having been cheated by not having such practice in my own experience.

My host generously reminded me that persons have used similar methods for centuries, and that the machine had merely refined the mechanics of them. Playfulness and creativity have always been intimately allied, for it is only in play that the mind breaks its customary circuits and explores new territory and new combinations of data.

Sitting in this mechanical Shangri-La, I could not forbear inquiring about the reading of books. I had seen no library at all, and the library was once a central feature of any seminary or university campus. Didn't the students read as they had in my day?

"Not very much," replied by guide. "We have largely made the transition to oral and imagistic learning with little emphasis on linear training. Our students are all rapid readers, of course, and have been since they were five or six years old. But much of their reading is done at television consoles, where the entire collection of the World Information Center is at their fingertips. That includes art, drama, movies, and so on, as well as ordinary printed materials. And, for those who desire them, of course, there are still the old pobs, though there is little need for them anymore."

"Pobs?"

"You didn't have pobs? I'm sorry. I didn't realize when they came into use. 'Pob' is an anagram for 'printout book.' It's a looseleaf book of chemically treated plastic leaves capable of receiving phototelegraphic images from a master printer at the WIC. They were the rage for a while, but now it's even getting hard to obtain maintenance for our transmitter. Occasionally we get a student—usually an older one—who still has a strong linear attachment and seems to require a pob. But there aren't too many anymore."

I don't know whether it was the amazement I felt or what in a dream might pass for fatigue or hunger, but at this point my host suggested a change of pace. He led me into what appeared to be a relatively smaller version of a gymnasium, where a number of men and women together were participating in various kinds of recreational activities. Some were working on parallel bars, some were doing group calisthenics, and some appeared to be taking part in some kind of yoga exercise. I felt immediately more comfortable at being in what was at least a more familiar setting.

"Was much emphasis placed upon sports and play activities in your seminary?" inquired my host.

"Very little," I said. "We played tag football on the lawn, and