

The continuing focus on teachers, and factors in the academic success or failure of their students, brings critical challenges; the assets derived from educational training and proclivities inherent in a teacher's cognition and in personality must combine to blend congruently with a given set of learners. Somewhere in the mix, one must wonder why budding professionals would choose to join such a beleaguered group. The recipe appears complicated. These investigators studied a group of underclass females and males in a public university who indicated a desire for professional preparation as educators. The subjects provided age and selection of college major and were grouped by age strata and gender. They completed a sorting protocol indicating traditional-sequential-convergent vs. non-traditional-holistic-divergent preferences. An analysis was performed to discover interactions occurring among these factors. Descriptive statistics and inferential findings through point-biserial correlations indicate that extreme traditionalists are becoming rare in the teacher corps, and there are strong non-traditional traits in both gender groups.