

comma and dash after *abroched* is the best punctuation to show the broken character of the sentence and the essential connection. The *NED.* might well have cited this passage to illustrate a meaning of *abroched* which it records only later.

1125-8. M. put a comma after each of the first three lines of the quatrain, G^{1,2} a semicolon after 1126, and O. a full stop there. Kölbing and Knigge put a semicolon after 1127—a better punctuation since the last line is the poet's comment on the wondrous sight.

1183 *dere*. All editors have assumed that this word was OE *dēore* "dear, precious," as more commonly in the poems. Such a meaning here, however, is at variance with the thought in *rewfully* (1181) and *doel-doungoun* (1187). The dreamer would hardly "ruefully cry aloud" "how dear to me was all that thou" etc., as G² has it. Rather, he says "So has it been grievous to me that thou" etc.; *dere* is "grievous" as in *Gaw.* 564.

1193 as *helde*. M. glossed as adv. "willingly," wrongly relying upon *in helde* (*Cl.* 1520), which is really *inhelde* "pour in." G¹ altered to *At helde* and glossed "by grace." O. changed to *helder* "rather." G² assumes connection with a Lancashire *helt* "likely, easily," but explains the syllabic *e* as "to intensify the adverbial force," a very doubtful supposition. I propose *holde* "loyally" as in *Gaw.* 2129, with *e-o* confusion by the copyist. This suits admirably the idea of the first quatrain, which I should close with a semicolon after *pryven*.

OLIVER FARRAR EMERSON

In Memoriam

The lamented death of Oliver Farrar Emerson, March 12, 1927, removes a distinguished scholar who had labored with notable success in the field of English philology for nearly forty years, both as scholar and as university teacher. The facts of his life may be briefly summarized. Born in Iowa, May 24, 1860, he was graduated from Grinnell College in 1882. The next six years he spent as superintendent or principal in Iowa schools. He resumed his studies in the autumn of 1888 as Goldwin Smith Fellow in English at Cornell University. In 1889 he was appointed Instructor in English at Cornell; in 1891 he won his Ph.D. and in the following year was promoted to an assistant professorship of rhetoric and English philology. Western Reserve University called him in 1896 to a full professorship of the same title, which was later changed to professor of English.

As a teacher Professor Emerson is remembered and honored by a large number of pupils because of his enthusiasm for his chosen field, his wise and sane views of life, his quickness in puncturing the bubbles of sham and pretence, his fine sense of humor, his clear exposition of the science of language, and his acute and just criticism of literature.

As a scholar Emerson was painstaking, accurate, and thorough to the last degree. Besides these qualities he had the vision and the daring of the explorer. He knew how to formulate a hypothesis and test it; and if he found his hypothesis untenable he was great enough to abandon it, although it was not often that he had occasion to do this. If he was not actually the first to mark out the field of the historical study of the English tongue, he was one of the pioneers; and his acumen has enriched our scholarship with many facts and discoveries in the field of linguistics and the history of letters. Though a doughty champion of his own views, he was withal a courteous and fair opponent. He had few enemies and many friends.

Language he regarded as a growth, to be regulated or guided not by the dogmatism of the purist but by the sane thought of reasonable and large-minded leaders in the march of culture. He saw the importance of the scientific study of language as an index not only of individual but also of communal and racial traits. For him the modern languages were on the same plane as the ancient classical languages. He urged the literary study of the classics; but he insisted that side by side with this should be studied the evolution of the modern spirit. Either study without the other tended to become futile, and exclusive generalizations from either were not to be trusted. His views on this subject are best set forth in his Presidential address, "The Battle of the Books," delivered at the annual meeting of the Association at Ann Arbor in 1923.*

The study of language was his favorite field; but he recognized the fact that too exclusive attention to linguistic study is conducive to narrowness. Accordingly he made many excursions into the field of literary study. Students of Johnson, Gibbon, Milton, Chaucer, Shakespeare, Spenser, and Scott, as well as of other authors, are indebted to him for important contributions to their knowledge.

The tributes paid to him by his pupils and colleagues testify how highly they thought of him as a man. They perceived his sense of proportion, the sanity of his philosophy of life, his fearlessness of death, his gentleness, his generosity, his optimism. To us, to whom he has passed on the torch, his life will be an unflinching inspiration.

CLARK SUTHERLAND NORTHUP

* *PMLA* XXXIX, lvi-lxxv.