

RANKING OF SPECIFIED CLOTHING VALUES  
AND THEIR RELATION TO SOCIAL STATUS  
AS EXPRESSED BY EIGHTH GRADE GIRLS

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## CHAPTER I

### INTRODUCTION TO THE STUDY

The most widely-used approach to curriculum planning today considers students and their needs. Home economics educators are challenged to focus instruction on the development of competences important to the pattern of effective living. The educational programs of home economics should be developed to reach not only girls of varying abilities, but also those from different cultural, social, and economic groups, as they may have needs that differ (Scott, 43:11).

The teen-age girl and her needs truly deserve the attention of the home economics teacher. The subject matter of home economics coincides with many of the adolescent's greatest needs. Since appropriate dress is one of her main concerns, the study of clothing lends itself quite naturally to the interests of the adolescent girl.

To be effective in planning the clothing curriculum, a teacher must recognize and be guided by the changes that occur in society as they relate to students. These changes require foresight in planning to be of benefit. A greater emphasis today is placed on consumption than on production.