

VLR 10/3/13
NRHP 2/1/14

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Jericho School


other names/site number DHR File Number 016-5014

2. Location

street & number Jericho Road not for publication NA
city or town Ruther Glen vicinity X
state Virginia code VA county Caroline code 033 Zip 22546

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide X locally. (See continuation sheet for ~~additional comments.~~)

 12/23/09
Signature of certifying official Date
Virginia Department of Historic Resources
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is: other (explain): _____

- entered in the National Register
- See continuation sheet.
- determined eligible for the National Register

 See continuation sheet. _____ Signature of Keeper
 determined not eligible for the National Register
 removed from the National Register Date of Action _____

U. S. Department of the Interior
National Park Service

Jericho School
Caroline County, VA

7. Description

Architectural Classification (Enter categories from instructions)

No Style _____

Materials (Enter categories from instructions)

foundation Concrete _____
roof Metal _____
walls Wood _____

other _____

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a grave.
- D a cemetery.
- E a reconstructed building, object or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education _____
 Ethnic Heritage _____
 Architecture _____

Period of Significance 1917-1953 _____

Significant Dates 1917

Significant Person (Complete if Criterion B is marked above)
N/A

Cultural Affiliation N/A

Architect/Builder Unknown

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
 previously listed in the National Register
 previously determined eligible by the National Register
 designated a National Historic Landmark
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other

Name of repository: _____

10. Geographical Data

Acreage of Property 1 acre

UTM References (Place additional UTM references on a continuation sheet)

| | | | |
|--------------|----------|--------------|----------|
| Zone Easting | Northing | Zone Easting | Northing |
| 1 18 | 279198 | 4200710 | 2 _____ |
| 3 _____ | 4 _____ | | |

See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title: Ashley M. Neville and Sarah Clarke

Organization: Ashley Neville, LLC date 9/11/03

street & number: 11311 Cedar Lane telephone 804-798-2124

city or town Glen Allen state VA zip code 23059

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

- A USGS map (7.5 or 15 minute series) indicating the property's location.
- A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Lloyd Fox, Historic Jericho School, Inc.

street & number 12227 Jefferson Davis Highway telephone 804-448-3713

city or town Woodford, state VA zip code 22580

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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7. Summary Description:

Jericho School stands in an open lot along Jericho Road in rural southern Caroline County. Built about 1917 to replace an earlier log school, the small, one-room frame school is characteristic of one-room schools with its simple rectangular plan and gable-end entry. Windows are located on both gable ends and along the west side providing ample light for the students. The east wall was left blank. Narrow boards sheath the walls and ceiling with the black board located on the blank east wall. Small cloakrooms flanked the only entrance on the north end. Except for the decorative vent on the front gable end, simplicity is a hallmark of the Jericho school.

Detailed Description

Jericho School stands on an acre of land along Jericho Road west of Carmel Church in rural southern Caroline County. Built facing north towards Jericho Road, the old roadbed is barely visible in front of the school. An open lawn surrounds the school, which in turn is surrounded on three sides by one-story, frame houses built since the school was erected. The pump, which was the only source of water for the school, stands on the well just west of the building. Remnants of a concrete sidewalk are located in front of the school.

The one-story, three-bay school is a rectangular, frame building measuring approximately 20 feet by 40 feet. It stands on poured concrete piers and is sheathed with weatherboards with a gable roof. The only decorative feature on the building is a rectangular-shaped louvered vent on the front gable end surmounted by a triangular vent with sawnwork in a sunburst pattern. It is a distinctive feature of the school that is clearly visible on a historic photograph of the building.

The front, and only, door is reached by a single flight of poured concrete steps. All windows are six-over-six light sash windows. Two windows flank the door. There is a row of six windows along the west side. The south end has three windows. The east wall was left blank intentionally to hold the long blackboard on the interior. Historically, the school had a flue located in the northeast quadrant of the roof. While the flue has been removed, its stacked stone base survives beneath the building.

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The interior continues the simplicity of the exterior. Small cloakrooms created with board partition walls flanked the entry. The remainder of the building was one large room that housed all grades. The walls and ceiling are sheathed with narrow, tongue-and-groove pine boards laid horizontally. The blackboard stretched along the east wall. The pot-bellied, wood-burning stove, the only heat source, was located on the east cloakroom wall with the flue actually located in the cloakroom. There was no electricity, running water or sanitary facilities in the building. Initially, there were no sanitary facilities at all for the students but eventually two outside toilets were built – one for the girls and one for the boys. They have since been demolished.

Caroline County sold Jericho School at public auction in 1962. A nearby resident purchased it for use as residential rental property. Several changes were made to accommodate its new use. The partition wall for the east cloakroom was removed and the wall for the west cloakroom was partially removed. The remainder of the interior was subdivided into four rooms. A new chimney flue was added on the east side and the original flue was removed. Two new windows were added on the east, formerly blank, wall, and a window on the south end was enclosed. On the west side, a window was converted into a door and a porch was also built along that side.

In May 2001, Historic Jericho School, Inc. was formed to save the school. The group has replaced damaged weatherboard (the majority of the original weatherboard survives) and enclosed the windows added to the east side. They have reopened and replaced the window that was enclosed on the south end and returned the door on the west side to a window. They have also removed the interior partition walls that were added in the 1960s as well as the chimney flues. The exterior of the school has been painted white.

The interior arrangement of Jericho School changed little over the years. Originally, the school housed grades one through seven in this one room. One student remembers that the lower grades sat at tables with small chairs while the older students sat in desks.¹ When Jericho School closed in 1962, it served children in grades one through four. The students sat in desks that were arranged in rows according to grade.²

The consolidation of the many small rural schools, the ruling of *Brown v. Board of Education of Topeka* that eventually integrated the schools, the decline of rural communities, and new school construction forever altered the educational landscape of Virginia. Many of the African-American schools constructed in the late-nineteenth and early-twentieth centuries fell into disrepair. The

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buildings were abandoned or replaced with more modern structures. However, there are some extant early-twentieth-century African-American schools. Often these buildings survived only because they were used for other purposes, such as residences.

The simple architecture of this one-room frame school is a testament to the local African American community who strove to provide an education for their children with little government help. The single decorative feature on the school, the vent on the front gable end, is indicative of the care and love with which this school was built.

8. Statement of Significance

Summary Statement of Significance

The Jericho School is an excellent and intact example of an early-twentieth century, one-room, African-American school in Caroline County, Virginia. Built about 1917, it replaced an earlier log school, which stood on the same property. The Jericho School served the African-American children of this area of Caroline County until the early 1960s when Caroline County opened the Union School for African-American children. The Jericho School is eligible for the National Register under Criterion A in the areas of education and ethnic heritage for African Americans. The Jericho School is representative of the late-nineteenth and early-twentieth century movement to educate African-American children in the United States. Black leaders like Booker T. Washington espoused the virtues and necessity of educating African Americans, who had long been denied formal education, in order to make them better citizens. The Jericho School is also eligible for the National Register under Criterion C in the area of architecture. The Jericho School is an example of an early-twentieth century, one-room school, a building type that is becoming increasingly rare. The Jericho School also demonstrates the overarching influence of the Rosenwald Fund on school construction in early-twentieth century American. Although apparently not built using Rosenwald funds, the Jericho School closely resembles a version of the one-teacher school plan outlined in *Community School Plans*, a Rosenwald Fund publication. The Jericho School offers a unique opportunity to explore the African-American educational experience in Virginia.

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Historical Background and Significance

The concept of public education took root in Virginia with the new post-Civil War Virginia constitution of 1869 that provided for a universal, but segregated system of public education. Prior to this, schools were either private institutions or sponsored by religious organizations and were not available to most children in Virginia, especially African-American children. Following the Civil War, ex-slaves actively pursued universal education establishing hundreds of schools throughout the South during Reconstruction. They viewed literacy and formal education as a path to liberation and freedom. Between 1868 and 1870, new state constitutions in the former Confederate states were written that included some provision for state-supported universal education. W.E. DuBois noted, "The first great mass movement for public education at the expense of the state, in the South, came from Negroes."³ Although many of these schools were poorly maintained, a state system of public education in the southern states ranks as one of the major and permanent achievements of the Reconstruction era.⁴

In 1870, William Henry Ruffner, Virginia's first Superintendent of Public Schools drafted legislation that established public education and the Department of Instruction. Ruffner took his legislation a step further by including the education of blacks. Ruffner stated that the state was responsible for black education; however, these institutions were to remain segregated from white schools.⁵ This dual school system, separate and unequal, persisted until the 1960s and 1970s when the schools were finally integrated because of the 1954 Supreme Court decision, *Brown v. the Board of Education*.

Although African Americans did have state-supported education, it was far inferior to that of whites. This was partially due to poor attendance and enrollment, and inferior instruction. In addition, funding on the state, county, and district level was determined by school enrollment, therefore poor attendance placed severe limitations on African-American schools.⁶

In order to offset inconsistent state support, many blacks realized that only through self-help would black schools prove successful. Often the viability of African-American schools in Virginia rested squarely on the shoulders of the parents of the students and African-American communities worked together to build schools, supplying both materials and funding. Parents offered support financially, through the donation of resources, and by enforcing attendance. In some localities, it appears that local African-American churches formed the earliest schools for African-American children with the schools located in close proximity to the churches. Most of these church-sponsored schools

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eventually became a part of the local public school system.⁷ Many school districts in Virginia realized the important role that parents played in the success of African-American schools and allowed them to participate in the selection of teachers and the location of new schools.⁸ By the early twentieth century, the concept of industrial training within the scope of African-American education began to take shape. Many educators purported that the prosperity of the black race lay not with learning the three R's, but instead with the 3 H's, head, heart, and hand. This approach intended to address the morality and spiritual uplifting of the African-American race, something that whites deemed as necessary for all blacks.⁹ Samuel C. Armstrong at the Hampton Institute and Booker T. Washington at Tuskegee Institute elaborated on the concept of industrial training by focusing on a pedagogy specifically geared toward African Americans. Armstrong and Washington believed that the focus of industrial training should center on moral development, and the improvement of work habits and self-discipline.¹⁰

To aid in the uplifting of African Americans through education, entrepreneurs of the time began establishing various funds. One of the first of these funds was the John F. Slater Fund established in 1882. The Slater Fund, supported by John F. Slater, donated money for schools, trade schools, and public country training schools for blacks across the South. The General Education Board consisted of a \$1,000,000 endowment from John D. Rockefeller, which the Board used for school building maintenance and construction. Anna T. Jeanes founded the Jeanes Foundation, also known as The Negro Rural School Fund, Inc. The Jeanes Foundation donated money to African-American schools, but focused primarily on training black teachers.¹¹

Perhaps the most well known foundation for African-American education was the Rosenwald Fund. In 1913, Julius Rosenwald, the president of Sears, Roebuck, and Company decided that he wanted to aid rural communities in the South that desired better schools. Rosenwald, who was heavily influenced by Booker T. Washington, supported the need for industrial training and education for blacks in the rural South. Initially, the Rosenwald program contributed to the construction of schools only in Alabama. Eventually, the scope of the Rosenwald Fund expanded and by end of the program in 1932, the Fund had aided in the construction of 4,977 new schools across the South. One of the distinguishing characteristics of the Rosenwald Fund was the mandatory standards that must be met in order to receive funding. These standards dictated that the proposed lot for school construction must consist of at least two acres. In addition, the architecture of the school must follow one of the designs outlined in the Rosenwald Fund publication *Community School Plans*. The Rosenwald Fund reprinted the *Community School Plans* twice, once in 1929 in *For Better Schoolhouses*, and again

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in *Community Units* in 1941. As a result, these plans were widely available and popular, so much so that even schools not receiving Rosenwald Funds constructed buildings similar to the Rosenwald designs.¹²

The Jericho School resulted from the 1885 sale of a one-acre lot of land from George W. Quarles and his wife to the Madison District Public School Trustees. Quarles, who was white, owned over 500 acres in this area of the Madison District.¹³ The land was purchased and Jericho School was erected during a period of expansion in educational opportunities in Caroline County. Between 1874 and 1919, the trustees of the Madison school district purchased eighteen tracts of land on which to build schools. The 1885 purchase date would make the Jericho School one of the earlier schools. Most of these parcels consisted of only one- or two-acre sites and most of the deeds remain silent on the issue of race. Two deeds stipulated that the land could be used for schools for white children only.¹⁴ Twenty-two one-room schools and thirteen two-room schools for African American children were built or remodeled in Caroline County to meet state Department of Education requirements between 1912 and 1924.¹⁵

Local oral histories suggest that a one-room log building was erected on the lot for the purpose of a school for African-American children. The exact date of construction is not known, but the log structure remained until about 1917. At that time, the log building was replaced by a frame structure.¹⁶ The Jericho School remained in the possession of the Madison Public School District until 1922. In 1922, the General Assembly of Virginia passed legislation abolishing local district school boards in favor of county school boards. Therefore, in 1922 the Caroline County School Board purchased the Jericho School lot from the Madison District School Board as it did for all public schools in the county.¹⁷

The architecture of the Jericho School reflects popular construction styles of the time. The Jericho School closely resembles the one-teacher school plan No. 1-A with a north or south orientation found in the *Community School Plan* publication of the Rosenwald Fund.¹⁸ Both the Jericho School and the Rosenwald school plan are one-story, gable-end-entry frame buildings of approximately the same size. Windows flank the entrance and there is a decorative vent above the door. In addition, the Rosenwald floor plan shows two small rooms to the left and right of the front door. The Jericho School also possessed these rooms. However, the two plans differ in the size of the lot and fenestration. The Rosenwald Foundation required that schools have at least a two-acre lot and the Jericho School stands on a one-acre lot. The Jericho School also lacks an industrial room in the rear,

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an attribute of the Rosenwald plan. Thus, the last two bays shown in the Rosenwald plan No. 1-A are missing from the Jericho School. In addition, the east wall of the Jericho School, which held the blackboard on the interior, is blank. The six windows shown on the Rosenwald plan for the east side of the building are located on the west side of the Jericho building. The Jericho School also does not have the rear entry as shown in the Rosenwald plan.¹⁹

Jericho School is not shown on a list of Rosenwald schools in Virginia provided by Fisk University. Caroline County had nine Rosenwald schools and two survive in the general area of the Jericho School. The Ruther Glen School, located about three miles east of the Jericho School, was a one-teacher school and was built following the "One Teacher East of West Facing Plan." No date of construction for this school is given. The McDuff School, which many of the Jericho students attended after completing Jericho, is located just off U.S. Route 1 about two miles northeast of the Jericho School. A two-teacher school, it was built in 1923-24 and follows the "Two Teacher Plan to face East or West." Although Jericho School may not have been a Rosenwald funded school, the Rosenwald school plans were certainly known in the area and may have served as the plan for the Jericho School.

Interviews with former Jericho School students provide insight into life in a rural, African-American school. Robert Carter began attending the Jericho School in 1914. Mr. Carter states that he was only able to attend school when it was convenient which was a common problem for African-American students. Mr. Carter said that there were ten to twelve children in three grade levels in the one-room schoolhouse and there was one teacher for all the grades. The school did not possess any restroom facilities, and the children used the woods surrounding the building.²⁰ When Lucille Fields attend Jericho School in the 1930s, she remembered there were about thirty students in six grades in the one room school.²¹ Melvin Howard attended the Jericho School for six years beginning in 1945. Mr. Howard said that the room to the right of the entrance functioned as a kitchen and the room on the left was a cloakroom. Mr. Howard also mentions that the school showed movies on Saturday nights, indicative that the school was also a center of the community.²² All three of these former students remember walking to school. Shelva Clarke started the Jericho School in 1961 and attended the school for only one year. Ms. Clarke states that often the older students would help the younger ones with their work and that there was a real sense of community within the school. By the time Ms. Clarke attended the Jericho School there were outside toilets available, however the building did not have running water.²³

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The long history of the Jericho School ended in the early 1960s. The school closed at the end of the 1961-62 school year.²⁴ At that time it served children in grades one through four with one teacher. The older students attended the McDuff School and when Jericho closed, the students were transferred to McDuff and later to the new Union School that was built by Caroline County in 1959 to serve African-American students in the community.

The Caroline County School Board sold the Jericho School lot to the Rev. Harry and Bernice Minor in 1962.²⁵ The Rev. and Mrs. Minor owned adjacent property and used the Jericho School as a residence. In 1979, the Rev. and Mrs. Minor sold the Jericho School lot to Genie and Maria Smith. Mr. and Mrs. Smith donated the Jericho School lot in 2001 to Historic Jericho School, Inc., which was formed by former students to ensure the preservation of the building.²⁶

The Jericho School is representative of the educational opportunities for African-American children in the rural South. The existing building, constructed during the second decade of the twentieth century, replaced a log building that was erected in the 1880s as a result of a new Virginia constitution that mandated universal public education for both black and white children. It is also representative of the struggle of African Americans for an equal education. Eight years after the 1954 Supreme Court ruling in *Brown vs. the Board of Education* that mandated an end to a segregated and unequal education, African-American students were still being educated in a one room school that housed several grades and had no running water or indoor sanitary facilities. The students who began their education at Jericho School and went on to higher education and became community and business leaders are a testament to the perseverance and support of the African American community for a quality education for their children.

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Endnotes

- ¹ Interview with Brenda Carter, 29 April 2003.
- ² Interview with Shelva Clarke, 29 April 2003.
- ³ James D. Anderson, *The Education of Blacks in the South, 1860-1935*, (Chapel Hill: The University of North Carolina Press, 1988), 19.
- ⁴ Louis R. Harlan, *Separate and Unequal, Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915*, (Chapel Hill, North Carolina: The University of North Carolina Press, 1958), 5.
- ⁵ William A. Link, *A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920*, (Chapel Hill, North Carolina: The University of North Carolina Press, 1986), 17.
- ⁶ *Ibid.*, 39.
- ⁷ Land and Community Associates, *Survey of Historic Resources, Hanover County, Virginia, Phase I and II*. Prepared for Hanover County Planning Department, Copy on file at the Virginia Department of Historic Resources, Richmond, Virginia 1992.
- ⁸ *Ibid.*, 41-43.
- ⁹ J.L. Blair Buck, *The Development of Public Schools in Virginia, 1607-1952, Vol. XXXV, No. 1*, (Richmond, Virginia: State Board of Education, 1952), 138.
- ¹⁰ Link, 177-178.
- ¹¹ Buck, 156-161.
- ¹² Mary Hoffschwelle, *Rosenwald School Conference: Resource Guide* (Murfreesboro, Tennessee: Middle Tennessee State University, 1995), 3-6.
- ¹³ Caroline County Deed Book 60, Clerk's Office, Caroline County Courthouse, Bowling Green, Virginia, 366.
- ¹⁴ Caroline County Deed Book 91, Clerk's Office, Caroline County Courthouse, Bowling Green, Virginia, 537.
- ¹⁵ S. LaVerne Smith Silver, Preliminary Information Form for the Jericho School, Copy on file at the Virginia Department of Historic Resources, Richmond, Virginia, 2002.
- ¹⁶ *Ibid.*
- ¹⁷ Caroline County Deed Book 91, Clerk's Office, Caroline County Courthouse, Bowling Green, Virginia, 537.
- ¹⁸ Rosenwald Schools, found at <http://www.mindspring.com/~hanchett>, accessed September 2003.
- ¹⁹ *Ibid.*
- ²⁰ Lloyd Fox, personal interview with Robert Carter, April 28, 2003.
- ²¹ Lloyd Fox, personal interview with Lucille Fields, April 28, 2003.
- ²² Lloyd Fox, personal interview with Melvin Howard, April 28, 2003.
- ²³ Lloyd Fox, personal interview with Shelva Clarke, April 29, 2003.
- ²⁴ Silver.
- ²⁵ Caroline County Deed Book 154, Caroline County Courthouse, Bowling Green, Virginia, 238.
- ²⁶ Silver.

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The Education of Blacks in the South, 1860-1935. Chapel Hill, North Carolina: The University of North Carolina Press, 1988.

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Link, William A. *A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920*. Chapel Hill, North Carolina: The University of North Carolina Press, 1986.

Lloyd Fox. Personal interview with Robert Carter. April 28, 2003.

Lloyd Fox. Personal interview with Shelva Clarke. April 29, 2003.

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Verbal Boundary Description

Boundaries for Jericho School are the entire one-acre lot as shown on the Caroline County, Virginia tax map, parcel 81-A-81.

Boundary Justification

The boundaries include the entire one-acre parcel that was purchased by the county for a school and historically has been associated with Jericho School.

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Jericho School, Caroline County, Virginia

All photographs were taken by Ashley Neville on July 19, 2003. The photographic negatives (#20943) are on file at the Virginia Department of Historic Resources, Richmond, Virginia.

- Photo 1 of 8: Façade and west side. View to the south.
- Photo 2 of 8: Detail of vent on façade. View to the southwest.
- Photo 3 of 8: West side and south end. View to the east.
- Photo 4 of 8: South end and east side. View to the north.
- Photo 5 of 8: Water pump. View to the south.
- Photo 6 of 8: Interior view of front wall. View to the northeast.
- Photo 7 of 8: Interior view of rear (south) and west walls. View to the southwest.
- Photo 8 of 8: Interior view of blackboard (east) wall. View to the east.

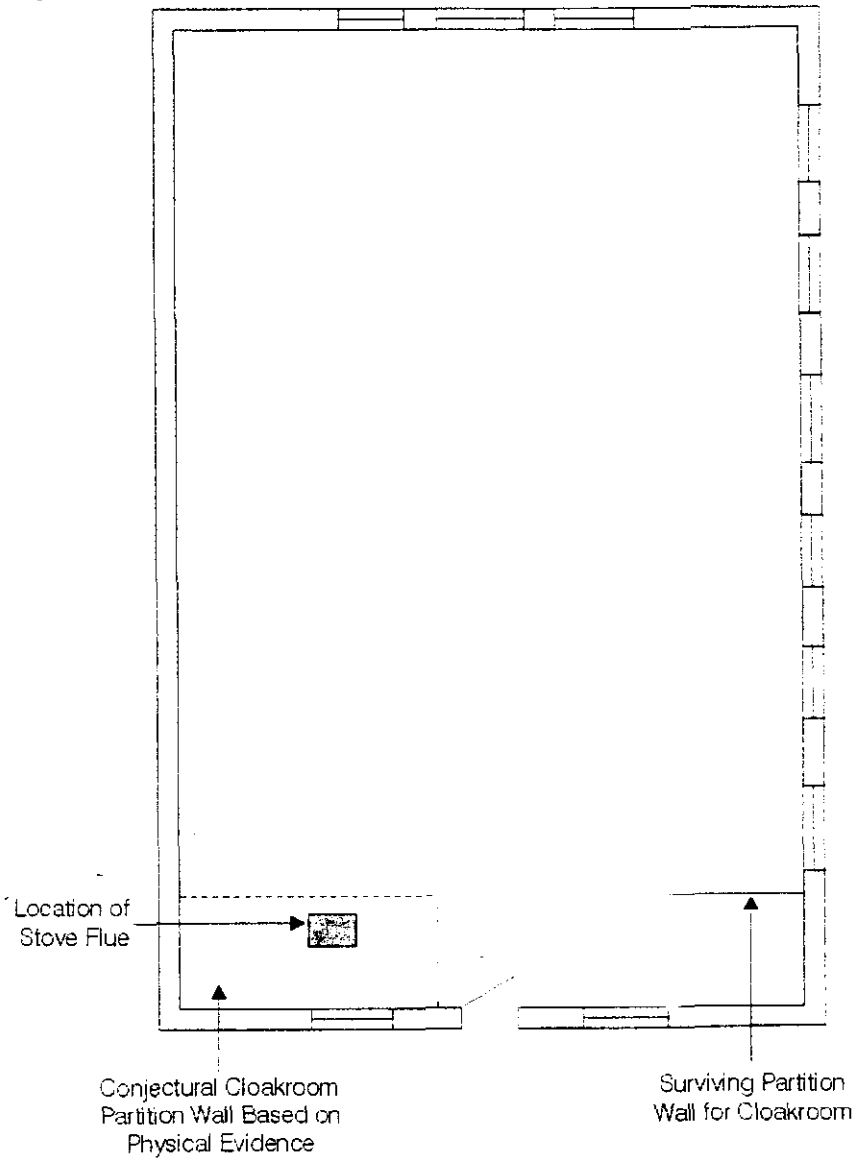
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Section Floor Plan Page_13

Jericho School
Caroline County, Virginia
Floor Plan



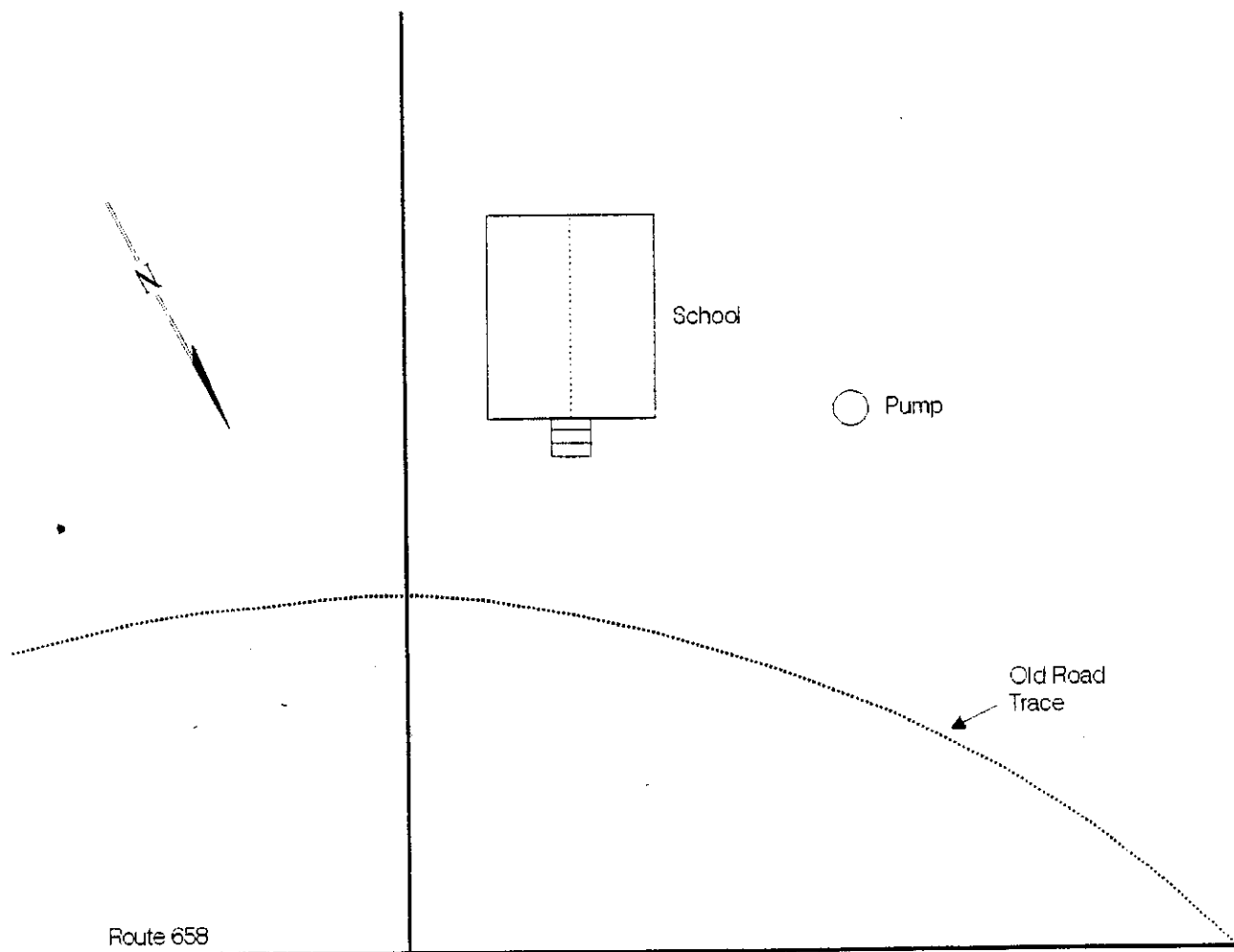
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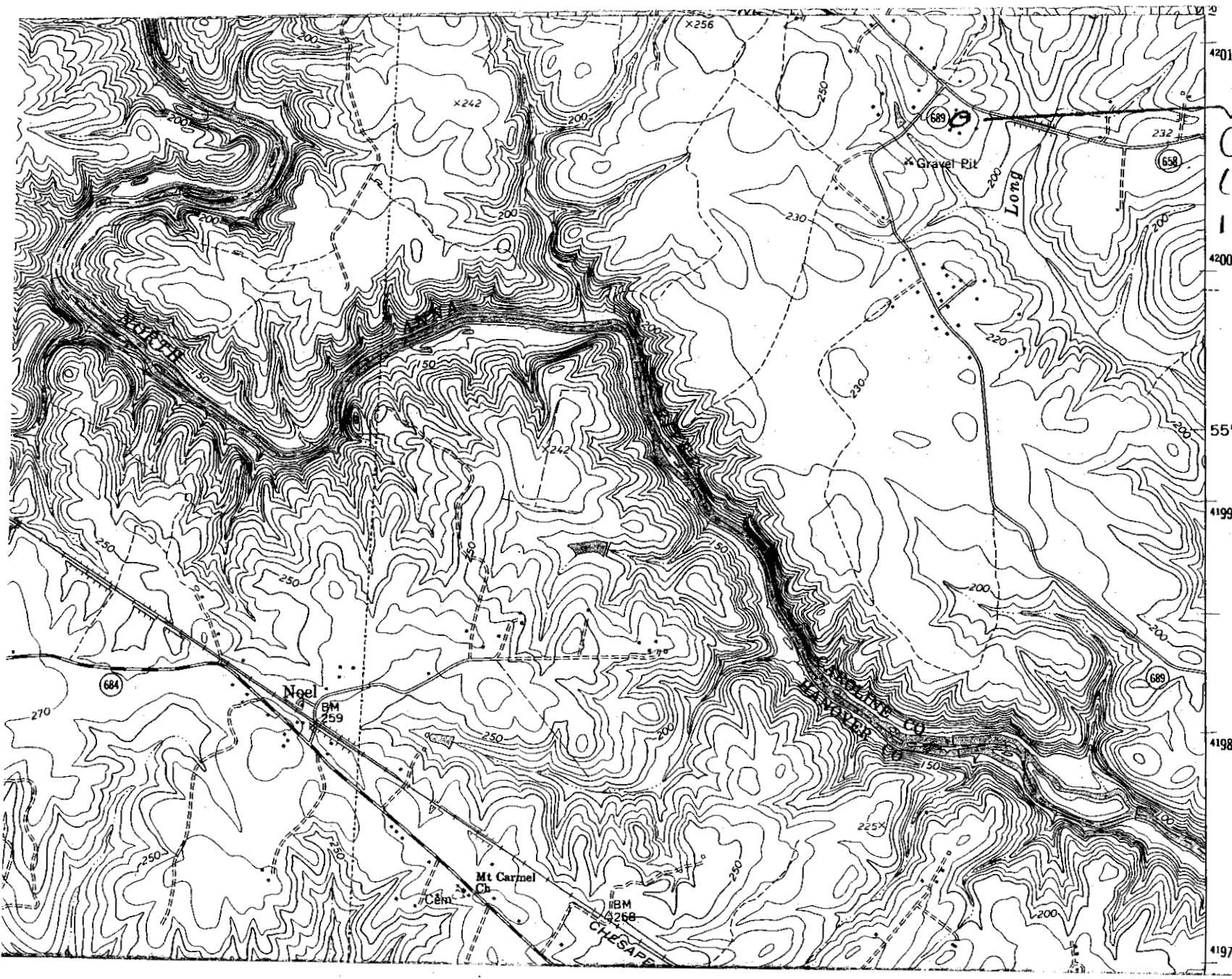
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Jericho School
Caroline County, Virginia
Site Plan





4201
4200
55'
4199
4198
4197

Henrico School
Caroline Co. VA
(016-5014)
18 279198/E
4200710N
HENLETT QUAD