [8] from words 'without meaning' such as occur in Lewis Carroll's poems, or words like "Lilliburlero" in songs.)

14. Imagine someone's saying: "All tools serve to modify something. Thus the hammer modifies the position of the nail, the saw the shape of the board, and so on."--And what is modified by the rule, the glue-pot, the nails?--"Our knowledge of a thing's length, the temperature of the glue, and the solidity of the box." Would anything be gained by this assimilation of expressions?--

15. The word "to signify" is perhaps used in the most straightforward way when the object signified is marked with the sign. Suppose that the tools A uses in building bear certain marks. When A shews his assistant such a mark, he brings the tool that has that mark on it.

It is in this and more or less similar ways that a name means and is given to a thing.--It will often prove useful in philosophy to say to ourselves: naming something is like attaching a label to a thing.

16. What about the colour samples that A shews to B: are they part of language? Well, it is as you please. They do not belong among the words; yet when I say to someone: "Pronounce the word 'the' ", you will count the second "the" as part of the language-game (8); that is, it is a sample of what the other is meant to say.

It is most natural, and causes least confusion, to reckon the samples among the instruments of the language.

17. It will be possible to say: In language (8) we have different kinds of word. For the functions of the word "slab" and the word "block" are more alike than those of "slab" and "d". But how we group words into kinds will depend on the aim of the classification,---and on our own inclination.

Think of the different points of view from which one can classify tools or chess-men.

18. Do not be troubled by the fact that languages (2) and (8) consist only of orders. If you want to say that this shews them to be incomplete, ask yourself whether our language is complete;--- whether it was so before the symbolism of chemistry and the notation of the infinitesimal calculus were incorporated in it; for these are, so to speak, suburbs of our language. (And how many houses or streets does it take before a town begins to be a town?) Our language can be seen as an ancient city: a maze of little streets and squares, of old and new houses, and of houses with additions from various periods; and this surrounded by a multitude of new boroughs with straight regular streets and uniform houses.

19. It is easy to imagine a language consisting only of orders and reports in battle.---Or a language consisting only of questions and expressions for answering yes and no. And innumerable others.-----And to imagine a language means to imagine a form of life.

But what about this: is the call "Slab!" in example (2) a sentence or a word?--- If a word, surely it has not the same meaning as the like-sounding word of our ordinary language, for in (2) it is a call. But if a sentence, it is surely not the elliptical sentence: "Slab!" of our language.

-----As far as the first question goes you can call "Slab!" a word and also a sentence; perhaps it could be appropriately called a 'degenerate sentence' (as one speaks of a degenerate hyperbola); in fact it is our 'elliptical' sentence.---But that is surely only a shortened form of sentence "Bring me a slab", and there is no such sentence in example (2).---But why should I not on contrary have called the sentence "Bring me a slab" a lengthening of the sentence "Slab!?"---Because if you shout "Slab!" you really mean: "Bring me a slab".---

But how do you do this: how do you mean that while you say "Slab!?" Do you say the unshortened sentence to yourself? And why should I translate the call "Slab!" into a different expression in order to say what someone means by it? And if they mean the same thing---why should I not say: "When he says 'Slab!'"? Again, if you can mean "Bring me the slab", why should you not be able to mean "Slab!?" -----But when I call "Slab!", then what I want is that he should bring me a slab!----- Certainly, but does 'wanting this' consist in thinking in some form or other a different sentence from the one you utter?---

20. But now it looks as if when someone says "Bring me a slab" he could mean this expression as one long word corresponding to the single word "Slab!" ----Then can one mean it sometimes as one word and sometimes as four? And can one mean it sometimes as one word and sometimes as four? And how does one usually mean it?-----I think we shall be inclined to say: we mean the sentence as four words when we use it in contrast with other sentences such as "Hand me a slab", "Bring him a slab". "Bring two slabs", etc.; that is, in contrast with sentences containing the separate words of our command in other combinations.-----But what does using one sentence in contrast with others consist in? Do the others, perhaps, hover before one's mind? All of them? And while one is saying the one sentence, or before, or afterwards?---No. Even if such an explanation rather tempts us, we need only think for a moment of what actually happens in order to see that we are going astray here. We say that we use the command in contrast with other sentences because our language contains the possibility of those other sentences. Someone who

did not understand our language, a foreigner, who had fairly often heard someone giving the order: "Bring me a slab!", might believe that this whole series of sounds was one word corresponding perhaps to the word for "building-stone" in his language. If he himself had then given this order perhaps he would have pronounced it differently, and we should say: he pronounces it so oddly because he takes it for a single word.-----But then, is there not also something different going on in him when he pronounces it,---something corresponding to the fact that he conceives the sentence as a single word?----- Either the same thing may go on in him, or something different. For what goes on in you when you give such an order? Are you conscious of its consisting of four words while you are uttering it? Of course you have a mastery of this language---which contains those other sentences as well---but is this having a mastery something that happens while you are uttering the sentence?---And I have admitted that the foreigner will probably pronounce a sentence differently if he conceives it differently; but what we call his wrong conception need not lie in anything that accompanies the utterance of the command.

The sentence is 'elliptical', not because it leaves out something that we think when we utter it, but because it is shortened---in comparison with a particular paradigm of our grammar.---Of course one might object here: "You grant that the shortened and the unshortened sentence have the same sense.---What is this sense, then? Isn't there a verbal expression for this sense?"-----But doesn't the fact that sentences have the same sense consist in their having the same use?---(In Russian one says "stone red" instead of " the stone is red"; do they feel the copula to be missing in the sense, or attach it in thought?)

21. Imagine a language-game in which A asks and B reports the number of slabs or blocks in a pile, or the colours and shapes of the building-stones that are stacked in such-and-such a place.---Such a report might run: "Five slabs". Now what is the difference between the report or statement "Five slabs" and the order "Five slabs!"? Well, it is the part which uttering these words plays in the language-game.

No doubt the tone of voice and the look with which they are uttered, and much else besides, will also be different. But we could also imagine the tone's being the same---for an order and a report can be spoken in a variety of tones of voice and with various expressions of face---the difference being only in the application. (Of course, we might use the words "statement" and "command" to stand for grammatical forms of sentence and intonations; we do in fact call "Isn't the weather glorious to-day?" a question, although it is used as a statement.) We could imagine a language in which all statements had the form and tone of rhetorical questions; or every command the form of the question "Would you like to. . .?". Perhaps it will then be said: "What he says has the form of a question but is really a command",---that is, has the function of a command in the technique of using the language. (Similarly one says "You will do this" not as a prophecy but as a command. What makes it the one or the other?)

22. Frege's idea that every assertion contains an assumption, which is the thing that is asserted, really rests on the possibility found in our language of writing every statement in the form: "It is assert that such-and-such is the case."--- But "that such-and-such is the case" is not a sentence in our language---so far it is not a move in the language-game. And if I write, not "It is asserted that . . .", but "It is asserted: such-and-such is the case", the words "It is asserted" simply become superfluous. We might very well also write every statement in the form of a question followed by a "Yes"; for instance: "Is it raining? Yes!" Would this shew that every statement contained a question?

Of course we have the right to use an assertion sign in contrast with a question-mark, for example, or if we want to distinguish an assertion from a fiction or a supposition. It is only a mistake if one thinks that the assertion consists of two actions, entertaining and asserting (assigning the truth-value, or something of the kind), and that in performing these actions we follow the propositional sign roughly as we sing from the musical score. Reading the written sentence loud or soft is indeed comparable with singing from a musical score, but 'meaning' (thinking) the sentence that is read is not.

Frege's assertion sign marks the beginning of the sentence. Thus its function is like that of full-stop. It distinguishes the whole period from a clause within the period. If I hear someone say "it's raining" but do not know whether I have heard the beginning and the end of the period, so far this sentence does not serve to tell me anything.

23. But how many kinds of sentences are there? Say assertion, question, and command?--There are countless kinds countless different kinds of use of what we call "symbols," "words," "sentences." And this multiplicity is not something fixed, given once for all; but new types of language, new language-games, as we may say, come into existence, and others become obsolete and get forgotten. (We can get a rough picture of this from the changes in mathematics.)

Here the term "language-game" is meant to bring into prominence the fact that the speaking of language is part of an activity, or of a form of life.

Review the multiplicity of language-games in the following examples, and in others:

Giving orders, and obeying them--

Describing the appearance of an object, or giving its measurements--

Constructing an object from a description (a drawing)--

Reporting an event--

Speculating about an event--

Forming and testing a hypothesis--

Presenting the results of an experiment in tables and diagrams--

Making up a story; and reading it--

Play-acting--

Guessing riddles--

Making a joke; telling it--

Solving a problem in practical arithmetic--

Translating from one language into another--

Asking, thinking, cursing, greeting, praying.

---It is interesting to compare the multiplicity of the tools in language and of the ways they are used, the multiplicity of kinds of word and sentence, with what logicians have said about the structure of language. (Including the author of the *Tractatus Logico-Philosophicus*.)

24. If you do not keep the multiplicity of language-games in view you will perhaps be inclined to ask questions like: "What is a question?"---Is it the statement that I do not know such-and-such, or the statement that I wish the other person would tell me. . . .? Or is it the description of my mental state of uncertainty?---And is the cry "Help!" such a description?

Think how many different kinds of thing are called "description": description of a body's position by means of its co-ordinates; description of a facial expression; description of a sensation of touch; of a mood.

Of course it is possible to substitute the form of statement or description for the usual form of question: "I want to know whether" or "I am in doubt whether"---but this does not bring the different language-games any closer together.

The significance of such possibilities of transformation, for example of turning all statements into sentences beginning "I think" or "I believe" (and thus, as it were, into descriptions of my inner life) will become clearer in another place. (Solipsism.)

25. It is sometimes said that animals do not talk because they lack the mental capacity. And this means: "they do not think, and that is why they do not talk." But---they simply do not talk. Or to put it better: they do not use language---if we except the most primitive forms of language.-- Commanding, questioning, recounting, chatting, are as much a part of our natural history as walking, eating, drinking, playing.

26. One thinks that learning the language consists in giving names to objects. Viz., to human beings, to shapes, to colors, to pains, to moods, to numbers, etc. To repeat--naming is something like attaching a label to a thing. One can say that this is preparatory to the use of a word. But what for?

27. "We name things and then we can talk about them: can refer to them in talk."--As if what we did next were given with the mere act of naming. As if there were only one thing called "talking about a thing." Whereas in fact we do the most various things with our sentences. Think of exclamations alone, with their completely different functions.

Water!

Away!

Ow!

Help!

Fine!

No!

Are you inclined to still call these words "names of objects"?

In languages (2) and (8) there was no such thing as asking something's name. This, with its correlate, ostensive definition, is, we might say, a language-game on its own. That is really to say: we are brought up, trained, to ask: "What is that called?"--upon which the name is given. And there is also a language-game of inventing a name for something, and hence saying, "This is...." and then using the new name. (Thus, for example, children give names to their dolls and then talk about them and to them. Think in this connection how singular is the use of a person's name to call him!)

28. Now one can ostensively define a proper name, the name of a color, the name of a material, a numeral, the name of a point of the compass and so on. The definition of the number two, "That is called 'two'"--pointing to two nuts--is perfectly exact.--But how can two be defined like that? The person one gives the definition to doesn't know what one wants to call "two"; he will suppose that "two" is the name given to this group of nuts!--He may suppose this; but perhaps he does not. He might make the opposite mistake; when I want to assign a name to this group of nuts, he might understand it as a numeral. And he might equally well take the name of a person, of which I give an ostensive definition, as that of a color, of a race, or even of a point of the compass. That is to say: an ostensive definition can be variously interpreted in every case.

29. Perhaps you say: two can only be ostensively defined in this way: "This number is called 'two.'" For the word "number" here shows what place in language, in grammar, we assign to the word. But this means that the word "number" must be explained before the ostensive definition can be understood.--The word "number" in the definition does indeed show this place; does show the post at which we station the word. And we can prevent misunderstanding by saying: "The color is called so-and-so," "This length is called so-and-so," and so on. That is to say: misunderstandings are sometimes averted in this way. But is there only one way of taking the word "color" or "length"?--Well, they just need defining.--Defining, then, by means of other words! And what about the last definition in this claim? (Do not say: "There isn't a 'last' definition." That is just as if you chose to say: "There isn't a last house in this road; one can always build an additional one.")

Whether the word "number" is necessary in the ostensive definition depends on whether without it the other person takes the definition otherwise than I wish. And that will depend on the circumstances under which it is given, and on the person I give it to.

And how he "takes" the definition is seen in the use that he makes of the word defined.

30. So one might say: the ostensive definition explains the use--the meaning--of the word when the overall role of the word in language is clear. Thus if I know that someone means to explain a color-word to me the ostensive definition "That is called 'sepia'" will help me to understand the word.--And you can say this, so long as you do not forget that all sorts of problems attach to the words "to know" or "to be clear."

One has already to know (or to be able to do) something in order to be capable of asking a things name. But what does one have to know?

Could one define the word "red" by pointing to something that was not red? That would be as if one were supposed to explain the word "modest" to someone whose English was weak, and one pointed to an arrogant man and said "That man is not modest." That it is ambiguous is no argument against such a method of definition. Any definition can be understood.

But it might well be asked: are we still to call this "definition"?--For, of course, even if it has the same practical consequences, the same effect on the learner, it plays a different part in the calculus from what we ordinarily call "ostensive definition" of the word "red." [Note added by Wittgenstein.]

31. When one shows someone the king in chess and says: "This is the king," this does not tell him the use of this piece--unless he already knows the rules of the game up to this point: the shape of

the king. You could imagine his having learnt the rules of the game without ever having been shown an actual piece. The shape of the chessman corresponds here to the sound or shape of a word.

One can also imagine someone's having learnt the game without ever learning or formulating rules. He might have learnt quite simple board-games first, by watching, and have progressed to more and more complicated ones. He too might be given the explanation "This is the king,"--if, for instance, he were being shown chessmen of a shape he was not used to. This explanation again only tells him the use of the piece because, as we might say, the place is already prepared. And in this case it is so, not because the person to whom we give the explanation already knows rules, but because in another sense he is already master of a game.

Consider this further case: I am explaining chess to someone; and I begin by pointing to a chessman and saying: "This is the king; it can move like this,...and so on."--In this case we shall say: the words "This is the king" (or "This is called the 'king'") are a definition only if the learner already 'knows what a piece in a game is.' That is, if he has already played other games, or has watched other people playing 'and understood'--and similar things. Further, only under these conditions will he be able to ask relevantly in the course of learning the game: "What do you call this?"--that is, this piece in a game.

We may say: only someone who already knows how to do something with it can significantly ask a name.

And we can imagine the person who is asked replying: "Settle the name yourself"--and now the one who asked would have to manage everything for himself.

32. Someone coming into a strange country will sometimes learn the language of the inhabitants from ostensive definitions that they give him; and he will often have to guess the meaning of these definitions; and will guess sometimes right, sometimes wrong.

And now, I think, we can say: Augustine describes the learning of human language as if the child came into a strange country and did not understand the language of the country; that is, as if it already had a language, only not this one. Or again: as if the child could already think, only not yet speak. And "think" would here mean something like "talk to itself."

33. Suppose, however, someone were to object: "It is not true that you must already be master of a language in order to understand an ostensive definition: all you need--of course I--is to know or guess what the person giving the explanation is pointing to. That is, whether for example to the shape of the object, or to its color, or to its number, and so on." And what does 'pointing to the shape,' 'pointing to the color' consist in? Point to a piece of paper.--And now point to its shape--now to its color--now to its number (that sounds queer).--How did you do it?--You will say that you 'meant' a different thing each time you pointed. And if I ask how that is done, you will say you concentrated your attention on the color, the shape, etc. But I ask again: how is that done?

Suppose someone points to a vase and says "Look at that marvellous blue-the shape isn't the point." --Or: "Look at the marvellous shape-the colour doesn't matter." Without doubt you will do something different when you act upon these two invitations. But do you always do the same thing when you direct your attention to the colour? Imagine various different cases. To indicate a few:

- * "Is this blue the same as the blue over there? Do you see any difference?"
- * You are mixing paint and you say "It's hard to get the blue of this sky."

- * "It's turning fine, you can already see blue sky again."
- * "Look what different effects these two blues have."
- * "Do you see the blue book over there? Bring it here. "
- * "This blue signal-light means"
- * "What's this blue called.-Is it 'indigo'?"

You sometimes attend to the colour by putting your hand up to keep the outline from view; or by not looking at the outline of the thing; sometimes by staring at the object and trying to remember where you saw that colour before.

You attend to the shape, sometimes by tracing it, sometimes by screwing up your eyes so as not to see the colour clearly, and in many other ways. I want to say: This is the sort of thing that happens while one 'directs one's attention to this or that'. But it isn't these things by themselves that make us say someone is attending to the shape, the colour, and so on. Just as a move in chess doesn't consist simply in moving a piece in such-and-such a way on the board-nor yet in one's thoughts and feelings as one makes the move: but in the circumstances that we call "playing a game of chess", "solving a chess problem", and so on.

34. But suppose someone said: "I always do the same thing when I attend to the shape: my eye follows the outline and I feel...". And suppose this person [were] to give someone else the ostensive definition "That is called a 'circle' ", pointing to a circular object and having all these experiences[, cannot his hearer still interpret the definition differently, even though he sees the other's eyes following the outline, and even though-he feels what the other feels?

That is to say: this 'interpretation' may also consist in how he now makes use of the word; in what he points to, for example, when told: "Point to a circle".-

For neither the expression "to intend the definition in such-and-such a way" nor the expression "to interpret the definition in such-and-such a way" stands for a process which accompanies the giving and hearing of the definition.

35. There are, of course, what can be called "characteristic experiences" of pointing to (e.g.) the shape. For example, following the outline with one's finger or with one's eyes as one points. -- But this does not happen in all cases in which I 'mean the shape', and no more does any other one characteristic process occur in all these cases. --Besides, even if something of the sort did recur in all cases, it would still depend on the circumstances --that is, on what happened before and after the pointing --whether we should say "He pointed to the shape and not to the colour".

For the words "to point to the shape", "to mean the shape", and so on, are not used in the same way as these: "to point to this book (not to that one)", "to point to the chair, not to the table", and so on. --Only think how differently we learn the use of the words "to point to this thing", "to point to that thing", and on the other hand "to point to the colour, not the shape", "to mean the colour", and so on.

To repeat: in certain cases, especially when one points 'to the shape' or 'to the number' there are characteristic experiences and ways of pointing-'characteristic' because they recur often (not always) when shape or number are 'meant'. But do you also know of an experience characteristic of pointing to a piece in a game as a piece in a game?

All the same one can say: "I mean that this piece is called the 'king', not this particular bit of wood I am pointing to". (Recognizing, wishing, remembering, etc.)

36. And we do here what we do in a host of similar cases: because we cannot specify any *one* bodily action which we call pointing to the shape (as opposed, for example, to the colour), we say that a spiritual (mental, intellectual) activity corresponds to these words.

Where our language suggests a body and there is none: there, we should like to say, is a spirit.

37. What is the relation between name and the thing named?--Well, what is it? Look at language-game (2) or at another one: there you can see the sort of thing this relation consists in. This relation may also consist, among many other things, in the fact that hearing the name calls before our mind the picture of what is named; and it also consists, among other things, in the name's being written on the thing named or being pronounced when that thing is pointed at.

38. But what, for example, is the word "this" the name of in language-game (8) or the word "that" in the ostensive definition "that is called..."?--If you do not want to produce confusion you will do best not to call these words names at all.--Yet, strange to say, the word "this" has been called the only genuine name; so that anything else we call a name was one only in an inexact, approximate sense.

This queer conception springs from a tendency to sublime the logic of our language--as might put it. The proper answer to it is: we call very different things "names"; the word "name" is used to characterize many different kinds of use of a word, related to one another in many different ways;--but the kind of use that "this" has is not among them.

It is quite clear that, in giving an ostensive definition for instance, we often point to the object named and say the name. And similarly, in giving an ostensive definition for instance, we say the word "this" while pointing to a thing. And also the word "this" and a name often occupy the same position in a sentence. But it is precisely characteristic of a name that it is defined by means of the demonstrative expression "That is N" (or "That is called 'N'"). But do we also give the definitions: "That is called 'this,'" or "This is called 'this'"?

This is connected with the conception of naming as, so to speak, an occult process. Naming appears as a queer connection of a word with an object.--And you really get such a queer connection when the philosopher tries to bring out the relation between name and thing by staring at an object in front of him and repeating a name or even the word "this" innumerable times. For philosophical problems arise when language goes on holiday. And here we may indeed fancy naming to be some remarkable act of mind, as it were a baptism of an object. And we can also say the word "this" to the object, as it were address the object as "this"--a queer use of this word, which doubtless only occurs in doing philosophy.

What is it to mean the words "That is blue" at one time as a statement about the object one is pointing to--at another as an explanation of the word "blue"? Well, in the second case one really means "That is called 'blue'"--Then can one time mean the word "is" as "is called" and the word "blue" as "'blue,'" and another time mean "is" really as "is"?

It is also possible for someone to get an explanation of the words out of what was intended as a piece of information. [Marginal note: Here lurks a crucial superstition.]

Can I say "bububu" and mean "If it doesn't rain I shall go for a walk"?--It is only in language that I can mean something by something. This shows clearly that the grammar of "to mean" is not like that of the expression "to imagine" and the like. [Note added by Wittgenstein.]

39. But why does it occur to one to want to make precisely this word into a name, when it evidently is not a name?--That is just the reason. For one is tempted to make an objection against what is ordinarily called a name. It can be put like this: a name out really to signify a simple. And for this one might perhaps give the following reasons: The word "Excalibur," say, is a proper name in the ordinary sense. The sword Excalibur consists of parts combined in a particular way. If they are combined differently Excalibur does not exist. But it is clear that the sentence "Excalibur has a sharp blade" makes sense whether Excalibur is still whole or is broken up. But if "Excalibur is the name of an object, this object no longer exists when Excalibur is broken in pieces; and as no object would then correspond to the name it would have no meaning. But then the sentence "Excalibur has a sharp blade" would contain a word that had no meaning, and hence the sentence would be nonsense. But it does make sense; so there must always be something corresponding to the words of which it consists. So the word "Excalibur" must disappear when the sense is analyzed and its place be taken by words when name simples. It will be reasonable to call these words the real names.

40. Let us first discuss this point of the argument: that a word has no meaning if nothing corresponds to it.--It is important to note that the word "meaning" is being used illicitly if it is used to signify the thing that 'corresponds' to the word. That is to confound the meaning of a name with the bearer of the name. When Mr. N. N. dies one says that the bearer of the name dies, not that the meaning dies. And it would be nonsensical to say that, for if the name ceased to have meaning it would make no sense to say "Mr. N. N. is dead."

41. In #15 we introduced proper names into language (8). Now suppose that the tool with the name "N" is broken. Not knowing this, A gives B the sign "N". Has this sign meaning now or not?--What is B to do when he is given it?--We have not settled anything about this. One might ask: what will he do? Well, perhaps he will stand there at a loss, or shew A the pieces. Here one might say: "N" has become meaningless; and this expression would mean that the sign "N" no longer had a use in our language-game (unless we gave it a new one). "N" might also become meaningless because, for whatever reason, the tool was given another name and the sign "N" no longer used in the language-game. -- But we could also imagine a convention whereby B has to shake his head in reply if A gives him the sign belonging to a tool that is broken.--In this way the command "N" might be said to be given a place in the language-game even when the tool no longer exists, and the sign "N" to have meaning even when its bearer ceases to exist.

42. But has for instance a name which has never been used for a tool also got a meaning in that game? Let us assume that "X" is such a sign and that A gives this sign to B -- well, even such signs could be given a place in the language-game, and B might have, say, to answer them too with a shake of the head. (One could imagine this as a sort of joke between them.)

43. For a large class--though not for all--in which we employ the word "meaning" it can be defined thus: the meaning of a word is its use in the language.

And the meaning of a name is sometimes explained by pointing to its bearer.

44. We said that the sentence "Excalibur has a sharp blade" made sense even when Excalibur was broken in pieces. Now this is so because in this language-game a name is also used in the absence of its bearer. But we can imagine a language-game with names (that is, with signs which we should certainly include among names) in which they are used only in the presence of the bearer; and so could always be replaced by a demonstrative pronoun and the gesture of pointing.