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"The World's Great Age Begins Anew. The Golden Years Return"

Homerum imitari et Augustum laudare a parentibus: this, according to the ancient commentator, was the purpose of Virgil in writing the *Aeneid*. To show how imitation and praise combine to make a myth which shall justify the poet was the purpose of Mr. Klein's lecture. From Homer, from Hesiod, from the *Statesman* of Plato, Virgil took the elements of his myth: the opposition between the Clithonic and the Olympian gods, Kronos (Saturn) and the golden age, the changed direction of the motion of the universe. Homer belongs to the age of Zeus; to the Greek world. But the mission of Rome was to bring back the Saturnian reign, and so its national epic must be the epic of Greece in reverse.

I shall not attempt even to suggest the evidence for this reading of the *Aeneid*, Mr. Klein, himself, did not do more than suggest it; the only fault one could find with his beautiful lecture being that he allowed himself insufficient time for the proof by cumulative weight. But perhaps the listeners should be grateful for the invitation for collaboration. Mr. Klein rightly placed his own interest upon the idea, its elements, its origin, its significance.

This involved some discussion of how Virgil conceived his task as poet, and the relationship of poetry to myth on the one hand, and to history or to political action on the other. Mr. Klein's view, if I understand him, is that Virgil would have felt that the justification of his poem was the reality of the myth he had made; and that the reality of the myth was to be measured by the actuality of Rome. The

shaping force works through the poet; if Augustus has not reestablished law, if Rome has not returned the world from Jove to Saturn, the poet has failed. Are we then to see in the dying Virgil's request that the *Aeneid* be destroyed a confession of political despair?

If so, we have an explanation, perhaps, of the Virgilian sadness, but an explanation that lends itself equally well to a different view of the justification of poetry; the reality of the myth is measured not by the actuality of any earthly city, but by the pattern laid up in heaven. In which case the poet fails, if he fails, through defect of vision and of speech; and not as instrumental cause in the practical order. But if, as has been elsewhere maintained, the mission of Rome was to break the heart of the ancient world that it might be ready for Christianity, Virgil is justified in both ways, by his faith and by his despair. Only by the defeat of Aeneas—of Augustus that is—can the return of Saturn be accomplished, if at all. And this the pagan poet somehow knows. In the midst of his proudest affirmation, he remembers tragedy, and sadness is his necessary and proper mode of eloquence.

Mr. Klein gave us an account of the *Aeneid* in which the imitation of Homer and the praise of Augustus are held together by the informing and ordering idea of the myth. In the light of that idea it is possible at least to look for an explanation of every aspect and part of the poem. From this point of view the lecture was a shining example—I should say a model—of one kind of literary criticism or interpretation.

In his treatment of the imitation of Homer Mr. Klein is genuinely original. The underlying principle here is that in the great classical works of literary art the doctrine or theme determines the

form, so that what the discourse says the poet makes. If Mr. Klein be right in holding that back of the story of Aeneas and of Rome lies the myth of the *Statesman*, with its picture of the universe, moving now in one direction under the hand of God, now in the other, out of divine control, then, according to the principle, this idea of reversed direction, the repudiation of the Greek world of love and war and the return to Saturn, to law and to peace, will determine the structure of the incidents, the characters; even details of description and comments. The epic of Rome must be the poetic refutation of Homer. This is imitation with a difference.

Our Virgilians owe a debt of gratitude to Mr. Klein. He has struck out a new path for them, and has given further evidence that Virgil is the St. John's poet.

R. S.

Announcement

Tomorrow morning, with the dew hardly off the grass bordering the oval along College Creek, and with nary a bird awake, the second track meet of the summer series leading up to the *Pentathlon*, will be held.

Mr. Novak, the athletic department's presiding expert, will be there before the birds and dew at 10:30. All members of the college, including the lame, the halt, and the blind, are requested to come early. There will be relays, jumping, weigh throwing and similar activities. For those who linger: it has been said concerning the relationship of mind to body—

The two will be brought into accord by that combination of mental and bodily training which will tune up one string of the instrument and relax the other, nourishing the reasoning part in the study of noble literature and allaying the other's wildness by harmony and rhythm.

Backcampus

Last Friday afternoon, in spite of heat and humidity, there was a softball game between Chase-Stone and Paca-Carroll. Paca-Carroll won by a score of 4 to 3, but it was only after great labor and much hard pitching that they put together the winning run in the eighth. Incidentally, it was the first extra inning game in several weeks. Chase-Stone scored in the first, second, and fourth to hold a three-run lead at the end of their half of the fourth. Then Chase-Stone relaxed and allowed two runs to cross the plate. The 3-2 score continued through the fifth and the first half of the sixth when Paca-Carroll again scored a run to tie things up. There was no more scoring until the eighth when Harry Coleman swatted out a single and came in to score the winning run.

On Saturday there was an all-star game. We prefer to think of it, however, as the old story of youth versus age. One look at the teams will convince you. Arthritic East Pinkney and Rusty Randall banded together to play a team composed of Pinkney-Paca-Chase youths. Of course there are several exceptions in Rusty Randall. One player, Atwood Garis, is in the full vigor of youth. Pinkney-Paca-Chase won 8-5, after trailing until the fourth inning. The starting pitchers were Robertson and Sherman, but Sherman was forced to retire in the third and Durlach slushed for the rest of the game. The only adjective which can describe Durlach's new ball is slush, but it seems to do the trick. Epstein was the leading hitter for the PPC galaxy with three for four. Ray twinkled as he poled out four for five.

On Tuesday seven East Pinkneyites and two ringers held Paca-Carroll to a score of 7-4. The Easterners continued their usual practice of getting a few hits and allowing many. There was one bright spot in the game for East Pinkney. This was their seventh inning rally. This was amazing from several standpoints. One, by definition, East Pinkney doesn't rally. Two: one just doesn't rally with Sherman pitching. Anyway, East Pinkney rallied in spite of all this.

Following our usual pattern, we turn from softball to track. Last Saturday a group of about fifteen people groped their way down to the basin and had a track meet which was singularly unsuccessful compared to last year's. The only worthwhile time was the 1:55 that the East Pinkney relay team made in the 880. We won't bore you with summaries but take it from us they are pretty bad. We are a little sleepy this week and don't feel like slinging our usual quota-investigations, etc.—so we'll lump all news and comment into two categories:

Awards to: Harry Coleman for a fine hitting performance in the last two Paca-Carroll games. The athletic department for instigating volley-ball. To Bob Novak for filling in for Jim Horney. Steven Benedict for his tennis instruction. And last but not least to the person that finds the dog that bit Mrs. Ford K. Brown.

Nuts to: The whole college for not supporting the track meet. The West Pinkney softball team, which had better wake up sooner or later to the fact that books come first.

Thorstein Veblen and the Oracular Method

Lecture three of Manners and Mores in our College community was delivered by Mr. Barr in last night's College meeting. It involved the book *Higher Learning in America* by Thorstein Veblen, where the brutal facts of present-day education are expounded. It made a good paradeigm of what not to do.

All colleges have what is called in French a "*reglement*," and their students behave in terms of it. In our case, there is a danger of developing a superiority complex, since we are generally freed from the curse of arbitrary law.

Rules need not always be immutably established—ours are more of the oracular kind, i. e., they can be interpreted in many ways. Their disobedience can also bring on dismissal.

Dismissal of a student is a particularly problematic affair. When such a step is necessary, the College takes most

of the blame on itself for not having been successful in fulfilling its function in this particular instance. It is the object of the administration to help him realize his blindness and to reveal the best course of action to him. Ergo, we see that rules are concerned with ordered freedom as opposed to practical anarchy, that the College might fulfill its assigned function.

This is the theory, but practical problems are always faced when rules are put into effect. Since they are here, not to restrict freedom, but to create some order in it, they must be made justly.

We inhabit rooms, where most of the out-of-class proceedings take place, for which reason they ought to be kept in a livable condition. There is also the mortal prison of our souls which with its various limitations and infirmities exerts a tremendous power within us. One noted Frenchman's definition of culture is the knowledge of a proper bedtime. If this seems a little exaggerated, we still have the proverb, *mens sana in corpore sano*. These are purely personal matters, and not within the realm of College authority. In the case of dormitories, however, Justice can very well be represented as the common good.

Attendance rules cover the relation of the student to the formal college functions. They also are not made to inconvenience the student, nor are they here as an outward front to please parents or the legislative assembly. They were instituted, because in the opinion of the administration, regular attendance is necessary for a successful learning process.

The ultimate purpose is to create a genuine (as opposed to pretended) understanding of what work is and how done. The order is given, and also the material freedom to violate it. Force would defeat its own purpose, for if it were employed, rules would be nothing but a detested hemming-in of personal liberty, and not the means of achieving final intellectual freedom.

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