

discussed above in a section of the chapter on Exercise. The student is referred to this discussion for details of anatomy and physiology of this system. A consideration of play involves problems related to the development, the integration, and the conditioning of the nervous system which have a connection with our concepts of "mind." Because this is so, this part of the discussion will involve considerations of the relationships of play to mental health and mental hygiene.

B. FORMS OF MIND

Stages in the evolution of "mind" may be indicated by certain terms used in our text (and other writings) as they relate to types of behavior at certain stages of development in the individual or in his tissue cells. These terms are:

1. "Tropic mind" -- mind of cells (germ cells, etc.)
2. "Reflex mind" -- mind of embryo (Storey)
3. "Unconscious or subconscious mind" -- inherited mental experiences (nerve patterns, etc.), perhaps early mental stimuli not gaining conscious expression.
4. Adult, or Conscious Mind: While the conscious mind begins to be evident in early stages of infancy and childhood, its adult form is reached in later adolescence, or early maturity. It is a product of the gradual development of psychic traits resulting from stimuli brought into the nervous system from the environment (or from other organs of the body) and from the responses made to these stimuli.

It is now believed that play is exceedingly important not only in the development of "mind" but as a factor in the hygiene of the mind (or mental hygiene). There are aspects of this problem which are of vital importance: e.g., relation to the social organization of the play life of children and adults, and in relation to certain abnormal or pathological conditions which may arise.

C. PLAY AND THE MIND

1. A most effective means of bringing proper stimuli to the nervous system is through normal, vigorous play in childhood and youth. The play life of a young person (child) is filled with:
 - a. Discoveries of pleasing and displeasing sensations and all sorts of motor and emotional responses. These have a profound influence upon the development and the quality of mind. Through a normal play life the young person rehearses activities which are race old and which train for participation in adult activities both physical and mental.
 - b. The principal play instincts have to do with: Curiosity; creation; nurture; rhythm; hunting; fighting; team play; sex. The play instincts are the primitive forms of instincts and interests of grown up life and tend to prepare for adult life. Through play the child rehearses racial activities and racial development.