



THE ANNUAL

New Hampshire
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JUL 1 1896
No.....

AUDITOR'S REPORT

OF THE

TOWN OF LANDAFF,

FOR THE

Year ending, March 1, 1880.



LISBON, N. H.:

"GLOBE" STEAM PRINTING ESTABLISHMENT,
1880.

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JUL 1 1896

REPORTER'S REPORT

OF THE

TOWN OF LANDAFF

FOR THE

Year ending March 1, 1880.

LEONARD B. B. B. B.
COUNTY CLERK IN CHARGE
1880

AUDITORS' REPORT FOR THE YEAR ENDING MARCH 1, 1880.

RECEIPTS INTO THE TREASURY.

Balance in Treasury March 1, 1879,	\$194 04
Amount of town tax bill,	4,901 47
Railroad tax,	29 72
Savings Bank tax,	234 33
Literary fund,	48 47
County of Grafton,	137 45
Wm. S. Shattuck, note and interest,	147 25
Amos Noyes, highway tax,	2 00
Michael J. Noyes, “	10 00
G. W. Cogswell, Collector for 1876,	21 70
Alonzo Cooley, “ 1874-5,	81 65
Stephen Brownson, “ 1878	763 86
H. H. Noyes, Town Clerk and Licensing Dogs,	26 00
Town of Easton, support of Wm. Howland,	38 59
Balance of school house tax, district No. 1, 1878,	17
Charles Sherman, fine for neglect to license dog,	2 00
Dan'l Stimson, to redeem land of J. Williams bought by town col. land sale,	10 00
	\$6,648 71

EXPENDITURES.

Bonds and coupons due Aug. 1, 1879,	2,361 18
State tax,	512 00
County tax,	797 00
	\$3,670 18

SCHOOL TAX.

School order, Center district,	\$129 48	
“ district No. 1,	109 64	
“ “ No. 2,	87 46	
“ “ No. 3,	153 40	
“ “ No. 4,	38 49	
“ “ No. 5,	31 63	
“ “ No. 9,	20 39	
“ “ Lisbon village,	11 97	
	<hr/>	\$582 46

COUNTY PAUPERS.

Support of Caleb Burbank,	\$23 00	
“ Geo. O. Eastman,	32 75	
“ Frank Cate's family,	10 31	
	<hr/>	\$66 06

TOWN PAUPERS.

Support of W. L. Howland's family,	\$76 85	
“ Mrs. F. Stanley, and “	20 07	
“ Wm. Howland,	123 57	
	<hr/>	\$220 49

SERVICES OF TOWN OFFICERS.

Supervisors,	10 50	
Moses Whitcher, 1st Selectman,	49 75	
J. B. Noyes, 2d “	30 25	
C. C. Temple, 3d “	15 00	
S. A. Eaton, Treasurer,	20 00	
“ Sup. School Committee,	22 50	
H. H. Noyes, Town Clerk,	13 85	
Moses Whitcher, Overseer of Poor,	4 50	
J. B. Noyes,	8 00	
J. E. Hall, Collector,	49 01	
Auditors,	5 00	
	<hr/>	\$228 36

MISCELLANEOUS EXPENDITURES.

G. W. Cogswell, Abatements for 1876,	5	10
A. Cooley, " 1874,	41	65
" " 1875,	29	00
S. Brownson, abatement of G. W. Mann's and Wm. Spooner's tax,	4	84
S. Brownson, abatement of Ward E. Clark's and C. Taylor's tax,	4	34
J. E. Hall abatement of E. S. Brook's poll tax,	2	00
B. K. Noyes, error in tax,	2	00
M. G. Clark, " "	1	00
J. E. Hall, Non resident highway taxes paid in labor,	6	75
J. E. Hall, tax and cost on J. H. Allen's real estate at non resident sale,	9	82
J. E. Hall tax and cost on Stacy place at non resident sale,	9	82
Support of roads and bridges in 1878	12	90
" " " "	150	43
S. Brownson, tax and cost on Jacob Williams Est. at land sale,	9	94
S. Brownson tax and cost on Joseph Little's land at land sale,	6	64
W. F. Westgate perambulating Landaff and Easton line.	17	00
D. S. M. Cogswell, " " & Eastern line,	1	00
Wm. Hall, " " " "	1	50
Referees in Israel Young horse case,	3	00
Israel Young, award of referees "	50	00
Pringle & Scott, printing auditors report 1878,	15	00
Chester Chandler, bounty on fox,		50
Bounty on hawks,	1	40

Edward Woods, writing depositions county road case,	8 00	
Harrison Day, damage to wagon 1878,	10 00	
Damage to sheep by dogs,	19 50	
A. P. Carpenter, Bowles suit,	300 00	
C. E. Clark, printing check lists,	4 00	
C. H. Boynton, ret. of births and deaths,	2 00	
O. H. Boynton, " "	50	
S. Gordon, for cleaning Vestry,	1 00	
James Eaton, " Mar. 1880,	2 00	
Israel Young, watering place,	2 00	
J. K. P. Young, " "	3 00	
Moses Whitcher, " "	3 00	
F. P. Noyes, & Philena Sargent, watering place,	3 00	
John Poor, abatement on cow,	40	
M. J. Noyes, over taxing,	13 23	
D. S. M. Cogswell, Non-resident highway tax of G. W. Cogswell, pd. in labor,	1 12	
		\$758 38
In hands of Collector,	596 03	
In hands of Treasurer,	526 75	
Total,		\$6,648 71

INDEBTEDNESS MARCH 1, 1880.

Town bonds,	9,382 36	
Interest since Aug. 1, 1879,	328 38	
		\$9,710 74

AVAILABLE ASSETS.

Due from Easton for support of Wm. Howland,	41 97	
Interest on Errol note from Dec. 30, 1878,	45 89	

Interest on Dalton note after		
Dec. 1, 1878,	15	78
In Collectors hands,	596	03
In Treasurer's hands,	526	75
		<u>\$1,226 42</u>
Indebtedness less available assets,		\$8,484 32

UNAVAILABLE ASSETS.

Town of Errol note, } Local,	{ 650	00
Town of Dalton note, } School Fund,	{ 250	00
		<u>\$900 00</u>

MOSES WHITCHER, FIRST SELECTMAN.

1879.			
Mar.	2,	To Woodville to get reports printed,	1 50
	17,	3 days filling out and delivering inventory blks.,	4 50
Apr.	10,	4 1-2 days taking inventory,	6 75
	15,	2 days copying inventory,	3 00
	23,	3 " making taxes,	4 50
	26,	1 day filling out highway bills,	1 50
	30,	copying Collector's warrant,	1 50
May	2,	recording inventory and taxes,	3 00
	10,	1 day distributing highway bills,	1 50
June	23,	1 " examining roads and engaging help,	1 50
Aug.	8,	To see about bridge at Dansville,	1 00
Nov.	10,	one day to Easton about town line,	1 50
	18,	5 1-2 days preambulating line,	8 25
Dec.	2,	1 day revising juror box, and dividing school money,	1 50
	9,	1 day to finish perambulation.	1 50
Feb.	13,	to Easton to get perambulation signed,	1 50
	21,	to warning town meeting, settling claims,	1 50
	23,	1-2 day to settle with Carpenter,	75
	28,	1 " settling claims,	1 50
Mar.	1,	1 " " with Auditors,	1 50
			<u>\$49 75</u>

JOHN B. NOYES, SECOND SELECTMAN.

1879.			
Mar.	13,	1 day on Israel Young's horse case,	1 50
	18,	1-2 day distributing inventory blanks,	75

Apr.	10,	4 1-2 taking invoice,	6 75
	14,	3 days making taxes,	4 50
May.	13,	1-2 day distributing highway bills,	75
Aug.	8,	1 day examining bridge at Dansville,	1 00
Oct.	4,	1-2 day to let job on brook road,	75
Nov.	18,	5 1-2 days running town line,	8 25
Dec.	2,	1 day dividing school money, and revising juror box,	1 50
Feb.	21,	1 day settling claims,	1 50
	28,	1 " " "	1 50
Mar.	1,	1 day with Auditors,	1 50
			<hr/>
			\$30 25

CALEB C. TEMPLE, THIRD SELECTMAN.

1879.	Apr.	7,	3 days taking inventory,	4 50
		17,	3 " making taxes,	4 50
		26,	1 day " "	1 50
Dec.	2,	1 " dividing school money, and revising juror box,	1 50	
		9,	1 day running town line,	1 50
			Error in act. last year,	1 50
			<hr/>	
			\$15 00	

H. H. NOYES, TOWN CLERK.

To recording	35 1-2 pages,	6 07
" "	enrollment 2 1-2 pages,	46
" "	births, marriages and deaths,	8 50
"	register book,	1 00
"	drawing and notifying jurors, Sept. 1879,	75
"	drawing and notifying jurors, March 1880,	75
"	copy of enrollment to Adjutant General,	46
"	making out dog licenses,	50
"	postage, stationery &c.,	36
		<hr/>
		\$13 85

The suits which were pending against the town at the time of the last annual report, have both been settled, and the selectmen have employed no counsel during the year.

The figures above show the award of the referees chosen at the last annual meeting in the Israel Young suit. Judgment in favor of the town was rendered in the Bowles suit. The plaintiffs then made the proposition to the town, that they would drop all further litigation, if the town would pay its own costs, though strongly advised by their own counsel to carry it still further. While yielding nothing for the town upon the merits of the question involved, the selectmen thought it would be for our financial benefit and in the interest of harmony, to accept this proposition which they accordingly did, and for the first time in several years we have now no lawsuits pending in the courts. In settling with the town officers we think their bills for services are moderate for the service rendered the town. In examining their work we find no mistakes. Vouchers have been preserved and were exhibited in all cases when required. On the whole we think the business has been managed in a very satisfactory manner.

J. E. HALL, }
HIRAM CLARK, } Auditors.

REPORT
OF THE SUPERINTENDING SCHOOL COMMITTEE.

ANOTHER year has passed and with it the privileges for improvement and advancement in all that pertains to our present and prospective happiness. In accordance with prescribed forms and laws, I now return the trust committed to my care one year ago, with a few thoughts that may in some measure relate to the interests of our common schools. We have, on the whole enjoyed rather a quiet and we trust a profitable year in school interests, no serious trouble has arisen to call the attention of your committee. There may have been a few of your boys and girls who have studied for some means to make themselves disagreeable and disregarded the proper restraints of teachers, but be assured the numbers have been very small and we sincerely hope, that when their conduct shall pass in review before their own consciences, that they may make proper amends, and do so no more. The habits as well as the education acquired in our schools, often cling to the child through life, hence the importance of correct education, not only in letters, but also in all that pertains to the social and moral education. The child in the school room is forming

character, and perhaps more surely, if we except the influences of home, than in any other place; the mind is enlarged, ideas gathered and retained, and often purposes of life formed, which give character to the future citizen. This being the fact, do we not see the importance of having our common schools perfect patterns of those virtues and graces, which seem to make up the best elements of an enlightened community?

TEXT BOOKS.

A great deal is being said concerning text books in our schools. Parents and guardians are ready to protest against any change, and talk resistance loud and long. Could you visit our schools, and see scholars of similar attainments classed in two or three different classes, when, were their books alike, they might be classed together, you would be inclined to apply the remedy. To illustrate. In one school I found two scholars of different attainments reading in the Progressive 5th Reader, while Franklin 3d and 4th, would have been adapted to their abilities; then were those reading in the Progressive 2d, 3d and 4th Readers, who might have read together had their books been alike; two scholars in Monroe's 3d. of different attainments; one in Franklin's 2d., one in Franklin's 1st. and one in Hillard's 1st. There were four scholars in four different editions of geography, dating from 1860 down. In addition, there were two editions of spelling books, dividing the classes. This was the worst case as a whole in town, but in almost every school, there were at least two classes, and in some more, that might have recited together had their books been alike. There were some half dozen different editions

of spelling books in town, in every district at least two, and I advised an exchange for "Worcester's New Spelling Book," at the expense of a dime each, much to the dissatisfaction of many. My own preference was in favor of "Webster's Spelling Book," such as we used "when we were boys", but thought it not advisable to use a different spelling book from our neighboring towns, each of which have adopted Worcester's. I think however the new spellers are a decided improvement on the old ones and hope they will give general satisfaction. I have thought that a law might be formed providing for a general uniformity of text books, if not throughout the state, yet in adjoining towns in the several counties of the state, but our wise legislatures have failed to do so, and by leaving the subject to the committees of the several towns, there is a vast multiplicity of text books, and consequently much useless labor done by the teacher which should be obviated. Parents have no right to compel their children to study old books, out of date, with mouse eaten edges, and with moth gnawed backs, and behind the times in facts, because their uncles or aunts left them behind some thirty years ago.

Just now among educators courses of study and programmes are much discussed. In this debate, every school study comes in for its share of consideration if not of condemnation. Some would enlarge the range of common school studies, admitting all the practical sciences, and even the industrial arts, others would abridge the present causes into a still narrower compass, by curtailing all the studies not purely fundamental. Amid all the discussion and discontent, the clear truth appears, that while not much now is accomplished in our schools, as a whole

than formerly, some essential things are probably not as well done as they could be, if so many things did not require attention. The work of the schools has so greatly increased by the modern multiplicity of studies, and the expectations from them are so great, that some degree of disappointment follows. The value of many school studies, and the share they should have in the programme, depends on what is done with them, geography, grammar, arithmetic &c., are worth everything or nothing, accordingly as they are taught. The one emphatic modern advantage is, improvements in methods of study and teaching, and this is the only key to unlock the puzzle of how to do the many things now required of our schools. A clear and correct conception of the sciences, their object and end, distinct notions of the comparative value of books, maps, globes and charts, and what is wanted of them, of the methods to be followed and the results desired, in a word, a true ideal of these studies is absolutely necessary to a correct estimate of their value. While but a limited amount of the great amount of scientific knowledge can be gained at school, yet right beginnings can be had, and considerable acquisitions made. If books are accurate in matter, moderate in compass, clear in text, true and helpful in methods, and so arranged that the great majority of those who fall out of school by the way, shall benefit by them, the books will have done their part, and have accomplished a very important part, that in the past has been but poorly done. While we think, that Greenleaf's Arithmetics, Harper's Geographys, Franklin's Readers, Wild and Quackenbos' Grammars and Worcester's spelling books, are good as can be found in publishers houses, still they are or may be beneficial accordingly as they are studied by the scholar, and taught

by the teacher, and the advantages arising from them will be in the same proportion.

In order to give some idea of the progress made in our schools, it may be necessary to pass a review of the several sessions of schools in the several districts. It must not be supposed that the impressions of two short visits of some four or five hours at each of your schools, will in every case, be a sure index of the true standing of each school. In some instances the teachers prepared a special lesson for examination day, and in some, the scholars evidently put themselves on their good behaviour, yet with gentle reproof for the things we thought wrong, and words of praise, for the praiseworthy, we submit the following:

DISTRICT NO. 1.

The summer school was taught by Miss M. Ada Sampson; length, 10 weeks; wages and board, \$14, 00 a month; the general appearance of this school was good; order and quietness was the rule, and good progress was made. If Miss Sampson chooses to continue in school work, we think a bright future before her.

There was a fall session here, taught by Miss Mary A. Littlefield; length of school, 8 weeks; wages, \$8 00 per month and board, contributed by the citizens, this was what is termed a subscription school, not being enough school money raised by law to give the children the amount of schooling thought necessary, parents very wisely contributed to sustain this school; It is pleasing for me to say, that the investment was a good one, and much credit is due the citizens of No. 1, for this and other manifestations of their estimate of our common

schools.

Winter term was taught by Miss M. Ada Sampson; length, 11 weeks; wages and board, \$22 00 per month. I was much pleased to find the summer teacher returned for the winter school, while it might be difficult to say which class excelled all the others, yet special mention may be justly made of the recitations in arithmetic and grammar, ranking among the first in town, and every class presenting evidence of good improvement.

DISTRICT NO. 2.

Summer term taught by Miss Blanche G. Clark; length, 8 weeks; Wages and board, \$14 00 per month. This may justly be called a model school. Everything was characterized by that ease and grace which is necessary to make gentlemen and ladies of our boys and girls, nor were the sciences neglected. Good progress was made in the several branches, the class in primary arithmetic not being excelled in town.

The winter term was taught by Mr. Geo. E. Atkinson; length, 8 weeks; wages and board \$31 00 per month. The organization of this school was excellent, with the lack of a class in English grammar. No teacher is excusable for neglecting to teach the science which "teaches us to speak and write in the English language with propriety." Had the efforts of the teacher been seconded by the entire school, the progress might have been better. The results of "the fall session held in this district by adults" in 1878 together with several similar "sessions" held from time to time here, may have begun even now to show their results. It is as true in schools as in the home.

“Whatever brawls, distends the streets,
 There should be peace at home,
 When brothers dwell, and sisters meet
 Quarrels, should never come.”

But I submit to the citizens of No. 2, if you are providing sufficient means of education for your children? Only sixteen weeks in summer and winter this year, and only eighteen last year. Can you afford to send your children out to do life's duties with their present education? If not “be wise in time.”

DISTRICT NO. 3.

Summer term was taught by Miss Nettie L. Kelsea; length, 10 weeks; wages and board \$16 40 a month. On my first visit here, I feared a failure. The youth of the teacher, the lack of experience in teaching, the apparent lack of teachers dignity, and the several classes being required to come out to recite and return to their seats after recitation, at the notice of five ringings of the teachers bell, all served to give a very poor opinion of the resultant progress of the school, but the closing examination gave evidence of good progress and a successful school. The following remark of the teacher in the School Register, may in a measure explain the reason of the good progress made; “Willie Noyes, received the prize which was offered by one of the citizens of the district for greatest progress made in studies, and best deportment.” Let the citizens of other districts “go and do likewise.”

Winter term was taught by Mr. John E. Hall; length, 13 weeks; wages and board, \$32 00 per month, This was “a model school in order,” and as a sure result, characterized by good improvement. This school gave evidence of a commencement in the right direction to future progress. While this dis-

trict is justly proud of their scholars of a few years ago, let parents and teachers cooperate in pushing on the good work commenced, and this may be the "banner school" in a few years. I recommend that *thoroughness in recitation* be coupled with their punctuality and good discipline, and a fall session of school each year, believing it will be a safe investment in more than one sense.

DISTRICT NO. 4.

Summer term was taught by Miss Mary E. Flanders; length, 8 weeks; wages, \$7 00 per month; board contributed. This was Miss Flanders first experience in teaching, and considering her youth, inexperience, the shortness of the term, the multiplicity of text books, embracing samples of several series from 1860 down to date, together with this being her home school, we think she did all that any one could be expected to do. Her zeal and earnestness were worthy of imitation.

Winter term was taught by Miss Nellie Jones; length, 8 weeks; wages, \$12 00 per month and board contributed. Good progress, and the quietude of home, were the characteristic of this school. These children are deserving of more school privileges than they are receiving, still this district has sent out its full share of school teachers, who have done honor to themselves and their native town, which shows that the citizens are alive to the matter of educating their children.

DISTRICT NO. 5.

Only one term during the year of 8 weeks in summer, and 9 in the early fall, a short vacation in middle of term. School taught by Miss Zell E. Austin; wages and board, \$8 00 per month. This was a rare

chance for the few scholars in this district of having so long a term under so efficient a teacher, the district is certainly under great obligation to Miss Austin for her labors for so small a remuneration, she being a graduate of the Normal School at Plymouth and having taught 4 months previous to this term.

CENTER DISTRICT.

Summer term was taught by Miss Clara M. Noyes; length, 8 weeks; wages and board, \$14 00 per month. Some dissatisfaction arose near the beginning of the term, by the teacher trying to practice "topic teaching," and by assigning lessons beyond the capacities of the children to learn. By correcting these errors, we had a very pleasant term of school, and the closing examination gave evidence of fair progress. We might mention the class in primary arithmetic which was equaled by but one other in town. The exercises in vocal music were praiseworthy, and the song by Miss Lulu Cressy, was admirable.

The winter term was taught by Miss Edith N. Bartlett; length, 12 weeks; wages and board, \$22 00 per month. We cannot speak too highly of the success of Miss Bartlett in this school. Taking into consideration that there were twenty two daily recitations required each day in addition to almost numberless calls for individual help, it was almost a wonder how she managed to discharge the daily duties.

The progress gave evidence of the uniting zeal of the teacher, and her natural fitness for school work. The banner class in vocal music was in this school, the attainments of which the parents may justly be proud. In the evening of the closing day of school, she gave a public exhibition, consisting of singing, declamations, select readings, dialogues and

reading of the "School Journal." The valedictory by Miss Poor was very beautifully spoken, and the large audience present were evidently pleased and instructed. The best wishes of our citizens go with the teacher for her continued prosperity.

UNION DISTRICT.

Summer term was taught by Miss Josie L. Witcher; length, 8 weeks; wages and board per month, \$16 00. Doubless this was one of our most prosperous schools, requiring neither superintendance nor certificate of qualification.

ROLL OF HONOR.

The following scholars were not tardy nor absent one half day during the specified time.

SUMMER TERM.

Bertha K. Cogswell,	Elsie J. Harris,
Emma L. Clough,	Laura J. Clough,
Blanche L. Quimby,	Carrie E. Hall,
Effie E. King,	Etta C. Bartlett,
Mary Belle Bartlett,	Lizzie M. Bartlett,
Etta F. Flanders,	Gertie A. Hall,
Clara E. Beane,	Lulu M. Cressy,
Emma R. Poor,	Susie W. Poor,
Wm. Morris Bronson,	Charlie H. Eastman,
Willie Noyes,	Eugene A. Eastman,
Earnest F. Thayer,	Irving W. Thayer,
Sidney W. Eaton,	Henry E. Gordon,
Carter Huntoon,	George Huntoon.

FALL TERM NO. I.

Nettie A. Kendall,	Pheeb P. Witcher,
Jennie N. Witcher,	

WINTER TERMS.

Mary E. Clough,	Etta C. Bartlett,
Lizzie M. Bartlett,	Mary Belle Bartlett,
Nettie A. Kendall,	Fannie S. Gordon,

Clara E. Beane,	Hattie C. Poor,
Emma R. Poor,	Susie W. Poor,
Mary L. Poor,	Effie E. King,
Carrie E. Hall,	Maybel M. Bronson,
Bertha K. Cogswell,	C. Minnie Rich,
Pheeb P. Witcher,	Jennie N. Witcher,
Harry E. Merrill,	Earnest F. Thayer,
Irving W. Thayer,	Carl W. Noyes,
Henry A. Noyes,	Albert G. Moulton,
Harry H. Hall,	Wilber F. Noyes,
Fred E. Noyes,	Murry W. Gordon,
Harly F. Bronson,	Wm. Morris Bronson,
	W. Birton Rich.

The foregoing list is larger than in any previous year, and speaks well for our boys and girls.

SCHOOL REGISTERS.

While most of the registers are patterns of neatness and correctness, some few present errors not admissible. One teacher returns wages and board per month at only \$3 00. Another has made no return of wages and board. Another, whole number of scholars, 11, and in reading and spelling, 13. Another, has marked each scholar every day of the term, tardy or absent, and columns of attendance, there are several returned as neither tardy nor absent. Another has no record of daily attendance during the term. The most pleasing and unique, is the summary of the record of *one teacher's standing* as given by herself as follows: Number times tardy, 9; number times dismissed, 3; number days absence, 2; number days attendance, 38; deportment X. Should these remarks chance to meet the eye of any one under criticism, please remember they are given "more in sorrow than in anger" hoping you may have a care for the future. School Registers may be kept, and may fall under the eye of some friend,

seeking some token of your manner of doing school work, not to mention the unnecessary trouble caused the Superintendent in making returns.

Called unexpectedly from several years of retirement from school work, and having heard our schools and scholars berated and slurred by many of our town's people, I confess I was not prepared to find so many of our scholars occupying so advanced a position in their studies compared with their limited school privileges. We must not expect our scholars as far advanced as 25 or 30 years ago, while our average school year is only 20 1-6 weeks (not reckoning Union district,) and with only two or three pupils attending high schools, while then our schools averaged from 24 to 30 weeks annually, and 40 scholars or more attending the Seminary at Newbury, Vt. each year, beside several attending select schools. If we were proud of our powers then, and wish for its return, would it not be wise to provide better facilities for the education of our boys and girls? While our town has appropriated nothing for schools beyond what is drawn out by the strong arm of the law, and our schools are necessarily short, does it not appear conclusive, that would we have our scholars and teachers attain their former prestige, that a small appropriation of money, along with a manifest *change of base* in our manifested interest in our schools may be beneficial?

Respectfully submitted,

SAMUEL A. EATON,

COMMITTEE.

352.0742b Landaff Town

352.07

L23

1879-1

L23

Reports

1879-1901

DATE	

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