Deborah J. Hill has written a delightful and yet most needed book for educators entitled *School Days, Fun Days*. Emanating from her rich teaching experiences, research studies, and interviews with professional comedians has come this text that offers to teachers and administrators a plan for the cultivation of student humor and utilization of such humor as a creative skill. Hill believes that children want to learn as much as teachers want to teach; however, if learning is not seen as fun, students will often avoid it like a bowl of beets or anything else that adults might claim is “good.” Hill states that teachers are the ones who set the mood for the day, create a spirit of enrichment for learning, and generate humor which brings smiles and laughter into the classroom. Research findings concerning the critical nature of humor with respect to teaching effectiveness clearly support the importance of this type of humorous instructional infusion (Daresh & Playko, 1989; Quina, 1989).

This book is composed of an introduction and twelve chapters. In the first five chapters, Hill lays a theoretical foundation upon which the remaining chapters are based. Exercises, practical applications and suggested activities appear interspersed throughout the text.

In Chapter 1, Hill discusses the development and psychology of humor and the link between laughter and memory recall. Although the author cites no supporting research, she makes the point that as students learn to develop their sense of humor, they may be improving their ability to remember information, which is certainly a critical element for overall school success. Conceptually, this reviewer would agree with the author; however, supporting research and/or related studies would have certainly strengthened such as important assertion.

In Chapters 2 and 3, the topics of play, play time, sportsmanship games, and the different kinds of laughter are discussed. The role and
appropriate disciplining techniques for the class clown are defined and parameters for group laughter are established.

It appears to this reviewer that Chapter 4, "The Teacher as Entertainer," comprises the heart and sole of this work. It is in this chapter that Hill explains that one of the most important roles of a teacher is that of being a professional entertainer, however, it can be much more difficult. In her humorous way, Hill speaks of the teacher as a miracle worker—one who breaks more laws of nature than any other professional. According to the author, flexibility, adaptability, and a sense of humor are among the admirable characteristics that a teacher must possess in order to make it through many nearly impossible days. Those who have recently interacted with first year teachers or teaching interns have certainly expressed these thoughts in one fashion or another.

An excellent example of Hill's humorous prose can be found in the following excerpts from Chapter 4:

"If the roads of Hell are paved with good intentions, I'm sure there are some lesson plans down there somewhere" (p. 46).

The author believes that every teacher must develop some type of comic technique in order to be effective. Toward that end, she offers numerous tricks of the trade for her readers. In the final pages of Chapter 4, Hill discusses the value of joking relationships between child and parent, student and teacher, parent and teacher, student and student, teacher and teacher, and teacher and administrator. In each of these relationships, the author makes a strong case for developing such humorous relationships. It is here that Hill again makes a strong case for the value of having and developing a strong sense of humor in all aspects of life.

The remainder of the text (Chapters 5–12) deals with such topics as teacher creativity, laughter and classroom anxieties, the joy of drama, computer fun, and environmental fun. Here the author provides many exercises, activities, and suggestions for interjecting humor into the classroom and throughout individual lessons.

Chapter 9, entitled "Anatomy of a Joke," is a particularly valuable chapter in that it deals specifically with joke construction, format, and presentation. Teaching joke etiquette is a most valuable element of this chapter. Hill concludes with a statement on the etiquette of joking that many adults should intently read and reread:

Part of any lesson on the etiquette of humor requires students to understand the difference between laughing at a clown with an exaggerated
funny nose, and making fun of a real human being who actually has a big nose (p. 120).

This book is constructed in such a way that no index, appendix, or bibliography is available. Although these features would have greatly enhanced the value of this text (especially for those interested in conducting research in the area of classroom or school-wide laughter), it is the opinion of this reviewer that the book is still a valuable tool for enhancing the art and science of teacher humor in the classroom and examining the value of laughter with regard to enriching personal or professional relationships. Possibly the most important consequence of this work is the powerful manner by which Hill highlights the value of enriching relationships through a sense of humor both inside and outside the profession. It would appear that our most successful teachers, counselors, and administrators have already learned of this importance. Hill now urges all of us to “get with the program!”

REFERENCES