Ayelet Peer, "Entry on: Hermes and the Horse with Wings (Heroes in Training, 13) by Joan Holub, Craig Phillips, Tracey West, Suzanne Williams ", peer-reviewed by Lisa Maurice and Elizabeth Hale. Our Mythical Childhood Survey (Warsaw: University of Warsaw, 2018). Link: http://omc.obta.al.uw.edu.pl/myth-survey/item/532. Entry version as of September 13, 2026.

Joan Holub , Craig Phillips , Tracey West , Suzanne Williams

Hermes and the Horse with Wings (Heroes in Training, 13)

United States (2017)

TAGS: Aphrodite Apollo Ares Artemis Athena Chronos Demeter Hades Hera Hermes Hestia Oracles Ouranos / Uranus Pegasus Poseidon Zeus

We are still trying to obtain permission for posting the original cover.

General information	
Title of the work	Hermes and the Horse with Wings (Heroes in Training, 13)
Country of the First Edition	United States of America
Country/countries of popularity	Worldwide
Original Language	English
First Edition Date	2017
First Edition Details	Tracey West, ill. Phillips Craig, *Heroes in training. Hermes and the Horse with Wings*. New York: Simon & Schuster Children's Publishing Division, Aladdin Press, 2017, 98 pp.
ISBN	9781481488310
Genre	Action and adventure fiction, Alternative histories (Fiction), Bildungsromans (Coming-of-age fiction), Humor, Illustrated works, Mythological fiction, Novels
Target Audience	Children (Older children, 8–14 years old)
Author of the Entry	Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com
Peer-reviewer of the Entry	Lisa Maurice, Bar-Ilan University, lisa.maurice@biu.ac.il Elizabeth Hale, University of New England, ehale@une.edu.au

This Project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No 681202, *Our Mythical Childhood… The Reception of Classical Antiquity in Children's and Young Adults' Culture in Response to Regional and Global Challenges*, ERC Consolidator Grant (2016–2021), led by Prof. Katarzyna Marciniak, Faculty of "Artes Liberales" of the University of Warsaw.

Creators

Photo courtesy of Joan Holub.

Joan Holub , b. 1956
(Author)

Joan Holub is a prolific children's author from the USA. Graduated from college in Texas with a fine arts degree. Worked as an art director at Scholastic trade books in New York. She has written and/or illustrated over 150 children's books. She has developed a range of series for teenagers on mythological themes: *Goddess Girls*, set in Mount Olympus Academy, *Grimmtastic Tales* series, set in Grimm Academy, *Thunder Girls*, about Norse gods set in Asgard Academy, and *Heroes in Training*, in which the male Greek gods, as very young men, set out on a range of adventures. For pre-school children, Jan Holub has written on a range of topics including several works with religious and historical themes. These include: *This Little President*; *This Little Trailblazer*, *Hooray for St. Patrick's Day!*, and *Light the Candles: A Hanukkah Lift-the-Flap Book*. Joan Holub trained in fine art and worked as an art director at a graphic design company before becoming a children's illustrator and then author.

Sources:

Official website (accessed: July 2, 2018).

Profile at the penguinrandomhouse.com (accessed: July 2, 2018).

Profile at the simonandschuster.com (accessed: July 2, 2018).

Bio prepared by Sonya Nevin, University of Roehampton, sonya.nevin@roehampton.ac.uk and Allison Rosenblum, Bar-Ilan University, allie.rose89@gmail.com and Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com

Questionnaire

This Project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 Research and Innovation Programme under grant agreement No 681202, *Our Mythical Childhood… The Reception of Classical Antiquity in Children's and Young Adults' Culture in Response to Regional and Global Challenges*, ERC Consolidator Grant (2016–2021), led by Prof. Katarzyna Marciniak, Faculty of "Artes Liberales" of the University of Warsaw.

1. What drew you to writing / working with Classical Antiquity and what challenges did you face in selecting, representing, or adapting particular myths or stories?

I learned to love Greek and Norse mythology in elementary school. I'm very comfortable adapting the framework of an existing myth or fairy tale by pushing it into a different setting, adding humor, and/or building in a nonfiction component. Staying true to the essential core of each myth along the way is important to me. A young *Goddess Girls* reader once told me she enjoyed the series because she "learned something". In other words, while she liked being entertained, she appreciated that her familiarity and factual understanding of the original myths was broadened at the same time.

2. Why do you think classical / ancient myths, history, and literature continue to resonate with young audiences?

Kids have questions about their world. So it's interesting to them to learn how ancient Greeks and other cultures answered questions about how their world worked in exciting tales of heroes and beasts. How did the sun cross the sky? In a chariot drawn by the god Helios. What caused night? The goddess Nyx's starry cape covered the sky. Thrilling stories of courage and danger, such as Heracles' twelve labors, the Trojan Horse, and the Argonauts never go out of style.

3. Do you have a background in classical education (Latin or Greek at school or classes at the University?) What sources are you using? Scholarly work? Wikipedia? Are there any books that made an impact on you in this respect?

I have an entire shelf of mythology resource books. Some of my favorite go-to sources are the *Scholastic Mythlopedia* series, Edith Hamilton's *Mythology, Timeless Tales of Gods and Heroes*, and www.theoi.com (accessed: May 28, 2018).

4. How concerned were you with "accuracy" or "fidelity" to the original? (another way of saying that might be – that I think writers are often more "faithful" to originals in adapting its

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spirit rather than being tied down at the level of detail – is this something you thought about?)

Each book in the *Goddess Girls* series (ages 8–12, Simon and Schuster) and *Heroes in Training* series (ages 7–10, Simon and Schuster) is a retelling of one or two Greek myths, with a twist. We stay as true as possible to the core bones of an original myth in order to give young readers a good understanding, but we include kid situations and humor to entertain. As an example, in *Goddess Girls #1: Athena the Brain*, Athena is summoned to attend Mount Olympus Academy, where Zeus is the principal. MOA teachers include Mr. Cyclops, who teaches Hero-ology, a class where students are graded on their abilities to maneuver small hero figures such as Odysseus, around a gameboard to enact the Trojan War, etc. Meanwhile, Athena, who is the goddess of invention among other things, inadvertently turns mean-girl Medusa's hair to snakes and gives her the power to turn mortals to stone by means of a shampoo-like invention called Snakeypoo at the MOA invention fair.

5. Are you planning any further forays into classical material?

Suzanne Williams and I have written a new middle grade series called *Thunder Girls* (accessed: May 28, 2018), which is a twist on Norse mythology featuring strong girl characters. The first book Freya and the Magic Jewel releases May 2018 for ages 8–12, published by Simon and Schuster.

Prepared by Allison Rosenblum, Bar-Ilan University, allie.rose89@gmail.com and Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com

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Craig Phillips (Illustrator)

Phillips is an Australian award winning illustrator who works with various publishers, including Random House, Simon & Schuster, Penguin, Scholastic, Bloomsbury, Egmont, Hardie Grant, and many more. As a child he was inspired by mythology and cartoons, and fantasy novels such as the *Hobbit* and *Conan the Barbarian*. He is still fascinated by the cartoons, comics, novels and stories that he enjoyed as a child and tries to capture that feeling in his work. His comics have been serialised in children's literary magazines and were collected and published as *Giants, Trolls, Witches, Beasts: Ten Tales from the Deep, Dark Woods* in 2017 by Allen and Unwin. He lives in New Zealand.

Source:

Official website (accessed: October 12, 2018).

Bio prepared by Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com

Tracey West , b. 1965
(Author)

West is an American children's author. She has written about 200 books for children. She studied English and Journalism at Rutgers University, and now writes fiction and non-fiction books. Among her publications are *Dragon Masters*, *Cupcake Diaries*, *Pokémon* and more. West continues the *Heroes in Training* series which was created by Joan Holub and Suzanne Williams. (see under *Zeus and the Thunderbolt of Doom*)

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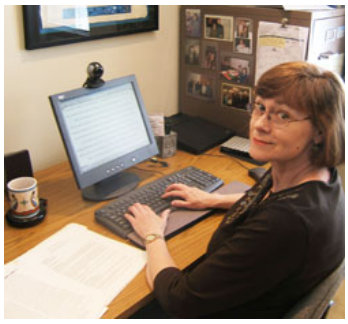
Source:

Official website (accessed: August 16, 2019).

Bio prepared by Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com



Courtesy of the Author from her personal website.

Suzanne Williams , b. 1953
(Author)

Suzanne Williams is an American prolific children's author and former elementary school librarian. She has written over 60 books for children.

She grew up in Oregon and graduated with a bachelor's degree in sociology and a master's in library science from the University of Oregon. She currently lives in Reno, Washington.

Source:

Official website (accessed: May 29, 2018).

Bio prepared by Ayelet Peer, Bar-Ilan University, ayelet.peer@gmail.com

Questionnaire

1. What drew you to writing / working with Classical Antiquity and what challenges did you face in selecting, representing, or adapting particular myths or stories?

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Writing about Greek mythology was my co-author, Joan Holub's idea. She's loved mythology since childhood. Her enthusiasm for the subject got me excited about it too. *Goddess Girls* (ages 8–12) was our very first collaboration. Soon there will be 26 books in that series. One of the challenges we've faced in writing our (soon to be four) myth-based series for young readers is how to handle the sexual and violent content of many of the myths.

To downplay the violence, we often make it cartoonish and lighten it with humor. Since most of our gods and goddesses are pre-teens (as are our readers!), we deal with inappropriate sexual content by making changes that still allow us to keep to the spirit of the myth. For example: in introducing the Adonis myth, in which Aphrodite and Persephone fight over a beautiful youth they both desire, we decided to make Adonis a kitten, rather than a young man.

Another challenge has involved familial relationships among the various gods and goddesses. In *Goddess Girls*, Zeus is an adult, the principal of Mount Olympus Academy, the school attended by our "goddessgirls" and "godboys". In mythology he would likely have fathered a good portion of the student body! So we made a decision that only Athena would call him "Dad". (Until Hebe popped forth from a lettuce in Book 21, that is.) We do acknowledge many other family relationships. For example: Apollo and Artemis as brother and sister. Medusa and her sisters Euryale and Stheno. Persephone and her mother, Demeter.

2. Why do you think classical / ancient myths, history, and literature continue to resonate with young audiences?

Myths have got all the elements that draw us to stories: action, conflict, drama, humor, etc. What's not to like?

3. Do you have a background in classical education (Latin or Greek at school or classes at the University?) What sources are you using? Scholarly work? Wikipedia? Are there any books that made an impact on you in this respect?

Neither Joan nor I have a classical education. I did take an online

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Greek and Roman mythology class a few years ago, however. (Taught by Peter Struck, University of Pennsylvania.) Terrific class!

For our Greek mythology-based series, Edith Hamilton's *Mythology* is the reference we rely on the most. My co-author and I do consult Wikipedia and other online resources, especially for lists of monsters and maps and general information about ancient Greece. References for *Thunder Girls*, our soon-to-be-published Norse mythology-based series include: *The Norse Myth*s by Kevin Crossley-Holland, D'Aulaires' *Book of Norse Myth*s, *Norse Mythology: A Guide to the Gods, Heroes, Rituals, and Beliefs* by John Lindow, *The Poetic Edda* (translated and edited by Jackson Crawford), and *The Prose Edda* by Snorri Sturluson (Penguin Classics).

4. Are you planning any further forays into classical material?

In addition to *Goddess Girls*, my co-author and I have also collaborated on a second Greek mythology-based series called *Heroes in Training* (ages 6–9). It's a humorous quest/adventure series with Zeus, Poseidon, Hades and other Olympians as ten-year-olds on the run from King Cronus and the Titans. *Freya and the Magic Jewel*, the first book in *Thunder Girls*, our Norse mythology-based series, publishes May 1, 2018. I travel to Norway frequently to visit my daughter, granddaughter, and Norwegian son-in-law, so I am very excited to be doing a Norse-myth series. Aladdin (Simon & Schuster) publishes all three of Joan's and my mythology-based series. We will be doing a fourth myth-based series with them soon – for ages 5–8. Tentative title is *Little Goddess Girls*, and it will be another Greek myth-based series.

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Additional information

Summary

This is the thirteenth book in the *Heroes in Training* series (see for example *Zeus and the Thunderbolt of Doom*) and the first by a new author, Tracey West. The Olympians encounter a new member, Hermes and need to try and get along with him. Meanwhile, they also help Bellepheron in his fight against the monstrous Chimera. Although until now they were more concerned in saving themselves, the Olympians now start to grow into their roles as defenders of Greece, especially as their reputation grows. This is the lesson Hermes needs to learn. He keeps joking around and makes fun, until Zeus loses his temper. Then he yells at him, "being an Olympian is not a joke!" (p. 65). In the end, Hermes comes to their rescue and their feud is settled. Even Bellepheron shows the character of a true hero, the only such mortal in the series so far. Thus heroism, friendship and leadership continue to be the main themes in this book as well.

Analysis

As previously in the series, the arrival of a new member puts strain on the relations in the Olympian group. Hermes is not easy to deal with. He is rude and a trickster, and does not seem to listen. Zeus has matured and knows his role: "he had to keep the Olympians together – even the annoying ones." (p. 38). This is the realisation he came to after almost giving up on them and abandoning his role as their leader. While Hermes tries their patience and acts as if he does not want to join then, Zeus remains unfazed by his mischief. This series emphasizes the development of self-esteem and sense of responsibility, especially of Zeus, as he encounters new challenges. While it is true that the Olympians are children, they are facing very mature situations and need to overcome them, gradually discovering their inner strength. This is exemplified when they meet an ordinary boy, Bellepheron (probably a corruption of the Greek hero Bellerophon) who needs to fight the Chimera at the order of his uncle. Hearing this, Poseidon exclaims, "but you're just a kid!... I mean, we are too, but we have powers and stuff, being Olympians and all." (p. 60). So the Olympians admit they are kids, yet they are capable of greater deeds due to their special powers (and not due to special personalities). Although they do not act better than other kids their age, there is a constant tension between their power and the noble calling of the Olympians, and their childish behaviour. This is why they are heroes in training as the title suggests and not full grown

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	heroes (or gods). Growing up is difficult, even for gods, and Zeus needs to overcome many insecurities in the process. Zeus knows why Hermes annoyed him so much, “it was like Hermes knew Zeus’s exact weakness and had focused on it.” (p. 66). This is why Zeus became so angry, although he does not admit this to his friends. He needed to keep up his image as their leader, no matter what. He did not want them to know of his terrible fear of snakes and how Hermes took advantage of it (even without knowing). Keeping up appearances is a common social behaviour and the authors use the divine characters that show very human emotions in order to make them more relatable to the young readers.
Classical, Mythological, Traditional Motifs, Characters, and Concepts	Aphrodite Apollo Ares Artemis Athena Chronos Demeter Hades Hera Hermes Hestia Oracles Ouranos / Uranus Pegasus Poseidon Zeus
Other Motifs, Figures, and Concepts Relevant for Children and Youth Culture	Adolescence Adventure Adversity Appearances Authority Character traits Conflict Emotions Expectations Family Friendship Gaining understanding Good vs evil Heroism Identity Individuality Integrity Invention Journeys Judgement Learning Love Magic Maturity Parents (and children) Peers Rejection Respect Siblings Success and failure Travel Truth and lies Values War

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