Designed as an honorary degree, the Master of Arts degree was given as early as 1845. The candidates were selected from those expressing a desire to be considered, and only those who had preserved a good moral character were considered.

In 1852, President Tappan advocated the German system of education which utilized lectures, library work, and the use of other facilities for encouragement of higher learning. He noted: “In these higher courses we are advancing to the scope and dignity of a true university.” Dr. Tappan, with his broad vision and his true conception of the function of a university, attempted in his day to prepare the way for graduate education, and the faculty have never lost sight of his ideal.

In 1852-59, the degrees of master of arts and master of science were granted “upon examination,” and they were to be conferred respectively upon those who held the bachelor of arts and bachelor of science degrees. The “University Course,” as it was called, was conducted by lectures, and the student had full access to the library and all other means to aid in the cultivation of literary and scientific research. The first degrees given in the “University Course” upon examination were granted in 1859. This program, however, was not popular, and only fifteen degrees were granted upon examination between 1859 and 1871. The LS&A Faculty, impressed with the importance of giving a greater significance to the Master’s Degrees, requested that the conferring of the second degree in course (without examination) be suspended after 1877.

In the decade between 1880 and 1890, 116 advanced degrees were granted, an average of about eleven a year. In 1889-90, there were eighty-four graduate students and candidates for higher degrees; twenty-two were women. In 1891 President Angell mentioned the need for a new organization to give proper attention to graduate students.

In 1913 the Graduate Department became independent with its own budget for administrative purposes. Its Executive Board represented the various groups of study. Although the new department had no faculty of its own, it had at its disposal the members of all the faculties, as well as the resources of the University. In 1915 major departments were named “schools” or “colleges.” The Graduate Department became the Graduate School.

The new Graduate School faced several challenges. The Library facilities were inadequate. Although the Alumni were making an effort to establish fellowships, many graduate students struggled to finance their graduate education. The increase in undergraduate attendance made it difficult for the faculty to devote time to graduate work and to advanced students. In 1935, however, the Horace H. and Mary A. Rackham Fund provided a stunning new building to house the Graduate School, which today stands along with the University Library as the intellectual axis of the University.
The Horace H. Rackham School of Graduate Studies oversees and coordinates graduate education, bringing together graduate students and faculty from across the institution to take full advantage of the University as a scholarly community. The University awarded its first Master of Arts degree in 1849, first Master of Science degree in 1859, and first Doctor of Philosophy degree in 1876. Organized as a department in 1892, the Graduate School became an autonomous unit in 1913. In 1935, a generous gift from Horace H. and Mary A. Rackham included the site and construction of the Rackham Building for graduate studies and a substantial endowment for carrying on graduate work and research.
In 1900 ninety students were enrolled in the Graduate Department. Several fellowships had been provided, but there were no facilities for advanced students. Horace H. Rackham had provided research funds for the University during his lifetime, and his will established the Horace H. Rackham and Mary A. Rackham Fund. He hoped that his fortune would help increase the knowledge of human history and human thought. In 1935 the Rackham Fund’s Trustees, with the support of Mary Rackham, gave to the University $6.5 million, $4 million for endowment and $2.5 million for a building.

The Rackham building, located north of the Michigan League and Hill Auditorium, was in a direct line with the University Library. The Rackham gift assured permanent support in research and a building to house Graduate School activities.
Michigan offered its first courses in architecture in 1876, and the program functioned as a department in Engineering until 1931 when it was established as a separate school. During the 1940s, the College of Architecture was one of the few schools in the country to consider research a necessary part of architectural education, and in 1946 it became the first to introduce a graduate program in urban planning. Today the College offers Master of Architecture and Master of Urban Planning degrees; Bachelor of Science and Master of Science degrees in Architecture; and doctoral programs in Architecture and in Urban, Technological, and Environmental Planning.
In 1876 Major William Le Baron Jenney was appointed Professor of Architecture. Six students registered during its first year, while a number of others elected part of the course. In 1878 the appropriation for the program was not renewed, and the department was discontinued.

William Le Baron Jenney, a civil engineer and architect, received his training in Cambridge, Massachusetts and the Ecole Centrale des Arts et Manufactures, Paris. As a major in the United States Army in the Civil War, he built Forts Henry and Donaldson, as well as the defenses at Shiloh, Corinth, and Vicksburg. He served with distinction as Chief of Engineering on Grant's and Sherman's staffs. After the war Jenney opened his first architectural office in Chicago in 1868. Professor Jenney’s teaching activities were suspended by 1879, and no courses in architecture were taught again until 1906. He designed the University Museum and the Delta Kappa Epsilon Shant on Williams Street. He is credited with inventing the steel frame construction which made large vertical buildings possible.

Some of the architecture students graduated with engineering degrees. Among the first students was Irving K. Pond ’79, of Pond and Pond, Chicago. Pond was later to design the Michigan Union, the Michigan League, and the Student Publications Building.

A curriculum in architecture within the Department of Engineering was re-established in 1906. For twenty-one years instruction in architecture was carried on in the New Engineering Building. The drafting rooms were on the main floor adjoining the Engineering Library, thus facilitating ready access to the shelves. The classrooms were fitted with specially designed drawing tables and illuminated most effectively by a system devised by the department. The free-hand drawing room was on the top floor and lighted by a great northern skylight. This room contained the collection of casts and a number of valuable original drawings in color, wash, and pen and ink.

On the suggestion of the State Board of Architects, Emil Lorch was named Professor of Architecture. He had a sound background of architectural training from the Massachusetts Institute of Technology and Harvard University. Professor Lorch’s career at Michigan as head of the architecture program extended from 1906 to 1936.

After World War I enrollment grew, making these accommodations inadequate. Additional drafting room space and two large offices were obtained by remodeling the second and third floors of the old Engineering Shops Building, and connecting the two Engineering buildings was a passageway called the “Bridge of Sighs.”

“He served the interests of the school and of education in architecture with unswerving devotion. Always objective in thought and vigorous in action, his was throughout the period the outstanding personality; he was the leader.” Wells Bennett, (Encyclopedia Survey, p. 1306)
In 1913 the Department of Engineering and the Department of Architecture became known as the Department of Engineering and Architecture. A four-year program in park and estate management, the first in the nation, was inaugurated in 1919. In 1926 Frank Backus Williams of the New York bar was appointed Non-resident Lecturer and inaugurated a course in city-planning law. A curriculum was also developed in decorative design, leading to the degree of bachelor of science in design.

With the increase in enrollment, the need for a building became obvious. In 1925 the University requested an appropriation of $400,000 for the purchase of a site and the construction of a building for architecture. The plans and specifications were prepared by Emil Lorch and Associates and approved by George D. Mason.

George Mason, long an outstanding architect in Detroit, had led the campaign for the building. The Architecture Building followed an L-type plan along the east and north sides of the property. The plan for future development was to form a quadrangle by adding wings on the west and south sides.

The north side of the wing running east and west was largely of glass, providing light for the large drafting rooms on the lower three floors. At the fourth-floor level and in the fifth-floor studio these large windows were arched. A small studio in the tower was used for the life drawing class. Here twenty-seven advanced students gathered to draw varsity athletes. The position of model was much demanded by student athletes who were working their way through the University, because it was one of the best-paid jobs about the campus, paying seventy-five cents an hour.

The library was an open-shelf room where students could examine at their pleasure old and rare volumes. The five long pine tables were formerly dining tables from a fraternity house, and the chairs were kitchen chairs, but the books made this architectural library one of the finest in the country.

The lobby opened directly to an auditorium, which seated more than 350. The formality of the wide limestone staircase and the strength of the stone columns gave a monumental statement to the entrance hall, which formed the base of the tower. The floor of brown tiles held the University seal inlaid in rich colors.
The University of Michigan Campus circa 1930s

The "Bridge of Sighs"

Lorch Hall
In 1931 the College of Architecture was established as a separate academic unit of the University.

In 1935 there was a major change in the curriculum in decorative design: a bachelor of design degree could be earned in four years. Five major options leading to the degree were offered: Interior Design; Advertising Design; Stage Design; Applied Design; and Drawing, Painting, and Design. This last category was intended particularly for students preparing to teach art.

An optional program in city planning was added to the curriculum, and the program in park and recreation management, which had been discontinued in 1924, was renewed for five more years.

To acknowledge the importance of design in the curriculum, the title changed from the College of Architecture to the College of Architecture and Design in June of 1939.

Landscape Architecture

Landscape Design, which had been instituted as a program in the College of Literature, Science and the Arts in 1909 was transferred to the College of Architecture in 1939 and became the Department of Landscape Architecture. The University's interest in the subject of landscape design was heightened in 1906 when Walter Hammond Nichols '91, and his wife Esther Connor Nichols '94, gave the University a tract of land to be used as a botanical garden. Ossian Cole Simonds '78, a nationally known landscape gardener of Chicago, was employed by the University in 1907 to plan the Botanical Gardens. He also laid out other city parks, home grounds, and residential subdivisions in and about Ann Arbor. Professor Filibert Roth of the Forestry Department and Assistant Professor George P. Burns of the Botany Department were helpful in promoting and perfecting these plans. Burns might well be said to be the father of the Nichols Arboretum as well as of the city of Ann Arbor park system. In 1965 the landscape architecture department was transferred to the School of Forestry (later renamed the School of Natural Resources).

During the early part of World War II male students virtually vanished from the scene, and the ability of the College to keep most of its staff together and continue its operations was due in large part to the steady enrollment of women in the drawing, painting, and design classes.

A Museum of Art was created in 1946, in Alumni Hall, with a director chosen from the staff of the College of Architecture and Design. This step helped to revitalize and unify the work of the various University programs devoted to art teaching. A series of changing exhibitions throughout the academic year and the growth of the permanent collections in the Museum of Art proved important in providing illustrative material for courses in the theory, history, and practice of art in the University.

The architectural disciplines of the College of Architecture had evolved toward an ever greater degree of professionalism. However, in drawing, painting, design, and other areas of the visual arts program, the direction was toward greater usefulness to the general student. Thus the program's offerings were accessible not merely to the specialist, but also to the student in search of a liberal education.

A strong interest in city planning developed, and a major in city planning was introduced in 1946-47. A graduate program leading to the degree of master of city planning was also established in that year.

In 1948 the Extension Service expanded instructional programs in drawing, painting, sculpture, and ceramics. Courses were given for college credit at both the Grand Rapids Art Gallery and the Kalamazoo Art Institute. Sculpture was added to the curriculum in 1949.
In 1951 a new visual arts program was introduced. This was a single curriculum suited to the various interests and professional needs of degree candidates while at the same time providing courses for the general university student seeking some art training. Art for Beginners, taught by members of the drawing and painting staff for non-architectural students, was the required laboratory work for a basic survey lecture course in the fine arts given in the Literary College. Home in the Community was a studio course in interior design for students outside the college; it was taught by a member of the visual arts staff.

1974 Architecture & Urban Planning Moves to the North Campus

In 1974 the School of Art became an independent unit, and the architecture program's name was changed to the College of Architecture and Urban Planning. That same year the College of Architecture and Urban Planning and the new School of Art moved into a new building on the North Campus that provided high-quality studio space as well as research laboratory space for each.

1998 A. Alfred Taubman College of Architecture & Urban Planning

In 1998 in recognition of a $30 million gift, the University named the school after the donor A. Alfred Taubman.
The School of Education was founded in 1921, 42 years after the University established the first professorial chair in the nation devoted to the “Science and Art of Teaching.” The School prepares students for professional careers in teaching and administration and offers advanced training for researchers and practitioners at all levels of education. Teacher diplomas were first offered in 1873; the first master’s degree in education was conferred in 1891, the first Ph.D. in 1902, and the first Ed.D. in 1938.
In 1858 at the age of twenty-two, William Harold Payne served as principal of the Union School at Three Rivers. In 1866 he became principal of the Ypsilanti Union Seminary, then the leading preparatory school of the State. In 1869 he was superintendent of schools at Adrian, gaining a reputation as an administrator and educational writer. From 1879 to 1887 he chaired the Science of the Art of Teaching at Michigan. He left to become Chancellor of the University of Nashville, a position he held for fourteen years. He returned to Ann Arbor to resume his former position following the death of Professor Hinsdale. After giving up the heavy burdens of administration he once again returned to the classroom.

In 1870 the University opened its doors to women students, and a year later it began accrediting high schools after inspection and recommendation by a committee of the faculty. Both these steps naturally did much to enhance the development of teacher training.

In 1879 to 1921 the professional training of teachers was conducted in the College of Literature, Science, and the Arts, and the general plan of administering the work remained virtually unmodified, although the name of the unit had been officially changed to the Department of Education as early as 1908.

In 1879 Professor Payne offered only two courses: a practical course dealing with the problems of school management and supervision, and a theoretical course dealing with the history and philosophy of education. By 1887 the department listed seven courses. In 1913 courses in industrial education, drawing, commercial branches, and physical education were approved, and in 1917 vocational education was added.

In 1874, President Angell wrote: “It cannot be doubted that some instruction in Pedagogics would be very helpful to our Senior class. Many of them are called directly from the University to the management of large schools... The whole work of organizing schools, the management of primary and secondary schools, the art of teaching and governing a school, — of all this it is desirable that they know something before they go to their new duties. Experience alone can thoroughly train them. But some familiar lectures on these topics would be of essential service to them.” (Regents’ Proceedings, 1870-76, p. 390)

In 1891 the state legislature empowered the University Board of Regents to issue such a certificate to all students receiving the teacher’s diploma. Hence, from 1891 until 1921, students who met the specified requirements received simultaneously three credentials: a diploma of graduation, a special teacher’s diploma, and a legal teacher’s certificate. The legal teacher’s certificate entitled the holder to teach in any public school in Michigan throughout his or her lifetime.

In 1879 Burke Aaron Hinsdale succeeded Professor Payne in 1888. He sought to have legal certification status accorded the professional work done on the campus.

In 1921 an independent School of Education was established. It offered programs in The History and Principles of Education; Educational Administration and Supervision; Educational Psychology, Mental Measurements, and Statistics; The Teaching of Special Subjects, including Directed Teaching; Vocational Education and Vocational Guidance; Physical Education, Athletics, and School Health; and Public Health Nursing. In the early years all courses in Education were conducted in University Hall. Later, the department was moved to Tappan Hall.
Throughout its early years, space for the School of Education was a major concern. The original building plans for the School of Education included three units: a high school, an elementary school, and a third building for offices, laboratories, libraries, and classrooms for the School.

When the University High School was opened in 1924, it had 16 faculty and 127 students. In 1940 the numbers had grown to 29 and 300, respectively. The school not only served as a laboratory for the scientific study of secondary school problems but also furnished facilities for observational work and directed teaching to approximately one hundred University students each semester.

The two laboratory schools provided instructional facilities ranging from pre-kindergarten work through the twelfth grade. The two units, however, differed from each other in motives. The elementary school emphasized research, while the high school stressed the practical training of secondary school teachers. The early University certificate permitted the holder to teach in any grade he/she might choose. A new certification code went into effect in Michigan on July 1, 1939. Students would train for a definite type of school work—elementary, secondary, or junior college, with directed teaching required at the elementary and secondary levels.

The changing nature of education in the 1960s, along with the growing importance of quantitative research persuaded the School of Education that its University Elementary and High School no longer served the needs of its students and faculty. Both schools closed by 1970.

In 1969 the University recruited Wilbur Cohen, Secretary of Health, Education, and Welfare in the Johnson Administration, as the new dean of education, and under his leadership, enrollments grew to over 5,000 students. Yet by the 1970s the baby boom had crested, and K-12 enrollments began to plummet. With fewer jobs, not to mention the proximity of three of the nation’s largest teacher programs in the state (EMU, MSU, and WSU), enrollments in the School of Education began to drop.

By the early 1980s, enrollments had dropped to less than 600, and student quality had eroded significantly. Little wonder then that the School was singled out for one of the largest budget cuts (40%) during the “smaller but better” program. The undergraduate and Ph.D. programs were cut drastically, the school was refocused on teacher certification at the master’s level, and faculty research was emphasized.