

If any given aim or program does not serve, or is not compatible with, the philosophy or ultimate goal of the individual or group for whom it was formulated, then that aim or program has no justification. Thus, a Buddhist might reject health as an aim of life, and no program of health education could be justified.

Activity is the real objective of life; as well as the only method of obtaining happiness, which both psychologists and philosophers see as a by-product of living rather than a chief purpose.

"Activity leading to further activity" is called "growth".

It is generally agreed that health is the first requisite for growth, or indeed for happiness, satisfactions, service or progress. Other aims are social efficiency, culture, and economic efficiency. These constitute the greatest common divisors in the lists of educational aims named by most educators. Each of the four aims listed satisfies the philosophical criterion because it is a phase of growth and because it is essential to the greatest happiness, etc.

Objectives in education are aims broken up into their component parts. Thus, health consists of organic vigor or vitality--efficiency of the various systems, such as the circulator, digestive and respiratory systems--good posture, and such physical skills, as swimming and ability to control the body, as are necessary to preservation of life and economy of effort in locomotion and manipulation.