

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

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AUG 29 1977

DATE ENTERED

JAN 31 1978

NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY -- NOMINATION FORMSEE INSTRUCTIONS IN HOW TO COMPLETE NATIONAL REGISTER FORMS
TYPE ALL ENTRIES -- COMPLETE APPLICABLE SECTIONS**1** NAME

HISTORIC

Fredrika Bremer Intermediate School

AND/OR COMMON

Bremer School

LOCATION

STREET & NUMBER

1214 Lowry Avenue North

__NOT FOR PUBLICATION

CITY, TOWN

Minneapolis __ VICINITY OF

CONGRESSIONAL DISTRICT

5th

STATE

Minnesota

CODE

22

COUNTY

Hennepin

CODE

053

CLASSIFICATION

CATEGORY

 DISTRICT BUILDING(S) STRUCTURE SITE OBJECT

OWNERSHIP

 PUBLIC PRIVATE BOTH

PUBLIC ACQUISITION

 IN PROCESS BEING CONSIDERED

STATUS

 OCCUPIED UNOCCUPIED WORK IN PROGRESS

ACCESSIBLE

 YES: RESTRICTED YES: UNRESTRICTED NO

PRESENT USE

 AGRICULTURE COMMERCIAL EDUCATIONAL ENTERTAINMENT GOVERNMENT INDUSTRIAL MILITARY MUSEUM PARK PRIVATE RESIDENCE RELIGIOUS SCIENTIFIC TRANSPORTATION OTHER:**OWNER OF PROPERTY**

NAME

Minneapolis Public Schools

STREET & NUMBER

807 Broadway Northeast

CITY, TOWN

Minneapolis __ VICINITY OF

STATE

Minnesota

LOCATION OF LEGAL DESCRIPTIONCOURTHOUSE,
REGISTRY OF DEEDS, ETC.

Registry of Deeds -- Hennepin County Government Center

STREET & NUMBER

Fifth Street at Third Avenue South

CITY, TOWN

Minneapolis

STATE

Minnesota

6 REPRESENTATION IN EXISTING SURVEYS

TITLE

Statewide Historic Sites Survey

DATE

1977

 FEDERAL STATE COUNTY LOCALDEPOSITORY FOR
SURVEY RECORDS

Minnesota Historical Society - Building 25, Fort Snelling

CITY, TOWN

St. Paul

STATE

Minnesota

7 DESCRIPTION

CONDITION		CHECK ONE	CHECK ONE
<input type="checkbox"/> EXCELLENT	<input type="checkbox"/> DETERIORATED	<input type="checkbox"/> UNALTERED	<input checked="" type="checkbox"/> ORIGINAL SITE
<input checked="" type="checkbox"/> GOOD	<input type="checkbox"/> RUINS	<input checked="" type="checkbox"/> ALTERED	<input type="checkbox"/> MOVED DATE _____
<input type="checkbox"/> FAIR	<input type="checkbox"/> UNEXPOSED		

DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

Bremer School is situated on a gently sloping site facing onto Lowry Avenue between Emerson and Fremont Avenues in North Minneapolis. It is two storeys in height on a high basement and is constructed of a yellow Chaska brick; the foundation as well as lintels, sills, and copings are of a yellow limestone. A similar stone treatment is used in belt courses which separate storeys and cornice. The cornice area throughout the building, with the exception of the section which houses the community room and media center (added in 1916), is embellished with a Romanesque corbel-table which projects slightly from the face of the building. Corners are highlighted with diminutive tounrels which spring from inverse cone-like bases of stone at the first floor level. Two large towers placed symmetrically on the principal (south) facade also bear Romanesque design features, however the crenelated caps of the towers have been removed.

There are four principal entries in the front (south) facade. Access is gained by ascending a short flight of stairs with stone treads into a brick portico. The portico is supported by squat columns (polished granite in two porticoes and sandstone in two porticoes) with carved capitals. Two porticoes incorporate semicircular arches, whereas two porticoes incorporate heavy rusticated stone lintels. All four porticoes have similar cornices.

Bremer School as it exists today is the product of four major building programs. The original (center) section facing onto Lowry Avenue was constructed in 1886-7. In 1897 two wings were added to the central section to face onto Emerson Avenue on the east and Fremont Avenue on the west. A three-storey gymnasium/auditorium section was added to the rear (north) center between the 1897 wings in 1910, resulting in the provision of a central court. In 1916, the final addition was constructed at the northwest corner of the building to provide facilities for a community room and a media center.

Although the architect is not known and no plans are available for the 1886 original portion of the building, it is likely that, due to similarity of architectural detailing and spatial distribution, that the architect of the 1897 and 1910 additions, Edward S. Stebbins, could be credited with the original design. The 1916 addition was designed by an architect named Hacksbee, a partner of Stebbins who succeeded him after his death.

The interior structural system is comprised of wood floors, ceilings, and partitions secured to masonry bearing walls. Each of the three levels devoted to educational functions are relatively mirror-images in that the plan is nearly identical. The ground floor comprises six classrooms (three in each wing), a large gymnasium/auditorium with stage, a community room, facilities for students' and teachers' lunchrooms, and storage and toilet rooms. The first floor also has three classrooms in each wing with the central section formerly divided into four classrooms; two of these calssrooms have been modified into offices. Also on this floor is a large room directly above the community room which was designated for use as a kindergarten. The second floor comprises ten classrooms and an assembly room. All floors are bisected longitudinally by wide corridors.

(see continuation sheet)

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Bremer School

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Facilities for boilers and fuel storage are assigned to a basement level directly below the gymnasium/auditorium wing.

The building is in an excellent state of repair and maintenance and continues to serve its original function as an educational facility. It is relatively unaltered and retains architectural integrity.

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8 SIGNIFICANCE

PERIOD	AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW				
<input type="checkbox"/> PREHISTORIC	<input type="checkbox"/> ARCHEOLOGY-PREHISTORIC	<input type="checkbox"/> COMMUNITY PLANNING	<input type="checkbox"/> LANDSCAPE ARCHITECTURE	<input type="checkbox"/> RELIGION	
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> ARCHEOLOGY-HISTORIC	<input type="checkbox"/> CONSERVATION	<input type="checkbox"/> LAW	<input type="checkbox"/> SCIENCE	
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> AGRICULTURE	<input type="checkbox"/> ECONOMICS	<input type="checkbox"/> LITERATURE	<input type="checkbox"/> SCULPTURE	
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> ARCHITECTURE	<input checked="" type="checkbox"/> EDUCATION	<input type="checkbox"/> MILITARY	<input type="checkbox"/> SOCIAL/HUMANITARIAN	
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> ART	<input type="checkbox"/> ENGINEERING	<input type="checkbox"/> MUSIC	<input type="checkbox"/> THEATER	
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> COMMERCE	<input type="checkbox"/> EXPLORATION/SETTLEMENT	<input type="checkbox"/> PHILOSOPHY	<input type="checkbox"/> TRANSPORTATION	
<input type="checkbox"/> 1900-	<input type="checkbox"/> COMMUNICATIONS	<input type="checkbox"/> INDUSTRY	<input type="checkbox"/> POLITICS/GOVERNMENT	<input type="checkbox"/> OTHER (SPECIFY)	
		<input type="checkbox"/> INVENTION			

SPECIFIC DATES 1886-7 through 1916

BUILDER/ARCHITECT Stebbins & Hacksbee

STATEMENT OF SIGNIFICANCE

The Fredrika Bremer School was constructed to provide for the educational needs of the neighborhoods north of Broadway in Minneapolis which had undergone significant expansion and development during the decade of the 1880s. This decade was also a period of major growth for Minneapolis in general. Bremer was the thirtieth school building to be erected by the Minneapolis Public School system since its beginning in 1851, a rate of thirty school buildings just thirty-six years.

At present, there are only two school buildings in Minneapolis which were constructed prior to Bremer School. These are the Madison School (1870) and the Harrison School (1884). Both of these buildings have undergone extensive modifications such that Bremer is recognized as "the oldest architecturally important school building standing in Minneapolis". Further, Bremer School is an excellent representative of the educational edifice as it existed in the late nineteenth century, exemplifying the importance of the school to the expanding urban community. The medieval, castle-like appearance of mass and architectural detailing found in Bremer School, once popular features, are now rare in buildings of this nature.

