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To Judge of a Bargain - January, Month of White Sales Tempts the Unwary Buyer

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The Power of Music

By OSCAR HATCH HAWLEY, Iowa State Bandmaster and Associate Professor of Music

MUSIC, although the youngest of the arts, now, without question, takes precedence over all others in its effects on the subliminal self. There is no human creature who is not more or less affected by music, and, in a general way of speaking, the higher the type of man the greater is the effect of music on him. Savages do not care for the music of civilization and to primitive man the beat of the tom-tom and the shrill note of the reed pipe is sweeter than the grandest harmonies of the master symphonies. On the other hand, there is no music civilized man in the discordant cacophony of the aborigines, and very little that is interesting or pleasing in the monotonous drone and thumping of the semi-civilized tribes. Hence it is easy to perceive that music—if it is to have any effect for good—must be such as will be pleasing to the listener.

In this and other countries which are making strides in civilization we find music keeping pace with the arts and sciences, and beautiful harmonies and majestic chords are used over and over again for the uplift and advancement of the people. From all of which I gather that the degree of musical intelligence exhibited by people is good indication of the degree of education and refinement—even the spiritual advancement—made by that people.

The reason that music has a greater effect on the subliminal self than any—or all—of the other arts is that music is wholly emotional and all other arts are more or less intellectual. Do not understand this that there is no intellect used in making music. Far otherwise. It is the one art calling for the highest type of intellect, fused with an imagination that blends all science, art and industry into one gigantic poem that makes its appeal thru the auditory nerve and thus to the emotions, instead of thru the eye and to the intellect. From the composer it carries emotions only. The composer may have spent days, weeks, months or years in the production of a symphony, overture or tone poem. To him it has been a tremendous intellectual effort as well as a work of huge physical labor. But the whole effect of the music (when it is played and heard) is emotional. To an (Continued on page 14)

To Judge of a Bargain

January, Month of White Sales Tempts the Unwary Buyer

By MILDRED BRIGGS, Graduate Assistant of Home Economics

To fully understand bargains it is necessary to know what a bargain is and what it is not, also to consider the merchant's policy in giving bargains and the psychology involved.

A bargain is a well-chosen article, reduced in price which proves serviceable for some direct use. A bargain is not a bargain when it is not needed, when it is bought because it is cheap and may be of use later. If some use must be created, as giving it away to get rid of it, then it is not a bargain. If some article is not used immediately, it takes up space, causes annoyance, has money tied up in it and deteriorates in value and does not prove to be a bargain.

When we consider the merchant's reason for giving bargains, we may be better able to select bargains. One of the main reasons a merchant has in giving bargains is for advertising. Bargains always attract attention, the mere word is a signal. People eagerly crowd to the doors of bargain sales, many times before the hour of opening. This is what the merchant wants, for in their search for the much coveted bargain people see other attractive lines of merchandise displayed. Kelley in "Business Profits and Human Nature" says the merchant does not place bargains near the front entrance but at the rear and the route there takes one along aisles bordered with other lines of tempting merchandise. The bargain at the end may be sold at a cost and charged to advertising but the sales made on the way there make a substantial profit.

One strong reason for $ Day is because of its advertising. A merchant may offer some big article as one $40 overcoat to the first man wanting it, and the loss to him would be advertising expense. Bargains are given to gain the good will of the people, to give satisfaction and above all to get people acquainted with the store.

One of the best ways to create activity in business is by the bargain sale. "The efficiency in the use of capital depends on its activity." Activity means the number of times it can be used over and over again in a year. The old maxim: "A nimble sixpence is better than a slow dollar" applies in this case. It may be profitable to decrease the selling price somewhat to increase the turnover. In case of novelty lines, this is often done to lessen the danger of having leftover stock which means loss to the merchant. Bargain sales help materially to increase the volume of business. One merchant sold 1400 dresses in a three-day sale that normally would require several months.

Incidentally, the merchant considers that bargain sales bring in cash, thus lessening his charge accounts and bad debts. He places the time of his sale carefully, using off days as Monday or Thursday. This means lessened overhead expense by making greater use of the help that would otherwise be idle. In most towns and cities $ Days are in August and February to help fill the natural slump in business at that time.

A merchant may give bargain sales to forecast the future, to try out the public to sense the demands. A sale at the beginning of a season would be a good indicator as to what people would want throughout the coming season.

Along with creating activity in business, the merchant gives bargain sales to reduce his stock. This may be necessary, due to loss by fire, or bankruptcy. Before inventory many sales are given to lessen goods on hand. Merchants get rid of shop worn or soiled articles caused by taking out on approval by bargain sales. This likewise is a means of eliminating old style goods, novelties, odd sizes and left overs.

Can it be that merchants offer bargains to satisfy the public demand? Douglas said: "Modern craze for bargains has wrought great hardships on a certain class of tailors." Are we justified in causing rapid changes in women's garments at the expense of poor workers? What about the beautiful handmade house that sells for $198? Should we demand bargains, that as Mrs. Baldt says are pitfalls for the unwary? What is the former price was the first question the consumer asks. Should we demand cuts at the expense of all others, and force merchants to advertise that dresses which were $35 are now being sold for $25?

Better understand bargains let us consider the psychology involved. We know that bargains offer a most interesting study from this standpoint. The three psychologists, Casson, Kitesen and Butler agree that there are certain distinct steps in every sale. The first is attention. Just as a building is planned by experts, so is a bargain sale. The attention expert finds you in billboards, magazines, newspapers, window displays and attractive counters. The more intense the means of attracting, the better.

The size of the sale or the number of people crowded around a bargain table interests us. The size of the price attracts us. In $198 bargains, the $1 registers upon our minds, not all of us figuring the $95 cents added makes just 2 cents less than $2.00. Even the word "bargain" giving us a hint of a cut in price attracts our attention.

Anything unusual attracts our attention. A felt hat frozen in a cake of ice in a window display naturally attracts our attention. One merchant was appealed to. One merchant has suggested to other merchants to watch the movies for a sad show and advise the people to
Who is Responsible for the Child?

A Teacher Closes the Series

By LOUISE CRAWFORD

I T WAS with a reluctant feeling that I
finally consented to offer a modest con­tribution for this issue of the Iowa Home­maker, that splendid growing publica­tion, which is so replete with worth­while topics, written in the most original style by the various students of its edito­rial staff, as well as by those of the faculty who are recognized as authorities in their special work, or by those who have gone into larger fields of service from Iowa State College.

The topic assigned is weighty, indeed and I feel at the start that I have overestimated my ability to write anything of interest, especially after reviewing the preceding well-written papers.

I may state that I have had the blessed privilege and experience of motherhood, and added to that, have as a teacher shared with parents the responsibility for a time, of their little ones during the most impressive years of their lives.

Parents first of all are responsible for their children; in fact, the supreme responsibility, the greatest obligation, the highest duty that comes to men and women, comes to them as fathers and mothers, and it is said this responsibility does not seem to diminish until the quarter century mark of the offspring. The mother has a much larger portion during the earlier years, the father's influence coming on gradually as the child matures.

Each generation finds new problems, new responsibilities—so that it is far better for the parents to assume the control of their children than to shift much of it upon the grandmother's shoulders or any other relative who may be a member of the household. Some of these dear old grand women are quite insistent upon using their theories of rearing a family, but the chances are that the mother's generation will have fewer changes from the present than that of two generations back. These well-meaning grand­parents, as a general rule, are quite too lenient for the child's good, and consequently the parents have a constant struggle to keep near their ideals of proper training.

Some parents spend too much time and thought on the physical and material side of the child's make-up, but lose sight of the things which enter into his mind for an appreciation of the more beautiful things in life. They also have a fear of some bodily accident overtaking him when sometimes the moral values are being undermined by bad associates.

Teachers come in for their big share of responsibility, especially where most children regard the teacher as a fair model for the attack. And yet when we calculate that the teacher has the child but one-fifth of his waking hours, the other influences have such a large proportion of his recreation hours, that the teacher finds it difficult to see the effect of her moral efforts.

The more the parent is a teacher, the better the child's education—the more the teacher is like a parent the better the results at school. Parents' opportunities for affecting character are much greater than those of a teacher because theirs is a continuous influence and a more intimate one. Parent-teachers associations are doing a vast amount of good. The more the parents' ideas and the children's ideas are harmonized, the more will the child understand what is going on in the school.

The influence of children at home on the teacher's spirit has its effect, many becoming interested because of others. Among all merchants create buying atmosphere. No wool underwear is displayed when it is 88 degrees in the shade, but light, cool attractive material.

Where interest is maintained long enough it merges into desire, and desire leads to action, which closes the deal. Action is the "pulling trigger of the will" and the bargain is in the hands of the consumer.

In general, the time to buy bargains is out of season, or at the end of the season when a merchant wishes to get rid of his stock. Pre-inventory sales are well to consider. The place to buy bargains as a rule is in a bargain basement where naturally the overhead expense is less. Generally the kind of bargain to consider whether it is a bargain or not. Emerson says: "Train thyself in the small things, then proceed to the greater." Do not jump at conclusions. Stop to analyze the situation. Realize that the salesman is trained for the attack and consider whether you are trained for the defense. Consider the merchant's reason for offering bargains, appreciate the psychology involved and above all ask yourself, "Do I have a direct need for this bargain?"

Before buying bargains stop to consider—

Some parents spend too much time and thought on the physical and material side of the child's make-up, but lose sight of the things which enter into his mind for an appreciation of the more beautiful things in life. They also have a fear of some bodily accident overtaking him when sometimes the moral values are being undermined by bad associates.

Teachers come in for their big share of responsibility, especially where most children regard the teacher as a fair model for them to imitate. And yet when we calculate that the teacher has the child but one-fifth of his waking hours, the other influences have such a large proportion of his recreation hours, that the teacher finds it difficult to see the effect of her moral efforts.

The more the parent is a teacher, the better the child's education—the more the teacher is like a parent the better the results at school. Parents' opportunities for affecting character are much greater than those of a teacher because theirs is a continuous influence and a more intimate one. Parent-teachers associations are doing a vast amount of good. With the splendid exception of the two many of the troublesome problems are now solved with ease, and a strong mutual feeling of interest and sympathy now exists between parents and teachers.

Some of the effects of the irresponsibility of parents may be gleaned from statistics which tell us that 82 per cent of children are born with a chance to be vigorous men or women, only 17 per cent grow up without some handicap so that 65 per cent are cheated by some one's lack of responsibility.

Too long automobile rides, and the taking of children to inappropriate places because they have no one to leave them with is a sign of great selfishness on the parents' part. Keeping the children up till father comes home at night so that he may have a romp with them before bedtime, makes hours for sleep variable—fine for the father, but children then are too excited to go to sleep readily, and sooner or later develop one of those extremely nervous dispositions. They rati­fy the children's desires when they know it is not for the best, because the child's crying makes them nervous, or they allow them to run about when they have fever, as it is such a task to keep them in bed.

Another father wants it quiet in the evening so that he may read his fancy paper, mother wants peace, too, with her bit of fancy work for a pastime, the movie seems like temporary relief at least, from the children, and the parents go on quite unmindful of the neglect of their responsibility to make the God-given gifts a comfort to them in their declining years.

Herbert Hoover, in one address at St. Louis, said, "Parents should realize that the joys and privileges of parenthood must be paid for in a good deal of sacri­ifice on their part, this not only applying to the mother, but to the father as well."

I like the thought of score cards for parents by which they can measure themselves and find out in what respect they are wanting in the cares connected with the proper rearing of a family.

Children are quick to discern weak­nesses in parents as can be illustrated by this conversation between a mother and child. The mother said to her little son that she did not altogether like one of the habits of a little companion of his, whom she had heard spend quite similarly to his mother, and was afraid her child might fall into the same habit if he continued to play with him. She was surprised when the child replied, "Oh, never to you, mother." "But if you could hear how saucy his mother is to him sometimes you'd not blame him so much." He quickly recognized the contrast in mothers, and realized that his mother was aiming to be a model parent to him, and assuming all the responsibilities she could for his welfare.

So may I close by quoting: "Train up a child in the way he should go, and when he is old he will not depart from it."