

Padua. Having studied many rare printed sources during a stay in Italy in 1933–34, Randall presented in a series of important articles, and later in his *Career of Philosophy*, the view that the Italian Aristotelian commentators from Peter of Abano to Jacopo Zabarella developed a theory of the scientific method that prepared the way for early modern natural science, as exemplified by Galileo, who taught for many years at Padua. Several substantial papers, among them “The Development of Scientific Method in the School of Padua” (*Journal of the History of Ideas* 1 [1940], 177–206) and his introduction to Pomponazzi’s treatise on the immortality of the soul, later entitled “The Place of Pomponazzi in the Padua Tradition” (in *Renaissance Philosophy of Man* [Chicago, 1948], 257–279) were later included in a small but important volume published in Padua in 1961 (*The School of Padua and the Emergence of Modern Science*). Randall’s assessment of Renaissance Aristotelianism, which went beyond the earlier efforts of Renan, Cassirer, and others, has been widely acclaimed and accepted and has greatly influenced the general interpretation of Renaissance thought in my own work and that of Eugenio Garin, as well as in the more specialized studies of younger scholars, many of them former students of Randall at Columbia, such as Neal Gilbert, William Edwards, Charles Schmitt, Edward Mahoney, and Herbert Matsen.

As an organizer, teacher, and scholar, Randall has made an important and lasting contribution to Renaissance studies, and especially to the study of Renaissance philosophy and of the Aristotelian tradition. He has opened up a field of investigation that will yield much additional information and insight to younger scholars.

Paul Oskar Kristeller

### *George Brunner Parks*

**A**S scholar, editor, and teacher, George Brunner Parks deployed a multiplicity of interests in the field of Renaissance studies. Chronologically and geographically these ranged from humanistic education in Italy to English voyages of exploration and discovery in the New World; topically, they extended from the religious and civic to the belletristic; and linguistically they took in the diffuse field of neo-Latin literature as well as that of the vernaculars. The education

supporting this array of interests was obtained, first, at Amherst College (A.B., 1911), then at Columbia University (A.M., 1914; PH.D., 1929), and, subsequently, as all who knew him would attest, from perennial visits to every major research library in the United States as well as to many repositories, major and not so major, in Italy and England. His professional career as a teacher of English literature began at Washington University in 1921 and ended in 1961 at Queens College of the City University of New York where he also served from 1954 to 1960 as a forceful, forthright, and revered chairman. Though a steady contributor to periodical literature and—not surprising in view of his activity in scholarly organizations—to *festschrifts* honoring other scholars, the two publications probably closest to his heart and of most importance were *Richard Hakluyt and the English Voyages*, which first appeared in 1928 and was reprinted in 1961, and *The English Traveler to Italy*, in 1954.

Among the organizations to which he contributed, his greatest service was undoubtedly to the Renaissance Society of America. In 1963 he became a member of the Executive Board and chairman of its Committee on Publications. During the ten years he served in this capacity, the Society published five of the six texts that it sponsored either independently or in conjunction with Cornell University Press and the Modern Humanities Research Association. The intent of the series was to make available Renaissance texts of significance that had languished for lack of a commercial publisher, and George Parks worked indefatigably in negotiating printing arrangements and in dealing tactfully and expeditiously with the editors of the individual volumes. Those editors, the Society itself, and its constituent members owe him a large debt of gratitude for painstaking efforts in restoring such works to the general scholarly domain.

Those who knew him as teacher, friend, or colleague will not easily forget some one of his many kindly acts and gracious gestures, whether it was digging out an obscure reference, verifying a matter of uncertain interpretation, or supplying a correction of fact. Whatever the act performed or the gesture made, whether for student or for peer, it was done with touching modesty and disarming candor. His conduct in personal relations, even as in his scholarly affiliations, testified to a resolute commitment to humane values. For George B. Parks, the human and the humane inevitably coalesced.

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