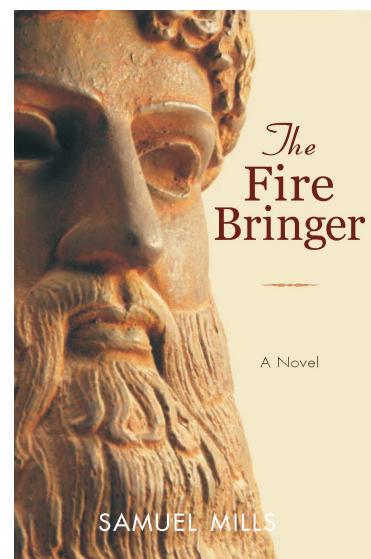


Samuel Mills

## The Fire Bringer

United States (2009)

TAGS: [Actia](#) [Agenor](#) [Aphrodite](#) [Ares](#) [Athena](#) [Caucasus](#) [Mountains](#) [Crete](#) [Cronus](#) / [Kronos](#) [Epimetheus](#) [Europa](#) [Gaia](#) / [Gaea](#) [Greece](#) [Hades](#) [Hecatoncheires](#) / [Hundred-Handed](#) [Helen](#) [Hephaestus](#) [Hera](#) [Heracles](#) [Hercules](#) [Hermes](#) [Io](#) [Juno](#) [Jupiter](#) [Leda](#) [Mars](#) [Nereid\(s\)](#) [Nike](#) [Olympians](#) [Olympus](#) [Othrys \(Mount\)](#) [Ouranos](#) / [Uranus](#) [Pandora](#) [Parnassus \(Mount\)](#) [Phoenicia](#) [Poseidon](#) [Prometheus](#) [Rhea](#) [Tartarus](#) [Themis](#) [Thetis](#) [Titanomachy](#) [Titans](#) [Typhon](#) / [Typhoeus](#) / [Typhaon](#) [Venus](#) [Vulcan](#) [Zeus](#)



Courtesy of the Steiner Books publisher.

General information	
<i>Title of the work</i>	The Fire Bringer
<i>Country of the First Edition</i>	United States of America
<i>Country/countries of popularity</i>	United States
<i>Original Language</i>	English
<i>First Edition Date</i>	2009
<i>First Edition Details</i>	Samuel Mills, <i>The Fire Bringer</i> . Great Barrington, Mass.: SteinerBooks, 2009, 126 pp.
<i>ISBN</i>	9780880107006
<i>Genre</i>	Instructional and educational works, Mythological fiction, Novels, Philosophical fiction
<i>Target Audience</i>	Young adults (Teens 11-14 years)
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## Creators



### Samuel Mills (Author)

Samuel Mills studied at the JFK University in San Francisco, earning a degree in Transpersonal Counselling. He was president of the Shanti Project, helped develop Front Street Pictures, and is a board member for Equal Access. He currently resides in California.

Source:

[books.google.co.il](http://books.google.co.il) (accessed: May 29, 2018).

Bio prepared by Allison Rosenblum, Bar-Ilan University,  
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## Additional information

### Summary

This is a retelling of the Prometheus myth told in a novel format, using a framework of a didactic opportunity in which Prometheus teaches his pupils about the origin of humanity while the gods are preparing to transition from their Greek to Roman personas. Peppered between Prometheus' lessons are moments where Zeus sets his sites on Chastia, a young girl, and attempts to charm her by taking on different forms and capturing her. Each time Prometheus, in the guise of something else, stops him. In Zeus' final attempt at getting rid of Demetrios and taking Chastia, Hera catches Zeus, saving the children.

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### Analysis

*The Fire Bringer* takes the basis of Prometheus' story in Greek mythology and creates a new story using the well-known facts. Prometheus is a teacher who helps his students understand the role of the gods in the world during a transitional time - going from Greek to Roman. Lacking illustrations, this story is a bit of a heavier read as it incorporates philosophical questions about the gods and the concept of power (Prometheus asks his students to think about what his bringing fire to humankind symbolizes). The didactic and pedagogical use of the classroom also enables the writer to convey more philosophical ideas to the students/readers. It emphasizes the teacher/author's wish for the students/readers to understand the world, ask questions and think for themselves.

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### Classical, Mythological, Traditional Motifs, Characters, and Concepts

[Actia](#) [Agenor](#) [Aphrodite](#) [Ares](#) [Athena](#) [Caucasus](#) [Mountains](#) [Crete](#) [Cronus](#) / [Kronos](#) [Epimetheus](#) [Europa](#) [Gaia](#) / [Gaea](#) [Greece](#) [Hades](#) [Hecatoncheires](#) / [Hundred-Handed](#) [Helen](#) [Hephaestus](#) [Hera](#) [Heracles](#) [Hercules](#) [Hermes](#) [Io](#) [Juno](#) [Jupiter](#) [Leda](#) [Mars](#) [Nereid\(s\)](#) [Nike](#) [Olympians](#) [Olympus](#) [Othrys](#) [\(Mount\)](#) [Ouranos](#) / [Uranus](#) [Pandora](#) [Parnassus](#) [\(Mount\)](#) [Phoenicia](#) [Poseidon](#) [Prometheus](#) [Rhea](#) [Tartarus](#) [Themis](#) [Thetis](#) [Titanomachy](#) [Titans](#) [Typhon](#) / [Typhoeus](#) / [Typhaon](#) [Venus](#) [Vulcan](#) [Zeus](#)

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### Other Motifs, Figures, and Concepts Relevant for Children and Youth Culture

[Animals](#) [Authority](#) [Child, children](#) [Conflict](#) [Heroism](#) [Humanity](#) [Values](#)

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