

EMIL ARTIN, HIS LIFE AND HIS WORK

HANS ZASSENHAUS

Emil Artin died from a heartfailure on December 20, 1962. The mathematical community has lost one of its most distinguished members.

Artin was born on March 3, 1898 as son of an art dealer in Vienna. After his father had died and his mother had remarried she went with her family to Reichenberg in Bohemia where Artin, except for a year's stay in France, attended high school and passed the high school examination in Summer 1916. Shortly after his matriculation at Vienna University he was draughted by the Army with which he served until the end of the first world war. After the war he continued his studies at the University of Leipzig where he studied mathematics, mainly under G. Herglotz, and chemistry. In June 1921, at the age of 23, he was promoted Ph.D. Then he went for a year to Göttingen and afterwards to Hamburg University which had been founded after the war. In July 1923 Artin obtained the *Venia legendi* for mathematics and was appointed *Extraordinarius* Eastern 1925, *Ordinarius* in Fall 1926, at the age of 28. For eleven years Artin together with Hecke and Blaschke directed the activities of the Mathematical Seminar of Hamburg University.

In Fall 1937 Artin emigrated with his wife and family to the United States of America where he was teaching for a year at Notre Dame University, thereafter from 1938 until 1946 at Indiana University, Bloomington, and finally from 1946 until 1958 at Princeton University. Since Fall 1958, he was teaching again at Hamburg University where his life suddenly came to an end while he was still active.

He was honored by many scientific societies. A 1962 honorary doctor's degree of the University of Clermont-Ferrant at the occasion of the tercentenary of Blaise Pascal's death was the last honor bestowed on Artin during his lifetime.

In my memory Artin stands out as a great teacher. Among his pupils were mathematicians from many countries who later became leaders in research and teaching as Max Zorn, Chevalley, Yanaga, Whaples, Thrall, Serge Lang, John Tate and Tim O'Meara.

A teacher in our field can work through many channels of communication: by formal lectures, by research papers, by textbooks, by private conversa-