



839

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

1. NAME OF PROPERTY

HISTORIC NAME: Celina Public School
OTHER NAME/SITE NUMBER: Celina High School / Celina ISD Administration

2. LOCATION

STREET & NUMBER: 205 S. Colorado Street	NOT FOR PUBLICATION: N/A
CITY OR TOWN: Celina	VICINITY: N/A
STATE: Texas CODE: TX COUNTY: Collin CODE: 085	ZIP CODE: 75009

3. STATE/FEDERAL AGENCY CERTIFICATION

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this (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 (meets) (does not meet) the National Register criteria. I recommend that this property be considered significant (nationally) (statewide) (locally). (See continuation sheet for additional comments.)

Mark Wolfe 8/19/09
 Signature of certifying official Date
 State Historic Preservation Officer, Texas Historical Commission
 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:

<input checked="" type="checkbox"/> entered in the National Register See continuation sheet.	<u>Edson H. Beall</u> Signature of the Keeper	<u>10-14-09</u> Date of Action
<input type="checkbox"/> determined eligible for the National Register See continuation sheet		
<input type="checkbox"/> determined not eligible for the National Register	_____	_____
<input type="checkbox"/> removed from the National Register	_____	_____
<input type="checkbox"/> other (explain): _____	_____	_____

5. CLASSIFICATION

OWNERSHIP OF PROPERTY: Public-local

CATEGORY OF PROPERTY: Building

NUMBER OF RESOURCES WITHIN PROPERTY:	CONTRIBUTING	NONCONTRIBUTING	
	3	4	BUILDINGS
	0	0	SITES
	0	0	STRUCTURES
	1	0	OBJECTS
	<u>4</u>	<u>4</u>	TOTAL

NUMBER OF CONTRIBUTING RESOURCES PREVIOUSLY LISTED IN THE NATIONAL REGISTER: 0

NAME OF RELATED MULTIPLE PROPERTY LISTING: N/A

6. FUNCTION OR USE

HISTORIC FUNCTIONS: EDUCATION/school

CURRENT FUNCTIONS: EDUCATION/education-related = school district offices
VACANT/NOT IN USE

7. DESCRIPTION

ARCHITECTURAL CLASSIFICATION: Modern Movement: WPA Moderne

MATERIALS: FOUNDATION CONCRETE
WALLS BRICK
ROOF ASPHALT
OTHER WOOD

NARRATIVE DESCRIPTION (see continuation sheets 7-5 through 7-8).

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Celina Public School
Celina, Collin County, Texas

Description

The Celina Public School is located at 205 South Colorado Street, two blocks southwest of the commercial center and town square in Celina, Texas (pronounced suh-LYE-nuh). Constructed in 1941-42, the one-story brick building is a modest example of WPA Modern, a modified modernist aesthetic popularized by the Works Progress Administration during the New Deal. The building is rectangular in massing, and is capped by a flat roof with the barrel-vaulted roof of the gymnasium wing protruding above the primary roofline. Resting on a raised concrete plinth, the building is clad in an earth-hued bark-faced brick, with minimal concrete detailing at the water table and cornice line. Further ornamentation is limited, and appears only in the form of brick patterning and decorative relief on the east façade at the building's primary entrance. Bands of 1/1 sash windows are placed in repetitive groupings on each of the building's elevations. This one-story building is compactly planned; the core of the building is formed by the main interior hallway, which runs roughly north-south along the length of the building. Classrooms flank this hallway to the east and west, with the large gymnasium inserted midway and extending westward. The property consists of the main school building, a one-story brick building to the southwest (Music Building), a one-story brick building to the south (Shop/Agriculture Building), the historic flagpole, and a one-story unit of four temporary modular buildings in the northeast corner of the lot. There are no playing fields, structures or other objects associated with this property. The Celina Public School was recently converted to house the Administration Offices of the Celina Independent School District. Despite the change in use, the exterior and interior of the building have retained a high degree of architectural integrity, and the Celina Public School is eligible for listing on the National Register under Criteria A in the area of Education, at the local level of significance.

The Celina Public School sits on a level lot, situated in a predominantly residential neighborhood adjacent to commercial district and main square of Celina. The main building (Photos 1-5), roughly E-shaped in plan, was erected to face east onto South Colorado Drive, with secondary entrances on the north and south elevations of the building at the termination of the main interior hallway (Fig. 1; Photo 1). The main body of the school, which historically contained office and classroom space, is oriented north-south; the gymnasium wing intersects this linear plan midway (thus forming the center element of the E-plan), and extends to the west. Two additional exterior entrances directly into the gym are found on the north and southwest elevations of the gymnasium wing.

The Celina Public School is a one-story building, clad in orange-brown brick laid in running bond (Photo 1). Minimal architectural detail is limited to a water table and continuous simplified cornice and continuous soldier brick course placed above door and window heads. Both the cornice and the brick course wrap around each elevation thus emphasizing the low, horizontal massing of building. Windows are treated in this same utilitarian manner. Sets of windows contain two, three, five or six individual sash window units, linked by a continuous concrete sill and a continuous lintel formed by bricks laid in soldier pattern. No other ornament or embellishment exists.

The principal façade faces east (Photo 1) This façade is composed as a long, linear element, symmetrical on either side of main axis, which is marked by an entrance bay (suggestive of a small tower containing a foyer) that slightly projects outward and upward from main mass of building (Photo 2). On either side of the entrance, the façade is divided into five bays (each marked by window sets consisting of either two or three sash windows) and a sixth projecting wing that serves as a termination point for the building. These projecting wings lack fenestration on their eastern façades; each has a bank of windows that face north and south respectively. Each of the twelve total bays represents an element of the interior plan. The exterior bay delineation (defined by window spacing) marks the internal division for either offices (nearest to the

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primary entrance), or classrooms; the projecting wings house restrooms, and workspace. The southern wing once housed the school cafeteria and library.

The primary entrance bay on the east façade projects slightly from the main façade plane. The bay is subdivided into three smaller bays: a central entry bay flanked on each side by one bay containing paired sash windows. These windows, originally 9/9 double-hung wood sash, have been replaced with aluminum sash windows, though portions of original wood casing remain visible beneath a metal slip case. The paired windows in these flanking bays are set apart by their extending sills, below which lies a stuccoed panel extending from beneath the sill to the water table. This stucco breaks the regular pattern of brick cladding found elsewhere on the exterior of the building. The central bay in the entrance sequence projects beyond the plane of both flanking bays and the larger entrance bay as a whole, thus framing the main access to the building. The central bay is framed by brick pilasters, marked every ninth course by an inset band of brick work. The bay is topped by a buff-colored stucco-concrete panel, into which the Celina School insignia is imprinted. The panel is topped by a simplified cornice, consisting of project horizontal band punctuated by five paired vertical elements evenly spaced (and suggestive of dentils). Below this band, a wider horizontal band stretches the width of the entrance bay; a series of three circles done in relief are placed along this band (Photo 2). Entrance to the building is gained by ascending four stairs, to pass through an inset foyer and a double-doorway capped by a 21-lite transom window. The original door has been replaced by a metal door, but the opening and configuration has been preserved. Within the entrance portico lies the 1942 dedication plaque for "The Celina Public School," which is engraved with the names of the members of the Board of Education, the school superintendant, and credits the design of the building to architect Hoke Smith and the WPA (Fig. 2).

The north and south elevations, as first designed, were nearly identical; the south elevation has been altered by the addition of ADA access ramps. The north façade faces West Main Street (Photo 3). This elevation is balanced but not symmetrical, with an inset entry portal placed slightly off-center to the central interior hallway. The elevation is divided into five bays. Moving from east to west, the first bay contains a bank of six sash windows linked by a continuous sill; the second bay contains the inset entrance; the third, fourth and fifth bays are of equal size and each contain a bank of three sash windows linked by a continuous sill. The elevation is embellished by the stuccoed concrete water table (above which is laid a series of tripartite vents), the simplified cornice band, and a band of bricks laid in soldier pattern that stretches the length of the elevation, and is placed at the top of the windows and entry portal. The entry portal is accessed by a series of steps leading up from street level; the first set contains two stairs, the second contains four stairs that lead from the upper sidewalk level. The entry is recessed in much the same manner as the primary entrance on the east façade. Entry is gained through a set of double doors crowned by a 21-lite (3x7) fixed metal casement transom window. The top of transom opening is marked by row of bricks laid in soldier pattern, detailed to match tops of window banding on main elevations. The granite cornerstone from the 1915-16 Celina High School has been inserted at the northeast corner of this elevation (Fig. 3).

The south elevation of the Celina Public School faces West Elm Street, and is similar in configuration to north elevation though displays a slightly different bay pattern (Photo 5). This elevation is balanced but not symmetrical, with an inset entry portal placed slightly off-center to give access to the central interior hallway. The south elevation is divided into five bays. Moving from west to east (left to right if facing the building looking northward, Photo 5) to west, the first bay is windowless, and contains a single entry portal placed flush to the wall plane. This portal is accessed by a series of four steps, and is sheltered by a flat-roofed metal porch supported on round posts that spring out of concrete sidewalls. The second and third bays are of equal size and each contains a bank of three sash windows linked by a continuous sill. The fourth bay contains the inset entrance. The fifth bay contains a bank of six sash windows linked by a continuous sill. The

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elevation is embellished by the stuccoed concrete water table (above which is laid a series of tripartite vents), the simplified cornice band, and a band of bricks laid in soldier pattern that stretches the length of the elevation, and is placed at the top of the windows and entry portals. The primary entry portal on this elevation mirrors the portal on the north elevation. This south entry is accessed by four steps leading from upper sidewalk level. The entry is recessed in much the same manner as the primary entrance on the east façade. Entry is gained through a set of double doors crowned by a 21-lite (3x7) fixed metal casement transom window. The top of transom opening is marked by row of bricks laid in soldier pattern, detailed to match tops of window banding on main elevations. The south elevation has been altered by the addition of ADA access ramps to the east of the entrance.

The rear, or west, elevation of the school building is roughly symmetrical around the main axis of the building, and clearly reflects the E-shaped plan. The gymnasium wing comprises the central element of this elevation. The northwest edge of the elevation is marked by a projecting bay, and displays a blank brick wall. From this point, the wall plane steps inward (to the east); this small segment stretches between the projecting bay and the gymnasium wing. There is a single 1/1 sash window inserted into this wall-segment, and unmatched cladding materials suggest this opening has been altered and once contained a door and pitched porch. The wall then turns to run southward, and forms the bulk of the west elevation. This segment of the building is divided into three bays, the northernmost two of which are classroom units marked by band of five windows linked by a continuous sill. The southernmost of the three bays contains a protruding ventilation stack, and elevated concrete platform, and a set of windows (now encased with a metal cover). The gymnasium wing protrudes from this point westward (Photo 4).

Three elevations of the gymnasium wing are visible from the western portion of the school lot. The north gym elevation features two large-scale windows, trimmed with a concrete sill, though the original configuration is currently obscured by metal casing (Photo 4). The west elevation features one similar window. At this point, a small projecting bay extends outward beyond the main gym wing, and on the interior houses a raised stage and locker rooms below. Three elevations of the stage wing are visible; the north elevation contains a raised entry portal accessed by four steps and is sheltered by a flat-roofed metal porch supported on a round post that spring out of a concrete sidewalk; the west elevation is primarily windowless, but features a series of eight small rectangular windows placed just above the water table; the south elevation contains one small window placed midway up the height of the wall, and contains another small portal accessed by a sloping, covered concrete ramp. Continuing around the building, and along the back of the gym wing, the elevation is symmetrical to that on the other side of the stage wing.

Once past the gym wing, the main portion of the school building comprises the remainder of the west elevation. This portion consists of three bays; the first is a small bay marked by a shortened pair of sash windows; the second and third bays are of equal size and contain a band of five sash windows linked by a continuous sill.

Interior

The interior plan remains intact and reflects its original configuration (Fig. 1), though a few of the larger spaces that historically accommodated a cafeteria and library have been subdivided to accommodate office services and other working spaces. The interior is divided roughly into two zones; the first consists of a single, main hallway (running north-south) off of which classrooms are arranged; the second consists of the gymnasium wing. The first zone is defined by the linear configuration of interior hallway and the placement of classrooms.

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The primary public interior space consists of the large interior hallway, which runs north-south and terminates with exterior access doors. In main hallway, inset niches for student lockers remain intact along east side of hall, and a set of metal lockers has been installed in this area. "Girls" and "Boys" restrooms remain in their original location at the north and south ends of the building, respectively. The original wood floors are intact throughout most of the building. The original ceiling height in the main interior hallway and most of the classrooms has been dropped to accommodate heating and air systems. The original ceiling level is, however, indicated by window levels on exterior and on interior through interior transom windows still visible in the hallways.

Most classrooms, including the original entry doors with operable transoms above, remain intact. All classroom doors topped by 9-light transoms; each classroom had a pair of 15-light operable metal transom windows facing the interior hall. All classrooms are lit by exterior windows; the set of five windows signifies the presence of a classroom within (Fig. 5). Classroom interiors are finished simply, and generally feature blackboards lining three walls (though some boards have been covered over to accommodate current use). The interior walls appear to have been historically plastered, and still appear very much the same. Simple wood moldings are in place around doors, windows, and blackboards on the interiors of the classrooms.

The double-height gymnasium remains intact, with only a few minor changes (Fig. 6). The interior configuration, including historic bleachers, has been retained. The original stage on the west side of the gymnasium is still in its original location, with stage curtains hung as they were historically; the fabric materials have been replicated and replaced due to deterioration. Evident alterations to the gym wing include covering the large casement windows with sheet metal (though divisions remain visible, and openings are intact on the exterior elevations), and lowering the original ceiling height to accommodate heating and air conditioning systems. The original wood floors remain, and have been recently refinished.

Ancillary Buildings and Objects

The Celina Public School property contains two ancillary buildings that were constructed in 1953-54 to provide additional space for educational activities, including music and shop-agricultural classes. The first of these is a one-story brick building to the southwest of the lot (Photo 6). This building is rectangular in plan, and capped by a shed roof with extended eaves and exposed rafter tails. Entry to this utilitarian building is gained on the south (primary) façade. The building is clad in large, buff-colored brick, and lacks architectural detail. The south façade is asymmetrical, and is marked by a band of windows to the west, and two evenly spaced entry portals, separated by large window bays. The south façade features a flat roof canopy supported on metal poles that extends just over the entrance doors. The building was historically used as a band and music facility, with two classroom spaces on the interior. This building is considered an ancillary contributing resource on this property.

The second building was constructed in the same year as the music facility described above, and was originally used to house agricultural and shop activities (Fig. 7). This building is rectangular in plan, and capped by a shed roof with extended eaves and exposed rafter tails. Entry to this utilitarian building is gained on the east (primary) façade. The building is clad in large, buff-colored brick, and lacks architectural detail. This building is considered an ancillary contributing resource on this property.

The Celina Public School property contains one set of four modular buildings to the northwest of the lot, constructed ca. 1985 (Photo 7). The modular buildings are modest frame structures with end-gable roofs. These are connected to one

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another by a series of raised ramps. These functioned as ancillary classroom spaces. These four buildings are considered as non-contributing resources on this property.

The school property retains its original flag pole, present since the construction of the building (Photo 1). Though small in scale, this object retains its original form and placement, and represents the only sculptural piece to embellish the school grounds. It is considered a contributing object. There are no intact playing fields, structures or other objects associated with this property.

8. STATEMENT OF SIGNIFICANCE

APPLICABLE NATIONAL REGISTER CRITERIA

- 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 VALUE, 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: N/A

AREAS OF SIGNIFICANCE: Education

PERIOD OF SIGNIFICANCE: 1941-1959

SIGNIFICANT DATES: 1941

SIGNIFICANT PERSON: N/A

CULTURAL AFFILIATION: N/A

ARCHITECT/BUILDER: Smith, Hoke; Works Progress Administration

NARRATIVE STATEMENT OF SIGNIFICANCE (see continuation sheets 8-9 through 8-17).

9. MAJOR BIBLIOGRAPHIC REFERENCES

BIBLIOGRAPHY (see continuation sheet 9-18 through 9-23).

PREVIOUS DOCUMENTATION ON FILE (NPS): N/A

- 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 (*Texas Historical Commission*)
- Other state agency
- Federal agency
- Local government
- University
- Other -- Specify Repository: *Celina ISD*

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Statement of Significance

The Celina Public School is an institutional landmark in Celina, Texas. The one-story brick building, completed in 1942, is eligible for listing on the National Register of Historic Places at the local level of significance under Criteria A in the area of Education for its association with the developing educational system and facilities in Celina. The Celina Public School was designed by Dallas architect Hoke Smith, whose works included the Dal-Hi Stadium in Dallas, the Tomato Bowl in Jacksonville, the Delta County Courthouse in Cooper (1940), and numerous WPA-funded schools across Texas, including examples in Grand Prairie, Rylie, Mesquite, Murphy, Whitesboro, Josephine, and Westminster. Smith's design for the Celina Public School marked the apex of the school district's efforts to reform the Celina school system, increase enrollment (and regain accreditation), provide updated academic and recreational facilities, and create a lasting monument to the importance of education in Celina. The Celina Public School was in continuous use as the town's high school from 1942 until ca. 1977, when a new high school facility was constructed at 710 East Pecan Street; the public school continued to house lower grades until the early 1990s. The Celina Public School was later converted into the administrative headquarters for the Celina Independent School District, and still functions in this capacity today. The period of significance for the Celina Public School stretches from 1941, the year construction commenced, to 1959 (the fifty-year mark).

Celina, Texas

Celina, Texas was founded by small group of settlers from Celina, Tennessee in 1879. The town was established as a service and supply center primarily for farmers living in the northwestern corner of Collin County. Residential and agricultural developments (including two small cotton gins) were scattered, and the establishment of Celina provided a center for commerce, community, and culture. The first buildings to be erected housed a general store, a drug store, a blacksmith, and a post office. By 1884, Celina had 150 residents, a school and a Methodist church (the two shared a facility constructed in 1880), two cotton gins, a gristmill, two drug stores and two physicians. Celina's population expanded rapidly after 1901, when the St. Louis and San Francisco Railway, or the Frisco, began to build rail lines through Collin County. In completing the route between Sherman and Dallas, the rail company chose to by-pass the settlement of Celina in favor of a more desirable location approximately one mile north of the original town site; the first train stopped at the new depot in this location in March 1902. In anticipation of a railroad-related economic boom, the Blackland Town Company began to develop a new town directly adjacent to the Frisco tracks. Blackland offered lots for sale, and began to erect rows of modest buildings alongside the railroad. Merchants from Celina realized that their town would stagnate in relation to the new settlement adjacent to the railroad, so in the spring of 1902, residents abandoned their settlement for the new Blackland town site. Rather than building anew, many business and home owners elected to move their existing structures onto lots in the new town. Commercial buildings and residences alike were loaded onto rollers and pulled by traction engines through agricultural fields to the new site approximately one mile to the north of the original Celina settlement.

The new town was given the name New Celina (though commonly called Celina), and grew in a compact grid of streets near the Frisco tracks. With new construction and the infill of moved buildings, population in Celina rapidly escalated in 1902. Between 1902 and 1907, new commercial buildings were constructed along Front (First) Street and Pecan Street. Celina maintained its compact plan and general physical appearance until 1911, when Celina resident J. Fred Smith began to lay out a town square and constructed a series of new brick commercial buildings west of the original commercial strip and the railroad. Smith's efforts created a new commercial core for Celina. As it evolved from Smith's 1911 development plan, the new central area of town was comprised of roughly nine square blocks, bounded on the north

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by Pecan Street, on the east by the Frisco railroad tracks, on the south by Main Street, and on the west by Colorado Drive. Several civic and institutional buildings, including two churches and one school, were constructed within this core in the one block just beyond Smith's boundaries.

After the arrival of Frisco Railroad in 1902, and particularly after Smith's new town plan in 1911, Celina developed at such a rapid rate that the citizens began to demand civic organization and a city government. The town incorporated by 1907, and slowly began to improve streets, utilities, and community services.

Public Education in Celina

Public education was a high priority in Celina from the town's inception. During the first decades of Celina's existence and prior to the relocation from the original town site, the Methodist Church (constructed in 1880) doubled as a public school facility.¹ As the need for dedicated educational facilities grew, citizens constructed a school building southeast of the original town site.² Enrollment was relatively limited, as area students were often sent to small schools in closer proximity to their homes; other rural schools were located nearby at Cross Roads, at Old Union, and by 1896 a new school was established in Alla.³ All of these schools, including Celina's school, generally were small, and employed only one teacher who guided the basic primary and grammar school curriculum. After the relocation of Celina in 1902, a small wood-frame building was constructed to house a new school in the new town, and three teachers were hired to staff the facility.⁴

For much of Celina's history, schools were segregated along racial lines. Caucasian students attended the main school, while African-American students attended their own facility, the George Washington Carver Negro School. The George Washington Carver School was often in ill-repair, and had few teachers. According to Celina newspaper records, African-American students were required to spend fewer days in attendance than their Caucasian counterparts, and the Carver School was often suspended in the fall term to allow students to assist with the cotton harvest.

By 1906, Celina erected a new "white" school on the south side of Main Street, two blocks south of the commercial center of town. The two-story brick building faced north onto Main Street, with at least one secondary entrance facing east onto Third Street, now South Colorado Drive; this location would serve as the grounds for Celina public school system well into the 1970s. The 1906 Celina School possessed a monumental presence, and incorporated Italianate and Renaissance Revival architectural details, particularly in the segmented arches above each window, the segmented pediments forming the secondary entrance bays, and in the primary entrance composed of a double-height, three-bay portico ringed by an arcade of classical columns. The building was square in plan, and featured a hipped roof crowned with a rotunda and cupola. The Celina School was destroyed by fire in 1915.⁵ After the destruction of the 1906 school, Celina students temporarily attended classes in the Woodman Hall on the town square, or, in the case of the lower grades, in temporary buildings erected on the school grounds.⁶

In 1916, a new three-story brick school building was completed on the school grounds. The building was architecturally eclectic and exhibited stylistic influences of neo-classicism and with Spanish Revival inflections. This symmetrical building was divided on its main façade into five bays; the central bay contained a raised, projecting main entrance porch, flanked by a recessed bay, and framed by slightly projecting end wings that read as tower elements. The

¹ "Celina Historical" in June Lair, Jane Huddleston, and Bennie Cox, *Reminiscences of Celina* (1976):2.

² The first Celina School was constructed on the Winn property, about a mile to the southeast of the current boundaries of Celina.

³ "Summary and Development of Celina and Community Shows Steady, Continuous Progress" in *Reminiscences of Celina* (3).

⁴ "A Brief History of Celina" (3); Celina Area Heritage Association (CAHA) vertical files.

⁵ "A Brief History of Celina" (3).

⁶ "Celina Public Schools" in *Reminiscences of Celina* (31).

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building extended two floors above a raised basement, so that the entry was accessed at the raised first floor level. Entrance was gained by means of the centrally-located porch, which was demarcated by a crenellated parapet supported on square piers. The building was capped with a stepped or crenellated parapet that extended the full length of the primary façade. Architectural details were limited to the parapet, the simplified classical entablature just below the parapet, and to the squared-arch window hoods and chevron patterns placed at each corner of the building. The building served as the Celina High School until its demolition in 1941.

The construction of the new Celina High School in 1916 coincided with an increase in school attendance in the area. Between 1920 and 1922, general school enrollment increased from 325 to 525 students; nearly one-quarter of these students attended Celina High School.⁷ Records indicate that this increase was not due to an overall population growth, but to more students remaining enrolled to complete higher grade levels.⁸ The Celina High School became affiliated, or accredited, in 1929, which insured that graduates could attend college and university without taking additional entrance examinations.

School attendance and general education was heartily supported within the Celina community, as was evidenced in part by the growth of the Parent-Teachers Association (PTA) during the 1930s. The PTA became active in Celina in 1929. Local citizens organized a chapter, stressing that they did not want the Celina PTA to be dominated by “women and mothers;” the founding members preferred an organization that could become the equal responsibility of the entire family, including “men and fathers.”⁹ The primary goal of the local PTA chapter was to encourage a link between home and school, so that students would be allowed time for study, proper nutrition, sufficient sleep, and social diversions.¹⁰ Academics were also viewed “as an agency for juvenile protection,” where schools and teachers could guide children along a good path that avoided a “criminal” life seemingly associated with a general lack of education. PTA members and supporters firmly declared that attention to the individual student was the key to success, and that “teachers [were] the main hero.”¹¹ Community involvement with the educational system (and by extension the well-being of young Celina residents) included not only an active PTA, but the business and private sectors of the town. For example, in 1930, Celina businesses and residents donated funds to provide a rented athletic field for the high school (which had no facilities of its own). The field was located in the south part of town.¹²

In the late 1920s in Texas, governmental efforts began to address the disparities between rural and urban education. The Texas State Board of Education was established in 1929, with funding equalization programs established as a tool to eliminate disproportional funding of urban and rural districts. Many school districts were combined, and thus reduced the number of one-room school houses throughout the state; this insured that rural students would be included within larger and better equipped regional high schools (whether these were in large urban centers or in smaller towns). The construction of a number of newer and larger schools and the remodeling of existing schools was an important part of this reorganization and equalization.¹³ Though this was a progressive effort to combat a discrepancy in educational opportunities, separate school systems were still maintained for black and white populations. During the 1930s, some

⁷ According to school data for 1920 to 1922, of the 325-525 students in the Celina school district, 169 were in high school.

⁸ *The Celina Record* 6 Apr 1922.

⁹ *The Celina Record* 3 Oct 1929.

¹⁰ *The Celina Record* 20 Feb 1930.

¹¹ *The Celina Record* 13 Mar 1930.

¹² *The Celina Record* 20 Mar 1930.

¹³ Cecil E. Evans, *The Story of Texas Schools* (Austin: The Steck Company, 1955): 129-132; *Centennial Handbook: Texas Public Schools, 1854-1954* (Austin: Texas Education Agency, 1954): 52-56.

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reforms began to address pay inequalities between rural and urban districts as well as between black and white teachers; this issue would not, however, be fully addressed until decades later.¹⁴

Though reform efforts began around 1929, these were sharply curtailed in the height of the Great Depression. By 1932, economic constraints had reduced school spending by as much as 90%. This halted any new construction or remodeling of existing facilities.¹⁵ J. Fred Horn, Director of the Division of School Plants for the State Department of Education, wrote in 1932 that "...building activities have been materially decreased during the present biennium. The year 1930-31 was practically normal, but the amount of money expended for new buildings, additions, remodeling, grounds, and equipment during the 1931-1932 is very little more than half what it was during the preceding year and during normal years. No attempt has been made by the division to over-persuade school officials to enter into building programs during the present crisis. It has rather been the policy of the division to encourage the renovation of present facilities and to assist school officials in finding ways to make the present school plant accommodate increased enrollments."¹⁶

Federal funding, provided first through the Federal Emergency Relief Administration (FERA) and later through the Works Progress Administration (WPA), allowed continued funds to be spent on the reorganization of Texas schools. The WPA provided funding and manpower for a major survey of Texas school districts and buildings from 1934 to 1937, in which more than 11,000 school buildings were visited. The survey's intent was to identify school districts in need of new buildings and more teachers, and to identify districts that could be consolidated and reorganized into larger administrative units to make more efficient use of available resources. Of Texas' 254 counties, 220 were fully surveyed, with detailed statistical reports compiled including budget, population, attendance, and building information. Thirty-four counties, including Collin County, had only rudimentary data included because of the absence of maps or manpower to conduct the survey.¹⁷ With substantial (if somewhat incomplete) statewide data, the WPA survey seems to have provided the foundation for many of the WPA school-building programs in Texas, including projects in Celina.

By 1933, at the height of the Depression, Celina's schools were suffering from financial shortfall. In this year, because of a lack of funds, the School Board was nearly forced to cut the academic year short by two months, thereby endangering many students' ability to acquire sufficient credit to attend college (though a provision was in place to allow students to take exams to replace the credit they would miss).¹⁸ Despite threats of cutbacks and class cancellation, in 1936 the school's enrollment was 306, with 149 additional students enrolled at the separate "colored school."¹⁹

In the later 1930s, and infusion of both state and federal funds allowed Celina's school district to recover. State expenditures on education increased a reported 25% between 1934 and 1939.²⁰ At the statewide level, progress was again noted by education professionals; yet the Celina School still lost its accreditation briefly during the 1940-41 academic year.

¹⁴ Grady P. Parker, "Some Developments in the Public Schools of Texas, 1934 to 1939." Ed.D. dissertation (University of Texas at Austin, 1943): 152; *Handbook of Texas Online*, s.v. "Education for African Americans," <http://www.tsha.utexas.edu/handbook/online/articles/EE/kde2.html> (accessed August 3, 2007).

¹⁵ Joe Earl Allen, "Effects of the Depression on the Public Schools of Texas," M.A. Thesis, (University of Texas at Austin, 1934):94-97.

¹⁶ J. Fred Horn, Director of the Division of School Plants, State Department of Education, *27th Biennial Report of the Department of Education of the State of Texas* (93), quoted in Allen, "Effects of the Depression," (91).

¹⁷ Texas State Board of Education, *Report of the Results of the Texas Statewide School Adequacy Survey*. Works Progress Administration Project No. 65-66-7752 (1938): np.

¹⁸ *The Celina Record* 3 Mar 1933.

¹⁹ "Celina Public Schools" in *Reminiscences of Celina* (31), taken from *The Celina Record* 1937.

²⁰ Grady P. Parker, "Some Developments in the Public Schools of Texas, 1934 to 1939." Ed.D. dissertation, (University of Texas at Austin, 1943):150.

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The New Celina Public School

In 1940, the Celina School Board began to consider constructing a new high school. On 8 October, 1940 a bond election was held to increase the school tax to fifteen cents on the \$100 to pay for a new facility. At the time, only nine Celina citizens contested the bond election.²¹ With a new school building in the works, Collin County launched an effort to fully reform the educational system in Celina, possibly as a response to the high school's loss of accreditation. Further monetary support was allocated to educational improvement efforts, and Celina began to receive fifty cents more per student from the state. This brought the per capita spending from \$22 to \$22.50 per student.²² This increase in funding enabled the School Board to purchase two new buses, and to support the "bookmobile library on wheels." More good news came in the form of a proposed \$5 million increase in statewide School Aid, put forth by State Legislators who hoped to raise teacher salaries and further improve school transportation.

In January 1941, Texas Senator Tom Connally notified the Celina School Board that President Franklin D. Roosevelt had designated \$67,930 in WPA funds to improve Celina's school facilities. The approved work included the demolition of all existing buildings – including the 1916 school building – and associated amenities; the salvage of materials; the construction of new high school and "negro" school; the construction of a football field, tennis courts, walkways and a parking area. The budget further provided for grading, landscaping and fencing the new grounds. City bonds added \$32,500 to the WPA grant, bringing the total allowance for Celina school improvements to over \$100,000. In 1941, Hoke Smith, who frequently worked on WPA-sponsored projects across Texas, was commissioned to design the Celina Public School.

Hoke Smith, architect for the Celina Public School

Hoke Smith (1896–1943) was a self-trained architect who began his career as an engineer for the Dallas County School System. Born and raised in Duncanville, Smith attended East Texas Teachers College in Commerce before returning to Dallas to work in the maintenance department of Dallas County School System.²³ By 1934 he was an "engineer" for the department.

In 1934, federal funding enabled a tremendous building and repair campaign within the north Texas school system. Smith, from his post as an engineer for Dallas County, was positioned to become the primary designer for scores of schools, auditoriums, gymnasiums, and other supporting educational facilities in Dallas County and the surrounding region. After he obtained an architectural license in 1936 (when the state began to require them of practitioners), he opened his own architectural office in the Allen Building; by the late 1930s, he was designing numerous WPA schools and other projects across north Texas.²⁴ In 1940, Smith built a new office and studio for his firm at 2151 Fort Worth Avenue at Colorado Street in Dallas,²⁵ and expanded the firm to include a Waco branch office when he hired William A. Orth, a Texas A&M graduate and a former architectural engineer for WPA.²⁶

²¹ "Celina Public Schools" in *Reminiscences of Celina* (31), taken from *The Celina Record* 1937.

²² *The Celina Record* 11 Jul 1940.

²³ "Hoke Smith Passes After Long Illness," *Dallas Morning News* 4 February 1943.

²⁴ According to his sons, he obtained license no. 552. "Smith Sons Carry on Father's Tradition," *Dallas Morning News*, 17 April 1955.

²⁵ "Architectural Firm's \$30,000 Home Under Way," *Dallas Morning News*, 5 May 1940; "529 Homes Scheduled This Year by Smiths," *Dallas Morning News*, 27 March 1955.

²⁶ Orth graduated from in 1913 and had been the Dallas district engineer for the WPA for five years "Former WPA Engineer Joins Local Architect," *Dallas Morning News*, 31 March 1940.

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The majority of Smith's designs reflected trends in Art Moderne. He preferred to work with structural concrete, brick or stone facing, and minimal fluting on building façades to provide definition to the composition. In a few works, Smith employed Spanish colonial or Georgian ornamental detailing, but these were the exception. In all cases, the press referred to Smith's architectural work and style as "modern."

Smith reportedly was most proud of designing the Dal-Hi Stadium in Dallas (demolished) and the Tomato Bowl in Jacksonville (extant), but his works included over 100 projects. He was, at least initially, the supervising architect for the Dallas Public Market (ca. 1940).²⁷ Other civic projects included the Delta County Courthouse in Cooper (1940) and the police station in University Park (1940).²⁸ Schools, however, were the main projects that Smith worked on, including examples in:

- Grand Prairie (Dallas County, 1935-37);²⁹
- Rylie (Dallas County, 1937-38);³⁰
- Union Bower (Dallas County, 1937-38);³¹
- Mesquite (Dallas County, 1938-39);³²
- Murphy (Collin County, 1938-39);³³
- Whitesboro (Grayson County, 1938-39);³⁴
- Josephine (Collin County, 1938-39);³⁵
- Milford (Ellis County, 1939-1940);³⁶
- Penelope ISD (Hill County, 1939-40);³⁷
- Chilton (Falls County, 1939-40);³⁸
- Pecan Gap ISD (Delta County, 1939-40);³⁹
- Charleston (Delta County);⁴⁰
- Sadler (Grayson County, 1939-1940);⁴¹
- Fannin County (1940-);⁴²
- Westminster (Collin County, 1940);⁴³
- Bayles School (Dallas ISD, 1940);⁴⁴

²⁷ "\$537,367 Public Market Envisioned for Dallas in Next Year," *Dallas Morning News*, 16 June 16 1940.

²⁸ "Park city Needs More Police space," *Dallas Morning News*, 13 December 1940.

²⁹ "New Grand Prairie School is Assured," *Dallas Morning News*, 29 August 1935; "Grand Prairie School Work to Start Shortly," *Dallas Morning News*, 4 April 1936; "Entrance of Glass Blocks to Feature Prairie View School in Montague county," *Dallas Morning News*, 31 March 1940.

³⁰ "Schools of County Have \$82,000 New Work in Prospect," *Dallas Morning News*, 20 September 1937: I, 3.

³¹ "Schools of County Have \$82,000 New Work in Prospect," *Dallas Morning News*, 20 September 1937: I, 3.

³² "Work to Start June 1 on First Section of \$125,000 Mesquite School," *Dallas Morning News*, 3 April 1938: I, 15.

³³ "New Murphy School Cornerstone Placed," *Dallas Morning News*, 15 December 1938.

³⁴ "Dallas Architect Designs Grayson County School," *Dallas Morning News*, 18 December 1938: I, 14.

³⁵ "Building to House Josephine Grade and High Schools," *Dallas Morning News*, 19 February 1939: IV, 7.

³⁶ "Milford to Get \$168,000 Fireproof School Building on Site of Former Church College," *Dallas Morning News*, 29 April 1939: I, 6.

³⁷ "Hill county to Erect \$90,000 New School," *Dallas Morning News*, 24 September 1939: I, 13.

³⁸ "Work Started on Modern \$112,000 School at Chilton," *Dallas Morning News*, 1 October 1939: I, 10.

³⁹ "\$73,490 School, Gymnasium Being Built at Pecan Gap," *Dallas Morning News*, 22 October 1939: I, 10.

⁴⁰ "Ten Room School of Modified Georgian Design to Cost \$55,000," *Dallas Morning News*, 10 December 1939: IV, 7.

⁴¹ "Modern Building Replaces Fire-Razed School," *Dallas Morning News*, 26 November 1939.

⁴² "\$38,569 Fannin County School Project to Start," *Dallas Morning News*, 7 April 1940.

⁴³ "Dedication Planned for Westminster's \$52,500 School," *Dallas Morning News*, 7 July 1940: I, 7.

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- Emory ISD (Rains County, 1940-);⁴⁵
- and Celina (Collin County, 1940-41).⁴⁶

In addition to designing more than a dozen new schools, Smith was responsible for numerous improvements that included new gymnasiums, auditoriums, and classrooms. Examples of his renovation work were executed at Duncanville (Dallas County, 1935),⁴⁷ a new auditorium at Ferris (Ellis County, 1938),⁴⁸ a new gymnasium at Midlothian School (Ellis County, 1939),⁴⁹ a new gymnasium at Carrollton High School (1939),⁵⁰ and a gymnasium-auditorium at Garland High School (Dallas County, 1939-40),⁵¹ as well as many others. Many of these projects executed under the WPA in north Texas were "luxury" projects by some standards (for example, the addition of athletic and performing arts facilities to schools). Smith also had a private practice outside of his WPA work, though the extent of this practice remains unknown. It is likely that Smith's activities were far more extensive than what is mentioned above, and it is likely that he was also active in residential design, highway building, and air base work. He was clearly a prominent architect in north Dallas, and has a Dallas street named for him.⁵²

Smith was deeply influenced by the appearance of "moderne" buildings in north Texas, including examples such as Paul Cret's U. S. Post Office in Fort Worth (1931) and the State Fair of Texas buildings in Dallas (1936). School buildings throughout the country tended to follow local building patterns and Smith's work was no exception. He quickly adopted the local Moderne style for the school buildings of north Texas as well as for other commercial and civic buildings.

The Construction of the Celina Public School

By 1941, Hoke Smith had been commissioned to design the Celina Public School, then commonly called Celina High School (Figure 9). Fred F. Terry, assistant superintendent for WPA building projects, was assigned to oversee the

⁴⁴ "New School Planned for Bayles District," *Dallas Morning News*, 21 July 1940: I, 11.

⁴⁵ "Dallas Architect Designs New Emory School," *Dallas Morning News*, 17 November 1940.

⁴⁶ "New Collin county School," *Dallas Morning News*, 9 November 1941.

⁴⁷ "Duncanville High Building to Begin," *Dallas Morning News*, 27 October 1935.

⁴⁸ "School and gymnasium Projects Announced," *Dallas Morning News*, 9 January 1938.

⁴⁹ "\$50,000 Gymnasium for Midlothian School," *Dallas Morning News*, 12 March 1939: I, 15.

⁵⁰ "Carrollton School Gymnasium Designed," *Dallas Morning News*, 30 July 1939: I, 8.

⁵¹ "Garland Builds Combination Gym-Auditorium," *Dallas Morning News*, 17 September 1939: I, 12.

⁵² The listings of Smith's commissions were assembled from press releases published in the *Dallas Morning News* and are likely far more extensive. An article on his sons, for example, makes reference to his being active in highway and air base work. After Smith's death at age 46 in 1943, his sons, Vernon and James, took over the architecture firm after returning from service in World War II (Smith also had three daughters). Both sons graduated from Texas A&M, one in 1940 and the other in 1942 (see "Smith Sons Carry on Father's Tradition," *Dallas Morning News*, 17 April 1955). His wife inherited the firm, "Hoke Smith, Inc." and remained its president (see "Mrs. Hoke Smith Named Oak Cliff Woman of the Month," *Dallas Morning News*, 2 February 1956). In their own firm, known as the Vernon and James Smith Company, which they apparently opened in addition to operating their father's firm, his sons focused on residential commissions. Both were members of the American Institute of Architects (see "Smith Company is Family Firm," *Dallas Morning News*, 9 September 1955). In 1955, they reportedly built 529 homes, predominately in new subdivisions in Dallas. They opened their own firm in 1946 and subsequently designed homes for the Marsalis Park, Blue Bonnet, Lochwood, and Wynewood additions, and the Highland Park and Arlington Park additions in Arlington. They also designed custom built homes in Oak Cliff, the neighborhood they called home. And, they designed a series of 205 "California modern" duplexes that they owned and rented (see "529 Homes Scheduled This Year by Smiths," *Dallas Morning News*, 27 March 1955).

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construction of the Celina project; he served in that capacity until 1942, when he was transferred to supervise a gymnasium building project in Corpus Christi, and was succeeded in Celina by S.J. Frost from Denton.⁵³ According to Smith's plans and under Terry's supervision, at the close of the 1941 academic year, the existing 1916 school building was razed. In June 1941, brick for the new public school was purchased from Acme Brick Company for \$16.50 per thousand, and was delivered to the site.⁵⁴ The majority of construction was completed by the fall of 1942, and a portion of the building was put into service at that time (though reportedly without finished flooring or heat). As late as March 1943, twenty-four workmen were still employed on the construction site (according to the *Celina Record*, eleven were skilled and eight "semi-skilled," with the remaining five unaccounted for).⁵⁵ By the summer of 1943, it was reported that 115 men had worked on the project during the various phases of construction (and over \$53,000 paid in labor alone for the building).

The new school was completed and dedicated in April 1943.⁵⁶ Gus W. Thomasson, the District Administrative Officer of WPA, gave a dedication speech in which he said the Celina School was one the "largest and the best erected" by the county WPA projects. The WPA paid for 60% of building, and city paid for the remaining 40%.⁵⁷

Upon the deadline for completing the building in April 1943, the building was completed and fully furnished. The new school building contained fourteen classrooms, facilities for "homemaking department" and a science department, and a reading room (or library).⁵⁸ The gymnasium was reported to be 92x62, and intended to house sports functions and other large assemblies (it doubled as a auditorium, with a stage on the west side).⁵⁹ Steel lockers, as called for in the original plans, were unavailable at the time because of war-time rationing on metals, and thus were installed at a later date. The specified heating unit for the gymnasium was also installed later. As a final addition, the local PTA and Celina alumni donated funds to install new stage equipment and a stage curtain in the new public school building.

During the construction of the new building, which ran the duration of the 1941-42 and the 1942-43 academic years, elementary school classes were held in First Baptist Church, and high school classes were held in First Methodist Church.⁶⁰ With the new school intact, the School Superintendent reported that the enrollment for 1942-43 term at 284 students; *The Celina Record* reported 288 pupils on October 1, 1942.⁶¹ Perhaps the most impressive statistic was that attendance for this all-white school was estimated at 94%. At that time, school property was valued at \$140,900 and teacher's salaries averaged \$14,600 per year (the average annual salary statewide for male high school teachers was \$1,325).⁶² CISD operated two buses in 1941-42; this was the primary means of transporting students from outlying areas into the new Celina School. In 1941, the school district reported that the buses carried 130 students per day, and traveled an average of 3,200 miles per month, using 510 gallons of gas at a cost of \$70.00.⁶³ The cost of transportation including salaries, gas, oil, tires was \$2,610. By 1943, the school fund was increased to \$25 per capita, three dollars per student more than was allotted before the completion of the new facility.

⁵³ "New School Building to Be Finished by September 15; New Superintendent On Job." *The Celina Record*, 11 June 1942.

⁵⁴ "Brick for school building bought at \$16.50 per 1,000 Vocational Agricultural Added." *The Celina Record*, 26 June 1941.

⁵⁵ "Celina School Building to be Completed April 1." *The Celina Record*, 18 Mar 1943.

⁵⁶ "Fine New School Building Just Completed; Dedicated at Service Wednesday Nite." *The Celina Record*, 1 Apr 1943.

⁵⁷ "Fine New School Building Just Completed; Dedicated at Service Wednesday Nite." *The Celina Record*, 1 Apr 1943.

⁵⁸ Although the new school could accommodate all grades when it was first completed, later it only served the junior high "A Brief History of Celina" (3).

⁵⁹ "Celina School Building to be Completed April 1." *The Celina Record*, 18 Mar 1943.

⁶⁰ CAHA Clippings files.

⁶¹ "Celina Public School Opened Monday Morning." *The Celina Record*, 1 Oct 1942.

⁶² *Texas Almanac* 1939-40 (320).

⁶³ *Celina High School Yearbook*, 1941. CAHA collection.

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By 1957 the Alla and Celina School Districts were consolidated, increasing the attendance at the Celina Public School.⁶⁴ As late as 1976, the old Alla facility still functioned as a middle school for the Celina School District, serving grades five to eight. The Celina Public School remained architecturally unaltered, and continued to function as the primary high school for Celina until a new facility was erected on Pecan Street at the eastern edge of the community.

Summary

The Celina Public School represents a significant effort on the part of Celina, with support from the state government and the WPA, to improve and modernize the town's school system during the 1940s. The Celina Public School served the educational needs of the town for approximately fifty years, and continues to function as the administration offices for the Celina Independent School District (CISD). Despite the change in use from school to administrative facility, the building retains its exterior architectural integrity. The CISD has also made significant efforts to maintain the interior floor plan, classroom details, and the gymnasium is completely intact (including the original bleachers and stage). The Celina Public School, completed in 1943, is eligible for listing on the National Register of Historic Places at the local level of significance under Criteria A in the areas of Education, and Community and Community Planning and Development for its association with the developing educational system in Celina. The period of significance for the Celina Public School stretches from the commencement of construction in 1941 to 1959.

⁶⁴ The vote was 61 to 19 at Alla and 210 to 119 in Celina. "Alla School and Dr. Moses Hubbard" in *Reminiscences of Celina* (30).

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Handbook of Texas Online, s.v. "Education for African Americans,"
<http://www.tsha.utexas.edu/handbook/online/articles/EE/kde2.html>

Handbook of Texas Online, s.v. "Old Preston Road" <http://www.tsha.utexas.edu/handbook/online/articles/OO/exo3.html>

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Section 9 Page 24

Celina Public School
Celina, Collin County, Texas

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10. GEOGRAPHICAL DATA

ACREAGE OF PROPERTY: Approximately 2.5 acres

UTM REFERENCES	<u>Zone</u>	<u>Easting</u>	<u>Northing</u>
1.	14	705850	3689252

VERBAL BOUNDARY DESCRIPTION The Celina Public School property encompasses the entirety of City Block 24, and is bounded on the north by West Main Street, on the east by South Colorado Drive, on the south by West Elm Street, and on the west by South Arizona Drive. The nomination also includes City Block 23, Lots 1B, 2B, and 3B.

BOUNDARY JUSTIFICATION The boundaries for the Celina Public School are determined by the current legally recorded property boundaries. The lot retains its historic property lines, confirmed by historic aerial maps dating from 1911, and is documented in the earliest existing Sanborn Map dating to 1920, and confirmed by the earliest existing plat map of Celina dating to 1924. These boundaries as described above encompass the entire resource nominated here, including two historic ancillary buildings and four units of non-historic modular buildings.

11. FORM PREPARED BY

NAME/TITLE: Monica Penick, with Kate Holliday

ORGANIZATION:

STREET & NUMBER: 4101 Sinclair Avenue

CITY OR TOWN: Austin

STATE: TX

DATE: May 2008

TELEPHONE: 512-426-3014

ZIP CODE: 78756

ADDITIONAL DOCUMENTATION

CONTINUATION SHEETS

MAPS (see continuation sheet Map-25 through Map-25)

FIGURES (see continuation sheets Figures-26 through Figures-37)

PHOTOGRAPHS (see continuation sheet Photo-38)

ADDITIONAL ITEMS

PROPERTY OWNER

NAME: Celina Independent School District

STREET & NUMBER: 205 S. Colorado Street

CITY OR TOWN: Celina

STATE: TX

TELEPHONE: 469-742-9100

ZIP CODE: 75009

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National Register of Historic Places Continuation Sheet

Section MAP Page 25

Celina Public School
Celina, Collin County, Texas

Map 1: Celina Public School, site map

Property	Map Ref.	C / NC Status
Celina School	A	C
Music Building	B	C
Shop/Agriculture Building	D	C
Flagpole	E	C
Modular Buildings (4)	C	N



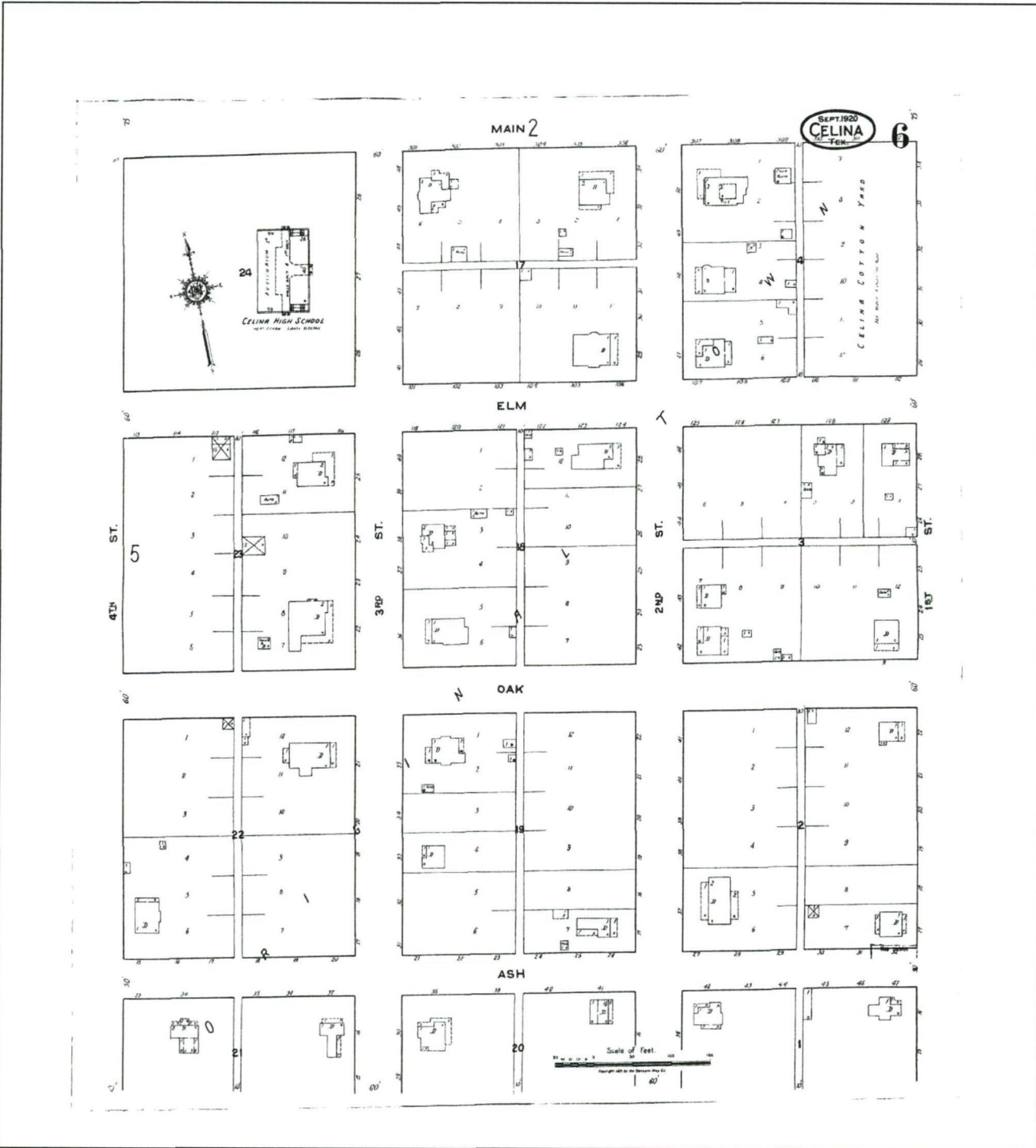
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Section MAP Page 26

Celina Public School
Celina, Collin County, Texas

Map 2: Celina, Sanborn Fire Insurance Map, 1920 (sheet 6). Celina Public School occupies NW Block



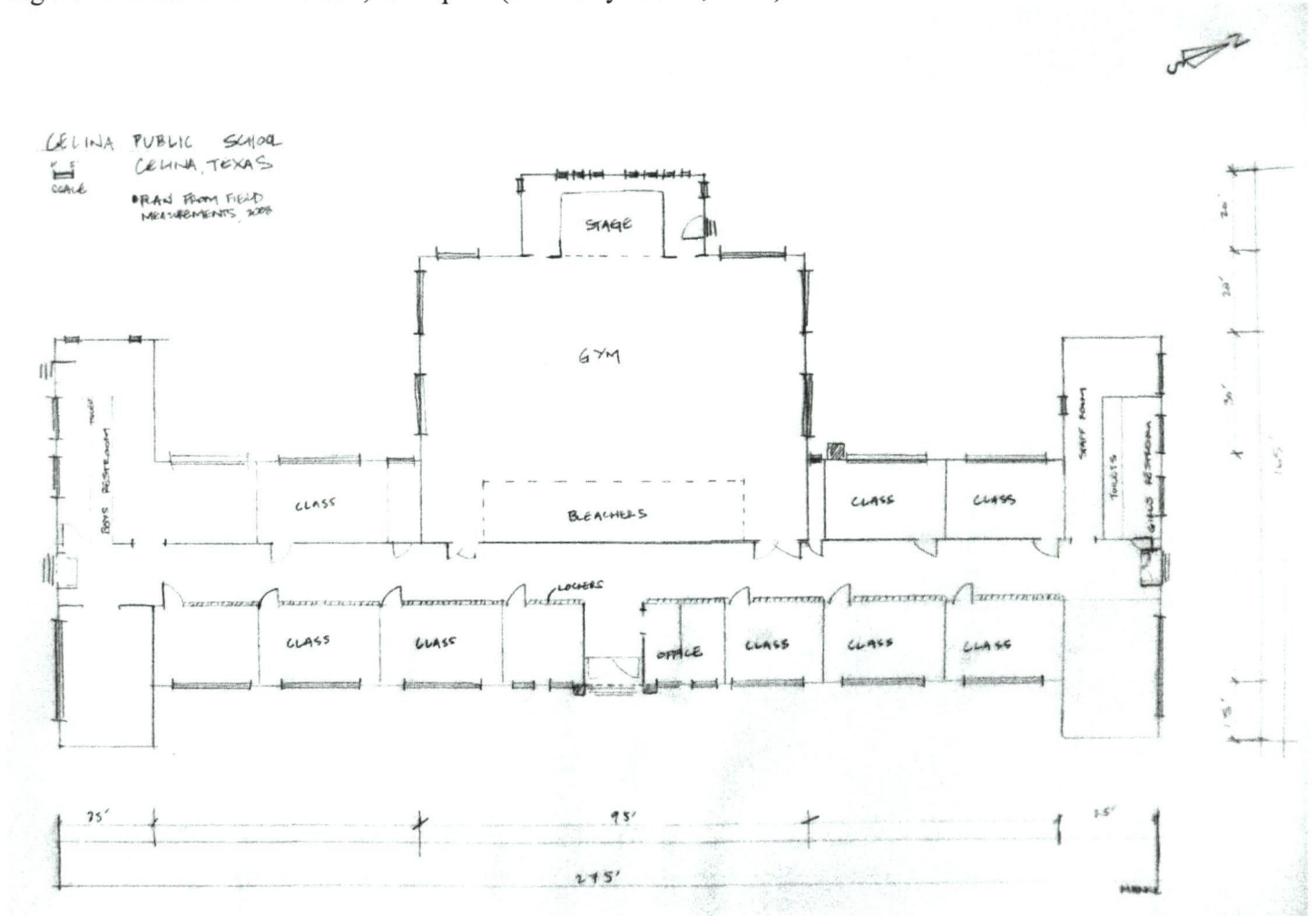
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Section FIGURE Page 27

Celina Public School
Celina, Collin County, Texas

Figure 1: Celina Public School, floor plan (sketch by author, 2008).



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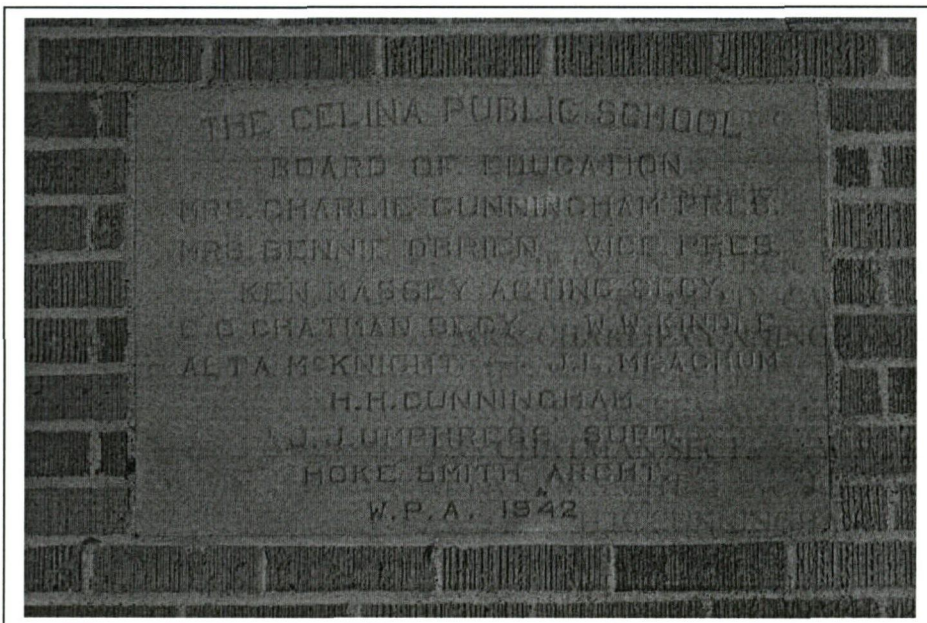
Section FIGURE Page 28

Celina Public School
Celina, Collin County, Texas

Figure 2: The Celina Public School dedication plaque, entrance portico at east façade (2007).

Inscription:

THE CELINA PUBLIC SCHOOL
BOARD OF EDUCATION
MRS. CHARLIE CUNNINGHAM PRES.
MRS. BENNIE O'BRIEN VICE PRES.
KEN MASSEY ACTING SECY.
E.C. CHATMAN SECT. W.W. KINDLE
ALTA MCKNIGHT J.L. MEACHUM
H.H. CUNNINGHAM
J.J. UMPHRESS SUPT.
HOKE SMITH ARCHT.
W.P.A. 1942



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National Park Service

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Continuation Sheet

Section FIGURE Page 29

Celina Public School
Celina, Collin County, Texas

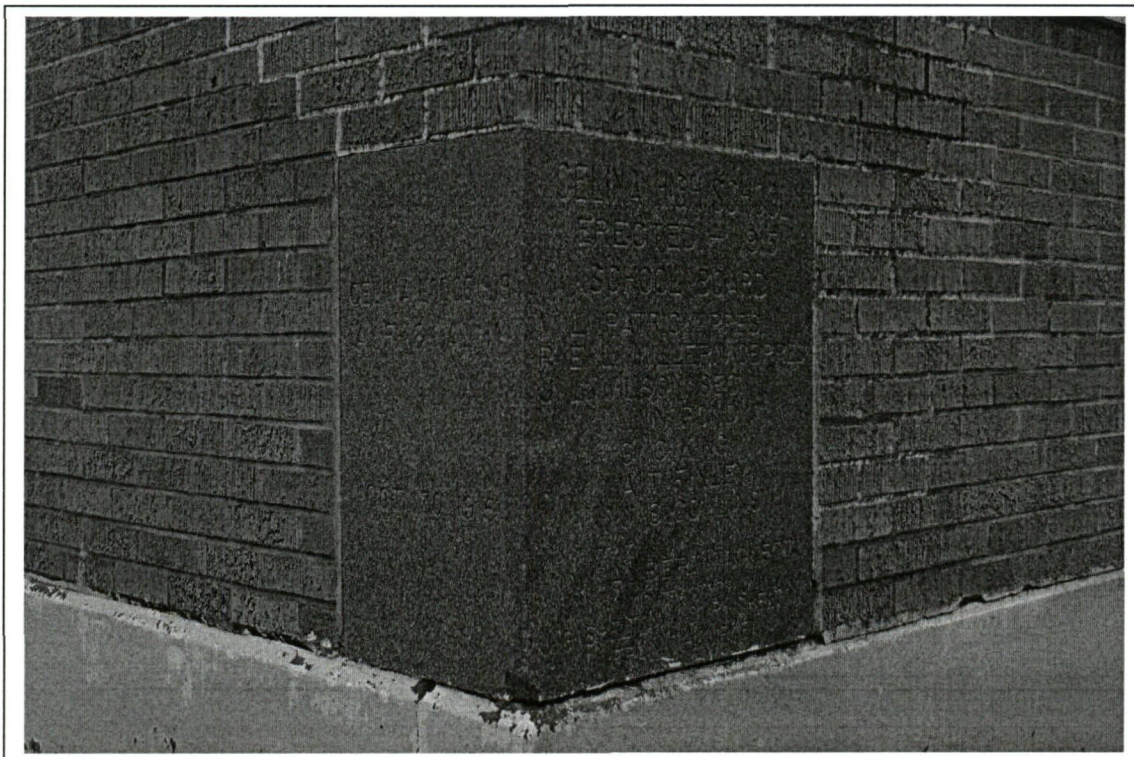
Figure 3: Cornerstone from 1915-16 Celina High School, inserted at the corner of the north elevation (2007).

Inscription, east elevation (left of image):

Celina Lodge 919
[line not legible]
Oct 30 1915

Inscription, north elevation (right of image):

Celina High School
Erected 1915
School Board
VL Patrick Pres
REL Miller Vice Pres
JL Wilson SEC
JN Pond
GC King
AT Finley
JS Collins
Architect Albert Tackett
Contractors
JG Shelton OR Shelton
Frank Huneke



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National Park Service

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Section FIGURE Page 30

Celina Public School
Celina, Collin County, Texas

Figure 4: Celina Public School, interior hallway, camera facing south (2007).



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Section FIGURE Page 31

Celina Public School
Celina, Collin County, Texas

Figure 5: Celina Public School, typical classroom with original configuration and chalkboard intact (room converted to office space), camera facing west (2007).



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National Park Service

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Section FIGURE Page 32

Celina Public School
Celina, Collin County, Texas

Figure 6: Gymnasium, interior, camera facing south (2007).



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Section FIGURE Page 33

Celina Public School
Celina, Collin County, Texas

Figure 7: Ancillary Building D - Agricultural and Shop Building. (2008)



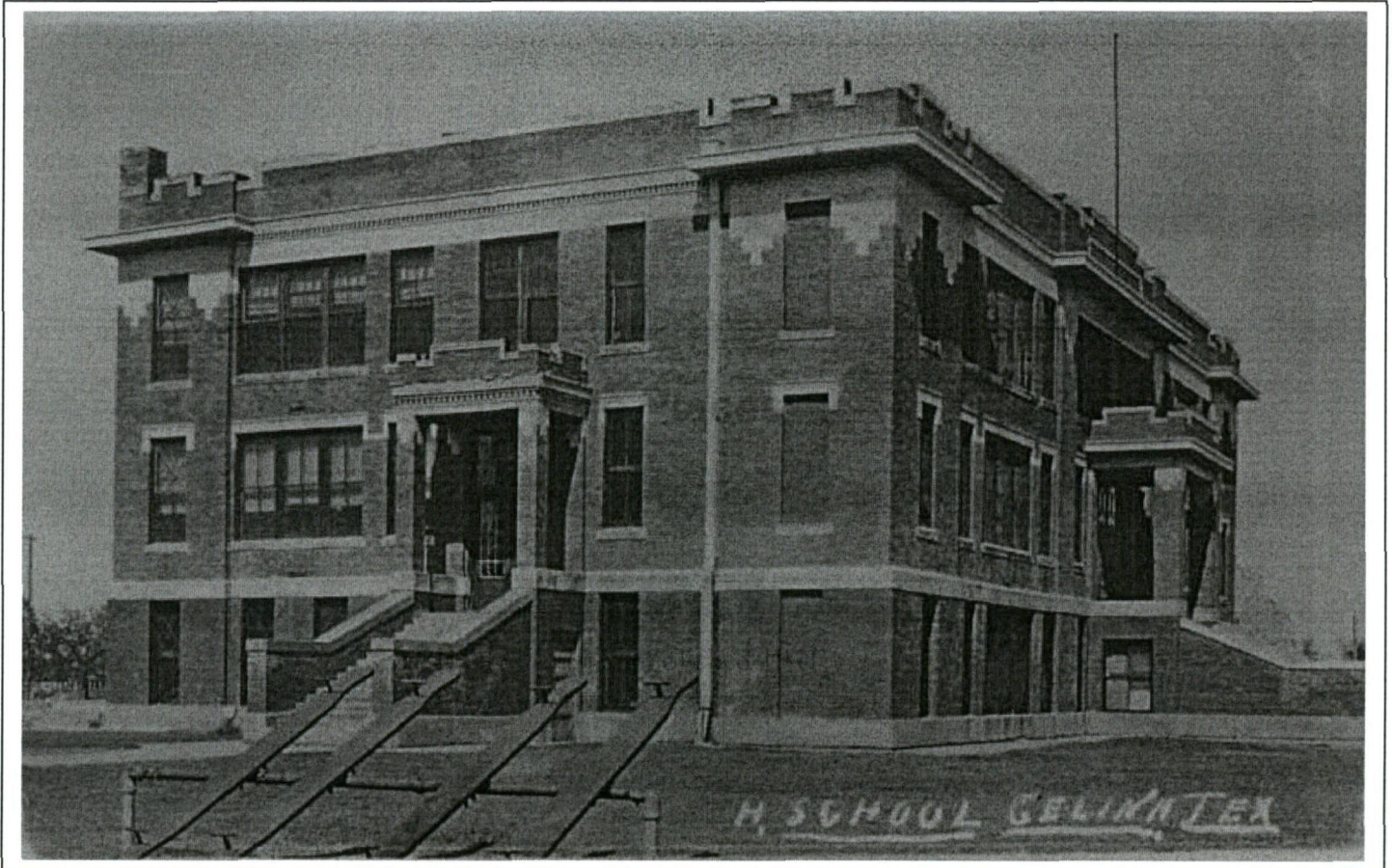
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Section FIGURE Page 34

Celina Public School
Celina, Collin County, Texas

Figure 8: Celina High School, constructed 1916, demolished 1941.



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Section FIGURE Page 35

Celina Public School
Celina, Collin County, Texas

Figure 9: Hoke Smith, proposal for new Celina School, 1941 (*Celina Record*, 29 May 1941).

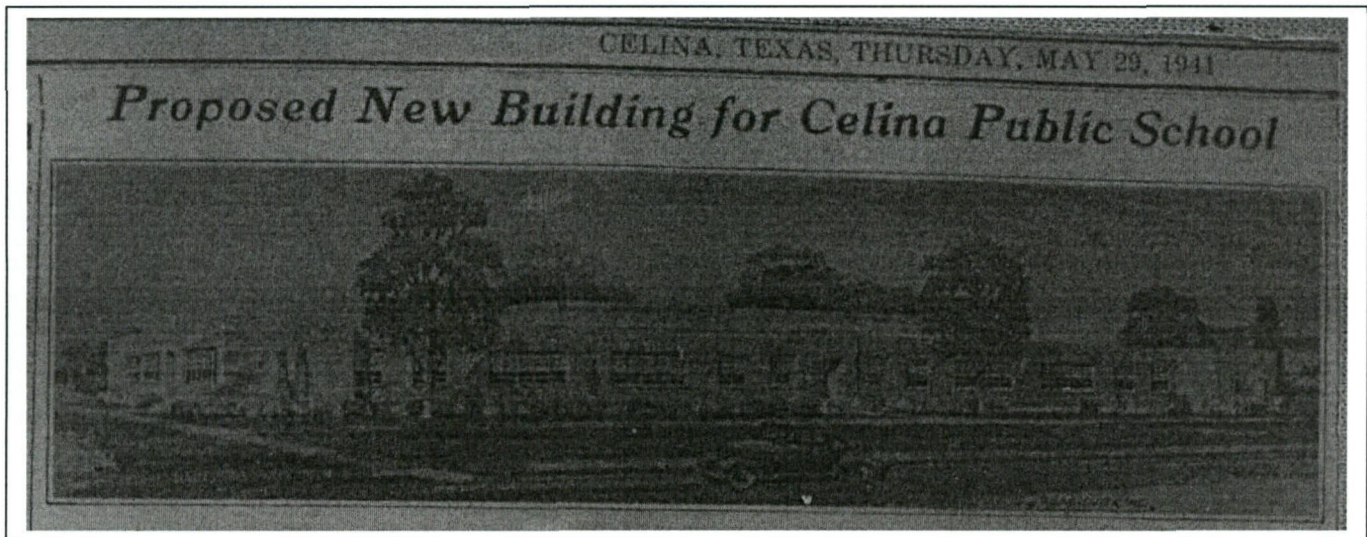
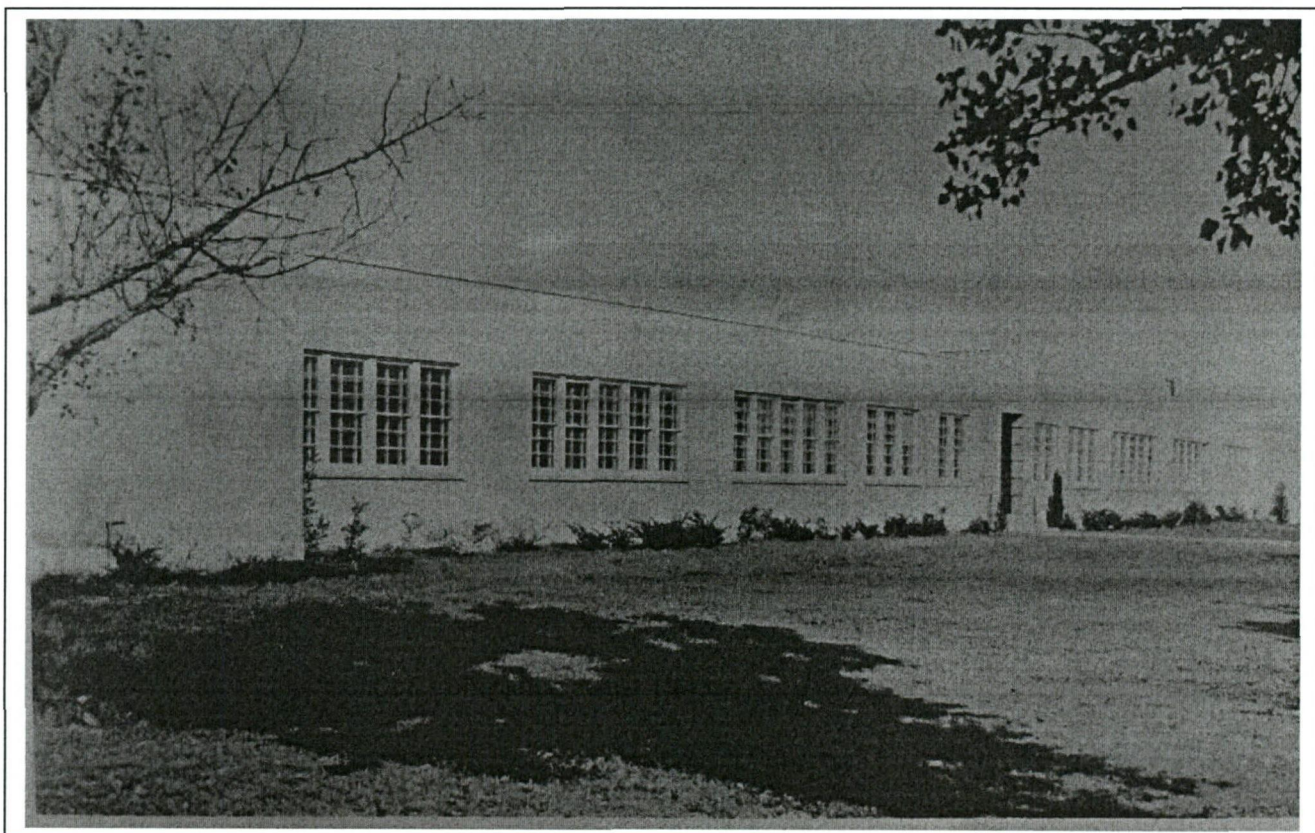


Figure 10: Celina Public School, completed April 1943.



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Section FIGURE Page 36

Celina Public School
Celina, Collin County, Texas

Figure 11: Celina Public School (east side) and Board of Education members, photographed ca. 1947.

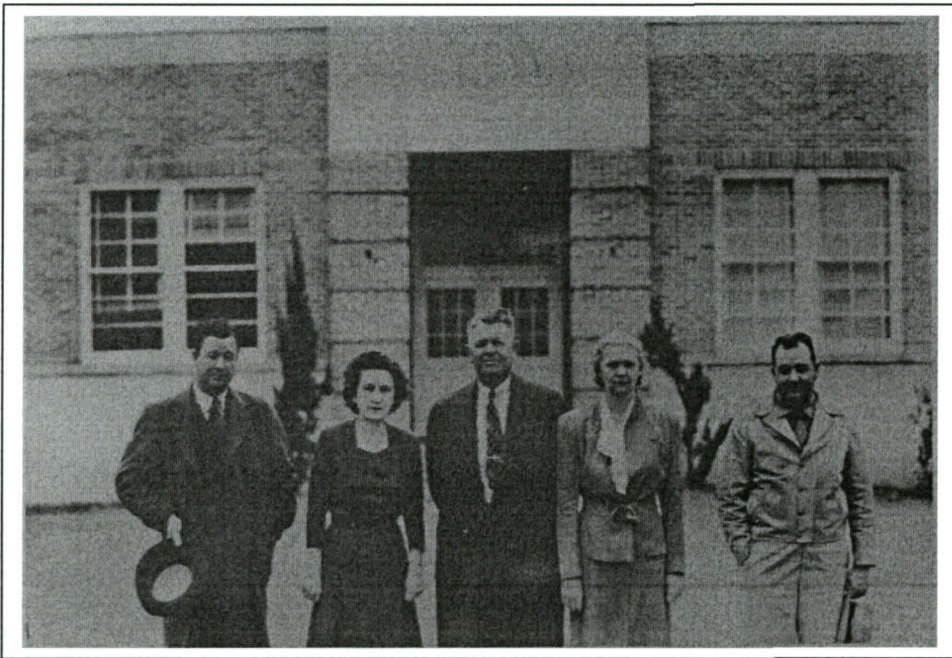


Figure 12: Celina Gymnasium and stage: top image, ca. 1950.



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Section FIGURE Page 37

Celina Public School
Celina, Collin County, Texas

Figure 13: Celina Public School, interior, lunchroom, 1947

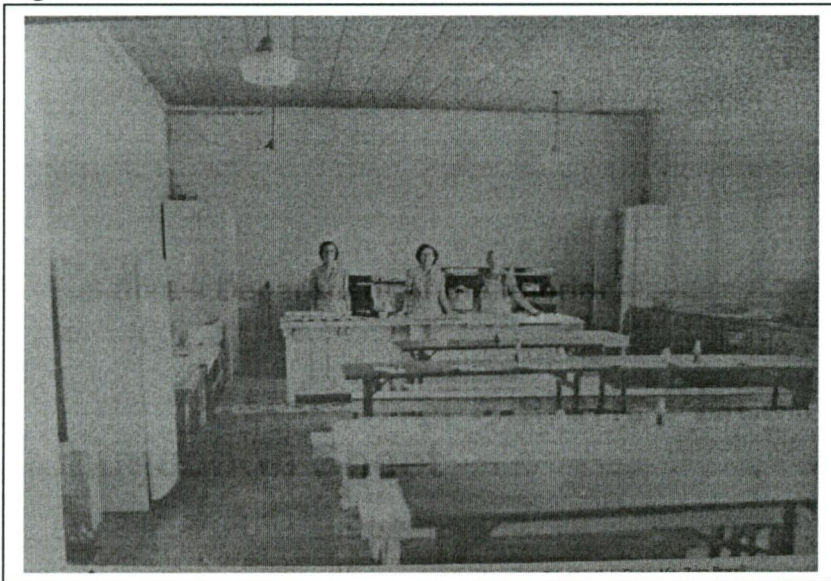
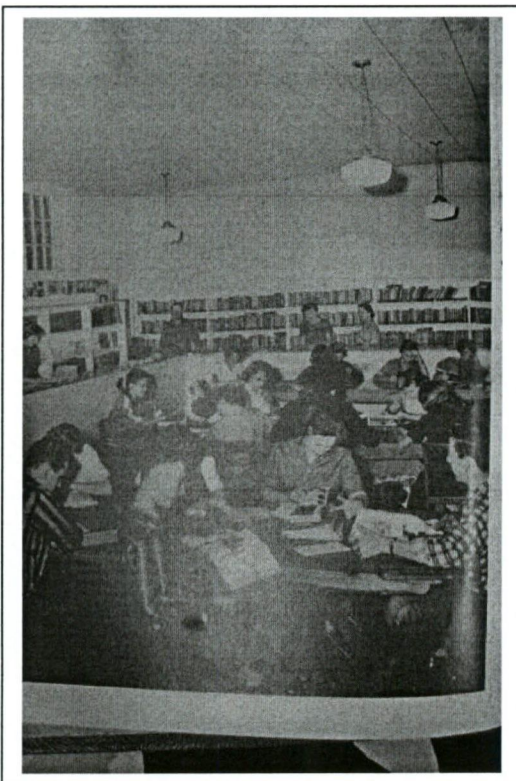


Figure 14: Celina Public School, interior, library, 1947



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Section FIGURE Page 38

Celina Public School
Celina, Collin County, Texas

Figure 15: Celina Public School, Gymnasium and bleachers, ca.1957



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Continuation Sheet

Section PHOTO Page 39

Celina Public School
Celina, Collin County, Texas

PHOTO LOG

Celina Public School
Celina, Collin County, Texas
Photographer: Monica Penick
December 2007

Printed on Epson Professional Paper

East Façade (Building A)
Facing SW
Photo #1 of 7

Primary Entrance, east façade (Building A)
Facing W
Photo #2 of 7

North Elevation (Building A)
Facing S
Photo #3 of 7

West Elevation (Gymnasium wing, Building A)
Facing E
Photo #4 of 7

South Elevation (Building A)
Facing N
Photo #5 of 7

Ancillary Building B (contributing)
Facing N
Photo #6 of 7

Ancillary Buildings C, Modular units (non-contributing)
Facing N
Photo #7 of 7

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Celina Public School

MULTIPLE NAME:

STATE & COUNTY: TEXAS, Collin

DATE RECEIVED: 9/02/09 DATE OF PENDING LIST: 9/18/09
DATE OF 16TH DAY: 10/03/09 DATE OF 45TH DAY: 10/16/09
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 09000839

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 10-14-09 DATE

ABSTRACT/SUMMARY COMMENTS:

**Entered in
The National Register
of
Historic Places**

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

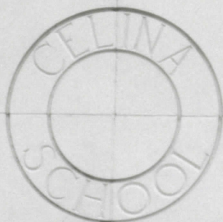
DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO #1

CELINA



ISD

ADMINISTRATION

205
S. COLORADO

CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO # 2



CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO # 3



CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO # 4



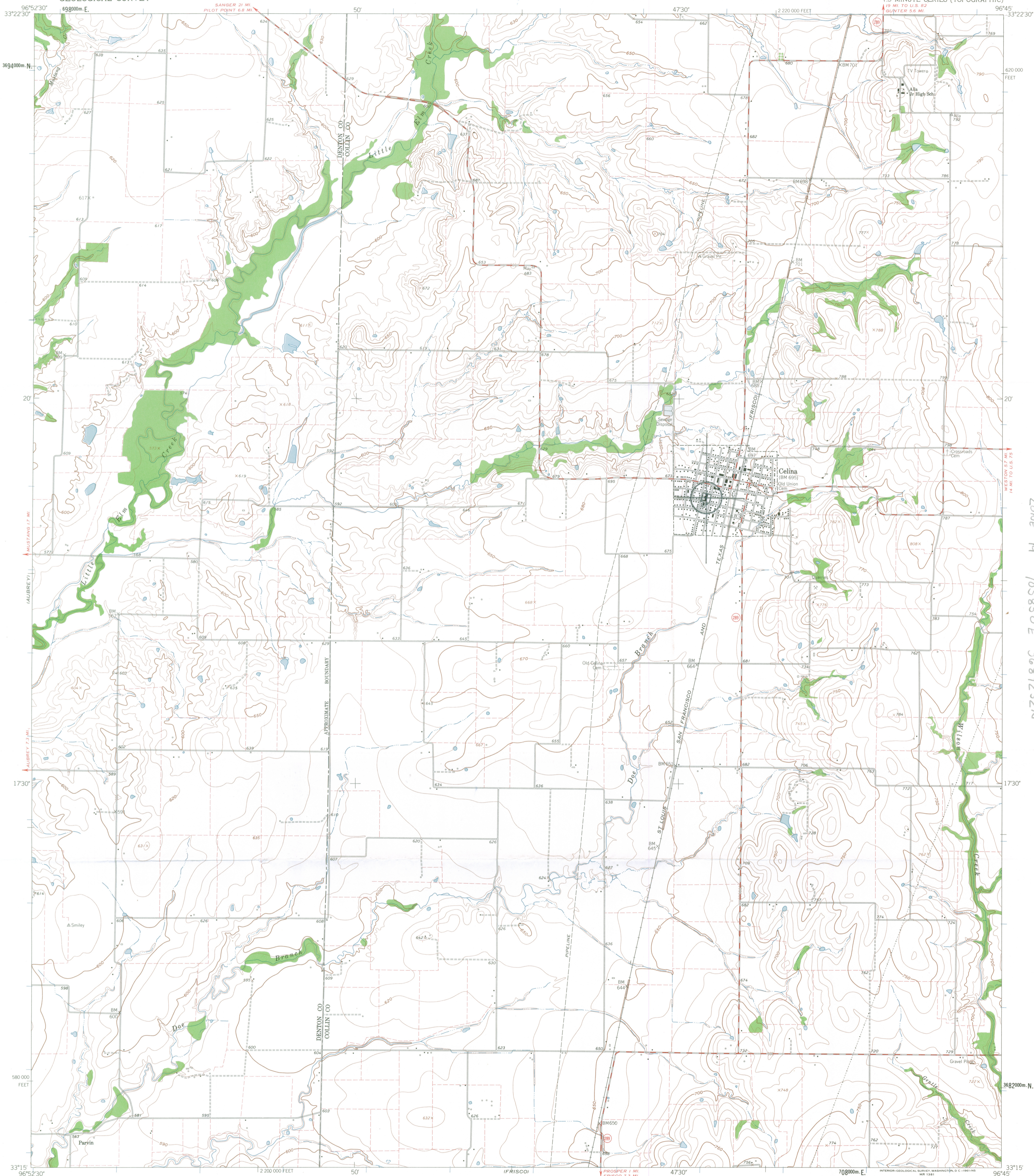
CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO #5



CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO # 6

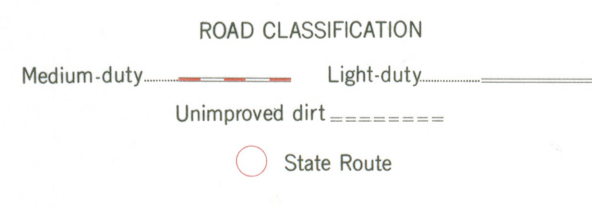
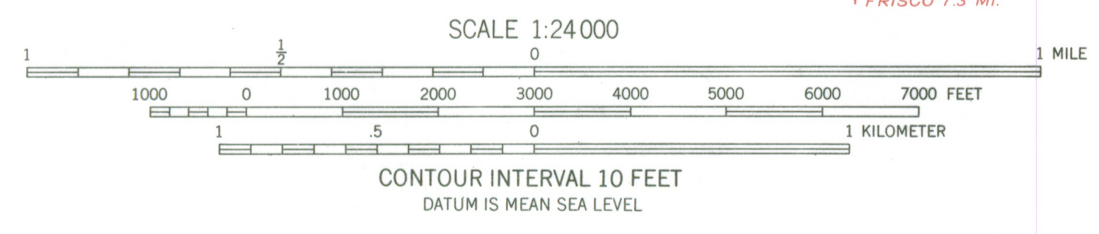


CELINA PUBLIC SCHOOL
CELINA, TX
PHOTO # 7



Celina Public School
Celina, Collin Co., TEXAS
ZONE 14 705850E 3687252N

Mapped, edited, and published by the Geological Survey
Control by USGS and USC&GS
Topography from aerial photographs by photogrammetric methods
Aerial photographs taken 1957. Field check 1960
Polyconic projection. 1927 North American datum
10,000-foot grid based on Texas coordinate system,
north central zone
1000-meter Universal Transverse Mercator grid ticks,
zone 14, shown in blue
Fine red dashed lines indicate selected fence and field lines
where generally visible on aerial photographs
This information is unchecked



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, DENVER 25, COLORADO OR WASHINGTON 25, D.C.
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

CELINA, TEX.
N3315-W9645/7.5

1960

3396-231

TEXAS HISTORICAL COMMISSION
real places telling real stories

TO: Linda McClelland
National Register of Historic Places

FROM: Gregory W. Smith, National Register Coordinator
Texas Historical Commission

RE: Celina Public School, Celina, Collin County, Texas

DATE: August 17, 2009



- The following materials are submitted regarding the Celina Public School:

<input checked="" type="checkbox"/>	Original National Register of Historic Places form
<input type="checkbox"/>	Resubmitted nomination
<input type="checkbox"/>	Multiple Property nomination form
<input checked="" type="checkbox"/>	Photographs
<input checked="" type="checkbox"/>	USGS maps
<input type="checkbox"/>	Correspondence
<input type="checkbox"/>	Other:

COMMENTS:

- SHPO requests substantive review
- The enclosed owner objections (do) (do not) constitute a majority of property owners
- Other:

