

36-2527

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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.



1. Name of Property

Historic name: Olympia Mill School

Other names/site number: Parker House

Name of related multiple property listing:
N/A

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 1170 Olympia Ave.

City or town: Columbia State: SC County: Richland

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

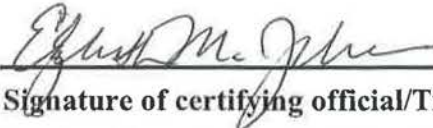
I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local

Applicable National Register Criteria:

 X A B C D

	<u>4/13/2018</u>
Signature of certifying official/Title:	Date
Elizabeth M. Johnson, Deputy State Historic Preservation Officer	
_____ State or Federal agency/bureau or Tribal Government	

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In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau
or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)


Signature of the Keeper

5/29/18
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site

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7. Description

Architectural Classification

(Enter categories from instructions.)

Other: Saltbox Mill Housing

Materials: (enter categories from instructions.)

Principal exterior materials of the property: _ Foundation: brick, concrete block
Walls: weatherboard
Roof: asphalt shingle

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Olympia Mill School maintains a high degree of historic integrity on the exterior. It is a two-story frame, residential building with a rectangular plan, a lateral gable saltbox roof, and a hip roof front porch, all features that are original to its construction in 1901. The original weatherboard siding is on the walls and asphalt shingle on the roof covers the original wood shake roofing, visible from underneath. The brick pier foundation has a continuous concrete block surround, and an interior, four-sided brick chimney is centrally located with its stack plastered on the second floor only, which is how it was originally designed. The interior has largely been stripped of original material; very little surviving trim exists, and the plaster has been removed from the walls. Beadboard has been removed from the ceilings. However, the fireplaces and hearths in the two front rooms, original windows, and a beam installed in 1902 to divide the two front rooms and remove an interior wall are all features that would have been familiar to the teachers and children who used this building as a school. It is located along the eastern edge of the c.1900 Olympia Mill Village, constructed for operatives of the Olympia Mill, built in 1899. Originally designed for mill worker housing, this building faces Olympia Avenue,

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a divided road that travels southeast away from Columbia. The lot is lower than the avenue and has a low retaining wall along the front of the property, with the remainder of the lot sloping gently to the southwest. Situated on a corner, the property is bound on the west by Virginia Avenue, which is a short dead-end street with mill housing. Mature trees and a grassy lawn make up the landscaping. To the south, there is an outbuilding within the same property, likely built around 1960. Recent restoration of the exterior has improved the historic integrity of the Olympia Mill School, although it has some alterations, including a non-original concrete porch floor, non-original columns, and new wood porch railing. A handicap-accessible ramp and second-floor exit metal stairs, constructed in 2017, are new additions to the east side of the building, and were required for building code due to the proposed use of the vacant building as a museum. However, the building still conveys a great deal of historic integrity, especially along the most visible elevations.

Narrative Description

The Olympia Mill School is a residential-styled mill house, with a distinctive salt-box roof shape, common to villages designed by William B.S. Whaley. It is set along the east edge of an expansive mill village, the largest built in Richland County, S.C., which features somewhat regularly-shaped lots in an asymmetrical gridded street pattern oriented slightly northeast and segmented by Olympia Avenue. A majority of the village is located to the south of the avenue. To the northeast, a new development constructed in 2017 is composed of apartments. To the southeast is an alternative school, which formerly served as the Olympia School, the replacement for the school that was once located within this building. The immediate area to the west and south is largely residential and is part of the Olympia Mill Village, but the school property to the east begins a transition into commercial, industrial and recreational space, which includes the S.C. State Fairgrounds and the University of South Carolina's football stadium. Although the new development to the north has diminished its integrity of setting, this building retains a high degree of historic integrity of location, design, materials, workmanship, feeling and association.

This building maintains the original, exterior design as a typical two-story duplex mill house, but its first use appears to have been for the Olympia Mill School. Its enrollment increased so rapidly that interior walls were removed to eliminate the central divides on both floors and create large classrooms after the first school year. In the front half of the first floor, the beam used as a support when the interior wall was removed is still visible, and it appears on a historic photograph. This open floor plan was likely eliminated when it was converted back to residential use in the 1910s. It was altered around 2013-2014 when the interior was stripped to its structure. New interior walls were framed, generally conforming to the original duplex floor plan except for the inclusion of doorways so that the building remained single-family. These walls were never finished and are framing only. As would have been originally, there are four square rooms, two in front and two in back, on the first floor; a rear, enclosed porch featuring three small framed rooms exists along the rear wall. A staircase in the southwest room, which appears original, leads to a second floor with a smaller footprint, due to the saltbox-shaped roof. New framing creates a hallway dividing two unequally-sized rooms at the top of the stairs as well as a hallway which then opens into a large room along the east wall. When used as a school

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this room was one large space. The plastered chimney stack on this floor was used as a flue for a heating device situated around the center of the room, according to a historic photo of the classroom, and the plaster and chimney stack are still intact.

The original exterior design, materials and workmanship are largely intact. The symmetrical facade features two bays on the second floor and four on the first, with two central, single doorways on the first floor with single windows in the left and right bays. Two single windows form the two bays of the second floor. The east doorway and transom were filled in during the 2013-14 renovations but retains its exterior trim, and a door and the original transom will be reinstalled during upcoming repairs. On the side elevations, a single window delineated the second floor's single bay originally, with two single windows on the first floor forming the two bays. Currently the east elevation has a new doorway in place of the second-floor window, due to building code rules for a secondary egress. Historically, the west elevation's second floor window was converted to a doorway for an exterior stair while the building was used as a school. Currently an elongated window is in this bay. Siding below the window helps delineate the doorway opening as it is cut to same width. The rear elevation, which was an enclosed porch, has a single door in the left bay. Although two window openings and a single door opening have been altered on the house they do not dramatically impact the original design of the building; it still retains all of the original openings, and those alterations are within the original window and door locations.

Constructed of wood framing, the building maintains its integrity of materials in its historic weatherboard nailed directly to the studs; there is no sheathing on the building under the siding. The weatherboard was covered by an asphalt board printed in a brick pattern around the 1930s and then with vinyl siding likely in the late twentieth century. These were removed in 2016 to expose the original wood siding, which was repaired and restored. The roof system is composed of individual rafters and joists instead of trusses, and retains its wood shake roof under the asphalt shingle, visible now that the interior beadboard ceiling has been removed. The saltbox roof shape is the dominant feature of the platform framed building. For the main roof, open soffits have beadboard for the side elevations and beadboard with exposed rafter tails behind fascia boards on the front and rear elevations. The full-width front porch has a hip roof and boxed, beadboard soffits, while the enclosed back porch roof was engaged with the main roof of the house.

Other exterior design, materials and examples of workmanship retain a good deal of integrity, with alterations or new construction intended to recreate or reinforce the original design of the building. While some of the details of the front porch were replaced over the years, including the floor, which was converted to concrete, and the columns and railing, which were recently built, the original porch roof, fascia with shingle mold, beadboard soffit, and beadboard ceiling are intact. The recent construction of the wood picket railing (2017) has helped return the building to a more original appearance, although the railing was built taller than it was historically in order to meet modern building code. The original, historic single-hung 6/6 wood windows were recently restored and re-installed in the building. They display original workmanship through historic glass and their mortise and tenon joinery. They had been removed and replaced with vinyl around 2013 but most were left in the attached outbuilding. They were restored in 2016 and

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installed, along with one new wood, single-pane puttied window in the oversized opening on the west side's upper floor, where there used to be a door. Many of the wood window sills were replaced with replicas as part of the 2016 renovations to the exterior due to the loss of the edges of the sills, which had been cut off years earlier to accommodate easier installation of the vinyl siding. The replacement of the wood sills returns them to a more accurate historic appearance since they are at the correct width of the original sills. The doors on the building do not appear original, they are typical six-panel Colonial style doors, but they retain their original locations and trim. The original transoms above the doors were restored in 2016. The east transom had been removed but was stored on site and will be reinstalled with the renovation of the east doorway on the facade. A central, simple brick chimney stack projects from the rear roof plane near the roof ridge and is unaltered.

As a mill village house, this building is devoid of decorative elements. Constructed along with several hundred other buildings, this was meant to be functional. Its form is pleasing due to its symmetry and roof shape, but no extra ornamental details were added to the building. The shingle mold and molding along the porch roof cornice are the only decorative features visible on the building. These are original to the structure and maintain the historic materials and workmanship of the building.

A number of changes to the interior have occurred since construction. The original wide-plank pine wood floor, while still present, was covered by a narrow pine floor likely around the mid-twentieth century. The original floor is still visible in an alcove and will remain visible. The central chimney creates two angled coal-burning fireplaces, one in each of the front rooms on the first floor. These originally had mantles, but they have been removed. In the rear two rooms there were no mantles as the chimneys were used as flues for heaters. Original trim remains around the one original front doorway. This trim, at a true four-inch width with an interior beaded stop, was replicated exactly for the interior window trim during the 2016 installation of the restored windows, along with new interior wood sills. The walls will be closed back up with smooth drywall; no plaster remains except on the second floor chimney stack. Ceilings will gain all new bead board. Salvaged or recreated mantles will approximate the original and be installed in the fireplaces, which create angled corners in the front two rooms, and which retain their original black slate hearths. During its time as a school, the building's central interior walls were removed and in the front two rooms this required a new beam to replace the load-bearing wall. This beam is still intact and visible.

There is one outbuilding. It is located to the south of the mill school and is non-contributing due to its c. 1960 construction date. Built of concrete block with a front gable roof, it has an asymmetrical façade with single door entry in the left bay and windows in the right bay.

There is a retaining wall along the front of the property. A new handicap-accessible ramp, built of wood, extends from the front porch and runs south along the east elevation before making a sharp turn to wrap along the back of the building. A new galvanized metal staircase is located on the east side of the building, attached to the second floor to serve as a secondary exit for the new doorway there.

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There are several changes to the building as referenced previously, but overall the building retains a high degree of historic integrity. In its original location within the Olympia Mill Village and featuring its original exterior design, including its distinctive saltbox roof shape, the building displays an entire exterior covered with mostly original wood siding and mostly original wood windows, with an original porch roof featuring the only decorative elements on the building. When looking at the exterior of the building it retains its historic feeling; the new ramp and stair are along the least visible elevation of the structure, and other minor alterations do not detract from the historic feel of the original mill school. As the Olympia Mill still stands adjacent to the mill village, this building retains its integrity of its historic association. Most of the wood windows are original, but one is new and two were salvaged from another Olympia Mill Village house and restored for this building. The back porch was enclosed sometime in the early twentieth century.

Due to continued occupation of this building it has not suffered from deterioration and neglect. It suffered from a few unsympathetic exterior alterations, including the addition of asphalt and then vinyl siding, as well as the installation of vinyl windows, but much of those changes have been reversed. The wood siding and trim did require some repairs, weathering led to small areas of rot, and years of paint layers and subsequent peeling of some of those layers has left the wood siding and trim with an aged appearance, typical for original wood on a century-old building.

While there have been some alterations to the building it retains sufficient historic integrity to convey its early twentieth-century appearance during its use as the Olympia Mill School, especially on the exterior. The restoration of the exterior was done in 2016 and 2017 and was based on other examples of the same mill house type in the area as well as historic photographs of the building from its use as a school. Of the nine wood windows in the original part of the building, excluding the enclosed rear porch, six are original to the building, and two are from another Olympia Mill Village house from the same era. Almost all of the historic weatherboard siding, exterior trim, porch cornice, bead board porch ceiling and door and window trim is original. Since the porch has had some replacement material, it is estimated that in total, about 85% of the exterior building material is original. The replaced porch columns and new porch railings have a slightly negative effect on the historic appearance of the building as they are not exact replicas of the original, but overall they do represent original characteristics of the building; the porch railings had been absent for a number of years so their recreation makes the building return to a more original appearance. The vinyl windows in the rear enclosed porch, which are remaining, are not highly detrimental to the historic integrity. The reinstallation of smooth interior walls, historically accurate trim and bead board ceilings will restore the appearance of the interior, getting it much closer to its original look than what exists at present. Retaining the c.1902 ceiling beam used to enlarge the classroom on the first floor as well as fireplace openings and hearths, the plastered chimney stack on the second floor and the original interior staircase, the interior contains remnants of its time as a school in the early 1900s.

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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 grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

Education

Social History

Period of Significance

1901-1909

Significant Dates

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

W.B. Smith Whaley/Architect

George Seastrunk/Builder

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Olympia Mill School is locally significant under Criterion A in the areas of Social History and Education, with a period of significance dating from 1901 to 1909, its tenure as a school. It is significant as the first school established by the Olympia Mill, in Richland County, S.C., during a rapid period of industrialization in and around the state capital, Columbia. As the eager town dwellers pursued and then celebrated the creation of textile mills, they gave little thought to who would fill the cavernous buildings. To their dismay, large families with little education poured into the villages and even made workers out of their children. Combating child labor and fighting for compulsory education gave birth to the Progressive Movement in South Carolina at the same time as the creation of the Olympia Mill Village School. Generally content with the industrial paternalism that created their worlds both at work and at home, mill workers found themselves fighting reformers, politicians, newspaper editors and town dwellers for the assumed right to decide how to parent their children. One of the “perks” of mill life, the school at once represented the hope for a better future for the uneducated farming families flooding into the village as well as a flashpoint for arguments and legislation that were aimed squarely at the mill villagers. At the same time, as the state and county struggled to establish standardized education, this mill school was used as a bridge between private ownership and county management, a partnership in 1901 that speaks to the significance of this site in the area of Education, when private and public efforts were needed in order to provide basic schooling.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Criterion A: Education and Social History

Education and Industrial Paternalism in South Carolina Textile Mills

The crown jewel of the W.B. Smith Whaley’s textile mill dynasty, the Olympia was built in 1899, and was touted the largest cotton mill under one roof in the world. It employed 1,200 operatives and had a mill village population of 5,000 people by 1908.¹ It was a surprising boom for Columbia, this rapid construction of massive, towering mills that transformed the area bordering its southern neighborhoods from farmland, swamps and ponds to industry and neighborhoods. A prolific man was responsible for much of the industry’s success in Columbia, Charleston-born William B. Smith Whaley. His ingenuity, energy and salesmanship drew on the tension of the capital within the 1890s as boosters sought to turn the town into a city, and he repeatedly used local investors rather than northern financing to build the mills, a departure from typical patterns at the time. It proved unwise, however, and after attempts to gain more funding ran on for several years, he resigned his presidency of the Olympia Mill by 1903, shortly after

¹ No Author, *A Proclamation with Illustrated Views of Columbia, the Capital City of South Carolina* (Augusta, GA: Wolfe and Lombard, 1908, Collection of the City of Columbia, SC), 4.

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northern investors joined the board. He then moved to Boston, ending his tenure in the capital city, but leaving a lasting legacy in the form of mills and villages.²

Whaley espoused a typical pattern of industrial paternalism for his mills and villages, providing a new community of streets and houses that would serve as free advertisement for a brand new life for mill workers. The massive workforce necessary for this relatively new textile processing industry in central South Carolina was not all that easy to find. Attracting farming families from the rural countryside was only part of the battle; they had to be provided for when they arrived with little more than the clothes on their backs. Unlike most businesses, the textile mills in the area took on a paternalistic, corporate welfare role in the lives of their workers. The result was the rapid construction of essentially a small town, complete with churches, recreational facilities, stores, houses, and a school, powered with surplus electricity generated at the Olympia Mill. This worked relatively well for both the worker and the mill. It kept workers close to the job site, afforded a sense of community among them, and it was a great marketing tool for the mill. For mill ownership, there was also the advantage of holding economic leverage over their workforce, power they could exploit when threatened with agitation for unions or other demands. It also isolated millworkers from the nearby town and made them a favorite target of social improvement efforts led from nearby city-dwellers who were, by the first decade of the twentieth century, increasingly imbued with a reform impulse.³

In Olympia Mill Village, attractions for workers in 1900 included newly constructed homes, purposely built in several different styles and painted three different colors by order of Whaley. One of the yellow houses served as the mill school, and this and other amenities, such as oak trees planted along the roads, recreational buildings, parks and places to put cows out to pasture for Olympia workers were all among the “nonwage benefits” that were part of a model of industrial paternalism. In fact, Whaley and the management of the Granby, Olympia and Richland Mills agreed to provide the school in March 1901, at the same time as they agreed to build a public hall and a library and donate land and money for a new church. These amenities were intended to induce a feeling of “community and individual uplift” that the company hoped would instill feelings of “loyalty, stability, and profitability” within its workforce. Inspiring loyalty had potential economic benefits to mill owners facing a potentially transient workforce that moved frequently in the pursuit of better hours, better wages, better housing, or better benefits.⁴

² Cynthia Rose Hamilton, “Olympia Mill,” Nomination to the National Register of Historic Places (Philadelphia, PA: Powers and Company, 2004).

³ Broadus Mitchell, *The Rise of Cotton Mills in the South* (Columbia, SC: University of South Carolina Press, 2001), 167; Alvin W. Byers, *Olympia Pacific, The Way it Was, 1895-1970* (Professional Printers, Ltd., 1981), 35.

⁴ William Burroughs Smith Whaley and Company, *Modern Cotton Mill Engineering* (Columbia, SC: The State Company, 1903), available online from the Richland County Public Library, <http://localhistory.richlandlibrary.com>, accessed September 11, 2017; Bryant Simon, *A Fabric of Defeat: The Politics of South Carolina Millhands, 1910-1948* (Chapel Hill, NC: The University of North Carolina Press, 1998), 41-42; John Hammond Moore, *Columbia and Richland County: A South Carolina Community, 1740-1900* (Columbia: University of South Carolina Press, 1993), 310-11.

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Mill schools had been part of the landscape of mill villages for several decades before the creation of the Olympia Mill School in 1901. Long considered a typical provision for the families pouring in from rural farms or hillsides, education for young children was further proof,



Figure 1: Olympia Mill School, c. 1901

both to the wider community and the worker, that their new employer cared about their well-being. According to one supporter in 1907, these “handsome structures” sometimes built at the same time as the mills were evidence and “testimony of the early efforts and desire of cotton mill officials to join in the work of educating the people of this State.” A small paragraph in *The State* newspaper noted the arrival of student desks for the Olympia Mill School in December 1901 by report of County Superintendent Wallace but praised the mill representatives President Whaley, Sumter Moore and Mr. Shealy as “wide awake mill men, fully appreciating the value of educational facilities for their operatives.” Its commendation was suggesting they were attuned to contemporary issues, but mill schools had often been part of a broader system of industrial paternalism in textile communities. It is more likely that this praise was aimed at the critics of the mill community who saw mill owners as more interested in profits than the betterment of the children.⁵

Among mill workers, the attitudes towards education varied, mirroring differences throughout the state, which had a hodgepodge collection of schools at the time. A number of parents listed the educational opportunity as one of the important reasons for moving to the mill village, seeing it as a way for them to provide a better life for their child. Other parents saw little value in education, especially since Olympia Mill was willing to hire their children. Living on very low wages, families were sometimes desperate to have the extra income their children could provide, especially if a parent was disabled. These personal decisions about employment of their children

⁵ August Kohn, *The Cotton Mills of South Carolina* (Republished from *The News and Courier*, Charleston, S.C. Columbia, SC: Issued by S.C. Department of Agriculture, Commerce and Immigration, 1907), 133; *The State* (Columbia, SC) 18 Dec. 1901, p3.

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versus sending them to school were microcosms of a much larger, national debate, one that was quite heated in South Carolina.⁶

While towns like Columbia embraced the idea of mills, which would employ white workers and provide economic gains, they soon found that the idealism of this new industry did not match reality. Mill workers threatened the idea of “white unity” in South Carolina. The new “class” of industrial workers, and especially its scale, was new to the state in the late 1800s. In contrast to the largely agrarian nature of antebellum South Carolina, the New South was more complex. Propertyless industrial laborers posed a potential threat to the rising urban professional class. Unsure of where mill workers fell into this new world, town people essentially classed them as a group unto themselves. They were not “country folk or city folk,” even if they lived adjacent to the city and made up a large portion of its population. They were different, recognizable on sight, and were simply mill people, a new class of individuals in the booming industrial world that was overtaking South Carolina.⁷

Mill workers were typically from rural areas, and their presence in such large quantities adjacent to towns and cities created an almost immediate tension between the two populations. For Columbia, a town with a population of just over 21,000 in 1900, almost equally divided among blacks and whites, the sudden influx of thousands of poor, rural whites was jarring. While town boosters pushed for recognition as a “city” and generally praised the idea of manufacturing and industry as generators of their desired growth around the turn of the twentieth century, the byproduct of having mill workers who were able to vote and influence society was unacceptable. Mill people were seen as an “uncouth, rough, quick-to-fight lot, a bunch of lawless rednecks who spurned soap and schooling with equal fervor.” Their appearance, which often included a coating of cotton lint in their hair, earned a derogatory nickname from the town people: lintheads. This term, like demeaning monikers throughout history, was used by whites to define mill hands as second-class citizens, which in a Jim Crow South, categorized them as “less than totally white.” This had ramifications for voting privileges and allowed town people to solidify their beliefs that they had the authority to rule over these “ignorant” lintheads. The apparent disinterest in forcing their children to go to school only spurred on accusations of ignorance.⁸

While the tensions between “town people” and “mill people” likely grew from a shared set of misunderstandings, it is true that both parties had different values and minimized direct interaction with each other. Since they were used to working the land as families, it did not seem unusual to mill workers to have children continue to support the family through working in the textile mill, and since schools were scarce in rural areas where they were from, mill workers did not have a history of education. Literacy rates were low among the workers and their children, and townspeople viewed this as threat to organized society, even though South Carolina’s

⁶ James A. Dunlap, III, “Mill Schools,” *South Carolina Encyclopedia*. (Columbia, SC: University of South Carolina, Institute for Southern Studies, <http://www.scencyclopedia.org/sce/entries/mill-schools/>, accessed September 11, 2017); Dillard “Sherry” Jaco, PhD, Interview with author, Columbia, SC, August 3, 2017; Kohn, 106.

⁷ David L. Carlton, *Mill and Town in South Carolina, 1880-1920* (Baton Rouge, LA: Louisiana State University Press, 1982), 5, 8-9; Simon, 3.

⁸ Moore, 276-7, 310; Carlton, 9; Simon, 174.

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literacy rate was less than ideal as a whole.⁹ Long working hours, closely built mill housing, local village churches and the mill school, store and recreational facilities further limited interaction between mill workers and the town proper. It provided mill workers an insulated environment that generated a close-knit bond and “keep out” mentality towards outsiders, but this attitude was likely galvanized by their early interaction with Columbia’s middle-class reformers over the exclusive right to parent their children.

The “town people” and the “mill people” thus engaged in a battle around the turn of the twentieth century. Mill workers bucked authority and revered their independence, disliking increasing regulations aimed at “public order, safety, and economic development.” In response, “town people” addressed this so-called “mill problem” by organizing politically and promoting more regulations, believing that correcting the perceived disorderliness of their society was best done by “experts.” As such, they used state legislation as their weapon of choice, and aimed it squarely at child labor and schooling.¹⁰



Figure 2: Olympia Mill School and Students, c. 1906

At the time of its construction in 1900-1901, the Olympia Mill Village emerged at the outset of this struggle. Seeking to right the “wrongs” of certain segments of society, the emerging reform movement embraced the idea that the government could and should intervene in a number of social causes, including education and child labor. The mill operatives and their families offered ideal subjects for Progressive-era reformers. Uneducated, poor, and the major source of child labor, they were at the center of

local and national arguments from both sides. In South Carolina, the Progressives set out to correct the “mill problem.” Public education would help root out the “mores of the farm and mountain hollow they believed were detrimental to South Carolina’s future well being.” What some mill villagers and Progressives could agree on was the need for education for children, at least in theory. The problem was that school and child labor appeared to be mutually exclusive.¹¹

In South Carolina, the debate was intense, and it went beyond mere agitators all the way to the state legislature. For several years in a row, beginning in 1900, the state debated and then killed a

⁹ Carlton, 179

¹⁰ Carlton, 10-11.

¹¹ Walter Edgar, *South Carolina: A History* (Columbia: University of South Carolina Press, 1998), 462; Dunlap, “Mill Schools.”

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bill to curb child labor. *The State* newspaper, edited by Progressive advocate Narciso Gonzales, kept the debate fresh throughout the years, featuring fiery opinion pieces, tantamount to secular sermons, about the “evil” practice of “child slavery” in the mills, in which “the bones of little workers are ground into dollars.” In turn, mill authorities deftly lobbied their representatives and publicly touted their clean, indoor working conditions, housing and schools as an argument in favor child labor during the turn of the century, suggesting that the backbreaking work of farms was more harmful to children than tending machines in a cooled and heated building, and that educational opportunities provided by the mills were actually superior to what they would have elsewhere.¹²

Olympia, being the largest mill in Columbia, was a target for the controversy surrounding child labor in the early 1900s. Photographs from the early 1900s of the mill often show small, barefoot children, who appeared tiny against the sea of machinery they were in charge of as mill workers. The children were also the subject of the 1903 book *The Woman Who Toils*, a “muckraking” expose that gained a printed endorsement by none other than President Theodore Roosevelt. Olympia Mill, depicted as “Excelsior” in the book by Bessie and Marie Van Vorst, received a vicious review. The Van Vorsts spared no insult, even commenting on the “sickly” green and yellow colors of the mill buildings. The book spent a great deal of time admonishing the use of child labor by depicting the diseased, dirty, exhausted little bodies toiling amidst the machinery, and upon meeting one child who did not work but rather attended school declared her “the only cheerful specimen of childhood” in the Olympia Mill village, apart from the small kindergarten children. That reference was most likely to a child that attended the Olympia Mill School.¹³

The relentless efforts by reformers gained support from politicians. By January 1903, the bills concerning child labor and compulsory education were equally hailed as “the most important on the calendar” for the South Carolina Senate, and indeed the Marshall Bill passed in that session. It had several important items. Beginning in May 1903, no child under ten was allowed to work in the mills, and this progressed for two years so that by 1905 no child under 12 could work, with some exceptions. For example, children of a widowed mother or disabled father, or orphans “who are dependent upon their own labor for support” could work and that a parent who could prove their child had attended school for four months and could read and write could work during June, July, and August. The passage of the child labor law in 1903 marked the beginning of South Carolina’s Progressive Era, a “crusade for social and political reform that would correct the evils that beset early twentieth-century America: political corruption, illiteracy, disease, and poverty.” In reality, enforcing the law proved difficult, in part because South Carolina did not begin mandating birth certificates until 1915 so it was often difficult to verify ages. Historically insular in their self government and interdependence, mill authorities and mill workers did not necessarily appreciate the outside interference of state government and citizen agitators into their personal and working lives. For many years, the child labor laws were revisited to try and close

¹² *The State* (Columbia, SC) 15 Dec. 1901, p4; 18 Aug. 1902, p3; 30 Jan. 1900.

¹³ Edgar, 460; Mrs. John Van Vorst and Marie Van Vorst, *The Woman Who Toils* (New York: Doubleday, Page and Co., 1903). Available online at <https://archive.org/stream/womanwhotoilsbe01vorsgoog#page/n11/mode/2up>, accessed September 11, 2017, 296.

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loop holes exploited by the mills.¹⁴ The Olympia Mill School stood at the center of these larger debates and its rising attendance in the first decade of the 1900s is illustrative of the reformers' influence.¹⁵

In the midst of the heated statewide debates, Olympia Mill School opened in 1901 in a building supplied by the mill, but with teachers provided by the county. By 1905 there were 115 students enrolled. Taking pride in the school, children and community members erected a flag pole and a fence, while tending to a flower garden, flowering shrubs and fruit trees. The interior of the school



Figure 3: Olympia Mill School, interior, c. 1903

was typical, with student desks, pine benches, a bookcase that served as the library, blackboards, maps, clocks, and a variety of flags and pictures on the walls. Even within the school, the Olympia Mill heavily influenced the daily schedule of the children; they received an hour long lunch break in order to go home and take lunch to their parents and older siblings working in the mill. Officially within the Richland County school system, the Olympia Mill School was nonetheless supported financially by the mill owners. The county, in turn, offered little financial help but did handle most of the administrative work. The parents supported the school as well, raising funds for new library books, which would be matched dollar-for-dollar by the county.¹⁶

As anti-child labor legislation gained support in South Carolina, pressure against mill owners mounted, and enrollment increased at the Olympia Mill School. Between 1906 and 1909 the enrollment rose steadily, though attendance was spotty. In 1907, there were only about 100 in attendance at Olympia School out of 140 enrolled, while there were about 350 children in the village under twelve years old. The school's mixed attendance record was not atypical and the 140 mill schools throughout the state had varying degrees of success when it came to enrollment and attendance.¹⁷

Despite the increase in enrollment, there was still a need for an alternative for the children employed at the mill. Child mill worker Lola Byers, who started working in Granby Mill with

¹⁴ *The State* (Columbia, SC) 26 Jan. 1903, p1; 7 Feb. 1903, p1; Edgar, 462; Kohn, 106; Byars, 24.

¹⁵ Kohn, 122,134; Caryn E. Neumann, "Child Labor," *South Carolina Encyclopedia* (Columbia, SC: University of South Carolina, Institute for Southern Studies), www.scencyclopedia.org/sce/entries/child-labor/, accessed September 11, 2017.

¹⁶ Byars, 155-157; *The State* (Columbia, SC) 17 Dec. 1904, p6; 24 Dec. 1906, p8.

¹⁷ Kohn, 133, 137-140.

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her family at eight years old and then went to Olympia when it opened, represents a voice that was largely left out of the statewide and national debate. She asked “who says it was bad?” to use child labor. She suggested that the only bad part was not being able to attend school, but that was corrected when the night school opened at St. Luke’s Lutheran Church in 1906. Her family “lived on a farm so poor it would grow nothing but rocks, my daddy cut cord wood on the side to buy food.” He heard about the mills opening and packed up the family one day onto the wagon and came down to Granby. When they switched to Olympia Mill, the family moved into “one of those nice new houses on Fifth Street.” As an experienced worker at twelve years old, she “had two new dresses and plenty of good food,” apparently a considerable upgrade from her former existence. The opportunity ended when children under twelve were barred from night school for the fall of 1909, largely in hopes of forcing their attendance during the day, instead of working in the mill.¹⁸

After about a decade of being railroaded by the reformers and legislation that allowed the state to decide if their children worked, and what age they could work, mill workers gained a short victory in an otherwise long slide towards forced cultural assimilation when Cole Blease was elected governor. Blease’s election



Figure 4: Olympia Mill School, first floor classroom, n.d.

was in no small part due to his

ability to appeal to the mill hands and mobilize them as a political force, something that middle-class reformers had long feared. Fiery in his rhetoric and a fierce advocate for mill hands, who had propelled him to victory, his election shocked the townspeople and demonstrated the great schism between mill and town. Certain their way was right and that they best understood the best interests of their communities, reformers apparently did not consider that their attempts to gain control over the lives of mill workers would generate resentment.¹⁹

¹⁸ Byars, 29, 159.

¹⁹ Carlton, 224.

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In 1908, 85% of Columbia's mill district supported Blease's unsuccessful bid for governor, and their support helped push him to victory in 1910 and in 1912. His tenure was not necessarily progressive in terms of proactive legislation; in fact he is better known for blocking legislation, but that is the point. He halted, for a short time, the advancement of the marginalization of mill hands, reasserting the sense of personal and familial authority for mill hands, who bristled at their loss of autonomy and authority at the hands of state. Blease's 1911 inaugural address summed up the struggle of the mill hands, whom he called "our people," and kindred and friend, who "should be let alone, and allowed to manage their own children and allowed to manage their own affairs." He specifically fought against compulsory education alongside mill workers, who recognized that it represented "the hope that the school would wean mill and other poor white children away from their parents' mentality and lead them to accept that of the 'town people.'" While better remembered as a racist and political obstructionist, Blease also appealed to mill workers' belief that the "mill problem" did not need solving and that they, not the state, were best situated to determine the fate of those living within their households. He was elected governor a second time in 1912. Bleasism was temporary, however, and a compulsory education law passed in 1919.²⁰

While the tangible, legal reforms of child labor and later compulsory education were hailed as efforts to improve the lives of mill children, they required a dramatic shift in concepts of social responsibility. Removing the undesirable traits of the unwelcome "mill people" would only be accomplished by "civilizing" their children, the future citizens. If the mill owners would not stop employing children and forcing them to go to school, and if the parents would not make their children value an education, then the state would have to step in and take over. For mill workers, this was a marginalization of their parental authority. Olympia School remains as a tangible reminder of these broader social and political struggles that played out during the first decades of the twentieth century. It was constructed in a place and at a time that these battles reached their apogee and has significance within the context of local educational history in Columbia, South Carolina.

Public Education in Columbia, South Carolina

The Olympia Mill School is also significant for its part in the educational history of the state. It was constructed during a push for education by the Progressive reformers, but also during a period of formalization of the statewide education system. Education moved from the responsibility of the family to the responsibility of the state in a slow and sporadic way throughout the nineteenth century, with varying degrees of success depending on rural or urban locations, funding, and attendance. In the midst of this transition, which gained speed in the late 1800s, textile mills set an example of organizational provision of education. The Olympia Mill School is an example of a partnership between the local school district and a mill, which was typically insular in its governance of everything related to the mill villages, including the schools. This suggests a new concept of mill school governance around 1900, one that relied on

²⁰ Carlton, 216-18, 233-5; William V. Moore, "Blease, Coleman Livingston," *South Carolina Encyclopedia*. (Columbia, SC: University of South Carolina, Institute for Southern Studies), www.scencyclopedia.org/sce/entries/blease-coleman-livingston/, accessed Dec. 20, 2017.

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the expertise and administration of the local school districts, and may help explain why the school was a battleground for reformers. If the local government, and by extension local tax dollars, were already in the mill schools, it was not altogether unreasonable to suggest that tax payers outside of the village could have a say in the schools. However, in its fledgling state, the school system was making few demands on its own and appears to have eagerly used local partners and funding to help create schools in mill villages and rural areas.

Public or “free” schools began in South Carolina officially in the early 1700s but through the century were generally created and run by organizations, or “societies,” which could dictate the type of education and subjects studied by the pupils, who were often poor whites. Wealthier families typically hired tutors or sent their children to private schools. African Americans were legally barred from education during the antebellum period. Private schools were the most prevalent form of childhood education in the state throughout the 1800s, but for indigent whites there was some assistance from the 1811 act allowing for free schools in each of the state districts, equal to the number of representatives in the state legislature. Although poorly funded, this provided a free education to white children. As mostly poor children and orphans attended, they gained a stigma that discouraged attendance, and by 1860 had over 18,000 students enrolled in over 1,200 schools throughout the state.²¹

During Reconstruction, the state legislature, which was largely African American, pursued a statewide, “uniform system of public schools” through an act in 1868. Unfortunately, limited funding, mismanagement and fraud undermined this idealized push for a school system that would be open to both black and white students. Nevertheless, there were over 2,500 schools in the state by 1877. In Richland County and Columbia, there were forty-three schools by the mid-1870s, serving a majority African American population. Funding was varied, coming from state appropriations, poll taxes, and local levies, but remained insufficient to serve the need, even though a high number of children were still not receiving any education.²²

By 1890 the city and county had 67 schools to maintain, on a small budget of \$22,735, and an enrollment of just over 6,000 students. In 1900, the budget almost doubled for the 88 schools now in the system, and in 1910 the 104 schools divided a pot of \$139,125, a reflection of the increased demand in the education system as the enrollment reached 10,894 that year. With varying degrees of success, lengths of school sessions, and often inadequate facilities, the schools did not eradicate the blight of illiteracy in South Carolina. In 1890, about forty-five percent of the state’s population over the age of ten was illiterate.²³

Fortunately, education became more valued within the state after the turn of the twentieth century. Illiteracy declined slightly by 1900, but in the same year two-thirds of South Carolina children were not in school. Also in that year, in his address to the General Assembly, State

²¹ Deborah M. Switzer, Robert P. Green, Jr., “Education,” *South Carolina Encyclopedia* (Columbia, SC: University of South Carolina, Institute for Southern Studies), www.scencyclopedia.org/sce/entries/education/, accessed Dec. 20, 2017

²² Switzer, Green, “Education.”; Moore, 258.

²³ Moore, 350; Switzer, Green, Dec. 20, 2017; Edgar, 463.

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Superintendent of Education John McMahan stated that it would be a “misnomer to say that we have a system of public schools.” He concluded that there was “no system or orderly organization,” with most counties providing schools without any state funding, and that in each district there were “as poor schools as its people will tolerate – and in some districts anything will be tolerated.” In 1901, the State Department of Education created a “systematic course of study,” with the General Assembly following up in 1907 with an act allowing the creation of high schools. However, state funding was drying up, and local support often had to pick up any funding shortfalls. Despite some progress, a compulsory education law was not passed until 1919, and even then, funding was so poor that by the next year South Carolina “ranked the lowest in expenditure per pupil in the nation.” Compulsory education was a long-fought battle that mill workers in particular did not support. Often relying on wages from their children to help support the family, they did not appreciate the loss of the income or the interference in their parental authority.²⁴

Historically independent of the state and local management and funding, mill schools were typically funded, built, operated and maintained by the textile mill management. As part of a system of industrial paternalism, these schools provided not only education for mill worker families but also a bonus in public relations, helping to assure the nearby town that they “were not a festering sore on the body of civil society.” In fact it was assumed in the late 1800s in South Carolina that “any cotton mill building in an isolated area was obliged at least to supply its employees with a school and a church,” and even when located closer to a town, mills “could not attract workers without building complete communities for them,” although often if they were near a city or town children could attend existing schools. These obligations did not stop the praise they received when they supplied such offerings, however, and they were quick to point out their provision of the school as evidence of their philanthropy and their efforts to assist with the “mental and moral culture” of their future citizens, despite the fact that the schools were a very minor expense in the overall operation of the textile mills.²⁵

Even the presence of a school did not dictate a quality education, and as such, “Few aspects of mill paternalism were as clouded by promotional rhetoric as the quality of mill education.” Schools in larger villages sometimes ran as long as forty weeks in the year, as opposed to some smaller schools that ran as few as eighteen or even eight weeks, and some remained competitive with nearby towns in teacher salaries. Smaller mill schools were more likely to have minimal or no dedicated facilities; using an “old shack” or a room in a bank and a church in some examples from upstate South Carolina. Another indicator of school quality is the teacher to student ratio, and while this was high compared to modern standards in free schools around the turn of the century, mill schools in particular had several instances of doubling the ratio, with 100 students per teacher in the 1890s.²⁶

²⁴ Edgar, 463; Virginia B Bartels, Ed., “The History of South Carolina Schools,” Report Commissioned by the Center for Education Recruitment, Retention, and Advancement, http://www.carolana.com/SC/Education/History_of_South_Carolina_Schools_Virginia_B_Bartels.pdf, accessed January 10, 2018; Switzer, Green, “Education.”

²⁵ Carlton, 92-94; Kohn, 142.

²⁶ Carlton, 96-97.

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Mill management of their own schools obviously created a variety of educational experiences, but the independence of the mills and their authority to operate their own schools does not seem to have come into question. It is therefore significant, though not unique, that the Olympia Mill School broke from this independence to engage with the local school district. There is some evidence that some mill schools cooperated with local schools, but the typical trend was toward mill-owned education. Whaley's mills may have been more forward-thinking, or at least appreciated the monetary savings of partnering with local school districts. While other mills supplied the buildings and paid the teachers, Granby Mill, another creation of Whaley, furnished a building and "all necessary apparatus" but the Columbia school system provided two teachers. Being within city limits, this Granby Mill School had the largest percentage of attendance of any school in the city system in 1906, with about 85 students. In Olympia, a local Lutheran pastor started a night school in 1906 that proved so popular that the City again negotiated the offering of teachers if the mill would provide space, and indeed Olympia provided its auditorium.²⁷ Granby predates Olympia Mill, so it is not surprising that Whaley followed a similar pattern for the school in Olympia; perhaps it set the precedent for the later partnerships.

In 1901, General Manager of the Olympia Mill, J. Sumter Moore, headed up a group of mill executives who contacted the Richland County Superintendent of Education, H. Barton Wallace, to start talking about a school for the mill village children. Wallace's recommended person for the job was a local Columbian, Mamie Boozer, a graduate of the Columbia Female College with honors at age seventeen. Ten years later, in 1901, she gained an appointment by the Richland County Board of Education to begin organizing the new Olympia School. Along with her sister and father, Boozer surveyed the new residents by going door-to-door, inquiring about whether they had children of school age and if they would allow them to attend school. With a positive answer from the community, Miss Boozer worked on plans to open the school.²⁸ Miss Boozer's personal appeal to the residents, asking for permission for the children to attend school, was likely a significant show of good faith from a town dweller and helped to persuade families to send their children to the new school.

The Olympia Mill School was not purpose-built for education, in fact it was a duplex mill house, typical to the many others that looked just the same. This may have been due to dwindling funds on the part of the mill owners, as they were continuously seeking more capital in 1901. It was located at the east edge of the village, as far from the mill as possible, perhaps on purpose. Homes located closest to the mill were considered desirable, since they minimized the worker's walking commute. This building's location, therefore, made it less desirable as a residence and easier to convert for an alternate use. This location also helped to physically keep the children away from a place many of them were tempted to go; with their siblings and parents working there, earning an income, it was a strong enticement for a number of children who wanted to go work in the mill.²⁹

²⁷ Kohn, 135-136.

²⁸ *The State* (Columbia, SC) 6 Apr. 1900, p8; Byars, 155.

²⁹ Hamilton, "Olympia Mill"; Kohn, 115.

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When it opened, the school occupied only one of the six rooms in building, since there were only about thirty students in attendance. However, before the end of the first school year, enrollment increased enough that Marion Means was hired as an assistant. Superintendent Wallace praised the new school in December 1901 for being up-to-date and foretold it would be the leading school in the county in new buildings and school furniture, and indeed the building was brand new, if not especially designed for a school. The success of the school was such that in the summer break the central walls between the front two rooms and rear two rooms were removed, as was the central wall upstairs. The result, a three-room building instead of six, suited the growing student body. In August of 1902 *The State* newspaper praised the school, stating that it was “destined to be one of the largest and most efficient schools in the county,” and heaping particular accolades on the mill authorities and the Olympia community, which “is very much in earnest about educational facilities,” while noting that in a few years “facilities will be provided for the education of all the children residing there.” Whether a proclamation by the mill authorities or a wish of the news reporter, the last statement about “all of the children” made it plain that the school was not reaching all of the children eligible for school. It is no doubt that a number of them were busy tending machinery at the Olympia Mill. While the adults argued all the way to Congress about the issue, children sometimes decided their own fate. One sat in this school for only a few hours before jumping out of the window and heading to the mill to work. He never returned to school.³⁰

The Olympia Mill School also did not serve black students. As all schools in South Carolina during this period, the Olympia Mill School was segregated by race. By 1907, in addition to the Olympia Mill School, the mill also had established a kindergarten for white students and another that served black students. The African American school served black families who worked at all of the five Whaley and Company Mills in Columbia and the location of that building, and whether it survives, is not known.³¹ The only public school for African American students in Columbia during the years when the Olympia Mill School operated from this house was Howard School, which was located approximately three miles north.

Still, enrollment at Olympia continued to climb and the small house quickly became inadequate. A purpose-built school was constructed on a large lot southeast of the original school, the two-story brick building had modern plumbing and lighting and welcomed 200 students when it opened in the fall of 1910. This move proved prescient because child labor laws passed in 1912, which made working in the mills illegal for children under twelve years old. The enrollment swelled to 400 students and by September 1913 the Olympia Mill School, in its new home, was the largest public school in Richland County. The first Olympia School appears to have returned to residential use and was lived in for many years by several families, including the Parker family from around the 1940s through the 1990s, earning it the name “Parker House.”³²

³⁰ Byars, 155; *The State* (Columbia, SC) 18 Dec. 1901, p3; 12 Aug. 1902, p8; Jaco, 2017.

³¹ Jennifer Martin, Nicholas Theos, and Sarah Woodard, *Upper Richland County South Carolina Historic and Architectural Inventory: Olympia Mill and Village*, Edwards-Pitman Environmental, Inc. (June 2002), p. 17.

³² Byars, 155, 159, 160.

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To its credit, the Olympia School expanded its academic, practical, and athletic programs over the years, and county and community stepped up to ensure the building continued to grow along with the ever expanding school population. For most of the Olympia Mill Villagers surviving today, the Olympia School is their touchstone to the history of the area. Unlike their parents and grandparents, they did not all work in the mill. The dark days of child labor were long gone, and their “Olympia” experience revolved around the community and the school. It is no wonder that the area’s first school holds a special place in the hearts of many Olympians.³³

As the first school for the Olympia Mill, this building is significant under Criterion A in the area of Education. It is an important component of the system of industrial paternalism deployed by the textile industry in Columbia around the turn of the century. This system established a work, home, religious, cultural, and recreational community that revolved entirely around, and was largely supported by, the mill owners. As the Progressive Movement aimed to fix the “mill problem,” and transfer authority from parents to the state in regards to education and child labor, the Olympia Mill School was a result of a partnership with the fledgling public school system in South Carolina, an approach that unconsciously recognized and allowed the authority of the “state” into the mill village. The subsequent growth and success of the Olympia Mill School reflects local, state and national trends in changing attitudes towards social responsibilities and education, making a significant historic building.

³³ Byars, 164-192.

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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 # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: Olympia Granby Historical Foundation

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acree of Property 0.20

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 33.978648 Longitude: -81.028010
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

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Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|-----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

Verbal Boundary Description (Describe the boundaries of the property.)

This rectangular parcel is located at the southeast corner of an intersection of three roads, and is oriented to the northeast. To the west the parcel is bound by Virginia Street, to the north by Olympia Avenue, to the east by a large school property, and to the south by a residential parcel. The boundary is also shown on the accompanying map.

Boundary Justification (Explain why the boundaries were selected.)

The boundary corresponds to the legal boundaries of the parcel. This appears to correspond with the historic boundaries of the parcel.

11. Form Prepared By

name/title: Staci Richey/Consultant
organization: Olympia Granby Historical Foundation
street & number: 7238 Holloway Rd.
city or town: Columbia state: SC zip code: 29209
e-mail staci.richey@gmail.com
telephone: 803-546-4888
date: Jan. 26, 2018

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Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

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Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Olympia Mill School

City or Vicinity: Vicinity of Columbia

County: Richland State: S.C.

Photographer: Staci Richey

Date Photographed: September 18, 2017

Description of Photograph(s) and number, include description of view indicating direction of camera:

- Photo 1: Olympia Mill School, main (north) elevation, camera facing south
- Photo 2: Olympia Mill School, north and east elevations, camera facing southwest
- Photo 3: Olympia Mill School, north and west elevations, camera facing southeast
- Photo 4: Olympia Mill School, west elevation, camera facing east
- Photo 5: Olympia Mill School, west elevation, camera facing east
- Photo 6: Olympia Mill School, west elevation and setting, camera facing northeast
- Photo 7: Non-contributing outbuilding, camera facing east
- Photo 8: Olympia Mill School, west elevation, camera facing east
- Photo 9: Olympia Mill School, south and west elevations, camera facing northeast
- Photo 10: Olympia Mill School, east elevation, camera facing west
- Photo 11: Olympia Mill School, east elevation with modern stairs, camera facing south
- Photo 12: Olympia Mill School, north elevation and brick retaining wall, camera facing west
- Photo 13: Olympia Mill School, main entrance, camera facing southwest
- Photo 14: Olympia Mill School, front room with exposed studs
- Photo 15: Olympia Mill School, interior with exposed studs and stairway

Index of Figures

Figure 1: Olympia Mill School, c. 1901, teachers and students

Figure 2: Olympia Mill School, c. 1906, exterior with teachers and students

Olympia Mill School

Name of Property

Richland, SC

County and State

Figure 3: Olympia Mill School, c. 1903, interior

Figure 4: Olympia Mill School, interior [n.d.]

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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

1170 OLYMPIA AVE | R11203-06-04

Print



Address

Address	1170 OLYMPIA AVE
Municipality	Unincorporated
School District	Richland School District 1
Garbage Coll. Day	Tuesday
Recycling Coll. Day	Tuesday EOW-A
Yard Trash Coll. Day	Wednesday
Latitude	33.97865
Longitude	-81.02792
Elevation	174 ft

Census

Year	2010	2000	1990
Avg Hshld Income	\$24,063	\$27,730	\$17,500
Avg Home Value	\$96,900	\$59,000	\$40,700
Pop. Density (/sqmi)	1,769	2,605	4,718

Property

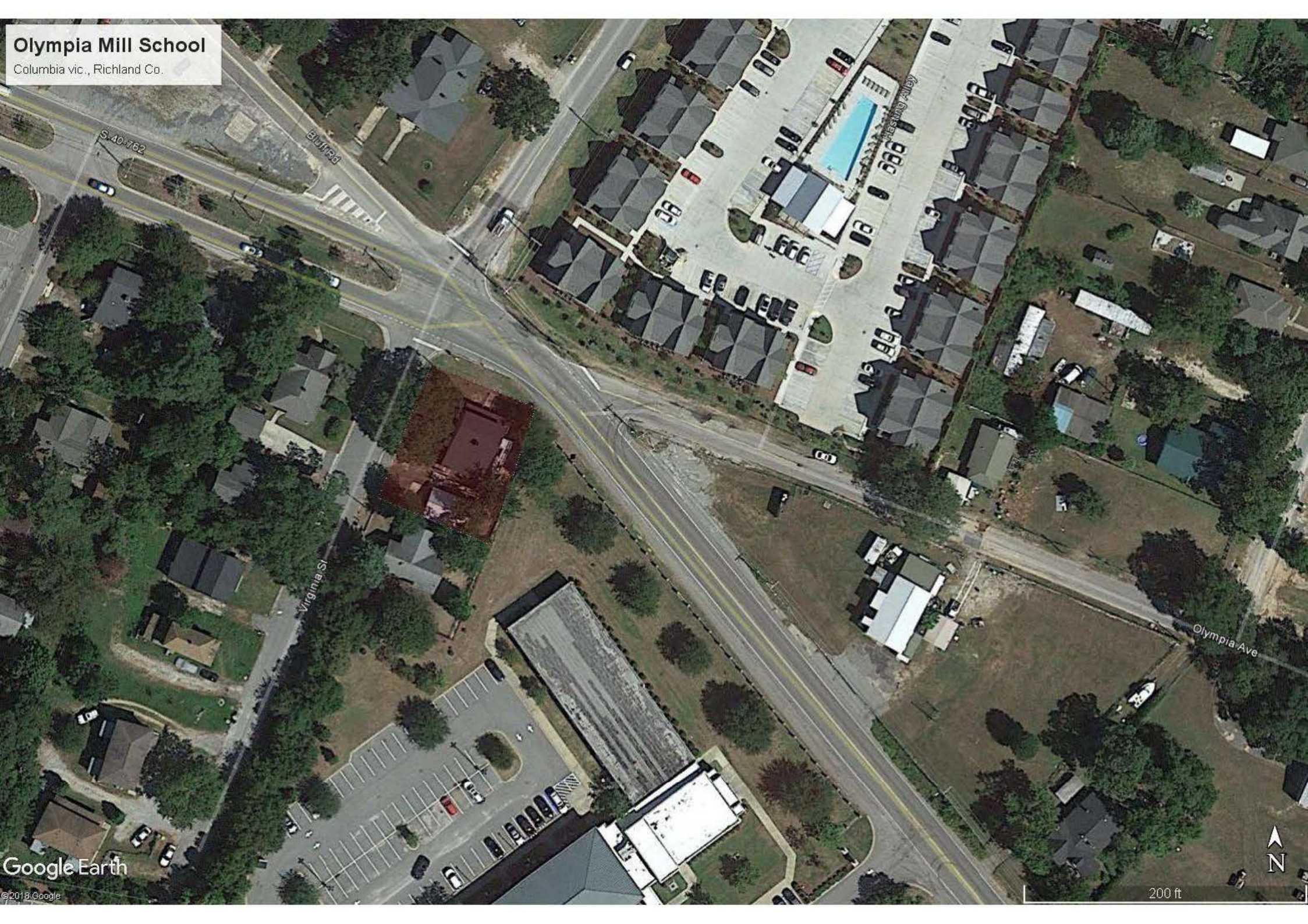
TMS	R11203-06-04
Owner	OLYMPIA-GRANBY HISTORICAL
Beds	4.0
Baths	2.0
Heated Sqft	1,788
Year Built	1910
Tax District	1UR
Land Value	\$12,500
Building Value	\$75,300
Taxable Value	\$0
Market Value	\$89,300
Last Sale	\$5 (11/25/2015)
Zoning	RM-HD
Secondary Zoning	
Owner Occupied	Exempt

Political

Voting Precinct	Olympia
Voting Location	Olympia Learning Center
County Council Dist.	10
County Council Rep.	Dalhi Myers
SC Senate Dist.	21
SC Senate Rep.	Darrell Jackson
SC House Dist.	72
SC House Rep.	James E. Smith, Jr.
County Magistrate Dist.	OLYMPIA
County Magistrate	JUDGE HAROLD CUFF
Congressional Dist.	6
Congressional Rep.	James Clyburn
Sheriff Region	1

Disclaimer: This application is a product of the Richland County GIS Department. The data depicted here have been developed with extensive cooperation from other county departments, as well as other federal, state and local government agencies. Reasonable efforts have been made to ensure the accuracy of this map. However, the information presented should be used for general reference only. Richland County expressly disclaims responsibility for damages or liability that may arise from the use of the information presented herein.

Olympia Mill School
Columbia vic., Richland Co.



Olympia Mill School

Columbia vic., Richland Co.

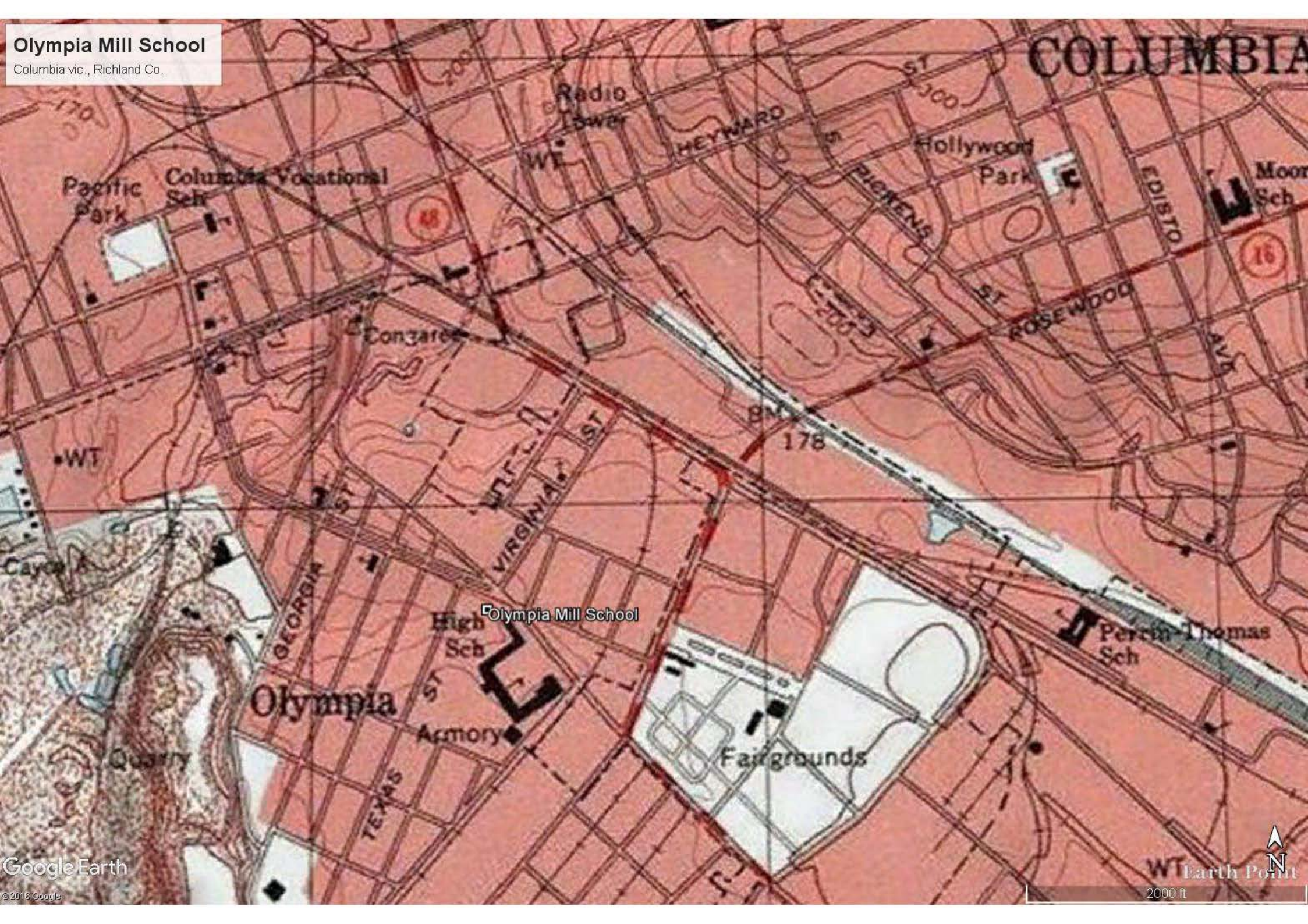
Hollywood-Rose Hill

Olympia-Granby

Olympia Mill School



Olympia Mill School
Columbia vic., Richland Co.





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1170





OLYMPIA MILL VILLAGE MUSEUM
Funding for Purchase & Restoration provided in part by the Community Development Planning Board
with assistance from the Olympia Mill Village Association
Restoration Project
in collaboration with the Olympia Mill Village Association
and the Olympia Mill Village Association
Restoration Project
in collaboration with the Olympia Mill Village Association
and the Olympia Mill Village Association

S 40227





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1170





UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Olympia Mill School

Multiple Name: _____

State & County: SOUTH CAROLINA, Richland

Date Received: 4/16/2018 Date of Pending List: _____ Date of 16th Day: _____ Date of 45th Day: 5/31/2018 Date of Weekly List: _____

Reference number: SG100002527

Nominator: State

Reason For Review:

X Accept Return Reject 5/29/2018 Date

Abstract/Summary Comments: POS: 1901-1909, AOS: Education, Social History, LOS: Local.

Recommendation/ Criteria: Criterion A.

Reviewer Lisa Deline Discipline Historian

Telephone (202)354-2239 Date 5/29/18

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



SOUTH CAROLINA DEPARTMENT OF
ARCHIVES • HISTORY



April 13, 2018

Lisa Deline
National Register of Historic Places
1849 C Street NW, Mail Stop 7228
Washington, DC 20240

Dear Ms. Deline:

Enclosed is the National Register nomination for the Olympia Mill School in Columbia vic., Richland, South Carolina. The nomination was approved by the South Carolina State Board of Review as eligible for the National Register of Historic Places under Criterion A at the local level of significance. We are now submitting this nomination for formal review by the National Register staff. The enclosed disk contains the true and correct copy of the nomination for the Olympia Mill School to the National Register of Historic Places.

If I may be of further assistance, please do not hesitate to contact me at the address below, call me at (803) 896-6182, fax me at (803) 896-6167, or e-mail me at efoley@scdah.sc.gov.

Sincerely,

Ehren Foley
Historian and National Register Coordinator
State Historic Preservation Office
8301 Parklane Rd.
Columbia, S.C. 29223