

1275

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name The Little Outfit Schoolhouse

other names/site number _____

2. Location

street & number The Little Outfit Ranch, 571 Canelo Pass Rd. not for publication _____
city or town 10 miles east of Patagonia vicinity X
state Arizona code AZ county Santa Cruz code 023 zip code 85624

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination _____ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally _____ statewide X locally.

(_____ See continuation sheet for additional comments.)

James W. Gawler 24 NOVEMBER 2008
Signature of certifying official Date

Arizona State Parks, State Historic Preservation Office
State or Federal agency and bureau

In my opinion, the property _____ meets _____ does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

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4. National Park Service Certification

I, hereby certify that this property is:
 entered in the National Register

Edson H. Beall 1-8-09

See continuation sheet.
 determined eligible for the

National Register
 See continuation sheet.
 determined not eligible for the

National Register
 removed from the National Register

other (explain): _____

Jan

Signature of Keeper

Date of Action

=====
=====
5. Classification

Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing
<u>1</u>	_____ buildings
_____	_____ sites
_____	_____ structures
_____	_____ objects
<u>1</u>	_____ Total

Number of contributing resources previously listed in the National Register N/A

Name of related multiple property listing (Enter "N/A" if property is not part of a multiple property listing.)

N/a

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education Sub: school

Current Functions (Enter categories from instructions)

Cat: Domestic Sub: secondary structure

7. Description

Architectural Classification (Enter categories from instructions)

Other: simple one-room schoolhouse

Materials (Enter categories from instructions)

foundation Concrete
roof Tin
walls Wood; Weatherboard

other Porch and stage are concrete

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
 B. Property is associated with the lives of persons significant in our past.
 C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
 D. Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A. owned by a religious institution or used for religious purposes.
 B. removed from its original location.
 C. a birthplace or a grave.
 D. a cemetery.
 E. a reconstructed building, object, or structure.
 F. a commemorative property.
 G. less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education

Period of Significance 1940-1950

Significant Dates 1940

Significant Person (Complete only if Criterion B is marked above)

Cultural Affiliation _____

Architect/Builder _____ Katharine Warfield Hutchinson (designer)
_____ Otto Dustman (builder)

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Arizona Historical Society (Tucson)

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10. Geographical Data

Acreage of Property < 1 acre

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	12	540494	3484571	3		
2				4		

See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

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11. Form Prepared By

name/title W. D. Leggett, III, Chairman; and Mrs. P. Booth (edited by William Collins, AZ SHPO)

organization The Little Outfit Schoolhouse Committee date March 18, 2008

street & number (W. Leggett) 3255 S. Dorsey Ln., Apt. 2031 telephone (480) 656-3701

city or town Tempe state AZ zip code 85282

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Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items (Check with the SHPO or FPO for any additional items)

=====

Property Owner

(Complete this item at the request of the SHPO or FPO.)

Buildings and structures owned by:

name Peter Robbins

street & number P.O. Box 890
telephone N/A

city or town Sonoita state AZ zip code 85637

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The Little Outfit Schoolhouse
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DESCRIPTION

SUMMARY

The Little Outfit School is a one-room building of wood frame construction with a metal gabled roof and clapboard siding. There are three double-hung windows on the east and west walls, a double entrance door off a small porch on the south side and on the north side twin doors that open onto a large cement stage, which was used for school performances. In 1945 a shed-roofed addition was added to the west side for use in summer camp activities. The building still conveys its historic appearance, possessing good integrity of location, design, materials, workmanship, feeling and association. It is currently used for storage in the activities of the Little Outfit Ranch.

Location and Setting

The Little Outfit Ranch Schoolhouse is located on the Little Outfit Ranch, which is ten miles east-southeast of Patagonia, Arizona, in Santa Cruz County. The area is called the San Rafael Valley and its appearance is virtually unchanged in the nearly seventy years since the school opened its doors. The area is known as the best grassland in southeastern Arizona and is considered one of the premier grasslands of the United States. The schoolhouse's location is remote; even high on Little Annie, the hill that borders the ranch on the west, no buildings can be seen other than those of the ranch itself.

The entrance road to the ranch is off FR 799, Canelo Pass Road, a drive of about 16 miles from Patagonia. The elevation is 5,100 feet with Old Hutch, just north of the ranch, rising to nearly 6,000 feet. The area is grassy range land with scattered scrub oaks marking the watercourses as well as occasional yuccas, holly trees and old manzanita bushes (see Photos 1 and 2).

The schoolhouse sits on the northwest corner of the Little Outfit Ranch with the Coronado National Forest surrounding the northern portion of the ranch. A boundary has been drawn for the nominated property (see Section 10, p. 27) to enclose the school house, a major portion of the natural amphitheater behind (north of) the schoolhouse, and the flag pole site about fifty feet southwest of the schoolhouse. This boundary forms a rectangle 136' x 116' and encloses an area of approximately 1/3 of an acre.

There were four buildings important to the school in the 1940s: the schoolhouse, the dormitory, the ranch house (and dining hall), and the stables. The stables have been demolished and replaced and the ranch house is in such poor condition that demolition is expected. The dormitory is not included in this nomination for the following reasons: 1) it remains a functioning part of the Little Outfit Ranch, serving as the major bunkhouse; 2) it is in relatively poor condition compared with the schoolhouse and is not

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viewed by the owner as a candidate for future preservation; and 3) the consensus of alumni is that the schoolhouse is the primary property with which they associate their memories of the school and its program.

Original Appearance

Details of the school's original appearance are known through direct observation, historical photographs (many of them in The Little Outfit Collection at the Arizona Historical Society's Tucson archives) and the recollections of students who attended the Little Outfit Ranch School.

The schoolhouse was constructed in 1940 when the dormitory and ranch house were also built. The school opened its doors to students in October of that year. The schoolhouse itself was a simple rectangular building, 20' x 36', and its appearance was very much as it is today. It had a poured concrete foundation; wood frame walls; clapboard siding painted white; and a medium-pitched, shingled, gabled roof peaking at about seventeen feet. Its roof, now metal, was originally shingled.

The schoolhouse sits in the northwest corner of the Little Outfit Ranch where the land is rising slowly at the base of Little Annie, the hill just to the west. As one approaches the front of the building, walking north from the dormitory as was usually the case, the schoolhouse would be a slightly uphill walk, a rise of ten feet or so over the one hundred yards. The flagpole was to the left of this path and about fifty feet from the schoolhouse. (see historic photos #3 and #4).

There was a small concrete porch just below the double doors which were the entrance to the school. Inside there was the single school room with plywood siding and three double-hung windows on each side providing good light. The floor was 2 ½-inch wide tongue-in-groove hardwood. Between the windows and on the ends of the building were large blackboards about four feet tall and five or six feet long with the one on the north wall being a full twelve feet wide. Between the blackboards were hooks for coats or bulletin boards or shelves for books. Overhead were the 2x6 roof trusses with an occasional light bulb and dangling pull string. The underside of the roof was hidden by panels of white, composition-board, ceiling tiles. The model letters for handwriting are still in position over the blackboard on the north wall (see photo 7). There were two large floor furnaces which kept the building warm in the winter months.

Each of the two teachers had a table with chairs at one end of the class room; the students sat in individual wooden school desks typical of the 1940s. Grades 3 through 8 were in school here so members of a particular grade would come forward to sit around the teacher's table for instruction of a half hour or so in the subject scheduled for that time.

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There were back doors, one on either side of the north wall, which opened onto a large outdoor concrete stage approximately 32 feet wide and 9 feet deep. At the north side of the stage the land fell off sharply into a narrow gully, rising more gradually on the far side to form a natural amphitheater with ample seating for the many neighbors who came to see the theatrical productions put on by the students.

Later Modifications

In 1945, an 8' x 21' shed-roofed addition was added to the west side of the schoolhouse for the benefit of craft activities which were a part of the summer camp. This modification included adding a door so the shed could be entered from inside the school building. At an unknown date, the flagpole was removed. In 2004, the schoolhouse's shingle roof was replaced with a metal one.

Integrity

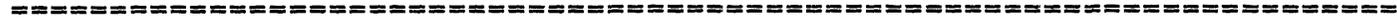
Despite the modest modifications listed above, the Little Outfit Schoolhouse still conveys its historic appearance. The building remains structurally sound, although the siding is heavily weathered and should be treated. Also, the stage is cracked and the floor is heavily worn in a small area near the front door. These areas of deterioration, however, do not detract from the visual character of the property, which is very much as it was during its period of significance.

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SIGNIFICANCE

SUMMARY

The Little Outfit Schoolhouse is significant under Criterion A for its association with education in rural southeastern Arizona in the valley of the Santa Cruz River. The school was a private institution, a boarding school for boys, associated with the early to mid-twentieth century educational movement known as the "Ranch Schools" (Bingman 2003). From 1940 to 1950, the institution provided good training that prepared students for later achievements in life. The period of significance begins with the school's opening in 1940 and continues through to 1950, when it ceased use as an educational institution. The property is nominated at the local level of significance.

Rural Ranch Schools

The Little Outfit Schoolhouse is associated with, and contributed to, the educational movement known as "Ranch Schools" which began in the early 1900s and had pretty much run its course by the 1960s. Ranch Schools, of which there were approximately thirty in Arizona between 1920 and 1950 (see table on page 7), offered the elite families of the East and Midwest a place to send their young boys to achieve character, a contemporary sense of masculinity, college preparation and good health in an atmosphere steeped in Western mystique. These schools were privately owned, generally by a middle class family who could provide a home-like surrounding. They were fully accredited and provided an academic curriculum which was very much the same as what was being offered by Eastern private schools both in range of courses and in quality. The unique aspect of ranch schools was an emphasis on Western culture, ranching, and character. Ranch schools operated based upon a standard Fall to Spring schedule, but there were undoubtedly variations in summertime usage.

The United States changed greatly in the first half of the Twentieth Century. The frontiers were finally closed but the West was still perceived to be a place where people had character and were rugged individualists. These traits were much sought after in many families that could afford to pay for the best in preparing their young men to take on roles as leaders of the nation. Ranch Schools offered these families a place to send their young boys for the experience of living in the West, working on a ranch, learning in a small school atmosphere, gaining rugged good health and learning to be individuals.

In the 1930s the number of Arizona ranch schools outnumbered those of all other states according to Porter Sargent's *Handbook of Private Schools for American Boys and Girls* (Bingman, p. 3). Ranch schools

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typically were located in rural settings and were boarding schools, with a curriculum including athletic endeavors such as horsemanship, foot drill and gymnastics, plus a full college preparatory course. In her study of ranch schools, Melissa Bingman provided the following statement for the motivation underlying the movement:

Ranch schools depended on Americans' perception of the west as agrarian and antimodern and of ranch life as having the ability to instill those character traits deemed necessary for elite youth to succeed in life. They claimed that a Western experience would develop children's character, make boys into masculine adults, ensure a healthful environment for those with respiratory ailments and sinus trouble, and provide a homelike environment headed by middle-class families. In addition, the curriculum prepared students to take the College Entrance Board Examinations and for admittance to Ivy League colleges and state universities across the country. As the result, ranch schools contributed to the growing Southwestern tourism industry. Living arrangements and extra curricular activities were similar to those at dude ranches which helped to authenticate their 'Westernness' (Bingman, p. 37).

Ranch schools used images of the Old West to promote their schools to the families of means who wanted their sons to experience living the rugged life of an unspoiled West before returning to their Eastern colleges and industry. Students generally dressed in western attire of denim jeans, flannel shirts, cowboy hats and boots; all rode horseback. Ranch school promotional literature described "overnight camping trips, excursions to Mexico, rodeos to entice both children and adults." (Bingman, p. 39). The Little Outfit Ranch School was able to add the attractions of meeting with Indian Scouts at Fort Huachuca, and riding on the open ranges. Much of this Western experience can still be felt in the untouched surroundings of The Little Outfit Schoolhouse.

There is a strong similarity between ranch schools and dude ranches in their objectives and approaches; both became popular in the early 1900s and both increased tourist travel to Arizona. An article in the September, 1939, *Arizona Highways* addressed the importance of ranch schools to the development of Arizona. Many former students returned with their money, influence and skills to construct postwar Tucson and Phoenix. Many resorts and dude ranches benefited from families staying for lengthy periods while visiting their sons attending the ranch schools. The Circle Z Dude Ranch in Patagonia directly benefited from the nearby Little Outfit Ranch School.

The landscape of the Southwest was important in promoting the aura of Westernness. "The vast open space of the Southwestern desert landscape was in extreme opposition to the urban East and

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Midwest. This space gave the feeling of limitless possibility and Promise; ‘A tabula rasa on which man can write, as if for the first time, the story he wants to live. (Tompkins, p. 74)

The Arizona Ranch Schools brought the elite to Arizona. *Arizona Highways* proudly listed the families:

... who have the means of sending their children to any school in the world; yet in increasing numbers these families, with the whole world of schools to chose from, select Arizona ranch schools.” Parents included Dr. Gilbert Grosvenor, William Randolph Hearst, Governor Lewis Barrows of Maine, Governor Bass of New Hampshire, Mrs. Fred Astaire, U.S. Senator Josh Lee of Oklahoma, Albert L. Deane of General Motors Holding Corporation, Dr. Alton Ochsner of Tulane University, Dr. Robert Hutchins of the University of Chicago and distinguished American journalist Dorothy Thompson and her husband, Sinclair Lewis. (Arizona Highways, Sept. 1939)

Ranch schools offered a preparatory education, segregated from the masses, yet not in an upper-class environment. The students were not waited on, not surrounded by luxury, but expected to live as did the owners of the ranch schools.

The Ranch Schools exemplified the idea that development of character was an appropriate objective for a school, as shown here in an editorial by headmaster and owner George Judson in the 1938 Judson School for Boys yearbook:

In this period of rapid social and political changes, or we might say, this period of chaotic conditions, there certainly is a need for men of strong bodies and active minds. Men of clear thinking and unselfish purpose have many difficult problems to solve in our present civilization...The primary purpose of this school has always been the development of our boys into men of responsibility and leadership...Let us dedicate this school to a future of even more useful service in development a finer type of manhood. (Judson, *The Ocotillo*, 1938).

The development of strong bodies and clear minds within an outdoor setting was seen as the path to manhood and leadership. These perceptions were introduced through the philosophies of Theodore Roosevelt and G. Stanley Hall who believed that the West offered an experience of roughness and a way of making “men” out of boys.

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LIST OF ARIZONA RANCH SCHOOLS (from Bingman, p. 275)

Period of Operation	School	Date co-ed	Location
1902-(1936-c.1939)	Evans school "Mesa Ranch School"		Mesa
1921	Evans school in Tucson		Tucson
1924-1940*	Fresnal Ranch School		Tucson
1927	El Coronado Far Away Ranch School		Bisbee
1927	Arizona Sunshine School	Coed	Tucson
1927-1936	Foxboro Ranch School	1930	Verde Valley
1927-1953	Arizona Desert School	1950	Tucson (Wickenburg)
1927-1940	The Thomas School	Coed	Tucson
1928-2000	Judson School For Boys	1956	Paradise Valley
1929-present	Orme School	Coed	Mayer
1929-1943*	Palo Verde Ranch School for Boys		Mesa
1929-1940*	Hacienda del Sol	Girls	Tucson
1929	Prescott Preparatory		Prescott
1930	M Bar V Ranch School		Eloy
1928	Box Canyon Ranch School		Florence
1930-1972	Southern Arizona School for Boys		Tucson
1932	Old Pueblo School	Coed	Tucson
1933-present	Green Fields Preparatory School for Boys	1966	Tucson
1933	Remuda Ranch School		Wickenburg
1934	Jokake School	Girls	Phoenix
1935-1940*	Desert Willow Ranch School		Tucson
1938	Verde School		Tucson
1939	The Brandes School of Tucson		Tucson
1939	Russell Ranch School		Tucson
1940	Little Outfit Ranch School		Tucson
1044-present	Fenster Ranch School	Coed	Tucson
1948-present	Verde Valley School	Coed	Sedona
1963	Southwestern Academy		Rimrock
1972-present	Oak Creek Ranch School	Coed	Sedona
n.d.	Arizona Ranch School		Tucson
n.d.	Coronado Ranch School		Tucson
n.d.	Silver Spur Ranch School		Tucson

*These are approximated closure dates based on listings in Porter Sargent's *Handbook of Private Schools for American Boys and Girls*. The end date with an * listed indicates the last date that the school appears in the handbook. This does not necessarily mean that the school closed. The school may not have mailed in the correct documentation to be included in the listing. A few other ranch schools disappear and then reappear in later years in this publication. (Bingman, page 275).

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Katharine and Buel Hutchinsonⁱ

Katharine (“Kit”) and Buel Hutchinson, the founders of the Little Outfit Ranch School, moved to Arizona from Chicago where they had been living with their three children: Ann, Mary, and Ned. Kit had come down to visit her friends, the Meigs, on their guest and cattle ranch in the San Rafael Valley in 1938 and when she came a second time in 1940, she decided to buy a ranch of her own. She knew that she and Buel could not afford a “big outfit” like the Meigs’ ranch, but figured they could buy a little outfit and make a go of it with a boarding school for boys. Adventure was surely part of the motive, but the move would also solve a health problem Ned had—a persistent cough that had only disappeared when he stayed several weeks on the 76 Ranch near Willcox, Arizona.

Despite having no experience in either education or ranching, the Hutchinson’s purchased a ranch in the upper Santa Cruz River Valley and founded a school which they operated for the following ten years. At the time of their move, Kit Hutchinson was 39 years old and her husband was 42.

Kit Hutchinson (also referred to by the school’s students as “Pete”) was full of energy, enthusiasm, confidence and ideas. She found a contractor, “Dusty” Dustman, and the two of them worked up the plans for the schoolhouse, milk house, dormitory, and expansion of the existing ranch house. Three young nephews were brought down from Chicago to join the Hutchinson children in the work force. Buel made frequent trips to the ranch but stayed in Chicago to bring in some ready money. The school was completed in September 1940 and in October it opened its doors for its first students. According to school legend this accomplishment was spurred by a bet that Dustman made with Kit—one hundred dollars that he could not finish the job by October.

Kit Hutchinson acted as the boss of the ranch, the school’s head mistress, and a surrogate mother to the boys, even letting some of the especially homesick ones climb into bed with her. She could ride with the best of them and often organized cross country treasure hunts on horseback. She taught English to the older boys and she was quick to seize opportunities for exciting learning like Tucson rodeos, Christmastime trips into Mexico, and witnessing the mustering out of the last of the Army’s Indian Scouts (see photo 16). She was amazingly clever at writing plays for the boys to perform on the stage behind the schoolhouse, much to the delight of the neighboring ranchers. She was also quick in making up songs about life at the Little

ⁱ This section is compiled from 1. Hutchisnon, Kit (Katharine), *The Little Outfit/Patagonia, Arizona*, ca. 1945, Arizona Historical Society, Tucson, Biographical File; 2. Personal communication with Ann Hutchinson Gordon, April 2008; and 3. Personal recollections of W.D. Leggett.

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Outfit, wonderful at organizing elaborate graduation ceremonies, while all the while keeping parents well-informed on how their boys were doing.

Buel Hutchinson came down to the ranch for good after about two years. He had been the sales manager for the Warfield Spice Company that Kit’s father owned. He took to his new work at the ranch and school. According to Ann Hutchinson Gordon, “He took to it like John Wayne to western movies. He maintained the various appliances and machines, the electric generation plant, the milk house supplies, and so on. He was a natural with the boys and an excellent teacher—both academically and athletically (Buel held the record for the longest touchdown run in football for the University of Chicago).

Buel Hutchinson died in 1961 and Katharine died in 1980. They are buried in the Black Oak Cemetery of Canelo, a few miles from the Little Outfit Ranch.

Student Experiences at the Little Outfit Schoolhouseⁱⁱ

How Did the Parents Know of the Little Outfit?

While there was not the mass advertising that would come later, in the 1940s there certainly was “word of mouth.” Publications promoting the school soon followed. The Tucson Chamber of Commerce produced a brochure touting the thirteen Ranch Schools surrounding Tucson, as well as the many Guest (Dude) Ranches and Lodges available. The Chicago area produced many students thanks to the Hutchinson’s living there before purchasing the Little Outfit Ranch. The *Chicago Tribune* published a full-page article on the “Schoolboy Cowboys” with many pictures featuring the local boys from the attending the Little Outfit School.

The concept of ranch schooling had an especially high appeal for the parents of students suffering from various health conditions, primarily asthma. A better climate, many believed, might assist in the recuperation of sickly youths. The parents hoped that the clean, warm air combined with the physical activities that the ranch school offered in addition to academic work, would aid their children’s physical rejuvenation.

ⁱⁱ These recollections are an amalgamation of memories from: Dick Albert, George Booth, John Brainard, Bob Darden, Donald Dean, Walt Kolbe, Bobby Kountz, Bill Leggett, Kelly McMillan, Sam Ross, Jack Hattstaedt, John Guilbert, Anthony Fairbanks, Bruce Lillyblad, Bob Stackler.

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During World War II, many of these children’s fathers were serving in the armed forces. The ranch school offered surrogate father figures for the students, in the form of the rugged outdoorsman epitomized by the American cowboy, which was a cultural norm of the era. Fletcher Gurney, who attended the school between 1943 and 1946, remembered the cowboy and instructor Slim Mayo as “our father away from home,” a sentiment shared by many of the boys.ⁱⁱⁱ

First Impressions

The first recollection of all the boys (ranging from ages 8-15) involved traveling across the country by rail or airplane. World War II was top priority, so all other transport was frequently delayed on rail spurs to make way for troop trains. All trains were crowded by other military personnel getting to the West Coast. One boy recalled letting soldiers use his Pullman sleeping car on a rotating basis while he stayed up to learn cards with the other soldiers. These “much older” boys who were traveling to fight for their country made a lasting impression upon the young students. A very personal sense of patriotism became instantly instilled in their memories, one that would continue for their entire stay at the Little Outfit Ranch School and beyond.

Then the boys would be left – usually alone and often sickly and homesick at the Tucson Railway Station or Fairbank Station (a whistle-stop a little closer to the Little Outfit), waiting to be picked up by wrangler Slim Mayo or Buel Hutchinson. Next stop would be Porter’s Western Wear in Tucson to purchase: one cowboy hat, one pair of cowboy boots, five pairs of Levi’s, one Levi jacket and one rope. The Levi’s would be mighty stiff, but after a few washings they would become comfortable. By the end of the year, they were second skin. Best of all, by the end of the year the color would fade, embedding into the skin and giving the boys “cowboy skin” for several months. This would worry their elite mothers but the boys wore them with pride. The hat, usually black, would get an individual crease from each boy—the sign of a real cowboy.

One of the students’ earliest and most memorable experiences was the trip by truck to the ranch. The vehicle was an International pickup truck with slats to the roof level, sometimes covered with a tarp, with benches facing each other. For many of the boys this would have been the coldest, dustiest ride over the roughest, washboard roads imaginable. It gave them their first experience of rural Arizona, seeing the wide open spaces, feeling a tremendous exultation as they topped the ridge by Red Mountain, coming from Patagonia and seeing the San Rafael Valley’s grassy plains spreading before them, and the welcoming igloo shape of Big Hutch. At the end of the rough ride came the exuberance of crossing the cattle-guard and entering the main Little Outfit Ranch gate.

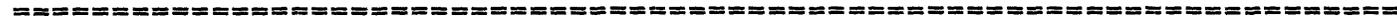
ⁱⁱⁱ Dana Cole, “‘Boys’ shaped by experience,” *The Herald*, Sierra Vista, April 10, 2008, p. A7.

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The People

Katharine Hutchinson (“Kit” or “Pete” as she was affectionately called) was the Boss, the woman who came up with the idea of the Little Outfit Ranch School, the one who purchased the Little Outfit and gave it its name. She designed the brochures, hired the teachers, wrote the songs, wrote the plays, was a great English teacher and the surrogate mother who wound them all around her little finger. She wrote endless letters to each parent, giving kindly suggestions of what their boys needed so many miles away from home. It was she who got the other ranchers and townspeople to attend the plays she wrote and directed, and who taught the boys to sing and dance. Katharine Hutchinson taught many of the boys who, for various reasons, arrived semi-illiterate and within months brought them to excel in reading and to love the English language. Many alumni would look back upon her as the most influential person in their young lives.

Buel Hutchinson was the steady, quiet influence behind Katharine’s dynamic personality. He was a wonderfully kind man who gave his wife much sage advice which she promptly ignored. Buel liked to puff around and pretend he was the boss, very proud of his 101-yard touchdown runback in college. Buel taught science and ran the business side of the Ranch School.

Duke “Doc” Hutchinson, Buel’s father, was the resident physician. Doc was a retired Chicago doctor who kept the boys healthy.

Ranch wrangler Slim Mayo was father, hero, John Wayne and Gary Cooper, drill instructor, teacher, and friend all rolled up into one. Mayo shaped each boy, making a lasting impression on them all. It was Slim’s influence on each boy’s life which made them want to stay in touch over the past sixty years. In much the same way as the Little Outfit Ranch School molded these men, Slim Mayo did. He taught them how to ride, herd, sing, strum a guitar, role a cigarette single-handed, march, track wildlife, and throw a diamond hitch over a pack string. He also taught them tumbling, and gymnastics. Slim came to Arizona after serving in the U.S. Army at Fort Sill, Oklahoma. He worked on the film “Arizona” with William Holden, on a ranch near Sells, AZ. He taught the boys self confidence, perseverance, and how to pick themselves up when they fell down. He left the Little Outfit in 1947.^{iv}

^{iv} Slim Mayo continued to work as a cowboy for many years. For a years, around 1953-54, he worked for the federal government at Ft. Huachuca, where he supervised management of a herd of 600 buffalo. He died in 1998 at the age of 86. Cole, p. A7.

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The two primary teachers at the school were Irene Raffensperger and Noell Todd. "Raffs" taught the lower grades and "Toddy" taught the upper grades. The boys all tell that Raffs and Toddy spoiled them for all future teachers. They remembered learning fractions and geography in clustered circles of chairs in the schoolhouse.

The School Routine

The typical school day began with academic studies in the schoolhouse throughout the morning. Outdoor activities began in the afternoon. These included ranching skills such as roping, riding, shooting, and tending livestock. It was these activities that seem to have left the greatest impression on the boys. The activities were "character building" even if not entirely practical for their later lives. The boys learned how to endure hard work and to work as a team, lessons that could be applied in many areas later in life.

The Stories

Many of the boys enrolled at the Little Outfit School had suffered from ailments that had hindered their earlier educations. Bobby Kountz had asthma so bad that he had missed most of school and could not read when he came to the Little Outfit in Grade 4. Arizona fixed the asthma fast and lots of personal tutoring by Buel fixed the reading quickly, too. Bill Leggett was so deaf that when he was in second grade he could read lips quite well, but was suffering academically. All that quickly disappeared in the high dry climate of the San Rafael Valley and he eventually earned a PhD in nuclear engineering.

The early years of the Little Outfit's operation coincided with the Second World War. The boys sometimes played at war, reenacting battles (with submachine gun magazines built of nail keg ends) against insurmountable odds from incredibly complex forts behind bales of hay in the hay barn, while maintaining amazing model countries of Europe built along the drainage ditch above the Drill field.

Occasionally, the students were shown movies at the schoolhouse, such as "King of Kings" and "Lives of a Bengal Lancer," the latter a particular favorite. Some of the students translated that movie's turbaned Englishmen and Sikhs with pennant-fluttering lances patrolling India into hard-riding Outfitters with painted and streamered yucca poles. Fortunately, these home-made lances usually splintered when they hit home. In this era, the golden age of the Hollywood Western, Cowboys and Indians was naturally a favorite game, especially considering that they had real horses to play with. Those boys playing "Indian" didn't even need a saddle.

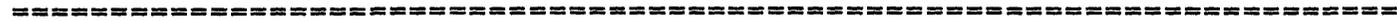
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Field trips to nearby towns broke the potential monotony of life ranch. A number of excursions were to Nogales where there were giant goldfish in the pond in the park, incredible malteds in the drugstore, Capins Department Store, the International Border, and lunch at The Caverns. There was also a special Christmas trip to Guaymas. There the boys stayed at Hotel Playa de la Cortez where they swam, and snuck off to pick oranges.

Music and dancing were an important part of out-of-school socializing. There were the moonlight rides through the night to and from dances in Patagonia where a Mexican woman played saxophone. The school had a "Gold star" system that rewarded boys who had kept their rooms neat, and had not been disciplined too much with a "night out" at a dance in the Elgin schoolhouse. They came to know "San Antonio Rose," "Steel Guitar Rag," the "Varsoviane," and other cowboy tunes while dazzled by Monte Carol Gardner, Nadine Nave, and all the other most beautiful girls in the world. "Put Your Little Foot" in boots and jeans is still a warm memory.

George Booth was a local character who endeared himself to the students. He scared the young newcomers by showing them his foot that was injured in a farm accident in Illinois, claiming that a mountain lion had gotten to him. George then took those young ones out on the two mountains—Old Hutch and Annie—for a night of "snipe hunting." And then George became best friends with each and every one, charming them with his wit, his songs and his cartoons, drawings of aircraft and aircraft carriers and his stories of Walt Disney and John Wilkes Booth.

The War

The Little Outfit ranch and school were close enough to Ft. Huachuca that the students occasionally had encounters with trainees. When the half-tracks from Ft. Huachuca rolled over the cattle guards, the ranchers got a new cattle guard, courtesy of the United States Army. The boys spotted a real find on Canelo Pass: an M-1 Garand rifle with grenade-launcher attached. Someone slung it around his shoulder and they kept on riding. An Army jeep came rolling by, kicking up dust, slammed to a halt, backed up to confirm that some Little Outfitter was better equipped to deal with enemy tanks than birds or deer. Needless to say, the Army got the rifle back, but the Outfitters kept a gas mask and a coil of radio wire.

Five Little Outfitters, including Sam Ross and Donnie Dean remember sitting in the Lounge in the Main House with the entire Hutchinson family listening to President Franklin Roosevelt's speech December 7, 1941, after the bombing of Pearl Harbor. Their first question was "Where's Pearl Harbor?" Later, a boy received a captured German bedroll, from Africa, all rolled up and with German rations deep inside. The

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boys sampled the rations and felt the war more personally. A German helmet that was too small for some of the Little Outfitters gave them pause.

The Outfitters kept informed about the war with newspapers on occasions and radio in the Retreat; several Outfitters had crystal sets. Crystal sets were a novel invention whereby one could very carefully move a needle around on a metal crystal listen to radio stations through headsets. Magazines such as *Life* and movie newsreels kept students in touch with events in the larger world.

The Songs

Katharine Hutchinson wrote the songs and plays, and then produced, directed, and gathered the community to watch these elaborate productions. The Little Outfit Day would happen in the Spring of each year with activities for the surrounding ranchers from the communities of Elgin, Patagonia, Ft. Huachuca and Nogales. She would plan an entire day of fun that involved exhibiting the boys' and their many accomplishments. The day would end in a graduation celebration, followed by the school play and dancing. It certainly was an affair anxiously awaited by these residents of a very quiet part of Arizona.

Oh Patagonia
(Tune: "Waltzing Matilda")

Oh-h once there was a Little boy
He went to a Little school
Near Patagonia, way out West.
And he's chatter and he'd prattle
And he'd even 'chouse' the neighbor's cattle
That was the sport he liked best.

Chorus

Oh Patagonia, oh Patagonia, Oh Patagonia, way out West
And he'd chatter and he'd prattle
And he'd even 'chouse' the neighbor's cattle
For that was the sport that he liked best.

Oh-h then there was a Bigger boy
He went to the Little school

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Near Patagonia, way out West.
And he roped and he rode
Until his legs got very bowed
For that was the sport that he liked best.

Chorus

Oh Patagonia, oh Patagonia, oh Patagonia, way out West
And he roped and he rode
Until his legs got very bowed
For that was the sport that he liked best.

Oh-h, there was a BIG boy
He went to the Little school
Near Patagonia, way out West
And he'd wink and he'd flirt
With every Patagonia skirt
For that was the sport that he liked best.

Chorus

Oh Patagonia, oh Patagonia, oh Patagonia way out West
And he'd wink and he'd flirt with every Patagonia skirt
For that was the sport that HE liked best!!

ARIZONA!

(Variation of "Oklahoma", Rodgers)

A-A-A-Arizona,

Where the wind comes whippin' down the plain,

And the ole mesquite can sure smell sweet,

When the breeze comes right behind the rain.

A-A-A-Arizona,

Ev'ry night my honey lamb and I, Sit alone and talk, and watch a hawk

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Makin' lazy circles in the sky. We know we belong to the land,
And the land we belong to is grand, So when we Say-ay YOW
Ay-yip-a-yow-ee-ay-ya-ya-ay-ay
You're doin' fine, Arizona, Arizona, OK, A-R-I-Z-O-N-Arizona,.....
YEOW!!!

GOODBYE, LITTLE OUTFIT
(Tune "Pomp & Circumstance No. 1, Elgar)

Good bye, Little Outfit
Goodbye, grammar school days,
Good bye, Little Outfit,
Good bye grammar school days. You taught us a lot we'll use,
All along our way-ay-ay-ays, Goodbye, Little Outfit
Goodbye, grammar school days.

The Closure of the Little Outfit School

As a small, private institution, the Little Outfit School was completely dependent upon the continuing support of its owners, the Hutchinson's. Doubtless an important consideration in continuing their work was the completion of their own children's education. Another must have been the resignation of Slim Mayo in 1947, which left the school without one of its major teachers. According to their daughter, Mary, by 1950 the Hutchinsons- who were in their fifties- had frankly become tired of the work and were ready to take things easier. It is unknown whether the school was simply not attracting sufficient interest anymore to sustain a student body. Probably a combination of these two factors led to the decision in 1950 to close the school.

CONCLUSION

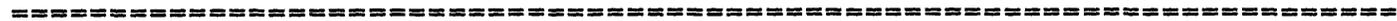
The Little Outfit Schoolhouse is an excellent surviving example of the historic Ranch Schools movement in Arizona. Arizona Ranch Schools made major contributions to the State of Arizona and the Southwest, the benefits of which continue to this day. The area surrounding the Little Outfit Ranch School has remained largely untouched since the first schoolboy arrived there from the East with his young eyes widened by the vast expanses of the San Rafael Valley, the looming mountains—Old Hutch and Little Annie—the cinnamon of the Canelo Hills and the far off ranges of Mexico to the south. The centerpiece of

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the Little Outfit Ranch School, the old one-room schoolhouse, stands almost exactly as it did in the 1940s; it transports visitors back to the past and the heyday of Western Ranch Schools. The schoolhouse and the open country around it represent the form and function of Ranch Schools, their significance in shaping the United States in the first half of the last century and their contribution to the State of Arizona.

By 1900, many Americans were concerned that the West was disappearing, which was part of the appeal in sending a child to experience what remained. An ideal ranch school provided Western activities, such as working on a horse and wrangling cattle. At the Little Outfit Ranch School, students drove cattle from the various ranches to the railhead in Patagonia. For this job a wrangler or a real cowboy was essential. At the Little Outfit this was Slim Mayo, who was father, big brother, and hero to the boys. This immersion in ranching activities and the great outdoors added a dimension to the schooling of these sons of industry that helped shape them in business and commerce as adults.

In summary, the Little Outfit Schoolhouse, built in 1940, remains in its pristine setting, clearly recognizable as the school its first students saw in 1940 and an excellent example of the historic Ranch Schools of Arizona. Ranch Schools offered a place to teach boys to become men and rugged individuals. Arizona led the nation in the number of Ranch Schools and these schools in turn promoted tourism and attracted many wealthy families to Arizona. Many of those families relocated to Arizona, bringing wealth, influence and skills which significantly assisted Arizona's growth. Ranch Schools taught the boys Western activities such as horsemanship, cavalry drills, roping, wrangling, all of which created strong men and good leaders for Arizona and the nation.

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SECTION 9: MAJOR BIBLIOGRAPHIC REFERENCES

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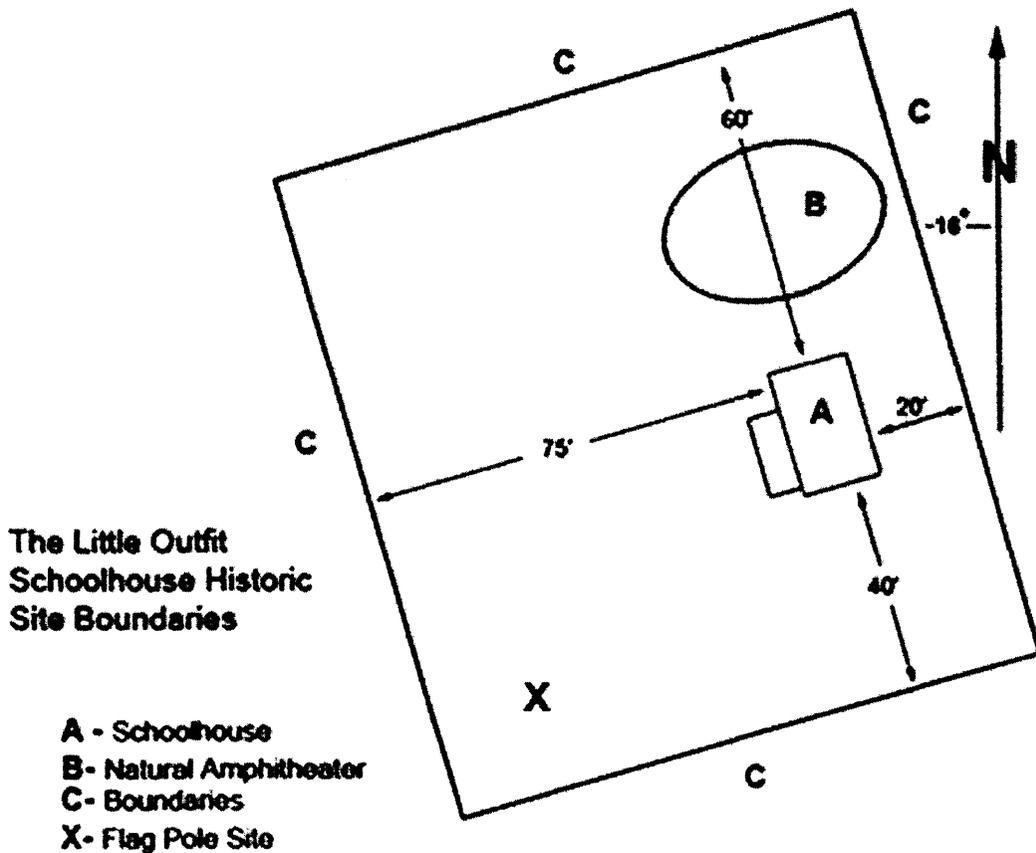
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BOUNDARY DESCRIPTION

1. Sketch Map

Main body of schoolhouse is 20'4" x 36'3"
Shed on west side is 8'5" x 20'10"

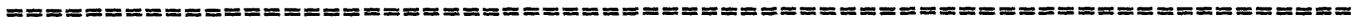


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2. Boundary Description

South side: a line parallel to the front (south side) of the schoolhouse and forty feet from it (sufficiently distant from the schoolhouse to enclose the site where the flagpole was located within the boundary).

West side: a line parallel to the west side of the schoolhouse and seventy five feet from the main building.

North side: a line parallel to the north side of the schoolhouse and sixty feet from it.

East side: a line parallel to the east side of the schoolhouse and twenty feet from it.

3. Boundary Justification.

Beyond the schoolhouse itself, the flagpole site and the natural amphitheater where the audience sat for performances on the stage behind the school are both part of the traditions and memories of The Little Outfit Ranch School. Other properties beyond the boundary have a closer association to the operations of the Little Outfit Ranch itself rather than the school. At the request of the owner, who continues to use these properties for ranch purposes, they are not included with the nominated schoolhouse.

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SECTION 8: ADDITIONAL PHOTOGRAPHS

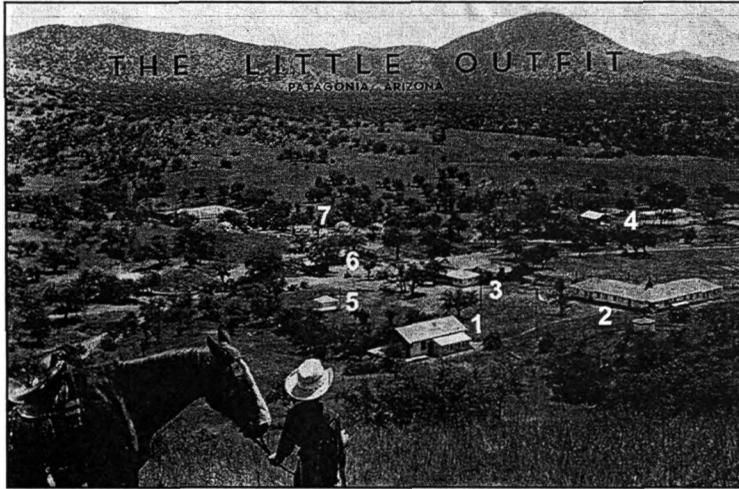


Photo 1: Historic photo of the Little Outfit School about 1946. 1. Schoolhouse with recent addition; 2. Dormitory; 3. Ranch house and dining hall; 4. Stables; 5. Pump house; 6. Storage and working buildings; 7. Staff housing.

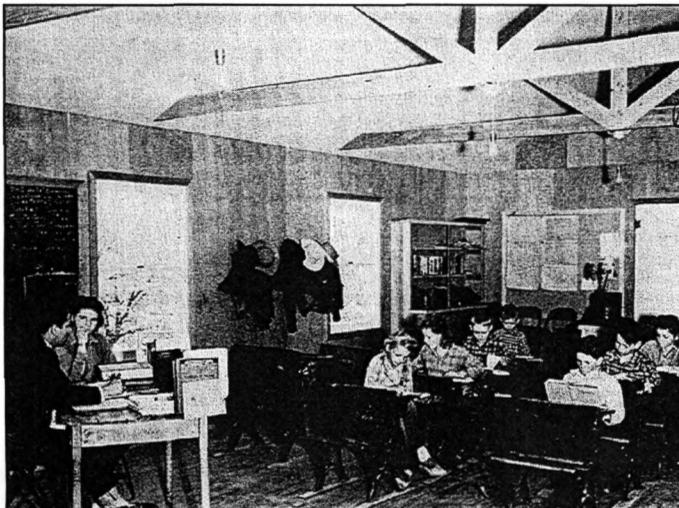


Photo 2: The Little Outfit Schoolhouse interior around 1941. Hutchinson, *The Little Outfit*, ca. 1942.

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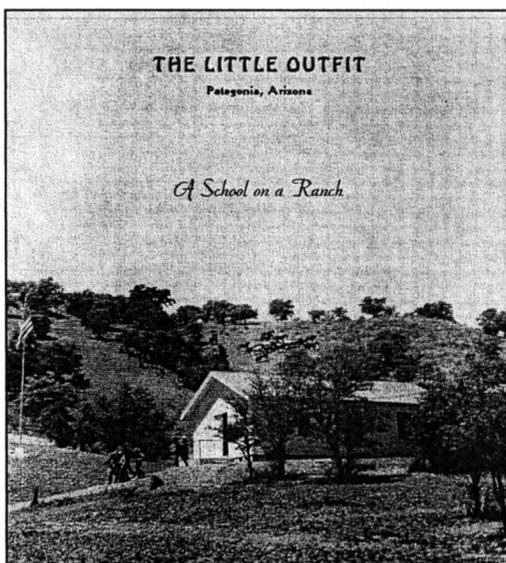


Photo 3: The Little Outfit Schoolhouse around 1942, with flagpole to the left. Source unknown.

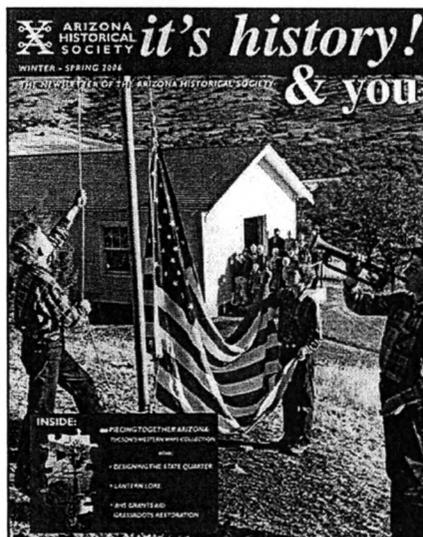


Photo 4: The Little Outfit Schoolhouse from the flagpole site, around 1943. From *It's History! & You*, Arizona Historical Society, Winter-Spring 2006, cover.

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Photo 5: Katharine Hutchinson with unidentified boys, with Little Outfit Ranch house in background 1943. From Hutchinson, ca. 1945.

Photo 6: Buel Hutchinson, 1943. From Hutchinson, ca. 1945.



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Photo 7: Afternoon athletics, with Little Outfit Ranch house and Old Hutch Mountain in background, 1944.
From Hutchinson, ca. 1945.



Photo 8: Field trip to Fort Huachuca to see the mustering out of the last Apache Indian Scouts, 1944. From Hutchinson, ca. 1945.

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Photo 9: Learning geography at the Little Outfit School, 1944. From Hutchinson, ca. 1945.



Photo 10: Little Outfit wrangler Slim Mayo taught the skills needed by cowboys. From Hutchinson, ca. 1945.