

The Imaginative Use of
BOOKS IN FAMILY LIFE

HONEY

for a

CHILD'S

HEART

GLADYS HUNT

with Mark Hunt

Updated
&
Expanded

ANNOTATED LIST OF BOOKS FOR AGES 0-12

Honey for a Child's Heart is the book I recommend most to parents looking for wholesome, nourishing books for their kids.

Sarah Mackenzie, author of *The Read-Aloud Family* and host of the *Read-Aloud Revival* podcast

Over five decades ago, Gladys Hunt cast a vision of family life that moved hundreds of thousands to adapt the culture within their homes and encourage a new generation of readers. Fifty years later, her words and wisdom still ring true in the hearts of parents everywhere longing to inspire a love of learning and the joy of reading in their children. *Honey for a Child's Heart* is more than a life-changing resource. It is a liturgy of the values that a whole new generation of passionate parents longs to uphold. I can't tell you how grateful I am for this new edition so lovingly and wisely created for families.

Ainsley Arment, founder of Wild + Free

One of the most valuable tools for a parent is a list of quality books to read with their children, books that will encourage imagination and a love for reading while laying a firm foundation of solid values. *Honey for a Child's Heart* not only equips parents with good books to read with their children but teaches them how to use books to help their children grow. It's a gift to parents and children alike!

Durenda Wilson, mom to eight, speaker, podcaster, and author of *The Unhurried Homeschooler* and *The Four-Hour School Day*

Honey for a Child's Heart fueled my desire to create a reading culture in our family, but it didn't only do that. It also showed me *how*. I consulted it faithfully for years to point me toward the best books that would help my kids fall in love with reading—and it worked! I'm thrilled that an updated edition can do the same for a new generation of families!

Jamie C. Martin, cofounder of SimpleHomeschool.net and author of *Give Your Child the World: Raising Globally Minded Kids One Book at a Time*

Honey for a Child's Heart was an essential resource when I was first learning how to look for truth and story in literature for children. Now I want to read everything recommended in this edition to my five boys! The Hunts offer practical wisdom for laying a family's foundation in Scripture, choosing books that help us find hope in the midst of difficult circumstances, and balancing reading with digital habits. This book feels like all the warmth of a bracing hug, followed by a confident nudge to press on.

Megan Saben, associate editor for Redeemed Reader and author of *Something Better Coming*

Also by Gladys Hunt

Honey for a Teen's Heart (with Barbara Hampton)

Honey for a Woman's Heart

ZONDERVAN BOOKS

Honey for a Child's Heart

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*To Mark and Keith, as well as the generations that followed,
with love and thanks
for many happy hours of reading together*

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ACKNOWLEDGMENTS

for the 4th Edition

Do you know how many children's books are now published each year? It's overwhelming! The Horn Book Guide reviews about 4,700 books every year, and that only scratches the surface of what is being published. More than a thousand of these are picture books—and only a fraction of those published are reviewed and annotated. How does a person keep track of all these books?

First, you read and read and read. Second, you look for others who are eager to help. Many of these—friends, family members, librarians, readers, both young and older—gave me lists of their favorite books, often saying, “You must include this one!” Many of these books subsequently found their way into my booklist.

My thanks go to many young friends and their families who shared book titles with me—Leah Latterner, the Kolk boys, Clara Schriemer, Daniel Schriemer, Jonathan White, the Hollenbeck girls, and others. Librarians like Kristy Motz and Daryl Marks gave me suggestions from their expertise. Alyce T. Reimer loves picture books and gave me a list of her favorites. Sarah Feldhake, a thoughtful, book-loving teen, evaluated and annotated a number of books for readers nine and older. My thanks to all of these—and anyone else who ever gave me a book recommendation.

Mostly I think we all owe a sincere voice of appreciation to the imaginative authors/illustrators who bring us wonderful reading experiences and enjoyment of books.

A final note of thanks to Sandra Vander Zicht at Zondervan, who encouraged this updated version, giving me an opportunity to share more good books and the new things I have been learning.

Gladys Hunt

ACKNOWLEDGMENTS

for the 5th Edition

This new edition stands on the foundation of the earlier versions of this book, and therefore, my thanks extend to those who are noted in the acknowledgments above. Over the years, those individuals have helped this book become a valuable resource for so many families. To that list, I wish to add my thanks to Jedediah, April, Olivia, Isabel, Gus, Austin, Lauren, Eloise, Amelia, Clara, and Eliza. They make up the third and fourth generations of our family who have benefited from and contributed to *Honey for a Child's Heart*. A special word of appreciation goes to April for her editorial contributions throughout the project, and to Olivia for her suggestions and insights. Most of all, I am grateful to my wife, Marian, who allowed me to disappear for many hours as I worked through the manuscript and read mounds of books. Without her support and feedback, this edition would not have come to fruition.

I also wish to acknowledge the many friends and acquaintances who have suggested a title or offered encouragement along the way, in particular Robin Hamel, whose emails, suggestions, and encouragement were a welcome and unexpected gift.

A special thank you to the librarians of the Kent District Library, who gathered endless lists of books and graciously brought them out to my car during the weeks of pandemic restrictions of 2020. Their effort brought hours of joy to my reading and confidence in the selection of new titles for the book list.

A final note of thanks goes to the team at Zondervan for their valuable work in bringing this edition to completion and their continuing vision for *Honey for a Child's Heart*.

Mark Hunt

*You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a mother who read to me.*

—S. Gillilan

FOREWORD

Dear Gladys Hunt,

My mother, a missionary to Chile with five children, is one of your most avid fans. The first edition of *Honey for a Child's Heart* was on our shelves at home, and I frequently saw Mama concentrating on some nugget of wisdom or looking for a book in the bibliography. All I had to do was ask for a book, and she would recommend a wonderful book for me.

Then I grew up and left home. After college, I realized how lost I was in libraries without my mother. Then you wrote your book for teens, a book I have read and reread, both in order to find good books for myself and to recommend them to others. I am a high school English teacher, fascinated by the world of books and eager to encourage others to enjoy all that books have to offer.

My focus changed recently when I discovered my husband and I are expecting a baby. This monumental event is due to take place in April, and I've discovered I want to be *perfect* for this child. Since this goal probably won't be accomplished in a few months, I decided to set smaller goals dealing especially with passing on values and beliefs. One of the greatest things my parents have modeled for me has been a love of books. So I went out and bought *Honey for a Child's Heart*.

The experience of reading that book was like few others. I have seen it work. Everything you said about books and faith and the transmittal of values spoke truth to me. I never knew all my mother had adopted from your book until now: reading Proverbs around the breakfast table, the question-and-answer time after a chapter of the Bible, and the reading aloud of excellent books, all of which my parents recognized as wise and practical ways to influence us kids. And now, as I start my own family, I yearn to be as influential in the lives of my children as my parents have been, thanks in great part to your incredible books.

My husband (who is in the process of becoming a reader) and I have had wonderful times reading aloud. I've read aloud the Narnia books, *The Bronze Bow*, *A Wrinkle in Time*, *The Robe*, and others, and he has loved them.

Thank you for your part in making my life so rich and for your ministry in my family as I was growing up. It has borne fruit.

Sincerely,

Jewel Kaste

INTRODUCTION

by Gladys Hunt

I began writing about families reading books together at the suggestion of our teenage son, who wanted me to share with others the fun our family had with books. He said that reading books together seemed to him one of the most important things about our family life. This encouraged me to begin organizing ideas for a book. Later, when he reminded me that Proverbs says, “Pleasant words are like a honeycomb, sweet to the soul and healing to the bones” (Proverbs 16:24 NET), we came up with the title for this book.

The book ended up being a family venture with discussions about books at meals for weeks on end. “Remember when we read . . .” and “Don’t forget to put this book in.” Slips of paper were pulled out of jeans pockets or notebooks, listing book titles remembered while in school. It was a tumble of memories every time books entered our discussion—not just the title of the book, but the plot, the characters, the remembering. I realized afresh what a rich treasure books have been in our family life. Honey, indeed!

Honey for a Child’s Heart was the first of its kind. The publisher was wary about the idea of producing a book that promoted books from other publishers. He was open to my reasoning, though, and I credit him for taking the risk. My hesitant editor became enthusiastic when he saw that I was not only listing a wide variety of books but also writing a philosophy of reading to widen the world of a child, to enhance family life, to introduce both children and parents to the best books. Who could have known the widespread impact of this book? Other books on this subject have followed, but this piece of “honeycomb” was the first of its kind.

This is the fourth revision of *Honey for a Child's Heart*. The book has been in print long enough to have its influence affect a second generation of children. I know the ideas in this book work, because I have seen the difference it has made in our own family, in our grandchildren, in my nieces and nephews, and in the many other children in our lives. Talking about books together has influenced their language usage, writing skills, imagination, and ability to analyze what they are reading. And almost nothing does more for family closeness than having a child read aloud some beautiful passage from a book—words too wonderful not to share with people you love.

It's been an awesome experience to see how this book has affected the family life of others. Some years after the book had been in print, I was at a summer training program for university students when a winsome, lanky college student approached me as if he knew me. He began by thanking me for making his life so rich. As I wondered what I had unwittingly done, he recounted his family story. When he was a little boy, his mother bought *Honey for a Child's Heart* shortly after its publication; she insisted his father read it, and together they made a pact to be a reading family. Ben recited a long list of titles, places, and vacations where his parents and siblings had read stories. Our conversation became more and more animated as the list of books he mentioned grew longer and longer. It was as if we knew all the same people from the stories we had read. We felt like old friends, a very special connection between us. The encounter was a gift to me, because he is part of what this book is all about.

Many mothers and fathers have thanked me “for helping us raise our children”—which is a nice way to put it since I believe books are one of the important ingredients for good family life. But letters from the children of these parents are even dearer to me. What a wonderful lot of people share this love of books with their children!

Now I've had the fun of revising and bringing *Honey for a Child's Heart* up to date again. This means I have books stacked everywhere, that I am always engrossed in a new one, and frequently read choice paragraphs to my husband and our grown children, showing them the imaginative illustrations that wonderfully illumine so many new books.

Many children and I share books, and I take seriously the recommendations they give me. A neighbor girl one time asked me if the piles of children's books she saw stacked around the house were mine or belonged to someone else. When she found they were mine and I was reading them, she began stopping by to share her books with me. “It isn't due at the library for three more days,” she would say. “Do you have time to read it?” You can bet I did!

Gladys Hunt

INTRODUCTION

to the 5th Edition

Honey for a Child's Heart sprang from our family's love for books, reading, and shared experience. Before sending the first manuscript to the publisher, my mother (Gladys) asked me to read it. She offered to remove anything I felt might be too personal or would be uncomfortable to see in print. I, of course, gave the work my wholehearted approval. This act on her part made this book, out of all the books she has written, the one closest to my heart. She did all the heavy lifting over the years of renewing and updating the lists, but it was always a family project. The size of our "family" grew as more and more people joined in this kind of purposeful reading. They embraced her ideas, contributed their suggestions, and shared in this inheritance of experience and ideas. I am forever grateful for this legacy and this growing band of readers.

My mother continued to champion reading with children, writing blogs on the subject right up to the time of her death in 2010. This revision is the first one without her hand guiding the revisions. It has been a daunting task! The project was further challenged by the emergence of Covid-19 and the resulting pandemic in 2020. Ideas of meeting with groups of readers, as well as spending hours researching titles in libraries and bookstores, evaporated. Gratefully, with the help of many email exchanges, internet searches, and curbside library visits, the project has come to completion.

So what has changed in this edition? Those familiar with the previous editions of *Honey for a Child's Heart* will soon recognize that much of the book remains the same. The ideas about books, words, and family experience have not changed. There would be little value in rewriting these chapters.

Some sections of the book were clearly outdated, though, and those I have

endeavored to update to reflect the world today. For example, sections about books on tape now reference audiobooks. Discussions about the role of television have been replaced with discussions about the internet and screens, and these sections have been rewritten and expanded to reflect our current culture. The book has also been expanded to include sections on new media, such as e-books.

Most of the effort of revision has gone into the suggested reading list. There were important questions here that needed to be asked and addressed. Which books are no longer in print? Given the ability to easily search for and purchase used books, not to mention the availability of books in libraries, should the print status of a book be the determining factor for a book's inclusion? How might the book best recognize the reality that books regularly go out of print, then often reappear in new editions? How do we go about suggesting titles that have been published since the last edition of *Honey for a Child's Heart*?

I determined that the guiding principle should be books that align with the ideas presented in the first section of the book. What titles draw in the reader and challenge, inspire, and stretch our souls and thinking? Books on the list are readily available, though not all are in print. Some of the books listed will require a visit to the library, the purchase of a used edition, or, in some cases, the use of alternate formats such as audiobooks or e-books. A few titles have been dropped because they were either extremely hard to find or available only at absurdly high prices.

Special attention was given to titles published since 2002, which was the publication date of the fourth edition of *Honey for a Child's Heart*. This list is not exhaustive, but it will provide a good starting point for those books, and I hope many will become ongoing classics.

Most of all, I hope this book will encourage you to find and explore the books that will enrich the lives of your family. As I was finishing this book, we had a video call with two granddaughters, ages seven and five. During the call, we read *Brown Bear, Brown Bear, What Do You See?* To our great enjoyment, the reading became a call-and-response. We read the question, and they shouted the response from memory. When we finished reading the book, we were met with cries of, "Read it again!" May this joy of shared experience in reading together be your experience as well.



PART 1

USING BOOKS
to Help
CHILDREN
GROW



Playing Pooh sticks.

Drawing by E. H. Shepard from *The House at Pooh Corner* by A. A. Milne.
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CHAPTER 1

BEQUEST OF WINGS

"I'm going to play in the Hundred Acre Wood," said the small boy who lived at our house.

I knew what he meant and where he was going, and so I said, "Fine. If you see Owl, be sure to ask him about Eeyore's tail."

We knew about Eeyore, Pooh, Piglet, Owl, and Christopher Robin. Together, we had met them in a book written by A. A. Milne, and our life would always be richer because they had become our friends. To this day, I feel sorry for anyone who hasn't made their acquaintance by reading the original book.

That is what a book does. It introduces us to people and places we wouldn't ordinarily know. A good book is a magic gateway into a wider world of wonder, beauty, delight, and adventure. Books are experiences that make us grow, that add something to our inner stature.

Children and books go together in a special way. I can't imagine any pleasure greater than bringing to the uncluttered, supple mind of a child the delight of knowing the many rich things God has given us to enjoy. Parents have this wonderful privilege, and books are their keenest tools. Children don't stumble onto good books by themselves; they must be introduced to the wonder of words put together in such a way that they spin out pure joy and magic.¹

Wonderful Words

I had an eloquent older journalism professor at the university who frequently got carried away in trying to convince his students about the marvel of words. He would exclaim rapturously, “Oh, the beauty and mystery of words! What richness can be conveyed by those who master them!” And while we youthfully mocked him as we recounted his dramatic incantations to our friends, we ourselves coveted the mastery of words, the symbols that convey ideas. We knew that what he said was true.

Take all the words available in the human vocabulary and read them from the dictionary, and you have only a list of words. But with the creativity and imagination God has given human beings, let these words flow together in the right order, and they give wings to the spirit. Every child ought to know the pleasure of words so well chosen

that they awaken sensibility, great emotions, and understanding of truth. This is the magic of words—a touch of the supernatural, communication that ministers to the spirit, a true gift.

Every child ought to know the pleasure of words so well chosen that they awaken sensibility, great emotions, and understanding of truth.

We cannot underestimate the use of words in creative thought! Proverbs says, “A word fitly spoken is like apples of gold in pictures of silver” (Proverbs 25:11 KJV). The right word in the right place is a magnificent gift. Somehow a limited, poverty-stricken vocabulary works toward equally limited use of ideas and imagination. On the other hand, the provocative use

of the right words, of a growing vocabulary, gives us adequate material with which to clothe our thoughts and leads to a richer world of expression.

What fun it is to encourage a personal awareness of words in a child—the delight of sound, the color and variety of words available for our use. What a difference there is between a vocabulary drill and feeling the beauty of words. Books, the right kind of books, can give us the experience of words. They have power to evoke emotion, a sense of spiritual conviction, an inner expansion that fills a child to the brim so that “the years ahead will never run dry.”²

Listen to Barbara Cooney’s description of winter in *Island Boy*:

When the house had been banked with spruce boughs and the firewood cut for winter, the bitter cold came. Matthias would wake with the tip of his nose like ice. The windowpanes frosted over, and the wind whistled in the chimney. Sea smoke hung over the open water. Then the children would crowd into the steamy kitchen, learning to read and write under Ma’s fierce eye.

What wonderful feelings, smells, and scenery these words give to the reader, quite apart from Cooney's sensitive pictures. The words are ordinary but well-chosen. From stories like these, children learn how to use language.

Capturing Experiences with Words

Words and experience go together. One enriches the other. I like to remember the night we stayed late after a family picnic along an isolated lake in the north woods—far past normal bedtime for children. We watched the rosy glow of the sunset color the sky on the far side of the lake and darken the silhouettes of the trees. We felt the sand shed its warmth and take on a damp coolness. And then darkness fell over our world. We sat around the campfire and listened to the night sounds. Young ears picked up things older ears hadn't heard. What we heard we tried to express in words.

Deep-voiced bullfrogs far away, anxious peepers closer by, the gentle lap of the water on the shore, the loon crying in the distance, the crackle of the wood in the fire, the sparks going upward like brief fireflies. And then, as a special gift, a whip-poor-will, a shy bird usually heard only from a distance, lit in the bush just behind us and startled us with his clarity of song. Later we watched the moon rise over the trees. We felt beauty; we heard and saw it. We tried to clothe the experience with the right words, so we could remember. Well-chosen words need only be few in number, but they help store away the pleasure of the adventure.

We have awakened a small boy at midnight to marvel at the colors in the northern lights. We have stood on hillsides and described the numerous shades of springtime greens across the landscape. It's a marvelous game of awareness and words.

It's a game that can be played anywhere at odd moments. *How do you think a barn in Nebraska looks?* One child may answer, "Red, with cows around it." Another may say, "Gray and lonely, with no trees near." A third older child may become poetic and say, "The barn looks gray and weathered, like it was tired from the summer's heat and weary from icy winter winds."

Each answer is a good one. Yet those who saw less will be pleased by the contributions of those who saw more in their minds. They will sense the living substance of a touch of imagination and try to increase their own use of language. You may be thinking at this point, *I handle words so poorly myself. How can I help my children?* This kind of game teaches everyone and binds you to your children as you share what we call "imaginings."

Try other questions: How does a summer night sound? How does a rainy day feel? What does a kindergarten child look like on her way home from school? I have done this in the classroom. Some children's contributions were dull and uninspired, some were hopeful, others had the bright shine of originality. But each child saw the possibility of words. Natural gifts may differ and, like any other game, contributions should never be the only measure of a person's success. This is only one way of animating the mind in creative effort. But it will help train the ear to listen and the heart to feel beauty and emotion as it comes out in stories that the children later read. The benefits work both ways.

Reading aloud with two teenage boys one summer, we discussed together the elements of writing that made the story so special. They went back through the chapter and found phrases that spelled out beauty like this: "I feel like spring after winter, and sun on the leaves, and like trumpets and harps and all the songs I have ever heard!" The words fairly ring with joy! I covet for both of these boys the ability to use language with even a little of the mastery of the author (J. R. R. Tolkien) whose book we were reading.

The Importance of Words

Since words are the way we communicate experiences, truth, and situations, who should know how to use them more creatively than people who are aware of their Creator? The world cries out for imaginative people who can spell out truth in words that communicate meaningfully to people in their human situation.

Charles Morgan speaks of creative art as "that power to be for the moment a flash of communication between God and man." That concept opens up our horizons to a glimpse of God-huge thoughts, of beauty, of substance beyond our cloddish earthiness, of the immensity of all there is to discover. Using words well is an art.

Books are no substitute for life, but a keener pleasure comes to life because of books.

Yet, tragically, we can live our whole lives inhibited and poverty-stricken in human expression and creativity. We forget to notice, to see what is happening around us. We don't ask questions; we fail to listen. We are afraid of what is different, and are uncertain about what is true and good. Truth and excellence have a way of springing up all over the world, and our role as parents is to teach our children how to find and enjoy the good and to reject what is mediocre and unworthy.

Children are the freest and most imaginative of creatures. They love the fun of

words and have a spectacular ability to learn. We must respect their eagerness and competence by introducing them to good books. I am frankly excited by the potential of books to build a whole, healthy, spiritually alert child who has the capacity to enjoy all the possibilities of life.

Emily Dickinson has winsomely captured the spirit of this:

He ate and drank the precious words,
His spirit grew robust,
He knew no more that he was poor,
Or that his frame was dust.
He danced along the dingy ways
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!³

What Good Books Do

Good books have genuine spiritual substance, not just intellectual enjoyment. Books help children know what to look for in life. Reading develops the taste buds of the mind as children learn to savor what is seen, heard, and experienced and fit these into some kind of worthwhile framework.

What is unfamiliar becomes close and real in books. What is ridiculous helps children see the humor in their own lives. Sympathetic understanding is a generous by-product of sharing the emotions of stories and standing in someone else's shoes. Books are no substitute for life, but a keener pleasure comes to life because of books.

When you've walked across a field with an eight-year-old who comments on the "smell of sweet grass in a sunny pasture," then you'll understand what I mean. Or, a child remembers, "Dandelion stems are full of milk, clover heads are loaded with nectar, and the refrigerator is full of ice-cold drinks. Summer is very nice." Then you hear the words you read from *Charlotte's Web* come back to your own daily experience and agree, "Yes, summer is very nice."

This savoring of life is no small thing. The element of wonder is almost lost today with the onslaught of the media and gadgets of our noisy world. To let a child lose it is to make him blind and deaf to the best of life.

Children have marvelous elasticity of mind. Fancy a child who hasn't met a dragon or a unicorn! Imagine a child who doesn't speculate about what small

creatures live in a hollow tree or rocky crevice! That's the stuff a sense of wonder may feed on, but when the child is older, he will respond with the same sensitivity to a lovely sentence from Monica Shannon's *Dobry*: "Snow is the most beautiful silence in the world."

I have never been able to resist the appeal of a child who asks, "Read to me, please?" The warm security of a little person cuddled close, loving the pictures which help tell the story, listening to the rhythm of the words, laughing in all the right places as the policeman stops Boston traffic for the mother duck and her family in Robert McCloskey's *Make Way for Ducklings*. Or the safe, soothing feeling of Margaret Wise Brown's *Goodnight Moon*, or the wonder of Alvin Tresselt's *White Snow, Bright Snow*.

But the pleasure doesn't end with small children who like to sit on your lap. Growing-up children are just as much fun. Reading Laura Ingalls Wilder's books of pioneer adventure on the prairie, our family could feel the warm cabin, smell the freshly baked bread, hear the blizzard raging outside, and experience with Laura the close family feeling of Pa's singing and fiddling by the fireside. The love and gaiety of the Ingalls' home were shared in our home, and we had a quiet confidence in a family's ability to surmount dangers and hardships.

Books *do* impart a sense of security. Children meet others whose backgrounds, religions, and cultural ways are unlike their own. They come to accept the feeling of being different, and fear, which is the result of not understanding, is removed.

Geography invades our living rooms as children visit families from other countries, and the world seems quite friendly.

Facing failures and tragedies with the characters of a story may vicariously give children the experience of courage and loyalty. Weeping with some and rejoicing with others—this is the beginning of a compassionate heart.

Courage is transmitted by heroes like Johnny Tremain and even the comical Reepicheep in *The Voyage of the Dawn Treader*.

Valor does not belong to an exclusive race of supermen. It is within the hearts of those who are committed to truth and honor, the kind of heroes with whom one can identify. Children have loved the biblical Daniel, David, and Joseph for these same reasons and have gained deeper understanding of the relationship of courage to faith.

One of my young friends read *Call It Courage* at least four times the year he was nine. In transition between being a *child* and being a *boy*, he needed a model for his new manhood. This book fed his heart with ideals and integrity in such practical ways that it is difficult to measure its influence. He said, "It made me feel brave and strong!"

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Reading Aloud

Every parent who reads with children and every teacher who shares books knows the wistful sigh that accompanies the request for “one more chapter.” The teachers I remember best are those who read to us each day from some wonderful book. I remember with special fondness the English teacher in my high school as she sat on the corner of her desk, enchanting us with the music of Sir Walter Scott’s *Lady of the Lake*:

The stag at eve had drunk its fill,
Where danced the moon on Monan’s rill,
And deep his midnight lair had made
In lone Glenartney’s hazel shade.

Later, in other classrooms I knew the delight of taking children into a great adventure with a story—the utter silence of the room, the intent look on the children’s faces, and the involuntary sigh that escaped our lips at the conclusion of the episode. We had been together in the presence of good writing, and we felt bound together by the experience.

Books matter to children. It pleases me that when I meet former students unexpectedly, they tell me what they are reading. They could pay me no greater compliment; they know I would want to know. Great literature has a way of building people. Books continue to be an influence far beyond my own words to these children.

What I am saying is simply this: As parents we are concerned about building whole people—people who are alive emotionally, spiritually, intellectually. The instruction to *train up a child in the way he should go* has enormous dimensions (Prov. 22:6). It is to teach a child to think, to influence character, to give high ideals, and to encourage integrity. It is to provide largeness of thought, creative thinking, imaginative wondering. How large are your goals for your children? Why have a small world when you can walk with God into the larger place that is his domain?

Young children, fresh uncluttered minds, the world before them—to what treasures will you lead them? With what will you furnish their spirit?



Pooh and Piglet nearly catch a Woozle.

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