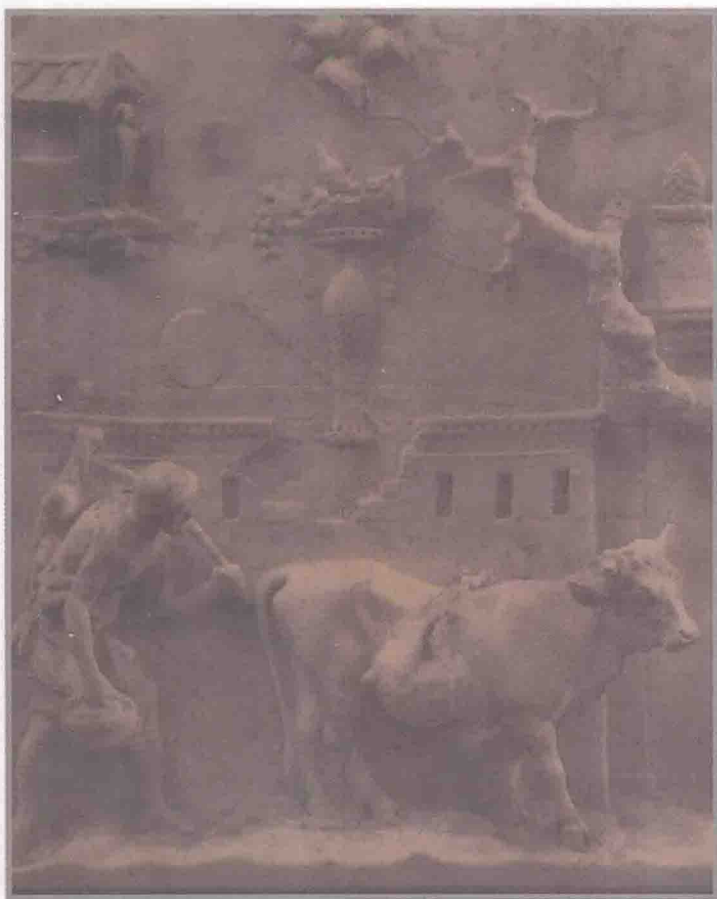


VIRGIL ON THE NATURE OF THINGS

The Georgics, Lucretius and the Didactic Tradition

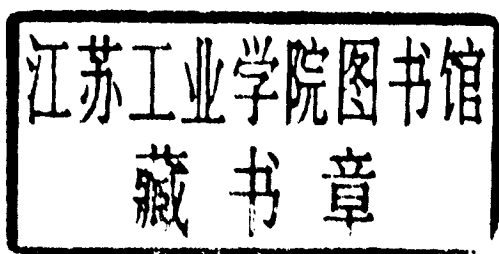


MONICA R. GALE

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THE NATURE OF
THINGS

The *Georgics*, Lucretius and
the Didactic Tradition

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PREFACE

It is now some twenty years since Michael Putnam's influential study, *Virgil's Poem of the Earth*, first put forward the view that the *Georgics* is a profoundly gloomy work, a view which has dominated scholarly opinion (at least in the English-speaking world) ever since. Putnam himself speaks of the 'realism, graphic and largely pessimistic' with which the poet depicts the relationship between human beings and the world around them; the overt, agricultural subject-matter of the poem is, in his view, 'one grand trope for life itself'. Other critics have focussed their attention on the political stance of the poet, or the position he takes up with respect to the literary debates of his era; but the majority have followed Putnam in treating the didactic surface of the poem as a kind of façade, behind which the poet's true concerns lie concealed. There has been a prevailing tendency, too, to privilege certain sections of the text over others, in the attempt to construct a univocal 'message' from the shifting balance between the elements of light and darkness, panegyric and vituperation, comedy and tragedy, which make up the *Georgics* as a whole.

It is my contention that attempts to explain away the poem's ambiguities in this way are misconceived. While the work *admits of* either an optimistic or a pessimistic reading, it does not *enforce* either. It seems to me that what Milan Kundera says of the novel in my epigraph can equally be applied to the *Georgics*: Virgil 'does not assert anything', rather he 'searches and poses questions'. In what follows, I attempt to show how the poem engages dynamically with the entire didactic tradition. Virgil subjects the diverse world-views of his predecessors (particularly Hesiod, Aratus and Lucretius) to a searching scrutiny, without attempting to resolve their differences or even to favour particular aspects of one system or another. Lucretius' *De Rerum Natura* is more frequently evoked, and informs the themes and structure of Virgil's poem more fully, than any

other work in the tradition; but that is not to say that the poem is consistently either pro- or anti-Epicurean in its outlook.

It is also misleading, I think, to describe Virgil's agricultural subject-matter as a metaphor or trope. Clearly, it makes no sense to treat the poem as a practical handbook; yet the poet seems to me to be no less (and no more) serious about his theme than Hesiod or Lucretius. Just as Hesiod's agricultural precepts are thoroughly intermeshed with his exhortations to work and piety, and just as Lucretius' account of the physical world is simultaneously a rejection of superstition and irrationality, so Virgil's picture of the Italian farmer and his world naturally broadens out into wider reflexions on philosophical, theological and political themes. For the Roman reader, the farmer embodied a very particular set of ideals: honest and unstinting toil, old-fashioned piety, the toughness and natural justice which made Rome great. Naturally, then, these themes too are central to Virgil's poem.

The simple piety traditionally associated with rural life also constitutes an obvious and immediate point of contact – and conflict – with Lucretius. The *DRN* has two explicit aims: to free the reader from the fear of death, and to combat superstition and irrationality. For Lucretius, both traditional Roman religion and the more sophisticated philosophical theologies of the Stoics and others fall squarely under the latter heading. Hence, the nature of the gods and their relationship with human beings and the world as a whole are central both to Virgil's poem and to my reading of it (chapters 3 and 4).

My first two chapters set out the groundwork for this interpretation, looking first at some questions of theory and critical practice, and then examining the framework of proems and finales which – I suggest – invite the reader to view the poem as a whole as a response to the *DRN*. Chapters 5, 6 and 7 consider further areas of engagement between the two poems and their didactic predecessors. Lucretius promises to free his reader from toil (*labor*) and anxiety, firmly rejects the idea that any phenomenon can be attributed to supernatural causes, and portrays serenity and freedom from conflict as the ultimate goals of human life. In response to each of these propositions, Virgil points to tensions in Lucretius' use of imagery and his rhetorical strategies, and (so to speak) stages a series of confrontations between Hesiodic, Aratean, Lucretian and traditional Roman ideals. Chapter 5 looks at the theme of *labor*, which is common to Hesiod and Lucretius, though handled very differently by each; chapter 6 considers Virgil's treatment of the marvellous and supernatural; and chapter 7

examines the theme of warfare, which is prominent on both a literal and a metaphorical level in both the *Georgics* and the *DRN*.

Quotations from the *Georgics* and the *DRN* are taken from the Oxford Classical Texts of R. A. B. Mynors (1969) and C. Bailey (2nd edition, 1922) respectively. All translations are my own.

Several important books devoted wholly or partly to the *Georgics* have appeared in print in the last twelve months, after the present work was effectively complete. I have been unable to take full account of their conclusions, and confine myself here to indicating some areas of agreement and divergence. Stephanie Nelson's *God and the Land: The Metaphysics of Farming in Hesiod and Vergil* (Oxford, 1998) presents the *Georgics* as a poem of 'unresolved tensions', contrasting it with the more unified world-view of Hesiod. Her reading of the poem has points of similarity with my own, particularly in her account (pp. 141–51) of books 3 and 4 as an exploration of tensions between individual and community (without reference to Lucretius, however). Robert Cramer, Richard Jenkyns and Llewelyn Morgan all present essentially 'optimist' readings of the poem. Cramer (*Vergils Weltsicht: Optimismus und Pessimismus in Vergils Georgica* (Berlin and New York, 1998)) offers a moderately effective demolition of the 'pessimist' interpretations of Ross (1987) and Thomas (1988); but his own view of the poem arguably involves equally arbitrary assumptions (particularly in textual matters). Jenkyns devotes four chapters of his *Virgil's Experience: Nature and History; Times, Names, and Places* (Oxford, 1998) to the *Georgics* and Lucretius; his discussion of Lucretius' concept of natural law and Virgil's use of *adynata* anticipates some of the points that I make in chapter 6. It will be evident, however, that I cannot accept his view of the *Georgics* as essentially descriptive, nor his denial (p. 322) that Virgil is concerned with 'moral ideas'. Morgan's *Patterns of Redemption in Virgil's Georgics* (Cambridge, 1999), finally, presents a powerful defence of the old theory that the poem is essentially a work of pro-Augustan propaganda; again, while I remain unconvinced by the view that suffering and violence are consistently portrayed by Virgil as ultimately 'constructive', there are several points of overlap between Morgan's discussion and my own, particularly on the issue of animal sacrifice (pp. 105–49 and the concluding section of my chapter 3).

The research on which the present work is based was begun at Newcastle University, where I held a Sir James Knott Research Fellowship in

1992–3; the completion of the book was facilitated by two terms' research leave, partly funded by the Humanities Research Board of the British Academy, in 1996–7. I am indebted to both institutions for their support. I am grateful also to the officers of the Cambridge Philological Society and the Virgil Society for permission to reprint parts of chapters 3 and 4 (which appeared in *PCPS* 41 (1995) under the title 'Virgil's metamorphoses: myth and allusion in the *Georgics*') and chapter 7 (an earlier version of which was published as 'War in Lucretius and the *Georgics*' in *PVS* 23 (1998)).

It is a pleasure to thank the many friends and colleagues who have generously offered their help, advice and encouragement. My colleagues at Royal Holloway, London and Trinity College, Dublin provided a congenial and stimulating working environment. Philip Hardie and Michael Reeve read the entire book in draft; their comments, criticisms and suggestions were invaluable at the revision stage. I am also grateful to Susanna Morton Braund, Adrian Hollis, Andrew Laird, Steve Linley and David Scourfield for comments on different parts of the books at various stages of composition. Last, but most of all, I would like to thank David, for his encouragement and moral support (and for thinking up the title) as well as his critical acumen; and my parents, who never told me to stop asking questions. To them, with gratitude and love, this book is dedicated.

ABBREVIATIONS

<i>EV</i>	F. Della Corte, <i>Enciclopedia Virgiliana</i> (Rome, 1984–91)
<i>LSJ</i>	H. G. Liddell and R. Scott, rev. by H. S. Jones and R. Mackenzie, <i>A Greek–English Lexicon</i> (9th edn, Oxford, 1996)
Mynors	R. A. B. Mynors, <i>Virgil: Georgics</i> (Oxford, 1990)
<i>OLD</i>	<i>The Oxford Latin Dictionary</i> (Oxford, 1968)
<i>RE</i>	A. Pauly and G. Wissowa, <i>Real-Encyclopädie der classischen Altertumswissenschaft</i> (Stuttgart, 1894–)
<i>SH</i>	H. Lloyd-Jones and P. J. Parsons, <i>Supplementum Hellenisticum</i> (Berlin, 1983)
<i>SVF</i>	H. von Arnim, <i>Stoicorum veterum fragmenta</i> (Leipzig, 1903–24)
Thomas	R. F. Thomas, <i>Virgil: Georgics</i> (Cambridge, 1988)
<i>TLL</i>	<i>Thesaurus Linguae Latinae</i> (Leipzig, 1900–)

Abbreviations for journal titles generally follow the system used in *L'Année Philologique*; lists of standard abbreviations for classical authors and works can be found in *LSJ* and the *OLD*.

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*Introduction: influence, allusion,
intertextuality*

What kind of poem is Virgil's *Georgics*? This question has been answered – and indeed posed – in a surprising variety of ways by scholars and critics during the course of the twentieth century. Since the 1960s, debate has revolved particularly around the poet's political stance, and the related issue of the optimism or pessimism of his outlook. Should we see the *Georgics* as offering whole-hearted support to the nascent regime of Augustus, or is the poem in some way subtly subversive? How does the poet portray the relationship between the individual and society, or between human beings, the gods and the natural world? More recently, the focus of critical attention has begun to shift towards Virgil's relationship with the didactic tradition. In what sense can we regard the *Georgics* as an *Ascræum carmen* ('Hesiodic song', 2.176)? Is Virgil's self-proclaimed affinity with Hesiod actually a red herring, which has diverted attention from closer parallels with the self-consciously learned and elegant verse handbooks of Aratus and Nicander, or with Lucretian philosophical didactic? Is the poem 'really' about agriculture? What, if anything, is the poet trying to teach? What is the relationship between the passages of agricultural instruction and the so-called digressions? What are we to make of Virgil's (apparently) cavalier attitude to technical accuracy in his agricultural subject-matter? Does the didactic *praeceptor* contradict himself, and if so, why?

Most of these controversial questions will be addressed in the course of this study; but my principal concern will be the relationship between the *Georgics*, Lucretius' *De Rerum Natura*, and the didactic tradition as a whole. In this area, above all, we can trace a surprisingly broad spectrum of opinion, from Sellar's oft-quoted remarks on the exceptional degree of 'influence' exerted by Lucretius on 'the thought, composition and even the diction of the *Georgics*', through Wilkinson's straightforwardly biographical account of Virgil's enthusiastic reaction to the publication of

the *DRN*, to Thomas' assertion that the debt of Virgil to Lucretius in the *Georgics* is 'predominantly formal, consisting of the borrowing of phrases, or occasionally the rearranging of an appealing image'.¹

It is notable that, while all three critics frame their accounts in terms of the traditional literary-historical concept of 'influence', they evaluate the significance and extent of this influence quite differently. Wilkinson (following Sellar's 'masterly' analysis) suggests that the impact of Lucretius' poem on the young Virgil was so great as to determine not only the form of the *Georgics* but also its themes and the world-view it embodies (even where Virgil's ideas must be seen as a reaction against Lucretius). Thomas' interpretation, on the other hand, is founded upon notions of allusive artistry: Virgil employs Lucretian (and Hesiodic) echoes as a means of validating his own status as didactic poet, and is more interested in defining his own position in literary history than in responding to the ethical or philosophical concerns of his didactic predecessors. He is, so to speak, a Callimachean poet in Lucretian clothing.

The diversity of opinion exemplified by these two extreme positions can, of course, be attributed in large measure to changing critical fashions. A clear line of development can be traced from the *Quellenforschung* of the late nineteenth century (notably the work of Jahn, who devotes detailed studies to Virgil's prose and verse sources and models in each of the four books of the *Georgics*),² to Wilkinson's biographical approach and the allied view – developed, for example, by Farrington – that Virgil should be seen as reacting against his Lucretian model.³ Thomas' line of approach, on the other hand, goes back ultimately to Pasquali's conception of *arte allusiva*,⁴ which gained in popularity during the 70s and 80s: Augustan poetry, in particular, is increasingly read in this tradition as self-conscious and self-reflexive, as concerned above all with poetics and with its own position in the literary canon.⁵ In other respects, Thomas is the heir of the

¹ Sellar (1897), p. 199; Wilkinson (1969), pp. 63–5; Thomas (1988), vol. 1, p. 4. Thomas' attempt to play down Lucretius' importance as an intertext for the *Georgics* is regarded by many scholars as misguided or at least excessive (see e.g. Nisbet (1990)); but it is worth noting that several other recent studies (Ross (1987), Perkell (1989), Farrell (1991)) allow Lucretius only a relatively restricted role in their interpretations of the poem.

² Jahn (1903a, 1903b, 1904, 1905). ³ Farrington (1958, 1963); cf. Nethercut (1973).

⁴ Pasquali (1951).

⁵ Farrell (1991) similarly reads the *Georgics* primarily as an essay in literary history, though his discussion of the relationship between Virgil and Lucretius is more nuanced than Thomas' (Virgil's reaction to the *De Rerum Natura* is 'serious, reflective and carefully nuanced' (p. 179), and Lucretian echoes are used to register both similarities with and differences from Lucretius' world-view).

so-called Harvard school of Virgilian criticism, characterized by its employment of predominantly New Critical techniques with the fairly explicit agenda of uncovering hidden layers of meaning which subvert the superficially pro-Augustan surface of the poems.⁶ (Critics of this school generally have surprisingly little to say about Virgil's use of Lucretius, although – as I argue especially in chapter 7 below – the latter can be seen as profoundly critical of contemporary political and imperialist ideology.) More recently still, a view has begun to emerge – again reflecting current critical trends – that we should not attempt to read the *Georgics* as an organically unified whole; on the contrary, the poem is characterized by the presence of unresolved contradictions. The different 'voices' of the text are, on this view, neither harmonized nor hierarchically organized (that is, none is finally privileged as 'the poet's true opinion'). Following this line of approach, it might be argued that Lucretius is of central importance in the interpretation of Virgil's poem, but that the *Georgics* is neither straightforwardly Lucretian ('influenced' by Lucretius, in Sellar's or Wilkinson's terms), nor simply a reaction against Lucretius ('revers[ing] the religious and moral content of the Lucretian world-picture while retaining the Lucretian vocabulary', as Farrington puts it).⁷

It will become clear in subsequent chapters that I have considerable sympathy with this last line of approach. Before embarking on yet another 'new reading' of the poem, however, it seems desirable to establish some theoretical preliminaries. The very diversity of previous interpretations of the poem raises some pressing questions. How can we decide between Sellar's view of Lucretian 'influence' on the *Georgics* as all-pervasive, and Thomas' assertion that resemblances between the two poems are largely confined to a superficial, formal level? How can we determine when linguistic and other similarities between two texts are significant and when they are not? To put it another way, how do we know what constitutes a 'real' allusion? And, even where the presence of an allusion is accepted, how can we decide how to evaluate it?

I have already drawn attention to the fact that – while very different in other ways – the interpretations of Wilkinson and Thomas are united in their reliance on the notion of 'influence'. Hence, both readings might be termed 'author-centred', in the sense that the critics understand their own

⁶ See especially Putnam (1979) and Ross (1987). ⁷ Farrington (1963), p. 91.

role as the recovery or reconstruction of the author's (more or less conscious) intentions. Within the parameters of this broad interpretative strategy, Virgil's relationship with earlier poets and their work can be understood in a number of different ways: Wilkinson sees Lucretius as a formative influence on Virgil's philosophical outlook and poetic technique; Thomas, on the other hand, reads the *Georgics* essentially as a response to Callimachean poetic ideals and to the contemporary political situation, while Lucretian echoes are self-consciously exploited to provide a generic framework; alternatively, Virgil might be seen as attempting to rival Lucretius (*aemulatio*), or as reacting against Lucretian ideas (*oppositio in imitando*).⁸ This kind of approach is problematic for a number of reasons, not least of which is the difficulty of distinguishing 'genuine' allusions from casual similarities of expression, structure or technique which might be attributable merely to the authors' common cultural context or to generic propriety rather than to 'significant' influence by one author on another.⁹

One way of avoiding – or at least redefining – this problem is to regard allusion not as an indicator of the author's intention, but as something perceived and even, in a sense, created by the reader. On this view, anything perceived by a reader as an allusion would count as such. This is not to say that any text can mean absolutely anything at all, but it does entail the admission that a plurality of meanings will exist for any one text, and that there is no interpretation which will hold good for all readers at all times. On the other hand, it does seem to me that a fair degree of consensus can be reached amongst a readership which shares a common culture – that is, a readership familiar with the same range of potential intertexts and strategies of reading and interpretation.

As a general term to describe this process, I prefer 'intertextuality' to the more traditional 'allusion' or 'reference', for a number of reasons.¹⁰

⁸ For the terminology, see e.g. Farrell (1991), pp. 5–24; the phrase *oppositio in imitando* seems to have been coined by Giangrande (see Giangrande (1967), p. 85).

⁹ Cf. Clayton and Rothstein (1991b), esp. pp. 4f.: 'Concern with influence arose in conjunction with the mid-eighteenth-century interest in originality and genius, and the concept still bears the marks of that origin . . . Scholars worried throughout the twentieth century how to discriminate genuine influences from commonplace images, techniques, or ideas that could be found in almost any writer of a given period . . .'. For an attempt to establish criteria for distinguishing between 'genuine' allusions and accidental coincidences of phrasing, see Thomas (1986).

¹⁰ The term was originally coined by Kristeva, who defines it as follows: 'Any text is a mosaic of quotations; any text is an absorption and transformation of another. The notion of *intertextuality* replaces that of intersubjectivity, and poetic language is read as at least *double*' (Kristeva (1980), p. 66). It should be noted, however, that later theorists and critics have understood the term in rather different ways (see e.g. Worton and Still (1990), Plett (1991b), Van Erp Taalman Kip (1994)); Kristeva herself subsequently disclaimed her own coinage on

First, both 'allusion' and 'reference' presuppose the notion of authorial control of the text and its meaning; 'intertextuality' is a more neutral term, which avoids prejudging the question of agency. Secondly, 'intertextuality' suggests a broader phenomenon than the alternative terms. Where an allusion might be interpreted as something incidental to the meaning of a text (as – say – an acknowledgement of an earlier author's influence, or a display of erudition), intertextuality suggests something more fundamental.¹¹ The meaning of a text, on this view, is constituted by its relationship with earlier and contemporary texts; close resemblances of phrasing, structure, prosody etc. ('allusions' in the traditional sense) act as markers which draw the reader's attention to such relationships. In this sense, the identification of allusions is part of a broader process of intertextual interpretation, whereby the reader interacts with the text to produce meaning: while allusions can be meaningfully described as present in the text (whether or not consciously put there by the author), it is up to the reader to activate these allusions by identifying and interpreting intertextual resemblances.¹² We may, indeed, find it useful to con-

the grounds that it had been misappropriated as a synonym for source-criticism. While such 'abuse' of Kristeva's terminology is open to criticism (see e.g. Mai (1991), Laird (1999)), it has also been pointed out that there is considerable irony in the supposition that the word 'intertextuality' is itself subject to authorial control (Friedmann (1991); cf. Clayton and Rothstein (1991b), who point out that 'Kristeva's own development of the term "intertextuality" was itself a complex intertextual event, one that involved both inclusion and selectivity . . . Her dialogue with Bakhtin . . . was mediated by the texts of Derrida and Lacan, so that her account of Bakhtin as well as of semiotics was destabilized' (p. 18)). My use of the term, then, is not intended to suggest close adherence to Kristeva; while I recognize that intertextuality is inherent in all language (and still more in all texts), it seems to me that such an observation is not particularly helpful to the critic (cf., again, Clayton and Rothstein (1991b): 'Valuable as Barthes' account of intertextuality is for understanding the literary, it does not provide the critic with a particularly effective tool for analyzing literary texts' (pp. 22f.)). On the other hand, I do find the *term* intertextuality useful, for reasons I have set out above. To put it rather flippantly, I recognize that all texts are intertextual, but prefer to see some texts as more intertextual than others.

¹¹ Compare D. P. Fowler (1997), esp. pp. 15–18 (an admirably clear discussion of overlaps and distinctions between the terms 'allusion' and 'intertextuality').

¹² The process of 'activation' and interpretation is usefully discussed by Ben-Porat (1976), who defines literary allusion as 'a device for the simultaneous activation of two texts'; cf. also Hebel (1991) and Holthuis (1994). Conte (1986), pp. 38f. and 52–7 (cf. Barchiesi and Conte (1989)), suggests that allusion should be regarded as a rhetorical figure analogous to metaphor: 'The gap in figurative language that opens between letter and sense is also created in allusion between that which is said (as it first appears), a letter, and the thought evoked, the sense. And just as no figure exists until the reader becomes aware of figurative language, so too allusion comes into being only when the reader grasps that there is a gap between the immediate meaning . . . and the image that is its corollary' (p. 38). In these terms, allusion can be seen as an invitation to the reader to interpret the text *as* intertext, to read it *against* or *through* the text alluded to (cf. Worton and Still (1990), pp. 11f.).

ceptualize such resemblances in terms of an author's hypothetical intentions ('Virgil is accepting/challenging/subverting Lucretius' world-view'); but it should always be borne in mind that this is a kind of shorthand, and that the alluding author is ultimately a figure (re)constructed from the text by the reader.¹³

How, then, do we identify such allusive markers? How do we decide what is or is not an intertext for any particular text? On one level, this is not a meaningful question, since from the reader's point of view all texts are, so to speak, potentially mutual intertexts. On the other hand, though all texts are potentially interrelated, certain features (such as genre, contemporaneity and common themes) will tend to encourage us to compare some texts more readily than others. It is here that the identification of allusive markers comes into play.

A relatively obvious and unequivocal kind of allusive marker is the direct quotation. Where two authors employ identical phrasing, it is virtually inevitable that a reader who is sufficiently familiar with the source-text will identify a cross-reference. As Wills has persuasively argued in a recent study of repetition in Latin poetry, however, equally striking effects can be produced by almost any feature of diction, prosody, character or situation which creates a parallel between two (or more) texts.¹⁴ The reader is particularly likely to detect allusion where the language is in some way 'marked': while poetic language in general is set apart from 'ordinary' speech, allusive language is 'set apart from poetic discourse, if only for a moment' (p. 17),¹⁵ for example through the use of *hapax legomena* or other uncharacteristic vocabulary.¹⁶ A striking example from the *Georgics* is Virgil's use of the adverb *divinitus* ('by divine agency')

¹³ A point well argued by Hinds (1998), pp. 47–51. For this reason (amongst others) I have not attempted a rigorous exclusion of phrasing which might be taken to suggest authorial agency or intention. 'Virgil says' is too useful a shorthand for 'the text says' or 'the text suggests' to be conveniently abandoned.

¹⁴ Wills (1996), pp. 15–41 (esp. 18–24). Unlike Wills, I have made no attempt to provide a *comprehensive* typology of allusive markers; the aim of my discussion is merely to draw attention to the range of ways in which Virgil's poem 'calls up' its Lucretian intertext.

¹⁵ Cf. p. 41: 'allusion is the referential use of specifically marked language'.

¹⁶ But linguistic idiosyncrasies of this kind need not be regarded as *essential* features of the intertextual marker: Hinds (1998), pp. 25–51 argues persuasively that 'there is no discursive element in a Roman poem, no matter how unremarkable in itself, and no matter how frequently repeated in the tradition, that cannot in some imaginable circumstance mobilize a specific allusion' (p. 26). Nothing *prevents* us from connecting the commonest *topos* with one or more specific passages, and other features of the alluding text (genre, narrative situation etc.) may actually encourage us to do so (cf. my discussion of *Geo.* 1.316–34 below).

in 1.415: the word is not only *hapax* in Virgil, but is generally rare in Latin poetry, with the exception of Lucretius, who uses it as kind of catch-word (it occurs eight times in the *DRN*).¹⁷ A suitably qualified reader will thus immediately think of Lucretius. What happens next? On the view outlined above, the allusion acts as a marker, activating the Lucretian intertext. But it is up to the reader to decide how to interpret the relationship between the two texts. I argue in chapter 3 that the allusion can be seen as part of a 'dialogue' between different views of the relationship between gods, human beings and the natural world which runs through the whole poem, but is particularly prominent in book 1: Lucretius repeatedly uses the adverb *divinitus* in contexts where he is repudiating the idea of divine intervention in the world; but the Epicurean doctrine of divine indifference clashes with the way that the gods are depicted elsewhere in *Georgics* 1 and throughout the poem. Other readers might, of course, interpret the allusion in different ways, or even decide that it is of no significance at all; nevertheless, I would still maintain that the marker exists in the text, and has at least the potential to prompt interpretation.

Two further examples of direct quotation or close imitation, drawn from *Georgics* 3, illustrate some further ways in which allusive language may be marked. In 3.90, Virgil dignifies the mythical horses of Mars and Achilles with the phrase *quorum Grai meminere poetae* ('of whom Greek poets have told'); a little later, the gadfly is described as *asper, acerba sonans* ('fierce and angry-sounding', 149). Both phrases are connected in several ways with Lucretian intertexts. In *DRN* 5.405, the myth of Phaethon is dismissed by Lucretius with the phrase *scilicet ut veteres Graium cecinere poetae* ('so, at least, the old Greek poets sang'); and in 5.33, the phrase *asper, acerba tuens* ('fierce and angry-looking') is applied to the dragon of the Hesperides. In both cases, the Virgilian phrases echo not just Lucretius' diction, but also the metrical position in the Lucretian lines; the former is also marked (like *divinitus* in 1.415) by the fact that it is a kind of formula in Lucretius (repeated with slight variations in 2.600 and 6.754). Thirdly, the Virgilian phrases are linked to their Lucretian intertext by similarities between the contexts: Virgil is discussing the *mythical* horses of Mars and Achilles and the *monstrous* gadfly (*hoc . . . monstro*, 'this monster', 152), Lucretius is dismissing the *myth* of Phaethon and comparing Hercules' slaying of *monsters* (unfavourably) with Epicurus' victory over the

¹⁷ See pp. 83–6 below for further details and discussion.

passions. Once again, I see these similarities as allusive markers drawing attention to a broader dialogue between the two texts: Virgil's use of Lucretian phraseology can be seen here as opening up a gap between 'letter' and 'sense' (in Conte's terms)¹⁸ which requires interpretation (Virgil appears in these two instances to be accepting at face value stories of metamorphosis and monstrosity, but in language which recalls Lucretius' rejection of just these kinds of myths).¹⁹

A fourth passage where intertextual interpretation is called for in a slightly different way is the so-called 'aetiology of *labor*', 1.118–46 (discussed in detail in chapter 3). This is a notoriously difficult and controversial passage: no two critics seem to agree on how positively (or negatively) we should read the evaluation of *labor* ('work', 'toil'), human progress and Jupiter's action in putting an end to the Golden Age. One way of thinking through these problems is to consider how the Golden Age is dealt with in other texts; hence, it may be that the very difficulty of reaching a coherent interpretation of Virgil's text in its own terms leads us beyond the words on the page to the complex series of intertexts which underlie this passage.²⁰

A further (and final) way in which allusive passages may be marked is their position within the work. It is conventional in classical literature for the beginnings of both poems and prose works to be densely allusive, or, to put it another way, to establish intertextual links which will condition our reading of the work as a whole. Other strongly marked contexts are the middles and ends of works, and, more generally, any passage where the writer's aims, subject-matter or poetics are under discussion.

In the case of the *Georgics*, each of the four books begins and ends with a clearly demarcated section in which programmatic issues come to the fore. These proems and finales will be dealt with in detail in chapter 2. Here, I want to comment briefly on the finale to book 2 and the proem to book 3, which together form a central block dealing overtly with poetics and with the relationship between tradition and originality.

In 2.475, Virgil turns emphatically from reflexions on the idyllic life of the farmer to discuss his own poetic preferences: *me vero primum dulces ante*

¹⁸ See n. 12 above. ¹⁹ See further pp. 125–7 below.

²⁰ Similarly, the oddity of Virgil's phrasing in 1.242f., where the south pole is said to lie 'beneath our feet', below the Styx and 'deep *Manes*', may in itself lead us to Lucretius' cosmic vision in the proem to *DRN* 3, where nothing prevents him from observing 'beneath [his] feet' the *non*-existence of Acheron (3.25–7).