

● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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**PROMISING PRACTICES  
IN  
KENTUCKY SCHOOLS**



Published by  
*Ky.* **DEPARTMENT OF EDUCATION**  
**BOSWELL B. HODGKIN**  
Superintendent of Public Instruction

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**Vol. XIX**

**AUGUST, 1951**

**No. 6**

The In-Service Staff<sup>1</sup> of the State Department of Education has assembled, assorted and arranged the pictures, and has taken the major responsibility for preparing, editing, and proofreading the manuscript. Special recognition should be given Mr. Claude Taylor and Dr. Chester Travelstead for their work in these phases of the project.

Superintendents, principals, supervisors, and teachers throughout the state have made this bulletin possible by their contribution of ideas, pictures, and information.<sup>2</sup> Much of the material could material.

not be used due to limits on the size of this bulletin, but all of it has been very helpful. It is hoped that most of this excellent material not used in the present bulletin will be used in future bulletins and displays sponsored by the State Department.

To all these persons we are indeed grateful. Their efforts will be greatly appreciated by educators and laymen throughout the state who realize the need for such a bulletin. A pictorial account of commendable and promising activities in Kentucky's schools tells a story all its own. The excellent pictures contained in this publication speak for themselves. Reading matter has been kept to a minimum.

It is hoped that this publication may serve many people in Kentucky—superintendents, principals, supervisors, teachers, and laymen. Perhaps it should appeal primarily, however, to teachers at levels of instruction—teachers who are seeking better and more effective ways of helping boys and girls to learn and to grow.

Boswell B. Hodgkin

Superintendent Public Instruction

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<sup>1</sup>See members listed at conclusion of **Introduction**, page 297.

<sup>2</sup>See Appendix B for listing of school systems which contributed

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# PROMISING PRACTICES IN KENTUCKY SCHOOLS

**A Pictorial Account of Some Sound Educational Practices  
Being Carried on in Programs of Instruction in Kentucky Schools.**

**Vol. XIX**

**AUGUST, 1951**

**No. 6**

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## INTRODUCTION

"What is a good school?" "How can we have better schools?" "What practices carried on in a school, lead boys and girls to full self-realization and to worthwhile citizenship?" These and many other similar questions are ever before educators and laymen—challenging them to search for satisfactory answers.

Quite obviously there are no fixed and crystallized answers to these questions. For different peoples in different parts of the world the answers to these questions are not the same. It seems to be true also that for any one group of people in any given area the answers to these questions will vary from one generation to another. What was considered a good school in 1920 is not necessarily deemed a good school in 1950. Many school practices which were condoned and taken for granted in 1920 are frowned upon in many schools today and have been completely eliminated from other schools.

In Kentucky we are searching for answers to these questions, and as we search we become aware that the great value comes from the search itself—more so than from any set answers or definitions upon which we might agree temporarily. We are aware also that the search must be continuous—never ending. It must be pursued at the state level and in the local community, by educators and laymen alike.

This bulletin on "Promising Practices" is, therefore, a step in this search. It does not attempt to give specific and final answers to school problems; nor does it set forth any prescribed formula, which, if followed, will produce a good school. Rather does it give in picture and exposition form brief views of commendable and promising things which are going on today in various schools throughout Kentucky—things which we believe are indicative of a good understanding of how boys and girls learn, grow, play, and work together most effectively. The emphasis is upon developing the "whole child."

Kentucky possesses many capable and devoted teachers faithfully carrying out their jobs under wise administrators who help them to do creative teaching. These teachers are concerned with children; they see that these children learn the necessary skills, but they do far more. The activities planned and guided by these

teachers might be called "The Three R's Plus." This bulletin attempts to show a part of what goes on under the guidance of these teachers. The promising practices portrayed here may well serve as an inspiration to other teachers and administrators who are interested in improving their programs of instruction. Further, it is hoped that this bulletin will stimulate a more widespread use of these good practices.

Such a publication could well be used as a guide for the in-service growth within school staffs. Discussions based upon the highlights of the bulletin could be very helpful to participating teachers.

It is hoped that other bulletins on promising practices will follow this one, and that Kentucky teachers will contribute pictures and information which can be used in such bulletins. In this way we can continue to grow.

#### **In-Service Staff, Kentucky State Department of Education**

Louise Combs, Acting Director, Division of Teacher Training  
and Certification

Chester C. Travelstead, State Coordinator, In-Service Teacher  
Training

Fred Edmonds, Regional Supervisor

Claude Taylor, Regional Supervisor

## Developing Needed Skills "The Three's Plus"

Our conception of the way in which "readin', 'ritin', and 'rithmetic" should be taught has changed somewhat during recent years. Accuracy, mastery, and achieving to capacity are still important, but good teachers have added the "plus" quality over and beyond these goals. In fact, the skills needed by boys and girls are not confined to the "three R's." The good teacher gives emphasis to many more skills, some of which are described in this bulletin.

The practices pictured and described in this section show the skills being taught in a meaningful way and at the level of the individual child. The reader will notice that the learning experiences are laid in life-like situations so that the child may relate easily the classroom activities to actual conditions as they are found in his home and community.





### READING FOR A PURPOSE

A unit on the zoo has captivated the interest of these children. They have a motive for reading. They want to find out something about animals.

An experience chart and animal pictures and cages—all made by the children—give more significance to the reading being done by the group.

A variety of reading materials makes possible a greater emphasis upon individual needs, interests, and abilities.



### MAKING ARITHMETIC MEANINGFUL

"Let's play store!" Addition and subtraction become meaningful to children when these processes are a part of an activity which is life-like.

Buying, selling, and making change at this store in the school-room is fun. Not only does this activity require accuracy in problem solving, but it involves working together, doing things with the hands and the practicing of common courtesies.

Skill in arithmetic thus learned is lasting—carries over into the home and community.



**USING RECORDING EQUIPMENT**

A reading lesson becomes more meaningful and interesting when the child has an opportunity to listen to his own recorded voice.

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**FOR SIX-YEAR OLDS WRITING IS A NEW EXPERIENCE**

Writing improves when taught and practiced in social situations. Good writing habits are important. Manuscript writing is taught at the primary level. The change to the cursive form is usually effected sometime during the latter half of the primary experience.

Boys and girls enjoy sharing their learning and experiences with others. Here children are showing fellow schoolmates what they have learned about using the dictionary, encyclopedia, and atlas.



**SHARING LEARNING**



**WIDER OPPORTUNITIES IN READING**

A bookmobile or travelling library supplements local school libraries and makes more materials available to children in small and remotely located schools.

An informal approach is conducive to effective learning.

Pleasant circumstances lead to maximum development of skills.



**CHILDREN LIKE TO LEARN**



**LIBRARY  
CORNER**

Children need and deserve a convenient and attractive place to do their free reading. There is a definite need for both the central library within the school as well as the reading corner within the classroom.

Improvement in reading should continue through the high school level.

Here boys and girls are shown making use of the tachistoscope to improve their reading skills. There are other mechanical devices such as the reading rate controller which may be helpful.



**GOOD EQUIPMENT ADDS VARIETY AND EFFECTIVENESS TO THE READING PROGRAM**



Student librarians prove very helpful. At this school boys and girls learn more about the value of books and develop a greater appreciation for reading through such services.

## Teaching Moral and Spiritual Values

The movement for the discovery and development of moral and spiritual values in education has arisen spontaneously out of a very deep concern on the part of educators, parents, laymen, and other public leaders of Kentucky regarding the place of moral and spiritual values in education. This concern is shared with a very wide-spread conviction in our day that the weakest point in education is at the level of values, and that if we are to have an education **that adequately interprets our culture and prepares for citizenship** under the exigencies that beset modern democracy, we must stress as we have never stressed before, the place of values in education, and particularly of moral and spiritual values.<sup>2</sup>

<sup>2</sup>Bower, Clayton, "An Interpretive Summary of the Workshop" as reported in Kentucky State Department of Education Bulletin, Vol. XVIII, No. 3, October, 1950, Kentucky State Department of Education, Frankfort, Kentucky, p. 902.

The school is as much responsible for the discovery and development of moral and spiritual values as for the teaching of knowledge, the tools of learning, and the techniques of citizenship. Education is concerned with the interaction of the whole person with the world of nature, society, and the cultural heritage. The weakest phase of education, as of American culture, is at the level of values.<sup>1</sup>

<sup>1</sup>Moral and Spiritual Values in Education, Kentucky State Department of Education Bulletin, Vol. XVIII, No. 11, January, 1950, Kentucky State Department of Education, Frankfort, Kentucky, p. 984.



**SHARING WITH OTHERS THROUGH JUNIOR RED CROSS**  
Helping children to develop a concern for the welfare of others is fundamental.



Photo Courtesy Courier-Journal

**THIS HAPPENS WHEN WE DO NOT OBSERVE THE RULES**  
A sense of fair play can best be learned by children when it is lived by both teachers and children.





### MORNING DEVOTION

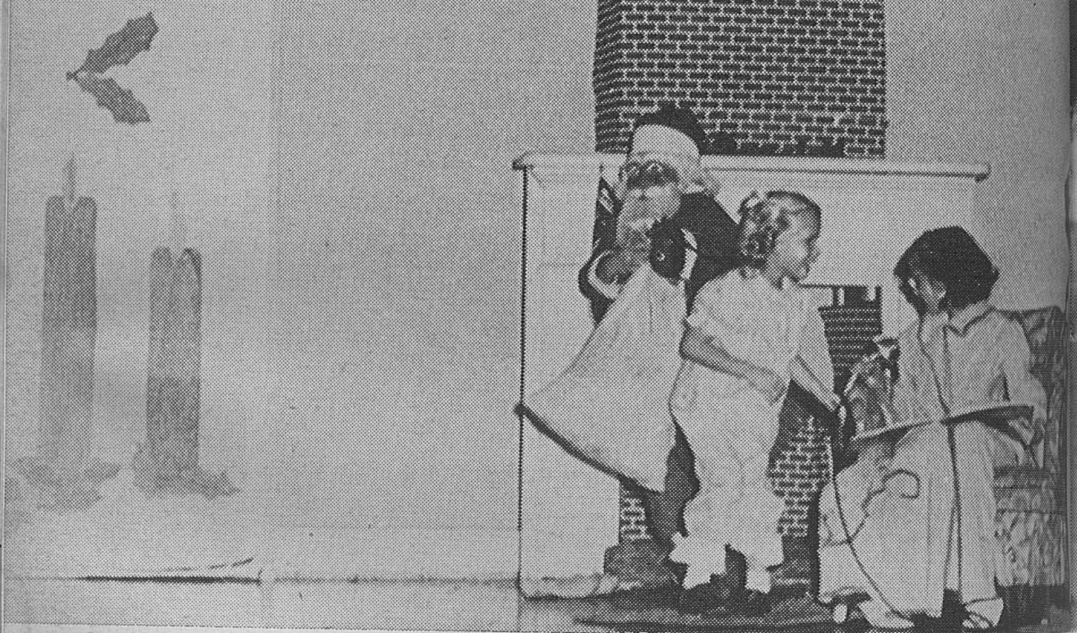
There is no substitute for reverence. The school does have a responsibility in this area.



### WE STUDY VALUES

Children at an early age can determine values if given an opportunity.

## CHRISTMAS SYMBOLS



### THE SIGNIFICANCE OF CHRISTMAS

Experiences with symbols and ceremonials representing fundamental American institutions are very important in the daily life of the child.

Dramatization of Christmas plays and pageants is one of the many ways in which children learn.



### **"STEALING THE BACON"**

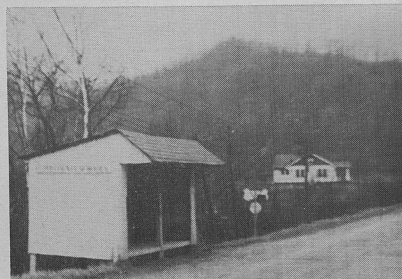
**"I caught you!" "No, you didn't!" Who is going to decide which boy is telling the truth? Individuals and groups with a well-developed sense of fair play will decide such questions in a democratic way.**

## Assuring Persons and Community Health and Safety



CHILDREN FORM THEIR OWN SAFETY RULES

312



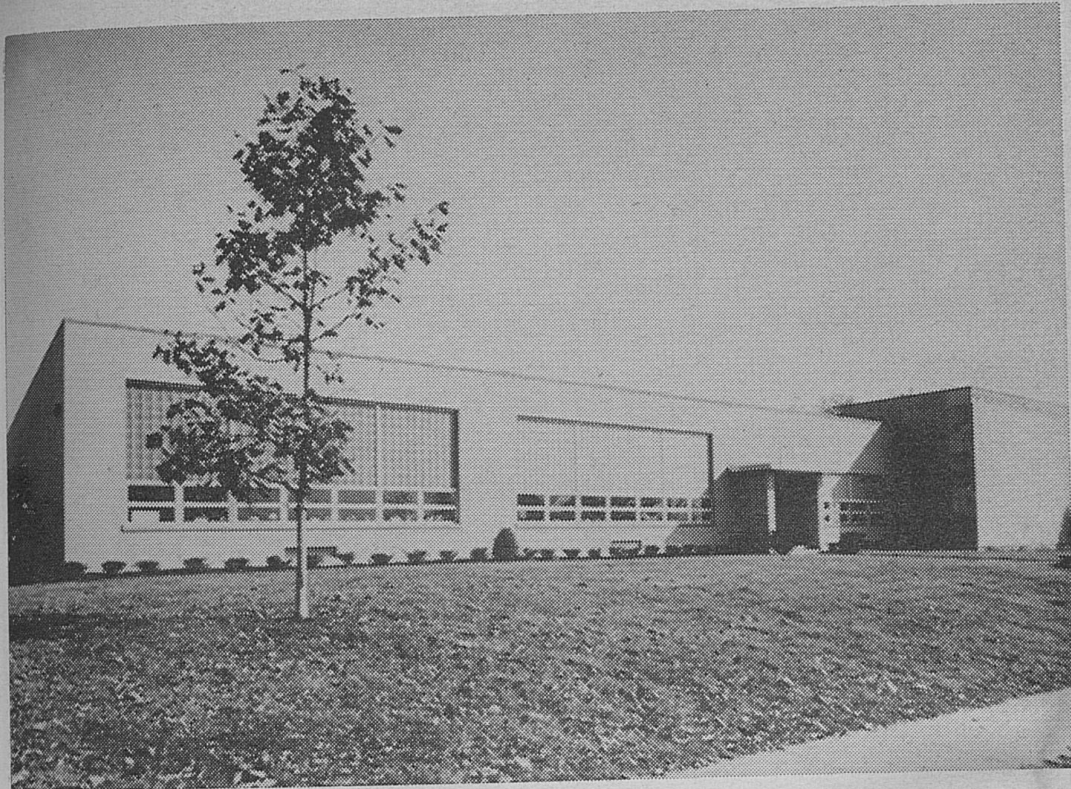
PROTECTED FROM WEATHER AND HIGHWAY  
HAZARDS WHILE WAITING FOR BUSES

313

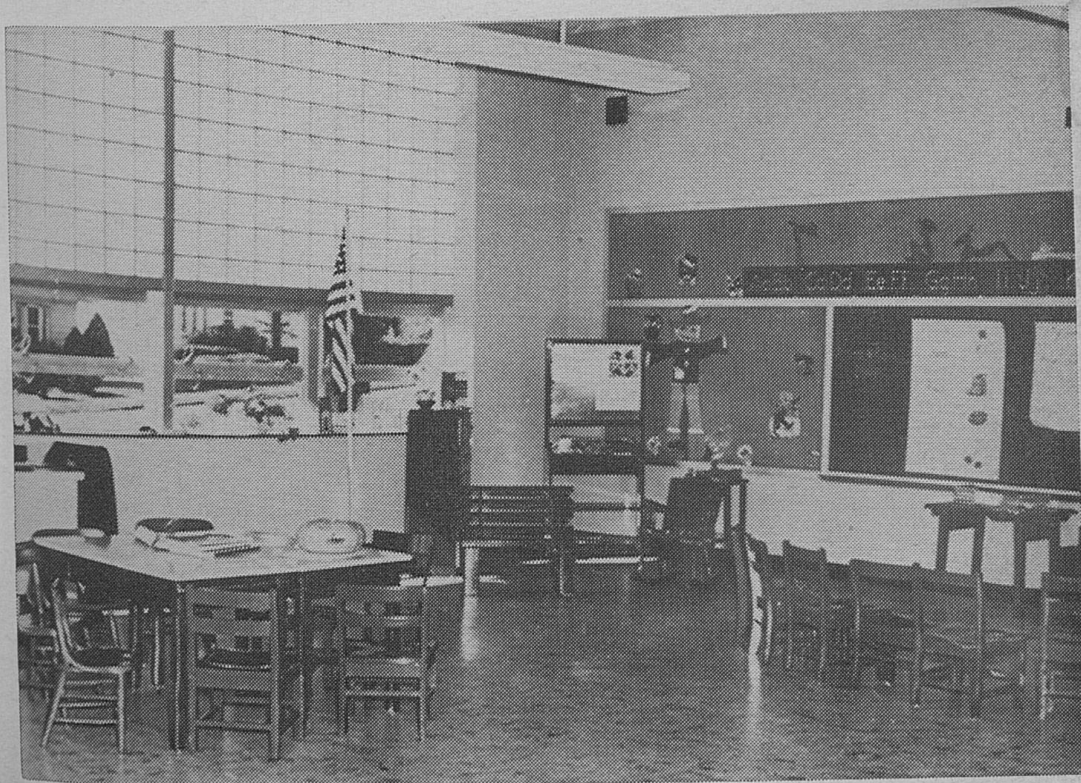


Physical development and healthful recreation are vital parts of a good school program.





Well arranged, safe, healthful school homes contribute to the quality of living that the school is able to provide for children.





#### A GOOD LUNCH

Our school lunch program has as its object not only meeting the daily nutritional needs of children but also developing an understanding of the importance of a balanced diet.



#### FUNCTIONAL SAFETY EDUCATION

Boys and girls serving as school patrolmen not only protect others but develop individually by exercising this responsibility.



### **REST PERIOD**

Young children need rest during the day. Many health authorities recommend that children lie down during such periods. Any school can provide some type of rest period.



### **PHYSICAL EXAMINATIONS ARE IMPORTANT**

Kentucky's health code provides for periodic physical examinations and cumulative health records.



## Developing Security and Belongingness

Children want to be a part of the group; they yearn for security. It is only when these goals are achieved that they learn and develop normally.

Good teachers deliberately create the circumstances and atmosphere in which security and belongingness are assured.

A child is helped to achieve security and belongingness when he:

1. Accomplishes something worthwhile.
2. Participates in group discussion.
3. Receives group approval.
4. Realizes that he is making progress.
5. Is given some individual attention and made to feel that he is important.
6. Has opportunities for creative expression.



**SCHOOL POSTAL SERVICE**

When children participate in activities which are meaningful, they not only grow and learn but they enjoy what they are doing.

Children learn best in an atmosphere of love and understanding.



**CONGENIAL TEACHER-PUPIL RELATIONSHIP**



### INDIVIDUAL ATTENTION

A child knows when a teacher is sincerely interested in him as an individual. Devoted teachers treat boys and girls as individuals.



### GROUP ACCEPTANCE

Becoming a member of the group and sharing with others provide experiences that help children acquire a feeling of security and belongingness.



### CHILDREN LEARN TO READ BY READING

A good teacher helps children solve their reading problems through providing opportunities for experiences with reading materials on the level of the individual. This is very important in developing security and belongingness.



### WORKING FOR A PURPOSE

Home economics and manual arts programs given opportunity for creative expression, which in turn promotes security and belongingness.



### GUIDANCE

Children at all levels need guidance. Good teachers often give such guidance to boys and girls in small groups.

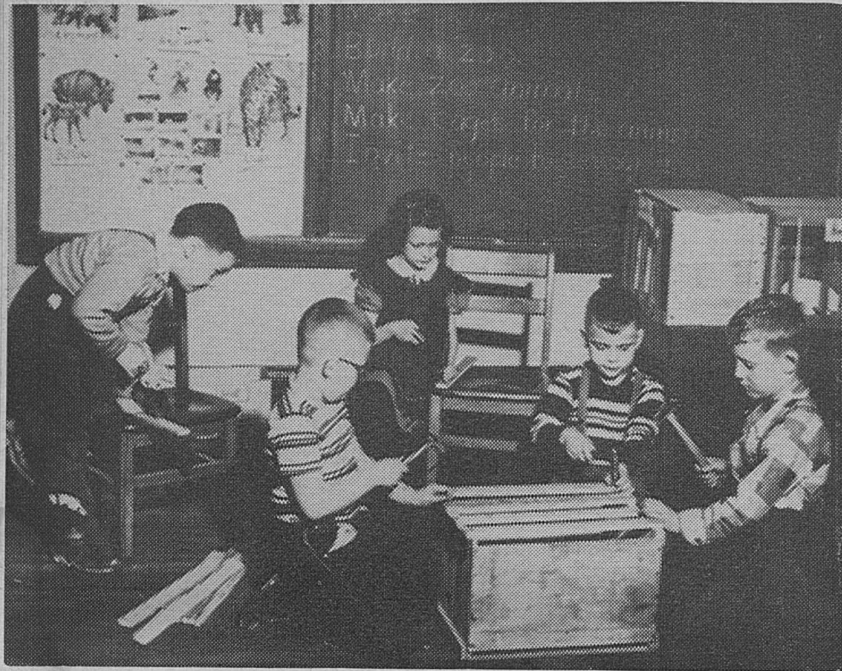
# Practicing Democratic Living



WE ARE CITIZENS OF THE UNITED STATES

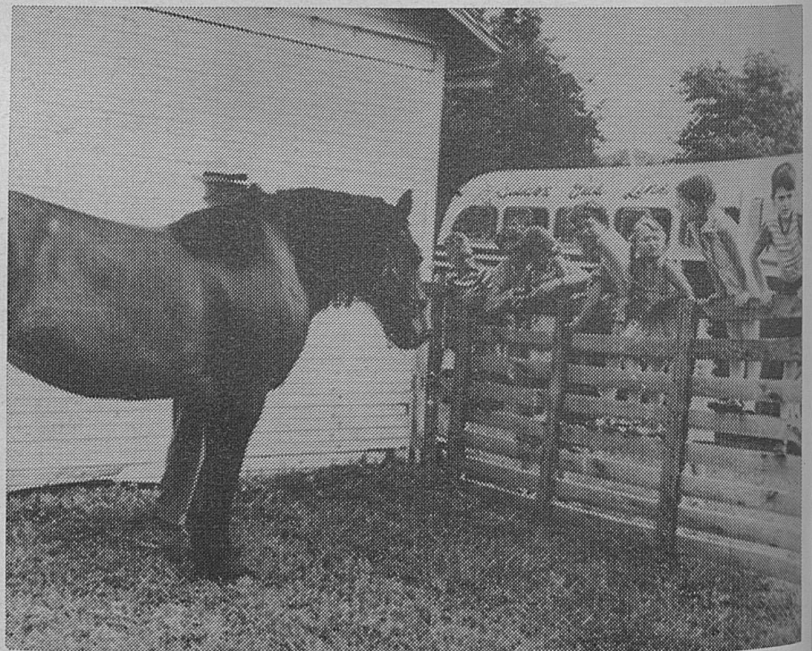


WE ARE CITIZENS OF THE WORLD



**LEARNING TO DO BY DOING**

The school curriculum includes many experiences beyond the limits of the school's physical facilities. Children learn to live through studying community life.



**LOOKING AT COMMUNITY LIFE**

The experiences of boys and girls are greatly enriched through participating in unit activities. This includes the mastery of skills as well as a broad understanding of democratic living.



**YOUNG**

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**YOUNG CITIZENS LEARN ABOUT AN IMPORTANT GOVERNMENT SERVICE**

In this school an appreciation for the privileges and advantages of a democracy is developed in a concrete and meaningful way.

The same patterns of living which make for satisfying and successful citizenship in the school room are applicable outside the school—both for the child and for the adult.



Techniques and procedures of government are learned most effectively when pupils help to make and to enforce their own rules and regulations.

**STUDENT COUNCIL**

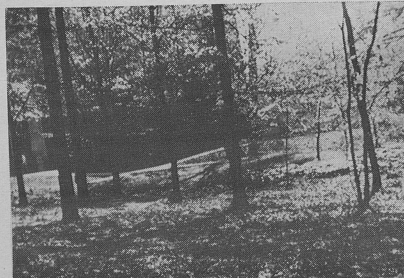


## Providing Opportunities for Creativeness and Appreciation



The urge to create should be nurtured and developed  
in every child.

328



"I think that I shall never see  
A poem lovely as a tree."

Joyce Kilmer

329



**MASTERING SKILLS THROUGH THE CREATIVE APPROACH**



**CREATIVE ACTIVITIES AT SCHOOL WHICH LEAD TO HOME BEAUTIFICATION**



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If properly guided very young children can and do develop a keen appreciation for beautiful things.



(Photo Courtesy C. J.—Louisville Times)

**TELLING A STORY WITH THE PAINT BRUSH**



### CREATIVE ACTIVITIES IN THE HOME ROOM PERIOD

Using the home room period for creative activities pointed toward individual and group growth is another characteristic of a good school.



### GEOGRAPHY CAN BE FASCINATING

Creative activities lead to a better understanding of the world in which we live. Good schools afford opportunities for boys and girls to pursue their interests and develop their abilities.



**CHILDREN HELP MAKE THEIR SCHOOL  
GROUND ATTRACTIVE**

Outdoor activities such as playground beautification, provide rich opportunities for developing appreciation for beauty.



### OPPORTUNITY FOR SELF-EXPRESSION

In a good school a child finds frequent opportunity for self-expression—through singing, playing, painting, telling stories and doing other things.



### ENCOURAGING HOBBIES THROUGH SCHOOL UNITS

A good school helps the child pursue hobbies in keeping with his interest and ability.



### UNDER THE SPREADING SYCAMORE TREE

Well planned field trips provide a great variety of opportunities for children to appreciate the many wonders of nature.





No school program is complete unless it provides some music for every child. Choral and band activities offer wide opportunities for extensive group participation.



Photos, This Page, Courtesy George A. Hill Studios



Playing and singing in small ensembles give boys and girls wide opportunities for creative expression and individual achievement.





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ment.

All children should be allowed to enjoy themselves through participation in many types of musical activities. In such an atmosphere of freedom and happiness children best develop skills and broad appreciations of music which have lasting value.



# Participating Individual and Group Evaluation

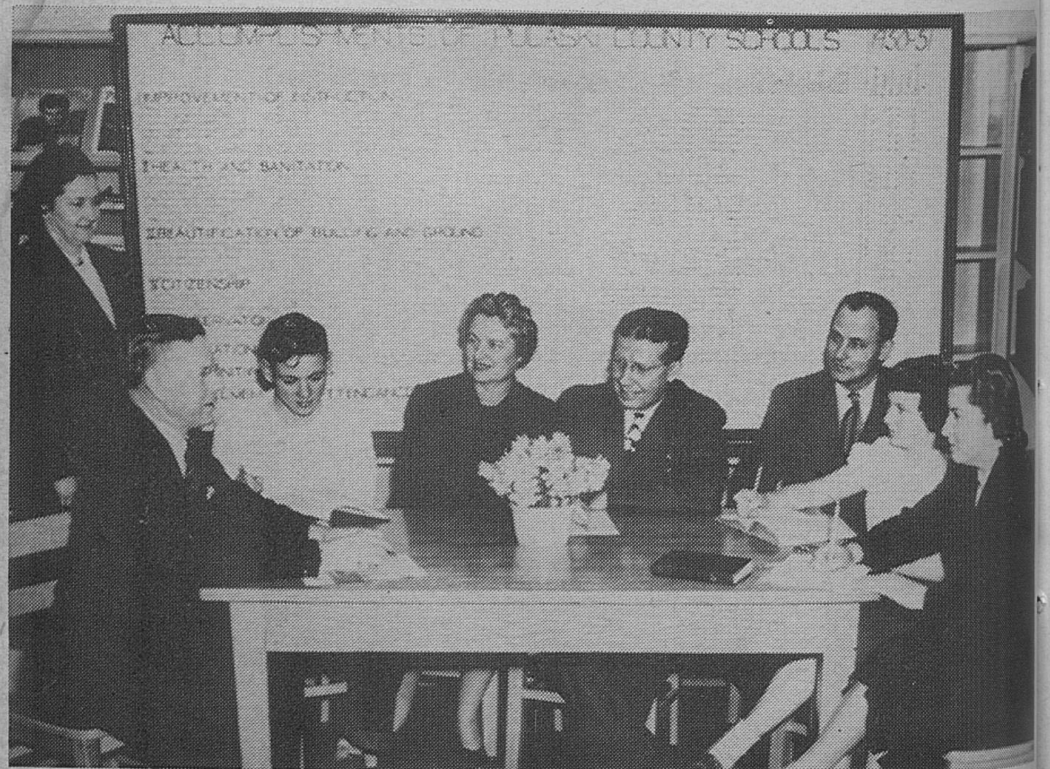
Proficiency in individual and group evaluation can be acquired only through practice in evaluating. This includes the ability to accept being judged as well as judging. The school has an obligation to see that all who are concerned with the school program—the students, the school staff and the lay public—have many opportunities to evaluate the many activities for which the school takes responsibility.

## Effective Evaluation Includes:

1. A school atmosphere in which it is possible for pupils, staff members, and the lay public to work cooperatively.
2. A continuous study of school needs and activities with the school staff assuming responsibility for leadership.
3. Provisions for research and experimentation, the results of which are carried into action.
4. A comprehensive cumulative record system that is accessible to staff members charged with the responsibility for helping individuals and groups solve their problems.
5. Plans for improvement based upon cooperative studies of the strengths and weaknesses of the current program in view of long range goals.



**CHILDREN EVALUATE THEIR PROGRAM PLANNING**



**CONTINUOUS EVALUATION OF THE PROGRAM WHEN THE TOTAL STAFF PARTICIPATES**



The staff of a good school sets up cooperatively its own goals and evaluates periodically its progress toward these goals.



#### IN-SERVICE EDUCATION

Conscientious teachers continue to grow professionally as they teach. Professional growth is enhanced by total school staffs working together. Individual improvement is also paramount.

## SUMMARY

### A GOOD SCHOOL IS ONE IN WHICH:

#### Needed Skills are Developed

The demands of our complex pattern of living require that we teach the basic skills well at the level of each child, in a meaningful way, and in life-like situations so that every child may see a useful purpose for acquiring these skills. It is becoming more and more apparent that **training in skills is not limited to the three R's**. There are many other techniques and characteristics that must be developed. Among these are the acquiring of muscular control; discovering and developing good work habits; estimating accurately one's abilities and limitations; developing quantitative and qualitative thinking; and seeing a job through to completion.

#### Moral and Spiritual Values are Taught

The obligation of the school does not end with the teaching of skills. It is just as important that the school guide the children in the way in which these skills shall be used. Any ability or skill can be used for evil purposes as well as for good. A sense of values must be developed by the child if his education is to be an asset to himself and to those with whom he lives and works. And it is the responsibility of the school to help every child develop this sense of values. Values are of a personal, social, intellectual, emotional, esthetic, recreational and physical nature. Since children learn about such values best by observing and sharing in the conduct of adults or other children whom they admire, it becomes imperative that moral and spiritual values be **lived in the school**—by teachers and children alike.

## Personal and Community Health and Safety are Promoted

In defining an "educated person" the Educational Policies Commission says:<sup>1</sup>

1. The educated person understands the basic facts concerning health and disease.
2. The educated person protects his own health and that of his dependents.
3. The educated person works to improve the health of his community.
4. The educated person is participant and spectator in many sports and pastimes.

Alert educators assure the children under their charge, safe and healthful conditions in which to work and play. In Kentucky the program of health and physical education in the better schools goes beyond the minimum requirements of the state health code. A healthy child is a happy child, and a happy child learns more readily than one burdened by disease, malnutrition and other physical handicaps.

## The Child Develops a Feeling of Security and Belongingness

Every child needs to be conscious of his own worth and ability. Opportunity for experiences that foster a feeling of security is necessary for insuring a sense of belongingness. As the child moves about in an atmosphere free from tension, he feels secure in his personal and social relationships. In this way he builds a stability—a reserve of strength—which he may draw upon as a child and as an adult.

## Democratic Living is Practiced

Many educators agree that we learn best how to become well-adjusted citizens in a democracy not by being told about it but by actually participating in democratic processes. The child learns to be democratic by being given an opportunity to help formulate

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<sup>1</sup>Educational Policies Commission, **The Purposes of Education in American Democracy**, National Education Association, Washington, D. C., 1938, p. 50.



and to carry out rules and regulations about activities which affect him. Several instances have been pointed out in this bulletin where children at both the elementary and secondary levels are **not only allowed but are encouraged** to learn about and to practice basic rules of democratic living. Good teachers help children to develop their powers of self direction by giving them the freedom to assist in determining goals, procedures, and techniques of evaluation. These teachers do this purposely in the belief that through such activities the children learn the true significance of democracy.

### **Opportunities for Creativeness and Appreciation are Provided**

In the better schools, children are given opportunities both to express themselves creatively through various media and to develop in appreciations. Creative activities give the child opportunity to discover what he is capable of doing. As a child accomplishes things which to him are worthwhile, he is building appreciations of similar things created by others.

### **There Is Continuous Individual and Group Evaluation**

Evaluation of the school program is an important phase of individual and group leadership. It should not be regarded as an end but as a means for determining the next steps leading to improvement. It is a continuous process in which teachers, pupils, and laymen participate. In a good program of instruction one usually finds effective evaluation going on as a regular part of classroom activity at all instructional levels.

## APPENDIX A

### Present Members of the Kentucky Committee on Elementary Education<sup>1</sup>

Lyman V. Ginger, Chairman

John W. Brooker

Nona Burress

Mary I. Cole

Louise Combs

D. T. Cooper

Theodore Dailey

Mrs. May K. Duncan

Mrs. Frances Childs Durham

Thelma Evans

C. H. Farley

Chalmer Frazier

Charles Graham

Palmer Hall

Carl Hatcher

Mrs. Minnie Hitch

Mrs. John E. Kirksey

Lillian Lehman

Mrs. Mary Marshall

Lela Mason

Kathleen Moore

Joy Rader

Mrs. Charles Shelton

R. B. Smith

C. A. Taylor

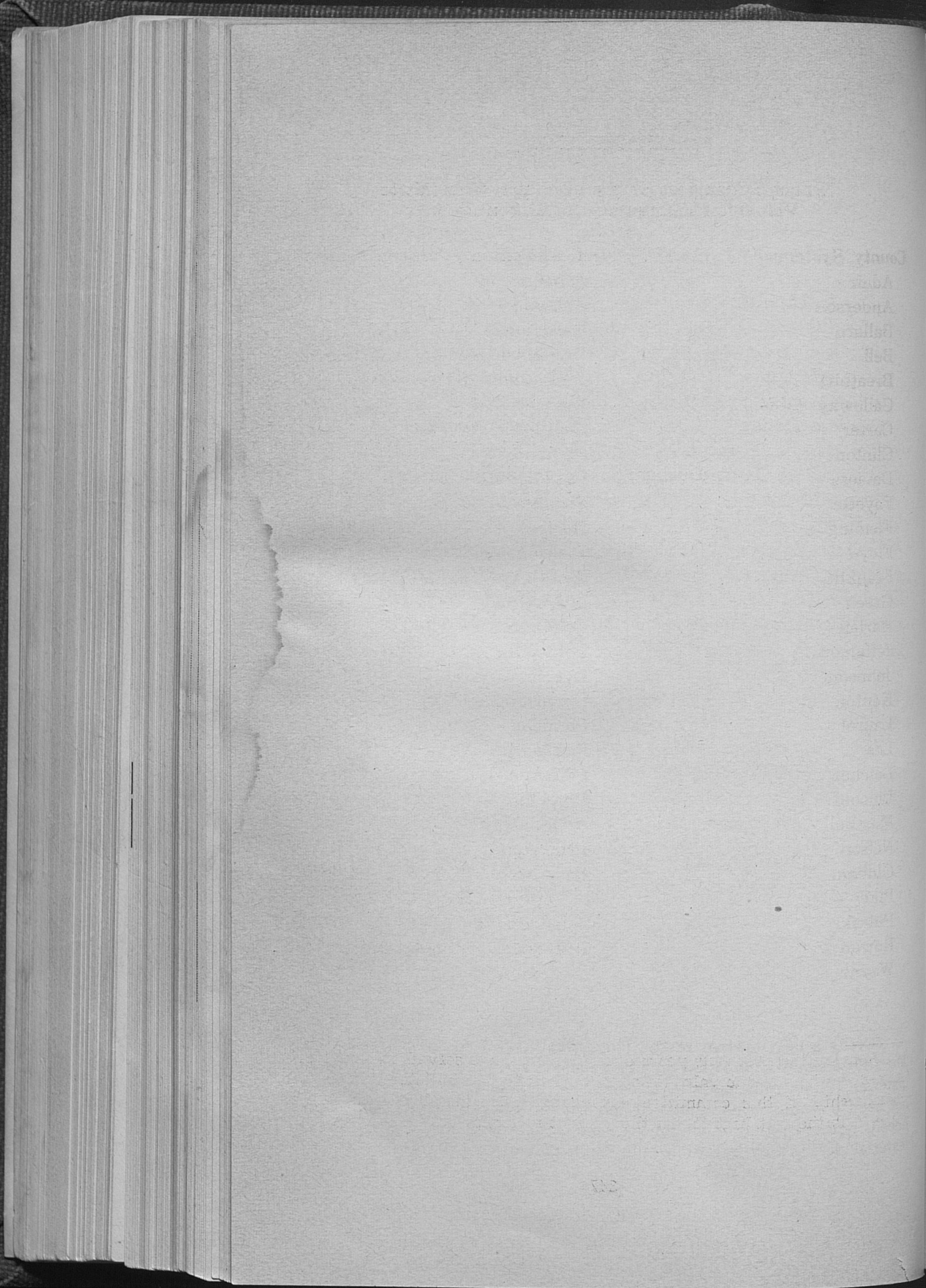
N. C. Turpen

R. M. Van Horne

Mrs. Naomi Wilhoit

Germania J. Wingo

<sup>1</sup>During the past four years other persons have served on this committee and have made valuable contributions to this bulletin. Since the membership of this committee has changed considerably during this time, it is thought best to list the present members only.



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## APPENDIX B

### School Systems in Kentucky Which Have Made Valuable Contributions to This Bulletin<sup>1</sup>

#### County Systems

Adair  
Anderson  
Ballard  
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Breathitt  
Calloway  
Carter  
Clinton  
Daviess  
Fayette  
Fleming  
Floyd  
Franklin  
Green  
Harlan  
Jefferson  
Johnson  
Kenton  
Laurel  
Lee  
Letcher  
Lincoln  
Marshall  
Nelson  
Oldham  
Pike  
Pulaski  
Rowan  
Wayne

#### Independent and Private Systems

Albany  
Ashland  
Bardstown  
Breckinridge Training School,  
Morehead State College  
Central City  
Covington  
Ft. Knox  
Ft. Thomas  
Frankfort  
Harlan  
Jackson  
Kentucky Band of Mercy  
Lexington  
London  
Louisville  
Lynch  
Owensboro  
Paducah  
Paintsville  
Pikeville  
Pineville  
Prestonsburg  
Princeton  
Rosenwald Training School,  
Kentucky State College  
Science Hill  
University School, University  
of Kentucky

<sup>1</sup>Every school system in the state was invited to submit materials. The fifty-five systems listed on this page did send in pictures or written material. Since this bulletin is composed primarily of pictures, it has not been possible to use much of the written material submitted. It is hoped, however, that much of this exposition will be used as source material for future bulletins and displays.

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