

Currently the most durable needs-describer is Maslow, and he's taken up in Harper/76 Wilbur Cross THE WEEKEND EDUCATION SOURCE BOOK, pp.47f:

1940s one authority involved in educational research, Irving Lorge, devised a set of categories, "Incentives for Adult Learning," which could serve as a convenient check list today for anyone trying to determine why he wants to continue his education and what factors should motivate his choice:

PEOPLE WANT TO GAIN

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Health 2. Time 3. Money 4. Popularity 5. Improved appearance 6. Security in old age 7. Praise from others 8. Comfort | <ol style="list-style-type: none"> 9. Leisure 10. Pride of accomplishment 11. Advancement: business, social 12. Increased enjoyment 13. Self-confidence 14. Personal Prestige |
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THEY WANT TO BE

6. Influential over others
7. Gregarious
8. Efficient
9. "First" in things
10. Recognized as authorities

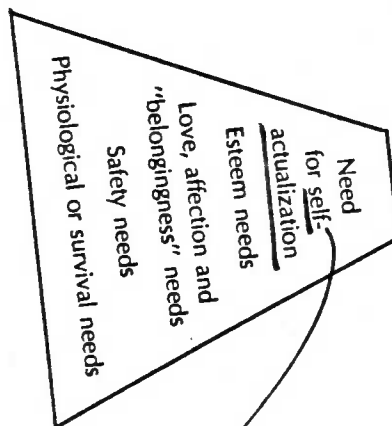
THEY WANT TO DO

1. Good parents
2. Social, hospitable
3. Up to date
4. Creative
5. Proud of their possessions
4. Emulate the admirable
5. Appreciate beauty
6. Acquire or collect things
7. Win others' affection
8. Improve themselves

THEY WANT TO SAVE

1. Express their personalities
2. Resist domination by others
3. Satisfy their curiosity generally
1. Time
2. Money
3. Work
4. Discomfort
5. Worry
6. Doubts
7. Risks
8. Personal embarrassment

Another educator, A. H. Maslow, has not been so all-inclusive and has instead arranged his pattern of incentives in a hierarchical order that takes the shape of a pyramid, in this fashion:



Maslow's theory is that an individual cannot satisfy any level of educational need unless the needs below it have been satisfied first. Thus, a person intending to enroll in a short adult course in family relationships or some other subject relevant to the "love, affection" category in the middle should be certain that the bottom two educational needs have been properly fulfilled. In the same way, an individual who has his eye on, say, a seminar in building self-esteem in his career, would do well to make sure that he has no serious educational shortcomings in the "love, affection" category just below "esteem."

If the top category in the pyramid sounds like double-talk or professorial jargon, think of it simply as the goal of trying to live up to your potential, to use your talents and capabilities to the fullest rather than having them lie latent. If you are artistic, but don't know how to express yourself on canvas, on paper, in clay, or through some other medium, you are not realizing your potential—experiencing "self-actualization"—until you take a course that shows you how to put your talent to work.