got together occasionally for basketball or tennis. But only on a voluntary and scattered basis."

"Physical training is an integral part of our program," he replied. "Our therapists are as important to us as any staffers we have. I don't know what we would do without this aspect of our training. I can go away for a week, and, if I don't continue my exercises faithfully, I feel myself becoming sluggish and inert, mentally as well as physically.

"We don't have any requirement of a specific number of hours to be spent in the gym or pool, or course, any more than we have other sorts of requirements. But I can't imagine that anyone spends fewer than ten or twelve hours a week here. Some friends of mine are probably here thirty to thirty-five hours. It's amazing what it does for their total personalities as seminarians. They're probably the best students here."

My smile tried to mask an inward wince. I thought of all the times I had refused a tennis or handball invitation because I had been "too busy" to take part at the time.

But something my host had said about requirements intrigued me. "You mean there are no requirements of any kind?" I asked.

"None whatsoever."

"But how can you operate like that?" I asked. "Surely there must be some rules. How do you know when a student is ready to graduate?"

This time it was my host who smiled. "We gave up admission and graduation requirements years ago," he said. "We finally admitted, in the case of the former, that we were only accidentally correct in some of our admissions, and were often wrong, because we simply could not test many of the intangible factors related to seminary training. And as for the latter, graduation . . . . Well, I guess you might say that we abandoned that to remove the false notion that one really ever completes his education.

"Our students remain here until they feel that it is less fruitful to be here than in a primary involvement situation. Then they go out to work somewhere else, in a church or school or other form of employment.

"But of course they rarely stay away. Most return frequently to work on specific problems confronting them or simply to put a new edge on themselves. As I explained earlier, what you once called 'continuing education' has become a way of life for us, not a mere adjunctive program."

"But," I questioned, "how can you assess a person's performability for a prospective employer or for other educational