

18 (2). Mr. Williams had all the boldness of the lion, and he also had the wisdom of the serpent; but he lacked the innocence of the dove,—he lacked simplicity, he lacked purity, and he lacked truthfulness.

18 (2). Comma and dash substituted for semicolon, because succeeding clauses no longer in a series with the preceding one, but in apposition with it (II. *d*).

19. Mr. Williams had all the boldness of the lion; and he also had the wisdom of the serpent: but he lacked the innocence of the dove; he lacked simplicity; he lacked purity; he lacked truthfulness,—what good thing did he not lack?

19. Dash rendered necessary by the sudden change of construction (XIV. *a*). Interrogation point to indicate a direct question (XV).

20 (1). Do you suppose that Mr. Williams went to New York for an honourable purpose? that he had no improper motive? no criminal design?

20 (1). Interrogation points to indicate successive questions; small letters instead of capitals to indicate closeness of connection, like that of independent clauses in an affirmative sentence (XV. *a*).

20 (2). Do you suppose that Mr. Williams went to New York for an honourable purpose, that he had no improper motive, no criminal design?

20 (2). Same result reached by substitution of commas for interrogation points.

21. Honour! his honour!

21. Exclamation points as used in sentences closely connected (XV. *b*).

22. I tell you that his purpose was dishonourable; that his motive was most improper; that his design was both legally and morally criminal.

22. Semicolons to separate dependent expressions in a series (X. *a*).

23. He was, as I have said, bold: much may be accomplished by boldness.

23. Colon between short sentences not closely connected (XI. *b*).

24. His purposes were: first, to meet his confederates; secondly, to escape detection.

24. Colon before particulars formally stated (XIII. *a*).

25. Such were Mr. Williams's purposes, and such were his confederates' purposes.

25. Apostrophes to indicate the possessive of a singular, and that of a plural, noun (XIX. *c*).

26. Such were Mr. Williams's purposes, and such were his confederates' purposes,—purposes which I will not characterize as they deserve.

26. Dash to give rhetorical emphasis (XIV. *c*).

27 (1). "How do you know this?" I am asked.

27 (2). I am asked, "How do you know this?"

27 (3). I am asked: "How do you know this? On what evidence is the charge founded?"

27 (4). I am asked how I know this, on what evidence I make the charge.

27 (1 to 4). Quotation points used with a direct question (XVII. *a*). Interrogation point enough if question comes first. If it comes last, comma used when but one question asked (XIII. *c*); colon, when two or more (XIII. *b*). Indirect question punctuated like affirmative sentence.

28. I answer that I have known it since March, '67.

28. Apostrophe to indicate omission of figures (XIX. *b*).

29. I answer that I have known it since March, 1867; since his father-in-law's decease.

29. Hyphen to join parts of a derivative word (XVIII. *b*).

30. The authorities on which I shall rely are: 11 Mass. Rep. 156; 2 Kent's Com. 115-126.

30. Colon to supply ellipsis of "the following" (VII. *a*). Style of quoting law books.

31 (1). I beg you to give close attention to these authorities, which, though not recent, are important, pertinent to the case in hand, and; therefore, not to be slurred, neglected, or sneered at.

31 (1). Every comma inserted in obedience to some rule.

31 (2). I beg you to give close attention to these authorities, which though not recent