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# nma

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— Official Publication of the New Mexico Society of Architects, A.I.A. —

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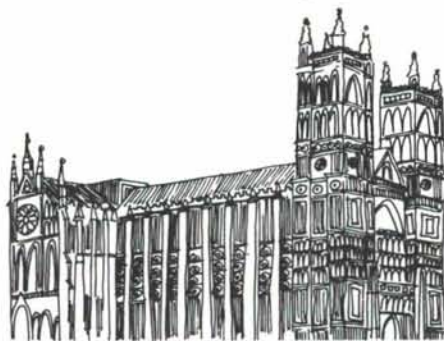
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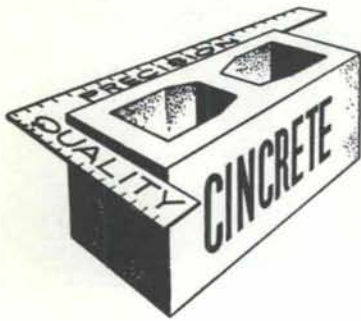
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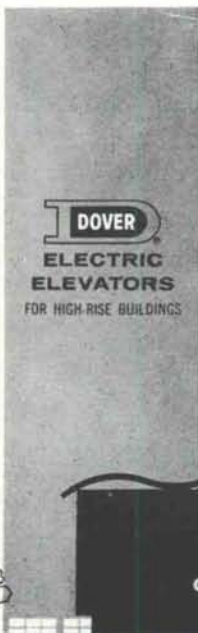
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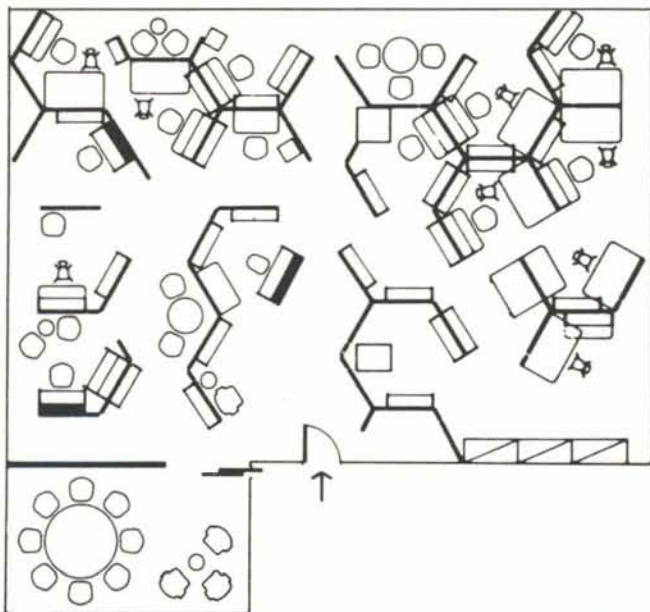
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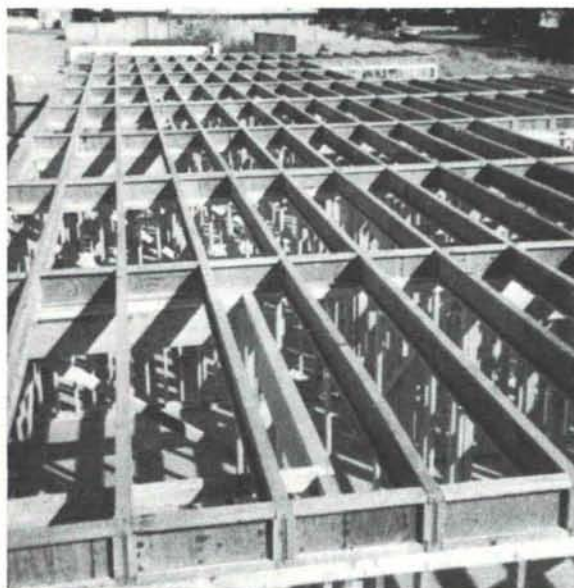


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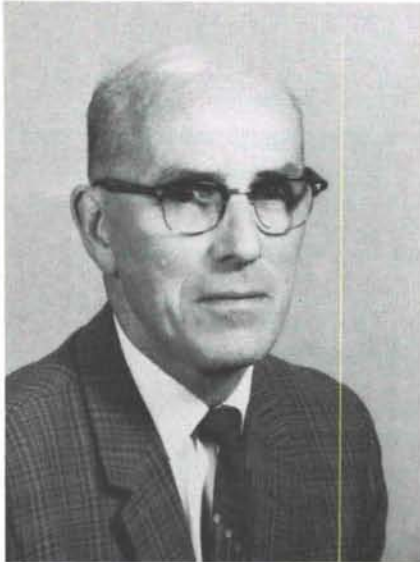
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## JOHN HEIMERICH, AIA HONORED AT BANQUET



The Albuquerque Chapter, AIA held its June meeting at the Scotch and Sirloin Restaurant. Some 45 Albuquerque architects and wives gathered to pay tribute to John Heimerich, the chapter's treasurer. A certificate, signed by 60 Albuquerque architects and laminated onto a handsome walnut plank, was presented by Joe Boehning. The certificate reads as follows:

*This Certificate of Appreciation  
is presented to  
John J. Heimerich  
for continuing and outstanding  
service as  
treasurer of the  
Albuquerque Chapter  
American Institute of Architects  
1956 to 1971*

Professor Heimerich of the Architectural Department at the University of New Mexico was born in Clay Center, Kansas in 1906, he received both a B.S. and an M.S. in Architectural Engineering from Kansas State College. He founded the Department of Architectural Engineering at the University of New Mexico in 1947 and served as Department Chairman until the Department of Architecture was

founded in 1957. He served as Chairman of the Department of Architecture until 1966, at which time he stepped down to devote his full time to teaching.

Professor Heimerich was elected treasurer of the New Mexico Chapter, AIA, in 1956. He did such a fine job that he was re-elected each year until the state was divided into three chapters in 1965. He was immediately elected treasurer of the Albuquerque Chapter and has served continuously until his recent retirement from the position.

The Albuquerque Chapter further honored John by re-naming its annual UNM architectural scholarship, the John J. Heimerich Architectural Scholarship.

## AIA NATIONAL CONVENTION PASSES 22 RESOLUTIONS

DETROIT, Mich., June 24, 1971. In 22 resolutions passed by delegates to the national convention of The American Institute of Architects, the AIA took stands on a variety of national issues as well as those pertaining particularly to the man-made environment and the profession.

Delegates voted to support limitation of political candidate campaign expenditures and again called for the reduction of U. S. military commitments abroad.

These resolutions said that dependence by candidates on large individual and institutional contributions resulted in unnecessary obligations to the self-interested; and that involvement in an undeclared and divisive conflict has been at the expense of many urgently needed domestic programs.

A resolution on land planning and development said, "AIA recognizes that under more and more conditions the public interest must prevail over the interests of private property and that development of land is a privilege and not a right." It noted that there is a "growing conflict between our traditional concepts of private property and

land use and the already desperate need for a national land-use policy."

Other important resolutions favored:

—establishment of a Whitney M. Young Jr. award recognizing significant contributions to the social fabric of the American community.

—creation by Congress and the Administration of a new land-use philosophy that will encourage public bodies to acquire urban land for private development with the designated use tied to long-range community growth plans.

—support for a federal revenue-sharing plan that would require state and local governments to implement national housing and environmental objectives.

—support for the production of housing for all at a minimum annual rate of 2.6 million dwelling units.

—urging the appropriate agencies to retain every rail right of way currently in existence for present and future use and ask Congress to sponsor research for the development of pollution-free rapid transit.

—calling upon the federal government to declare ghetto areas of high unemployment "disaster areas," and provide public service employment and economic development assistance.

## GARDNER SEES GOVERNMENT UNRESPONSIVE TO HUMAN NEEDS

DETROIT, Mich., June 23, 1971. "Our political and governmental institutions are not effective, are not accessible by the people, are not responsive to human needs, and cannot be held accountable," John Gardner, chairman of Common Cause citizens lobby, told the American Institute of Architects Convention.

"Many Americans have wanted their government to become weaker," he said, adding that, "they

---

# "EVERYBODY TALKS ABOUT THE WEATHER, BUT..."

Prequalifying bidders gets the job done right the first time around. With more construction coming in the next 20 years than there has been in the last 200 years, it's time the bidding climate receives something more than passing comment. Why support a mirage that makes the short-term dollar look better, while sacrificing solid over-all profits and better building? The next time you want everybody to bid, ask yourself what you've done for the building industry lately.



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have imagined that if they paid little attention to government it might remain unobtrusive.

"But in the face of their neglect it has not withered away. It has become huge and all-pervasive. But it is not accountable. It is not responsive."

"To those who scoff at the idea of citizens action or believe it is ineffective," Gardner reminded them that relatively small groups of crusading citizens won the vote for women, abolished child labor, forced us to care about retarded children, and launched the civil rights movement.

Gardner said that he has found disillusioned people throughout the country and profound skepticism about our political and governmental processes.

"Such feelings constitute a kind of explosive charge that could splinter our two major parties. It could lead us to follow the shallowest of demagogues. It could result in massive refusals to vote."

## AIA PRESIDENT CALLS FOR NEW NATIONAL POLICIES

DETROIT, Mich., June 21, 1971. The president of The American Institute of Architects challenged his colleagues today to exert all the constructive pressure at their command in support of policies to rebuild urban America.

Robert F. Hastings, FAIA, of Detroit, urged architects and the Institute itself to enter the political arena, enlist allies, swing votes, mobilize community action and take positions on issues heretofore considered outside the purview of the design professions.

In his keynote address to the opening session of the AIA convention at Cobo Hall, Hastings called for new national policies and new professional initiative to substantially alter a wide range of public institutions that are failing to respond to demonstrable public need.

"We can hope for no relief for a decaying environment, natural

or man-made, unless a national commitment is made to preserve and to restore it," he said. "This commitment has not been made. The present Administration has avoided it, and neither this Administration nor any major candidate of the opposition party has proposed a serious program of reform."

Hastings warned against the prevailing philosophy that Americans can have everything they want. He said the United States must adopt a national policy that "maximizes and stretches its resources so that, in the end, we can have more of the things we want."

Predicting that the environment of the future will continue to be built in the nation's urban areas, Hastings said there is no evidence to suggest the contrary. He continued:

"The fact is that we can no longer afford a system that discards cities and towns and the people who live in them. We can no longer afford a system that encourages waste, sprawl, neglect, and destruction. We can no longer afford a system that consumes our resources faster than we can replenish them."

At this point in his address to convention delegates, the president of the Detroit firm of Smith, Hinchman and Grylls interjected a personal observation.

"You now see what I never expected to show you: Bob Hastings, a short-haired, middle-aged, conservative member of the Establishment, using the same terms as the long-haired militant students and rebels who have given us such a hard time.

"Five years ago I would not have talked this way. But things have changed and I have changed. The results of what we have been doing have finally become apparent, and therefore we and the things that are wrong must change."

To reduce the national gap between proclamation and performance, Hastings would have this

nation of cities return to its early legacy of responsible land-use and town planning.

It is past time to abandon "the old pioneer philosophy that has spawned the concept of throw-away architecture and disposable communities," he said.

Beleaguered urban areas need new tools with which to revitalize themselves, he said.

He mentioned regional specification of land-use; local control of transportation planning; alteration of tax laws to encourage improvement and penalize neglect (rather than the other way around), and creation of incentives to encourage private investment in urban revitalization—within the framework of a strong community.

Hastings said architects must decide whether their profession is tough enough to attack sacred cows, energetic enough to help communities articulate needs and aspirations, and wise enough to help find ways to stretch natural and human resources.

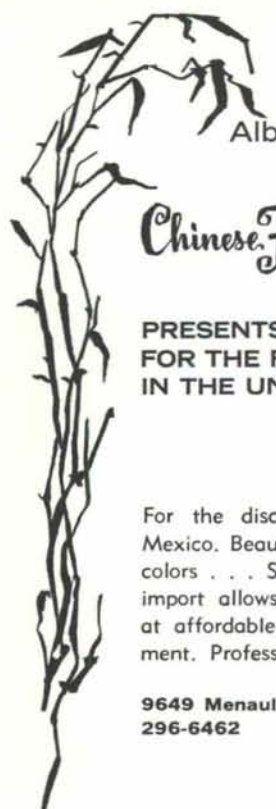
For the design professions as for America itself, he concluded, "Today's frontier is not the frontier of yesterday. One hundred years ago it took courage to move out of the cities. Today, this is the direction of the timid. Today it takes courage to move into cities" where the man-made environment can again reach its highest expression.

## NEW ARCHITECTS OF NEW MEXICO

At the August 4th meeting in Santa Fe, the New Mexico Board of Examiners for Architects granted registration to the following persons:

Gerald Charles Lundeen of Las Cruces, N.M.; Gary Miles Victor of Albuquerque, N.M.; Patrick L. McCleron, Jr., of Albuquerque, N.M.; Ellis Kaplan of San Francisco, Calif.; Donald A. Ramberg of San Diego, Calif.; Alfred J. Nelson of Minneapolis, Minn.; Dennis L. Larsen of Arvada, Colo.; Eugene L. Brown of Indianapolis, Ind.





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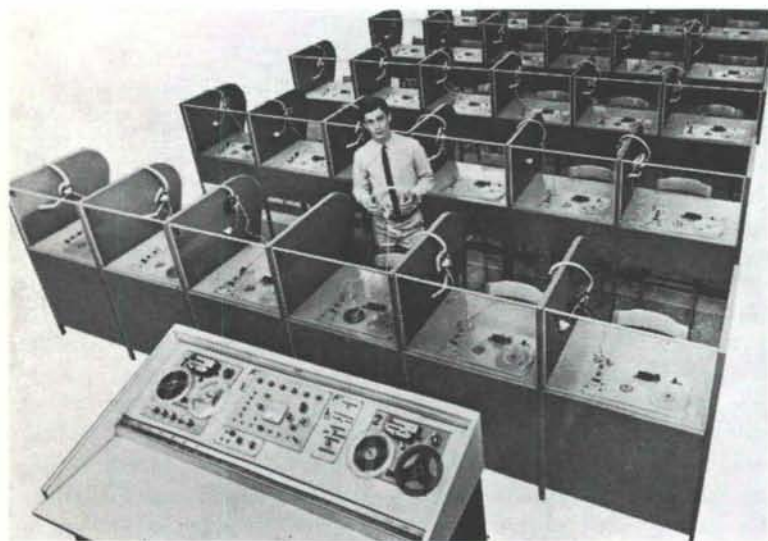
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## WESTERN MOUNTAIN REGION, AIA, TO MEET SEPTEMBER 8-11



The Wyoming Chapter has put together a really great program, "The Future of Architecture" for our Western Mountain Regional Convention at Jackson Hole. Jackson Hole in September with fishing, golf and float trips down the Snake River is something no architect, square or otherwise, can afford to miss.

The Institute is expanding its services each year for its members and Max Urbahn, president elect, will be there to outline his plans for Institute business for 1972. There are many exciting projects in the making. This will be a great opportunity for the Western Mountain Architects to speak to the work of the Institute.

Join us in Jackson Hole, September 8-11, for the greatest convention in the Western Mountain Region.

*Max Flatow*  
Director,  
Western Mountain  
Region

## WHITE OAKS GETS PLANNING GRANT

The White Oaks Historical Society has been awarded a \$1,000 grant by the National Trust for Historic Preservation. Obtained through the efforts of the State Planning Office and the Cultural Properties Review Committee, the grant funds will be used to pre-

pare a comprehensive preservation and development plan for the town of White Oaks and its valley.

Today, White Oaks is a crumbling ghost town, but it was once known as the liveliest town in the Territory of New Mexico. The discovery of rich gold lodes on the eastern slopes of Baxter Mountain in 1879 gave White Oaks its birth and short-lived boom. By 1880 the hastily erected tents were giving way to substantial buildings of stone and brick. In fact, the popu-



lation grew rapidly to 4,000, and White Oaks seemed destined for permanent prosperity. The school, churches, banks, four newspapers, bars, and bawdy houses all pointed to permanence, and the proposed construction of a north-south railroad line through the town seemed to be a certainty. Confident of continued growth, local businessmen demanded high prices for property, but the expected railroad went through Carrizozo instead, and White Oaks was left with only stage connections. The effects of this bypass were not immediate, but by 1904 the high level of ore production had fallen off, the population was declining, and White Oak's days of vigor were coming to an end. By 1936 only 150 inhabitants remained, and by 1971 just eight families were left.

As the population dwindled in the early years of the 20th century, log and frame houses were torn down for fuel, so that today most of the remaining structures are of brick or stone. These include the schoolhouse, a two-storied store building, the impressive brick

Hoyle house, as well as several smaller buildings. Old mills and mine shafts may also be seen in the immediate vicinity, and the Cedarvale cemetery, with many historic gravestones, remains undamaged and well maintained.

The era of prosperity in White Oaks lasted for about twenty-five years. In addition to the glamorous and coveted gold, Baxter Mountain and its surroundings produced iron and tungsten, as well as some silver, lead, and cop-



per. Coal and marble discoveries nearby seemed promising at first, but high transportation costs discouraged their exploitation. During this quarter of a century, the value of ore production mounted to \$2,860,000, with another \$140,000 worth of metals taken out between 1904 and 1933.

The remains of this temporarily successful and important town stand as eloquent reminders of one of the State's most important periods: the mining days of the 1880's and '90's. Certainly White Oaks was among the best known and most productive centers of that period, and helped maintain Lincoln County's fame as one of New Mexico's truly exciting areas.

But now White Oaks must find a new way of life. While the recovery of tungsten from the abandoned mine dumps seems a distinct possibility, and will provide some new life for the town, it is as a vital part of the developing Lincoln County recreation area that White Oaks might find the start of long-range economic re-birth.

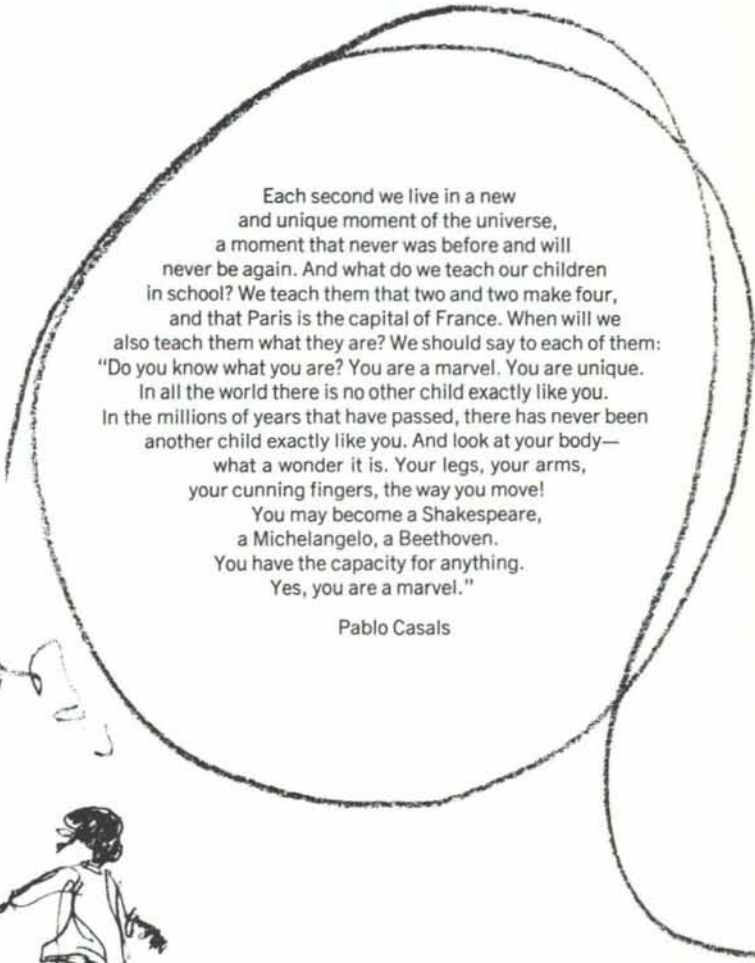
—JPC

# The Learning Place

Designed by:

Margaret F. Skutch, Educational Consultant

Richard J. Passantino, A.I.A., Architect



Each second we live in a new  
and unique moment of the universe,  
a moment that never was before and will  
never be again. And what do we teach our children  
in school? We teach them that two and two make four,  
and that Paris is the capital of France. When will we  
also teach them what they are? We should say to each of them:  
"Do you know what you are? You are a marvel. You are unique.  
In all the world there is no other child exactly like you.  
In the millions of years that have passed, there has never been  
another child exactly like you. And look at your body—  
what a wonder it is. Your legs, your arms,  
your cunning fingers, the way you move!  
You may become a Shakespeare,  
a Michelangelo, a Beethoven.  
You have the capacity for anything.  
Yes, you are a marvel."

Pablo Casals





The Learning Place isn't a school exactly, because for one thing, it has no bells. Nor does it have any desks or periods or subjects or grades. It doesn't even have a time to come in the morning or a time to go in the afternoon. Nor automated teachers whose programmed function seems to be to pour measured quantities of collected intelligence from one container called a book (full) into another called a head (empty).

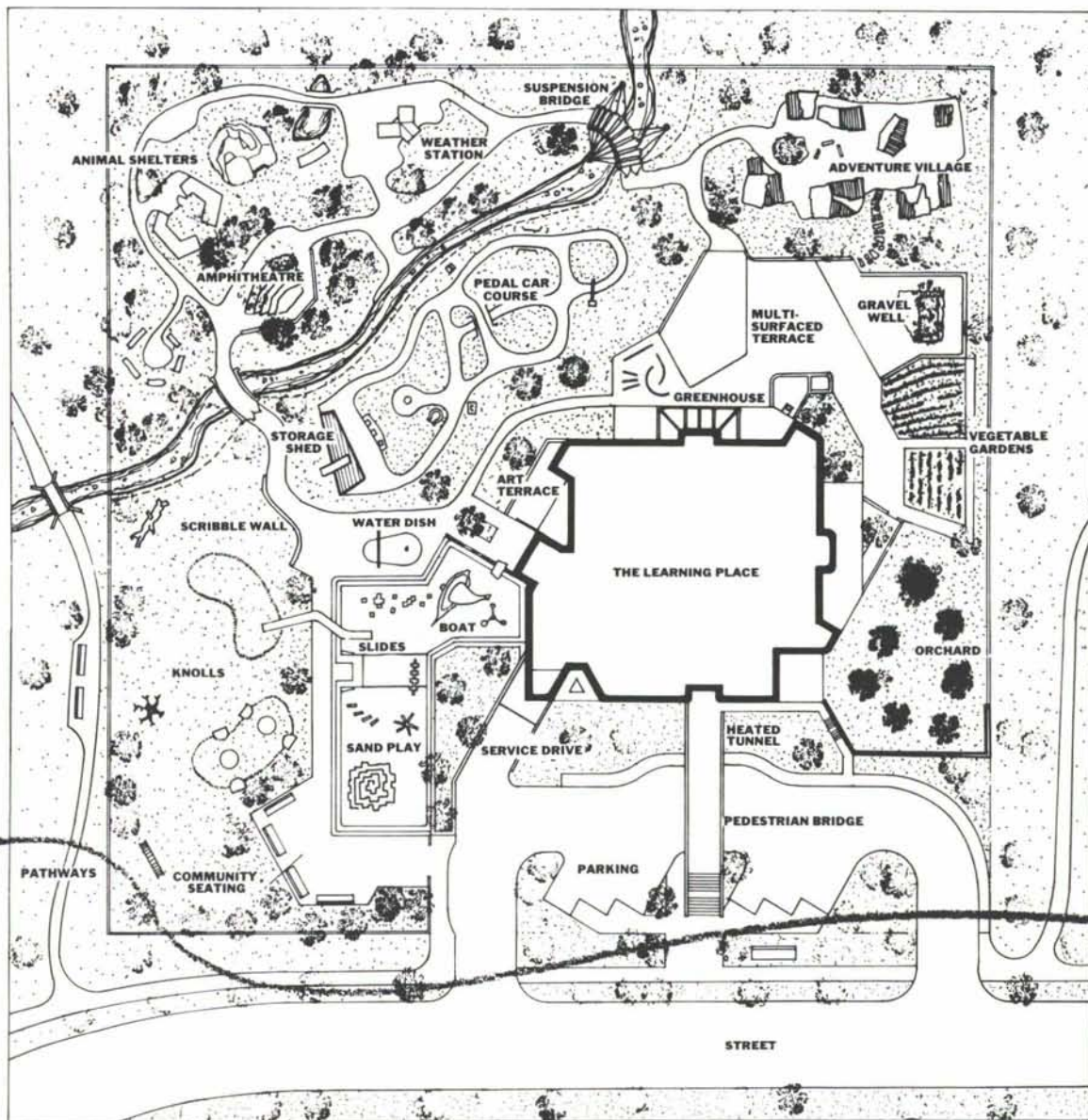
Nor is The Learning Place a day care center, to the extent that such places essentially are child depositories where kids are kept safe, warm, fed and benign. The Learning Place is about as benign as a Pendleton rodeo.

It isn't a kindergarten either, because it accepts "students" as young as two-and-a-half. And it isn't a nursery because it takes them as old as five-and-a-half.

Literally, The Learning Place is an acre and a half of things like book gardens and vegetable gardens; of fireplaces and sunken forums; of inside drawbridges and outside scribble walls; of tunnels

and ladders and ramps; light places and dark places; quiet places and loud ones; hard and soft. It's a place where there are textures to feel and music to hear, and things scattered around to eat, and experiments to be made, and matchings and testings. And a weather station and a dry creek bed; a wood shop; and water places and sand places; and places made of color and others made of shapes. And places to be alone. And no bells or periods or grades.

If it all sounds a little too much like Disneyland to be a serious place of learning—too much like a midway for juvenile hedonists — the impression couldn't be more erroneous. Disneyland is unrepentant fantasy, which is fine for fun. But The Learning Place has quite a different purpose. It is the real world de-escalated to the level of a child's comprehension of it. Absolutely nothing in it is there for fun. It is all dead serious. It is designed the way it is on the premise that kids learn best when they aren't really aware of it. Thus, The Learning Place is something of an architectural conspiracy to keep the fact of learning a carefully protected secret. The



Outside, a hundred kids can plan a zillion things to do



Three Rs are there, but they're in very low profile. They are hidden in a thousand daily experiences—architecturally strewn about—which the kids discover spontaneously as they move through the day in response to their own curiosities and their own interests. It is a non-linear place. There are no processions from one subject to another, or from one hour to the next. Learning in The Learning Place is a random thing—the way it is in life.

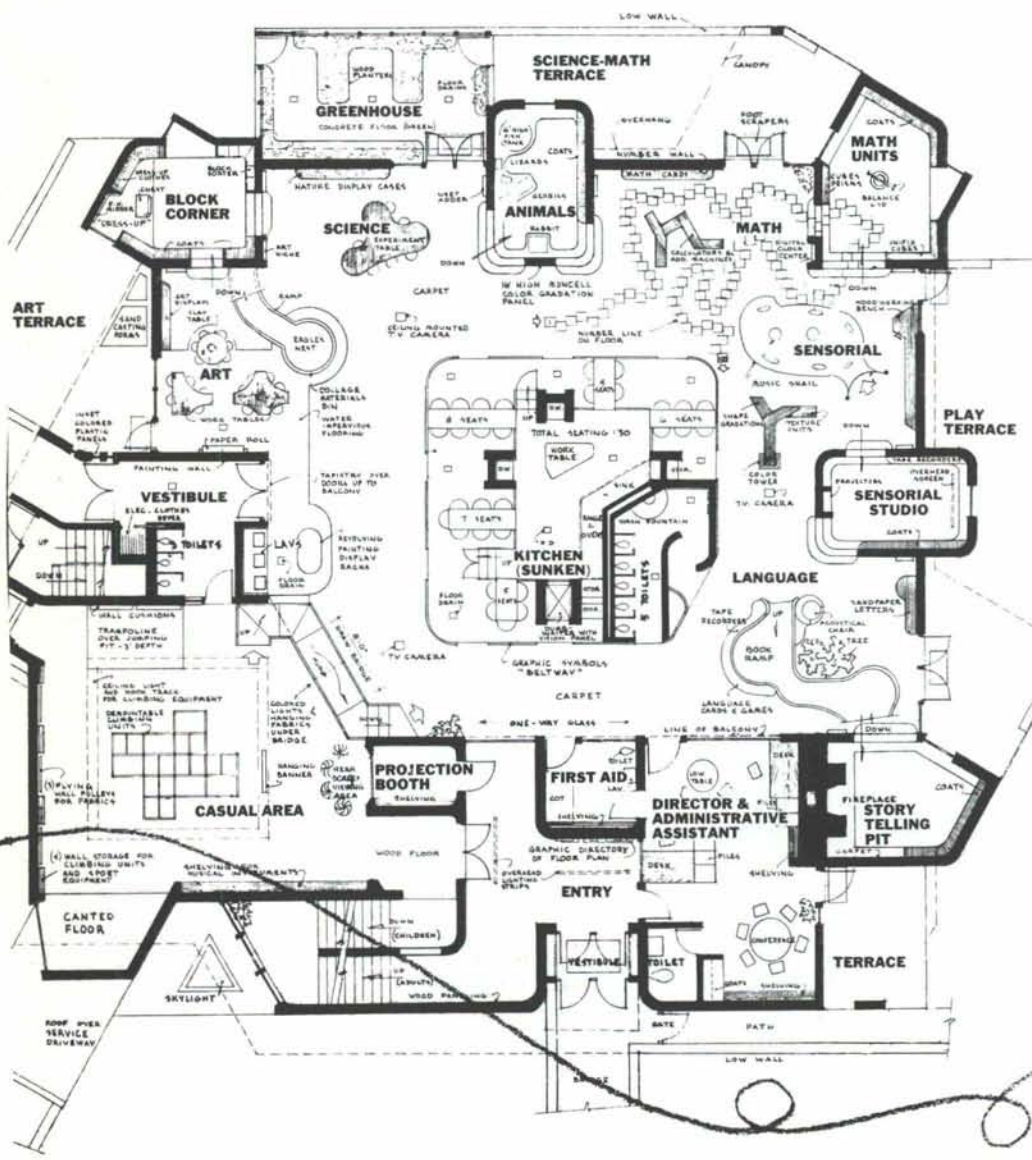
Late in 1970, the Carnegie Corporation issued a report, widely acclaimed by serious educators, which contended among other things, that most schools today are preoccupied with order, control and routine for the sake of routine; that students essentially are subjugated by the schools; that by practicing systematic repression, the schools create many of their own discipline problems; and that they promote docility, passivity and conformity in their students. One result of all this, said the report, is to destroy students' curiosity along with their ability—more serious, their desire—to think and act for themselves. Most schools,

it said, not only failed to educate children adequately, but are "oppressive, grim and joyless."

Whether the full indictment of the report is valid is probably a matter of individual view. It is certainly clear, however, that the state of the pedagogical art is years and years ahead of the practice of it. As soon as we learned how to go to the moon, we went. There was almost zero gap between the time the expertise was acquired and the time it was put to use. Not so in education. We know how to do better, but with some exceptions, we aren't doing it.

One of the reasons is architectural. The new expertise simply isn't administerable in the old classroom. It's like trying to go to the moon in a Ford trimotor. The vehicle and the mission just aren't of the same era.

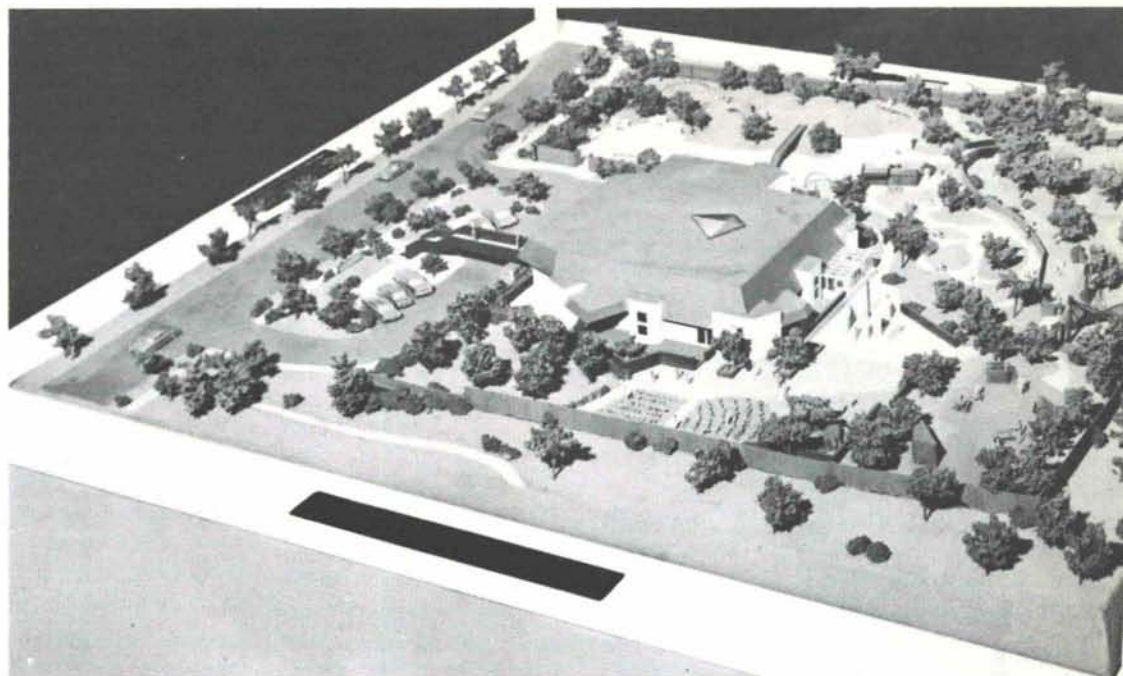
In recognition of this very basic problem, and in keeping with its continuing interest in evolving architecture, the Electric Heating Association recently asked Washington D.C.'s Margaret Skutch, an ascending voice in the field of early learning, to work



Inside  
it get's  
even  
busier



## Model of the Learning Place



with an architect of her choice in the design of "an optimum environment" for teaching the very young—the design to be used in the construction of an architectural model. Mrs. Skutch, an attractive mother of two sub-teen boys, was commended to EHA for the task by the Educational Facilities Laboratories, which regards her views as among the most enlightened in the land. One outstandingly successful Skutch school has been in operation in Stamford, Connecticut, for five years, and two more are being planned in Washington. A Skutch book, "To Start A School," currently is at the printers.

An early learning facility was selected for the design study rather than a grade school, because in the opinion of EFL, that is where the need is (and will continue to be) the most urgent, not only because of the growing number of children, but also because of the growing number of working mothers, and further because of the historic negligence of the problem.

The architect Mrs. Skutch chose to work with her was Richard J. Passantino, also of Washington, D. C., who for the past ten years has made a continuing study of educational facilities both in the U. S. and in Europe, and is co-author of the EFL sponsored book, "Urban Schools In Europe."

The product of the Skutch/Passantino consortium is The Learning Place, a three-level school designed to accommodate 100 children on an acre-and-a-half suburban plot. The illustrations shown here are a sketch of the plot and a photo of the model that was built from it. Upstairs and down, there are some 6,800 square feet of assignable (educational) space in The Learning Place. And by actual count there are nearly a hundred learning activities that are architecturally provided for in that area.

Most everything educational in The Learning Place happens on the ground floor which divides itself functionally into eight areas: an administrative area, a kind of gym (which the designers call a "decompression chamber"), a cooking/eating area, and areas for five educational disciplines—Art, Math, Science, Sensorial and Language. There are four terraces and a greenhouse around the ground floor's perimeter.

Within each of the five discipline areas, there is a two-level, pod-like structure which serves a multiplicity of purposes. The lower level (sunken a few steps) is the center of operations for the area in which the pod is located. It is staffed by a para-professional at all times. This level is also home base for 20 students, and there are places for each of them to keep his own things including overclothing for outdoor play.

The upstairs of each pod (reached by built-in wall ladder) is subdued, carpeted rest area, with outside windows for watching other kids at play.

The cooking/eating area (which Margaret Skutch and Dick Passantino regard almost as an extension of the Sensorial "discipline") is in the middle of the floor, and is served by a dumbwaiter from the basement. It is sunken, partly to facilitate serving, but also because levels in The Learning Place are a "thing," as much as colors, shapes, textures and varied light intensities. Kids have access to the area at all times. They can wander in and out, observe the preparation of their food, pick up a snack, even cook an egg for themselves, if they go out to the chicken house and get it. Official meals are served, 30 at a time, at counter tables peripheral to the kitchen which seat family-size groups of four to eight.

The second floor is given to an area for new



teacher training, a staff workroom and lounge, and a visiting area for parents who can observe the activities of their children (and maybe learn a little themselves) from booths with one-way glass overlooking the floor below.

The children's entrance to the school is at the basement level, separate from the adult entrance on the ground floor. The basement entrance area includes a sunken forum where kids can accumulate (with teachers) while waiting to be picked up after school.

All educational areas are monitored by closed circuit television and taped, so that teachers may review and discuss the day's activities after school, and make their next day's plans accordingly.

## MAYBE LEARNING PLACE KIDS WILL GO INTO THE WORLD A LITTLE BETTER

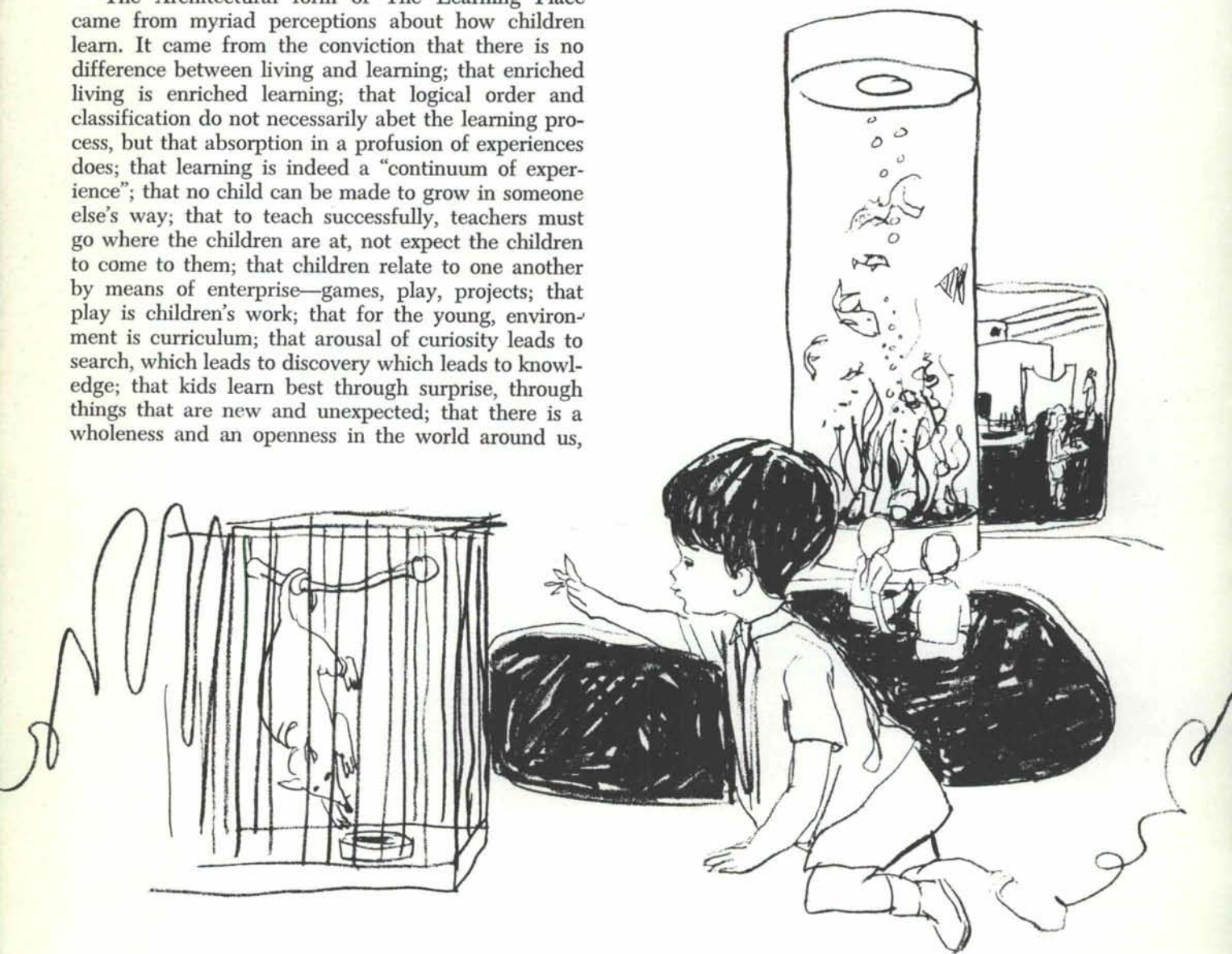
The Architectural form of The Learning Place came from myriad perceptions about how children learn. It came from the conviction that there is no difference between living and learning; that enriched living is enriched learning; that logical order and classification do not necessarily abet the learning process, but that absorption in a profusion of experiences does; that learning is indeed a "continuum of experience"; that no child can be made to grow in someone else's way; that to teach successfully, teachers must go where the children are at, not expect the children to come to them; that children relate to one another by means of enterprise—games, play, projects; that play is children's work; that for the young, environment is curriculum; that arousal of curiosity leads to search, which leads to discovery which leads to knowledge; that kids learn best through surprise, through things that are new and unexpected; that there is a wholeness and an openness in the world around us,

and that this wholeness is ours to experience and own.

Clearly, The Learning Place is not just a place with a goat mound and several dozen other "teaching innovations." It is a three- or four- or five-hour landscape of living, learning, growing experiences. It's a life-starting place, a time zone in which kids can come up to the world's speed in their own style. And maybe go the world a little better.

### *The Learning Place*

*—an environment for learning. Prepared under the sponsorship of the Electric Heating Association, Inc.*





# A Continuing Heritage --

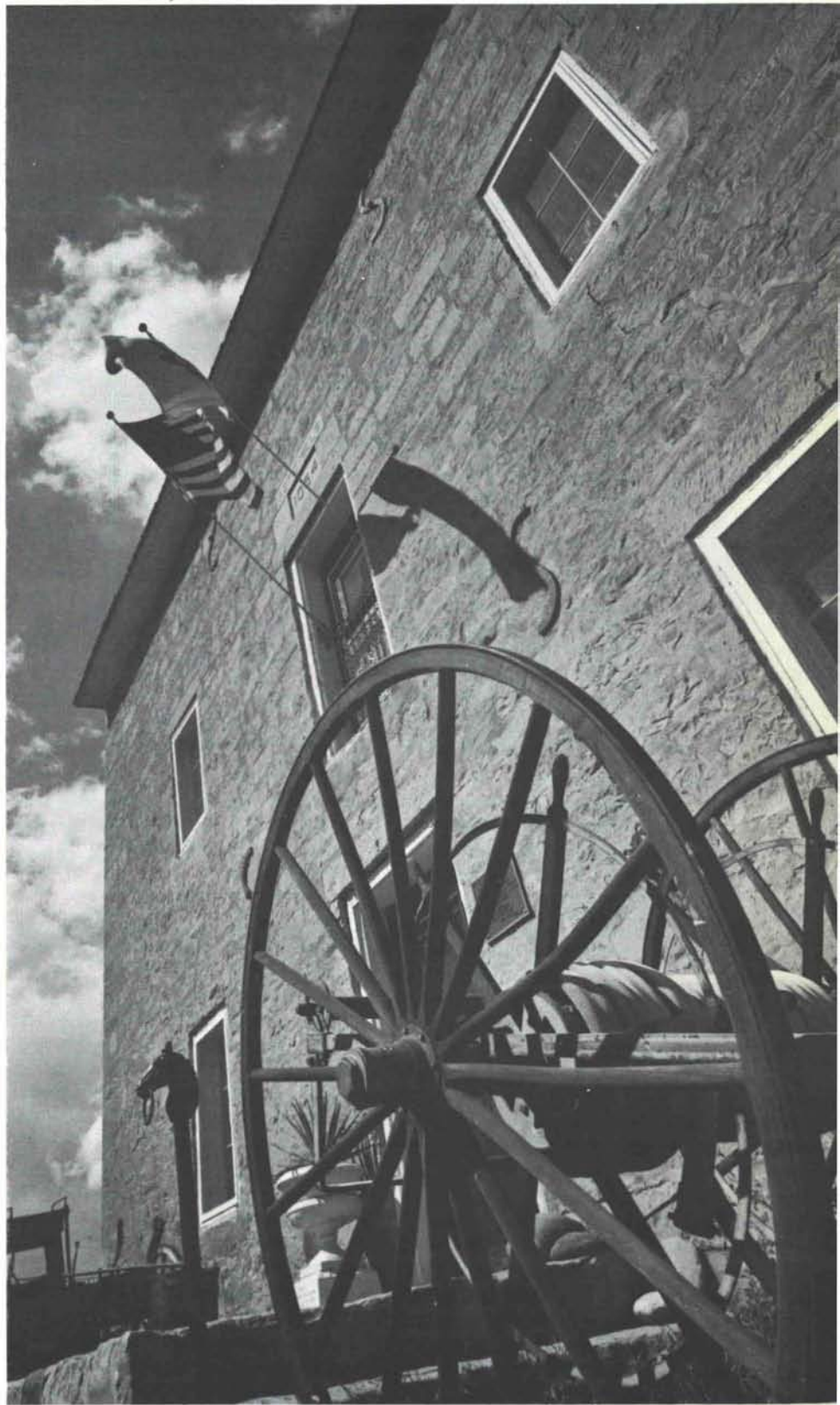
## The Cultural Properties of New Mexico

A brief survey of New Mexico historic sites was published in 1967 by the State Planning Office. However, it was not until 1968, when the Department of Housing and Urban Development agreed to provide the funding, that the state was able to undertake a thorough state-wide survey and to prepare a comprehensive state plan for historic preservation. Aware of the need for professional review competence and the exacting requirements of the Federal agencies involved, the State Planning Office asked Governor David Cargo to appoint a small review committee composed of historians, architects, and archeologists. This was done in April 1968, and the program was underway.

In April 1969, the Governor signed the Cultural Properties Act. Drafted by the governor's review committee and the State Planning Office, this legislation gave permanence to the committee, outlined its duties and specified the professional fields from which the members could be chosen: history, anthropology, architecture and art. Further, the law states that: "Each appointed member shall have achieved recognition for accomplishment in his field in the American Southwest, and each shall have specialized knowledge of New Mexico."

Two years of monthly meetings by the whole committee, supplementary meetings by subcommittees, and many trips about the state by individual members have resulted in the publishing of a comprehensive document: "Historic Preservation — A Plan for New Mexico." The plan contains detailed proposals on several specific properties and lists the 168 sites which were approved for

*The Aztec Mill, Cimarron*





listings on the State Register at press time. Subsequent listings have raised that figure upward and will continue to do so. The list is varied; it includes a small statue, c. 1625; a carved stone altar screen, c. 1760; archeological sites, and buildings; it spans the vast range of New Mexico history, from the Folsom man site (13,000-8,000 B.C.) to a contemporary adobe chapel designed by George Nakashima and completed in 1967.

Included on the New Mexico Register of Cultural Properties are these two mills. Although both were constructed during the same century, they represent opposite poles of economic affluence. The massive stone edifice represents the might of the mid-Nineteenth Century Anglo wealth and new political dominancy. The primitive, hand hewed log structure typifies the humble but industrious labors of the New Mexican Hispano.

The Aztec Mill in Cimarron was built in 1864 by Lucien B. Maxwell to furnish flour to the Jicarilla Apaches and Ute Indians. The Indians were then living on the old Spanish Grant



*The Aztec Mill — exterior . . .*

*. . . and interior*





of Beaubien and Miranda, which had recently been acquired by Maxwell. In addition Maxwell was the Indian Agent for the district.

About 100 years ago, Mr. Acorcino Cordova and his wife, Genoveva Romero y Cordova, lived on their land at the foot of U.S. Hill near Vadito. Here on the bank of the Rio Pueblo Mr. Cordova built his mill. The logs for the millhouse were cut in the nearby mountains, and, about 20 miles away, near Dixon, he found the proper kind of rock for his millstones. There he chipped and fashioned the two stones. Each stone was about 30 inches in diame-

*(text continued page 26)*



*The Laureano Cordova Mill — interior . . .*

*. . . and exterior*

*Photographer—Karl Kernberger*



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(cont. from page 21)

ter and 6 inches thick. The under-surface of the top stone was smooth for grinding while the top of the bottom stones had shallow grooves chiseled in it to carry off the ground meal or flour. After the stones were finished, he could only haul one stone at a time on his small cart back to the millsite.

After the death of Mr. Acorcino Cordova, the mill became the property of his son, Laureano Cordova, present owner and miller. Mr. Laureano still dresses the stones, replaces rotted logs, and keeps the mill in excellent condition and in operation. □

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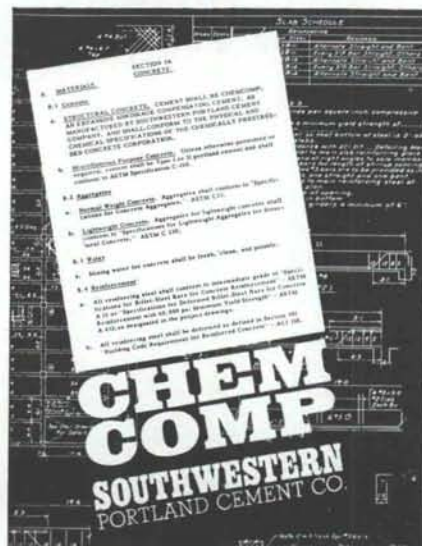
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Exhibit A: The British Thermal Unit, commonly seen as Btu. This is the measure of heat required to raise one pound of water one degree Fahrenheit.

The Evidence: Back in the early sixties, Lennox Industries, Inc., Syracuse, N.Y. (producers and marketers of both gas and electric heating equipment), commissioned H. Zinder & Associates, Inc., utility consultants of Washington, D. C., to perform a professional cost study. Zinder compared the costs of residential heating by both gas and electricity in 15 major U.S. cities. They translated their findings into usable Btus delivered for 1c. Here's what they found:

USABLE Btus For 1c					
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Albuquerque, N.M.	10,600	1,800	Minneapolis, Minn.	8,200	2,000
Atlanta, Ga.	9,500	2,200	New Orleans, La.	14,500	2,300
Beaumont, Tex.	12,000	2,900	Omaha, Neb.	11,800	2,300
Chicago, Ill.	7,600	2,000	Phoenix, Ariz.	14,300	2,100
Dallas, Tex.	11,900	2,800	Pittsburg, Pa.	10,500	2,300
El Paso, Tex.	12,000	1,800	San Francisco, Cal.	12,600	2,800
Houston, Tex.	13,200	3,300	Shreveport, La.	17,700	2,300
Kansas City, Mo.	15,200	2,600			

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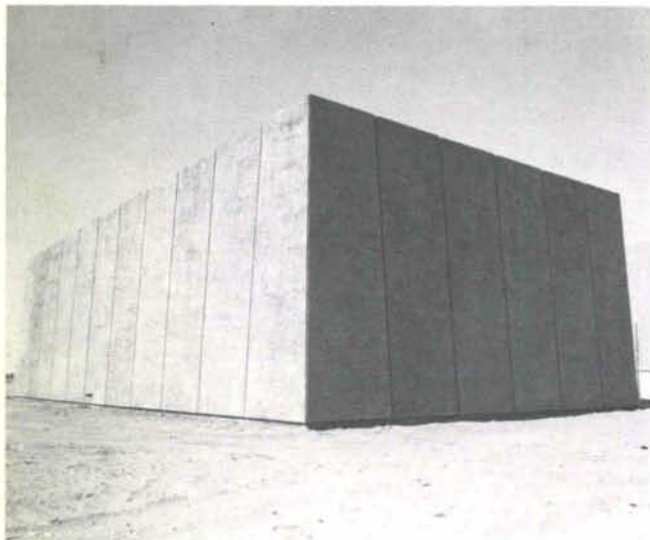


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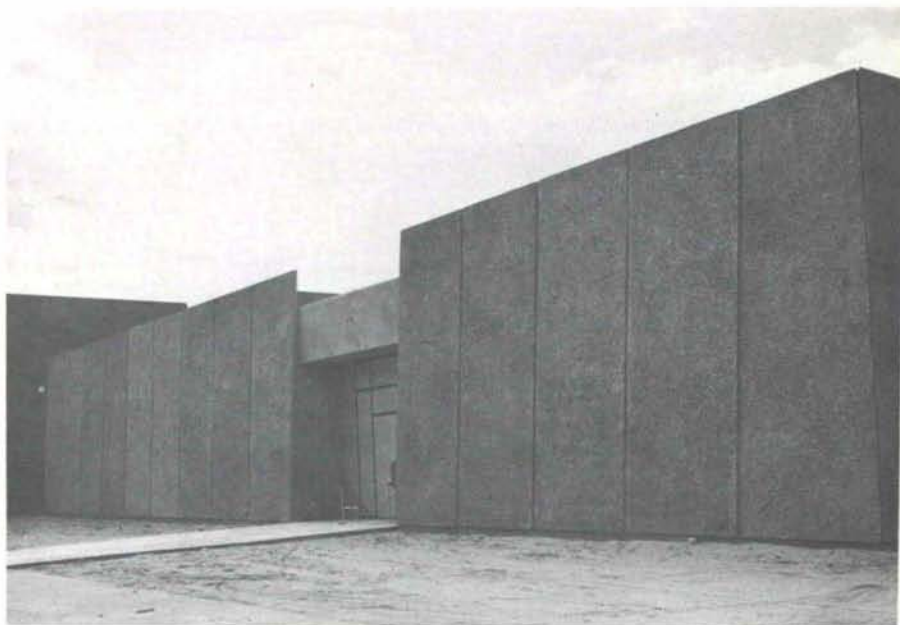
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