



# Margaret M. Allemang Society for the History of Nursing

November 2010

## FEATURE ARTICLE

### **IN MEMORY OF ISABEL A. HAMPTON ROBB 1860-1910**

Margaret Allemang RN PhD (deceased)

This brief story of Isabel Hampton Robb's life and legacy highlights her unique contributions to nursing that brought accolades from around the world at the time of her tragic death in 1910. Memorial services were held in all centers where she had been instrumental in bringing reforms to nursing education. In Toronto, graduates of the Johns Hopkins Hospital School of Nursing organized a choral service in her honour at the Church of St. Stephen, the Martyr. More than thirty pages of tributes in the *American Journal of Nursing* acknowledged her intelligence, vision, graciousness, and beauty—"like some classic sculpture," according to the nurse historian, Lavinia Dock.(1)

Born in Welland, Ontario, in July 1860, Hampton was Canadian by upbringing and education. Her professional career, from the time of her nurse's training in 1881 to 1883, until her death, was in the United States. However, the scope of her vision, activities and interest extended beyond these boundaries.

How Hampton's early life influenced her independence, resourcefulness and creativity is obscure. Her parents were of British ancestry; she was the middle child of a family with three brothers and two sisters. Her father, the proprietor of a tailor shop, provided a comfortable living for the family. As Presbyterians, a strict ethic was followed in the home. Her mother, an excellent housekeeper, apparently was the strict member of the family. Work and home duties came before pleasure and "inclination." For Isabel as a child, the joy of after-school croquet held precedence over punishment for late home arrival.

Hampton's several years at St. Catharines Collegiate Institute, her possession of a teacher's certificate and some private lessons in French and German provided more than a "meager" education for a woman of this era. For three years she taught in a grade school from the age of sixteen until regulations required higher educational standards and a Normal School certificate. Because of her good work however, she was given permission to teach a fourth year. Looking back on her life at the height of her nursing career, she wished she had pursued a higher education. Her life would have been easier, she believed.

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## A New Career

In these circumstances, motivation for nursing came suddenly. Hampton heard two senior teachers, Mary Agnes Snively and Louise Darche, discuss the advantages of nursing as a new career. Decisively, Hampton completed and sent one of the application forms they had received from Bellevue Hospital, NYC. Immediate acceptance followed for the fall class despite her failure to meet minimum age requirements.

The appeal of this training school for nurses for Canadian schoolteachers is difficult to understand. A pest-house in 1623, built by colonists from Holland, then becoming by the nineteenth century an almshouse with attendants from the female penitentiary, Bellevue remained an over-crowded institution of deplorable disorder, despite some efforts to reform. The hospital came to the attention of the State Charities Aid Association whose visiting committee members of humanitarian views and high social standing decided something had to be done for the “mental”, “moral”, and “physical” improvement of the sick-poor in this 900-bed charity institution. Consultation with Florence Nightingale and study of her writings on hospitals led to the conclusion that only a training school for nurses on Nightingale principles could save the situation.(2)

When Hampton started her nurse’s training in 1881, the school had been functioning for eight years. Student nurses who survived the probationary experience had fortitude and a sense of humour. Their stories tell of the strange people, former patients and “paupers “who had become unique retainers in the hospital’s service—all colourful, humorous and sad. As one nurse wrote. Bellevue provided “a never-ending study of human life in all its phases.”(3)

## Recognized Abilities

During her training, hospital authorities recognized Hampton’s abilities, although some classmates were critical of what they perceived as a lack of skill and speed in housekeeping duties and patient care. Some thought of her as a “persistent nuisance” because of her detailed checking for accuracy in note-taking and of facts from lectures. She perused reference books and held discussions with doctors coming to the hospital wards. Her search for knowledge and understanding brought for her the highest standing in examinations and eventually a vision for nursing reform.

Hampton’s early leadership ability must have been apparent on graduation to allow her to substitute for several months in a supervisory position at the Women’s Hospital in New York City. A remarkable opportunity followed to nurse American and British travelers in Europe, under the auspices of the American Episcopal Church, at St. Paul’s House for Trained Nurses in Rome, Italy. Her work allowed her to visit all the great cities of Italy, France and Germany. This was a never-forgotten experience culturally and professionally. All her life, remembering the beauty of the Italian Lakes brought tears to her eyes.

On returning to America after 18 months abroad, Hampton was offered and accepted the position of Superintendent of Nurses at the Illinois Training School for Nurses in Chicago—a daunting task. For a practice field, the school contracted wards from the Cook County Municipal Hospital, a politically corrupt institution. If the political party in power changed with the yearly election, so did the hospital employees, except those of the nursing department. But, Hampton’s political, administrative and public relations skills were equal to the imposing responsibilities. Hospital authorities requested that the school extend its practice field to more wards. Additional nursing staff was employed, including Diana Kimber and Edith Draper, both future leaders in their own right. Educational reform, initiated by

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Hampton, included efforts to systematize the students' programs with a graded curriculum of theory and practice throughout the two years of training, a move influenced, no doubt, by her early training as a grade school teacher. She eliminated the common practice of sending senior students to give round-the-clock care to patients in their own homes. The hospital and the physicians received the payment for such service. Hampton regarded this practice as philanthropy rather than an educational experience. As an alternative experience, she initiated an affiliation with the Presbyterian Hospital in Chicago where students could gain experience with private patients in contrast to their care of the indigent patients in Cook County Hospital. In her firm belief that graduates should maintain ties with their nursing school, Hampton personally invited all graduates she could contact as guests at a forthcoming graduate ceremony. It was a first move in the organization of the School's Alumnae Association.

## **Outstanding Advancement**

After three years at the Illinois Training School for Nurses, Hampton's leadership abilities and personal qualities were well recognized.

In 1889, the widely-heralded opening of the Johns Hopkins Hospital and School of Nursing offered superintendents of nurses an attractive opportunity for advancement. High-ranking male authorities reviewed credentials from more than eighty applicants for the position of Superintendent of Nurses and Principal of the Nursing School. The panel of men interviewing candidates had no trouble in unanimously selecting Hampton for the new position.(4)

In her inaugural address of October 9, 1889 at the official opening ceremonies of Johns Hopkins' nursing school, Hampton, seriously and clearly outlined what was needed in the training of nurses. In the comprehensive nature of her address, she

made no mention of the authorities' administrative decision that the Superintendent of Nurses should be responsible to the Hospital Superintendent and thence to the Board of Trustees. Whether this omission was by discretion or from lack of conviction for its significance is unknown

Hampton's years at Johns Hopkins were eventful. Highly qualified prospective students entered the nursing school. In 1890, the brilliant Lavinia Dock was appointed Hamptons' assistant in supervision and teaching. The school became a model in the training of nurses. But, the new leadership corps from the large general hospitals associated with medical schools was aware that all was not well. Students were overworked, severely fatigued, and used in ways jeopardizing scholarly and professional ideals. These superintendents of nurses had first-hand knowledge of the rise of science and its influence on nursing care and techniques. As Hampton pointed out, more was now expected in precise observation of patients, in knowledge of disease and in the application of scientific principles. These leaders were also aware of the new emphasis, on prevention of disease and its implications for visiting nursing and health teaching in view of their deep concern for the social and health problems arising from immigration, poverty and "squalor". The concept of nursing enlarged so did a sense of responsibility for reform. Hampton listened carefully to the many visitors to John Hopkins Hospital and to nursing colleagues as she continued to envision a new future for nursing.

## **Efforts Toward Reform**

An exciting turn of events favoured Hampton's efforts toward reform. Ethel Bedford Fenwick, England's dynamic nurse reformer visited the United States in 1892 to further her plans for a nursing exhibit in the Woman's Building at the World's Columbian Exhibition, to be held in Chicago the following year. The Fair was commemorating the 400<sup>th</sup> anniversary of the discovery of America. Fenwick visited Hampton and their discussions with Dock and Nutting brought

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results beyond expectation. Dr. John Billings of John Hopkins' fame, now chairman of the Congress these nurses wished to join, honoured their requests by appointing Hampton chairman of the nursing subsection and keynote speaker of the general session for hospital authorities, physicians and nurses.

Hampton planned carefully and shrewdly. She consulted Florence Nightingale who advised her on international speakers and agreed to send a paper of her own. It was the beginning of a firm friendship between Hampton and Nightingale.

Hampton's keynote address, "Educational Standards for Nurses" was considered "outstanding" (5). Drawing attention to the diversity in purpose and size of the ever-increasing numbers of hospitals, all with unregulated training schools, Hampton pointedly stated that a trained nurse might mean "anything, everything, or next to nothing." Among her suggested reforms were a curriculum lengthened to three years, an eight-hour day and an educational atmosphere pervading everything. She was convinced that superintendents and teachers of nurses should be prepared for their responsibilities in educational centres similar to Normal Schools and that the overriding aim should be a "spirit of unity" and "a uniform standard of education" whereby all might be judged. Her philosophical conclusion was that the "true nurse" would only come from schools where the "head" and "heart" and "hand" were trained to work in harmony.

The year following this congress brought many new developments. Hampton's first book, *Nursing: Its Principles and Practice for Hospital and Private Use* was written. Editorial advice had been offered by Dr. Hunter Robb when he visited the nursing office. Then, in June, 1894, Hampton resigned from her position at JHH's School of Nursing to be married to Dr. Robb. It was not a totally approved marriage. Her colleagues thought she was marrying below the status of her professional calling and leadership abilities.

## Professional Development

The Robbs' new home was Cleveland, Ohio. Here Dr. Robb assumed his responsibilities as a Professor of Gynecology at Western Reserve University and their two sons, Hampton and Phillip were born. Vacations at their summer home in St. Andrews, NB, and frequent trips to Europe became part of the family life.

Frequently quoting "once a nurse, always a nurse," Hampton Robb continued her professional activities. In 1900, her text-book on *Nursing Ethics* was published, reflecting her strong commitment to ethical understanding as a component of nursing care and as a bonding force for professional work. In 1904 a completely revised edition of *Nursing: Its Principles and Practice* was printed and also published was a collection of her addresses and essays under the title of her Congress address, *Educational Standards for Nurses*. Despite her advanced educational approach, some critics drew attention to her conservatism and strictness in ethics and hospital etiquette.

In these years, she entered a new phase of organizational work associated with the Chicago Congress in 1893. Even preceding the 1893 Congress in Chicago, she wanted an organization of nurse leaders and a united Alumnae Association as a means toward uniformity in nursing and professional standards. The opportunity to act on these ideas came with the Congress. In a discussion session following papers, she proposed her ideas and invited those interested to further discussion. "Cordially" accepting her proposals, a committee outlined objectives and planned the first Convention of the Society of Superintendents of Training Schools for Nurses in the United States and Canada to be held the next year (1894). Work proceeded and the Nurses Associated Alumnae of the United States and Canada was organized in 1897, with Hampton Robb as its first and continuing president for five years. The registration of nurses became a primary focus of this Association's endeavours (6).

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## **International Efforts**

The Congress of 1893 was also the stimulus for an international organization of nurses, largely due to Fenwick of Great Britain. Inspired by the address of Mary Wright Sewall of the International Council of Women, Fenwick concluded that nurses as women could also band together in fellowship to promote the welfare of all people, broaden sympathies and banish prejudices. Skilful planning and networking brought the International Council of Nurses into existence in 1899.

Hampton Robb gave staunch support to these developments. In 1899 she was invited into the International Council of Women and in 1900 she participated in the formation of the International Council of Nurses. Acceptance of her proposal of an education committee to achieve an international standard for nursing at the 1909 Congress brought her the responsibilities of chairman.

The worry of Hampton Robb's colleagues over marriage as a block to her professional commitment failed to materialize. Committee work with the Society of Superintendents allowed her ideas to gain visibility. Although her long-advocated three-year curriculum was generally accepted, her recommendations for an eight-hour day and no stipend brought many dissenting voices. Success was achieved, however, in her efforts to secure additional education for superintendents and teachers of nursing. As chairman of the education committee, she visited Dr. James Russell of Teachers College, Columbia University, with the society's request. Discussions to resolve issues led to his wholehearted support. Two students entered the Hospital Economics Course in October, 1899. As a part-time teacher Hampton Robb travelled from Cleveland to New York to fulfill her teaching responsibilities.

## **Tremendous Pressure**

By 1910 she was feeling highly pressured by household and professional responsibilities. Even a request for an address in honour of Florence Nightingale's birthday seemed too much. In 1908 she had been elected President of the Society of Superintendents of Training Schools for Nurses. One controversial issue focussed on the need for central schools to allow financial and administrative independence from hospital control. Other commitments included membership on the Board of Lady Managers of the Lakeside Hospital Training School for Nurses, membership on the Central Committee of the American Red Cross and with the Visiting Nurse Association of Cleveland. As a key speaker in the movement towards state registration of nurses, she travelled throughout Ohio.

On April 15, 1910, Isabel Hampton Robb was crushed to death between two trolley cars on Euclid Avenue as she stepped backward to avoid a rapidly approaching automobile. She had been on her way to meet her son at dancing class. The friend with her had stepped forward to avoid the car and was unhurt.

Stories from the past may be read for many reasons, not the least of these is the opportunity to enter empathically into an age beyond living memory. These glimpses into the life and work of Hampton Robb may also permit a feeling for the excitement and adventure that was part of the life for some young nurses of the nineteenth century. On a more serious level, the story suggests the interweaving of circumstances and ideas, of agents of change and their networks in bringing change and promoting continuity in the history of nursing. But an analytic approach is beyond the scope of this brief biographical study. To have this nursing leader live in memory is sufficient for the retelling of her remarkable life.

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## Notes and Suggested Readings

1. "Memorial Sketches of Isabel Hampton Robb." *American Journal of Nursing* 11 (October 1910) 9-38. Authors included M.G. Cameron, Isabel McIsaac, Lavinia Dock and M. Adlaide Nutting, persons who had known Isabel Hampton Robb at various times during her nursing career.
2. Hobson, Elizabeth C. *Recollections of a Happy Life*. New York: G. P. Putnam's Sons. 1916.
3. Pope, Georgina F. "Bellevue Hospital, Past and Present," *American Journal of Nursing* 4 (October, 1904): 29-33.
4. Johns, Ethel and Blanche Pfefferkorn. *The Johns Hopkins Hospital School of Nursing 1889-1949*. Baltimore, MD: Johns Hopkins Press, 1954.
5. Hampton, Isabel A. and others "Educational Standards for Nurses." In *Nursing of the Sick 1893*.

New York: McGraw-Hill Book Company Inc. 1949.

6. From the turn of the century onward, it became apparent that Canada and the United States required independent organizations. The issues of registration of nurses and conditions for membership in the International Council of Nurses created the necessity for change. The first meeting of the Canadian Society of Superintendents of Training Schools for Nurses was held in 1907 in Montreal. The following year the professional organization of the Canadian National Association of Trained Nurses was formed to become the Canadian Nurses Association in 1924.

[Source: Registered Nurse, April-May, 1995, 29-32. Reprinted with permission from RNAO].

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## 2010 CAHN/ACHN Margaret Allemang Nursing History Award

The winners of this year's 2010 CAHN/ACHN Margaret Allemang Nursing History Scholarship Award were Brandi Vanderspank from Ottawa, ON and Jaime Lapeyre from Toronto, ON. Brandi is in her second year in the PhD program at the Faculty of Nursing at the University of Ottawa, under the supervision of Dr. Cynthia Toman. Her research focuses on the history of medical technology in the context of Canadian ICUs. Jaime just achieved her candidacy in the PhD program at the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto, under the supervision of Dr. Sioban Nelson. Her research focuses on the role of international health organizations in the development of nurse leaders and the creation of an international network during the first half of the 20th century.

# ALLEMANG SOCIETY FOR THE HISTORY OF NURSING ANNUAL GENERAL MEETING – OCTOBER 16, 2010

## **PRESIDENT'S REPORT**

We are sustaining our focus on archives by advising and assisting anyone requesting help with the disposition of their nursing archival materials. Several individuals have been advised in the past year. We still have some archival materials in our possession. These are mainly World War 1 and 11 uniforms and memorabilia collected by Margaret Allemang from nursing sisters. The War Museum in Ottawa has expressed interest but we are awaiting their decision regarding acquisition.

Dorothy Wylie continues her able work as newsletter editor assisted by Jaime Lapeyre. The new format is a great success. The newsletter continues to represent us externally extremely well.

Our website ([allemand.on.ca](http://allemand.on.ca)) continues to be an important source for information sharing and external representation of the association. Ron Foreman, who created the website and provides ongoing management has recently completed the same task for CAHN.

The Sudbury Group of the Allemang Society has completed their ambitious Oral History Project funded, in part, by the Society. Joyce McQueen gave a presentation on the project at our recent spring meeting and also at the CAHN conference in Winnipeg this June.

The 2010 History of Nursing Writing Prize was divided between two students, Rachel Grant of Surrey, BC and Sean Smith of Ottawa. Both are completing undergraduate programs in nursing.

Planning continues for an oral history project where we hope to carry out videotaped interviews with senior and influential nurse leaders in the Toronto area. The project will be carried out in partnership with Humber College.

Membership is down a little this year (from 70 to 62).

Respectively submitted.

Kathleen MacMillan, President

## **AGM Program – Polio and Religion in 1950s Canada**

Those present at the AGM enjoyed an illustrated talk by Ginny Bosworth, an historian, teacher and artist. She recently completed her Master's degree in History from York University (working with Kathleen McPherson). The talk focused on her degree subject, the effect of religion on people's attitudes and responses to polio in 1950s. She outlined the history and treatment of polio and significant events during the 1953 national polio health crisis. She highlighted the difference between the Catholic and Protestant beliefs about dealing with, and overcoming the disease. The attitude of the children was greatly influenced by their parents' religious beliefs.

# International Perspectives on the History of Nursing: Conference Report

With over 300 registrants, the conference, held September 14-16, 2010 at Royal Holloway College, may be the largest to date in the discipline. Jointly organized by the European Nursing History Group and the American Association for the History of Nursing, the conference was sponsored by the Faculty of Health and Social Care Sciences, University of London (UK) and attracted participants from around the world. It was good to be part of the Canadian contingent that included Allemang Society members Carol Helmstadter, Jaime Lapeyre, Sioban Nelson, and Cynthia Toman.

The conference opened with an excellent keynote address by Mark Bostridge, author of a new (2008) biography of Florence Nightingale (see the review by Carol Helmstadter in *Nursing History Review*, 2010). This was followed by a panel discussion asking the question, “Was there a Nightingale system of training, and, if so, what influence did it have on the development of nursing in the late 19<sup>th</sup> century?” Invited speakers were Judith Godden, Carol Helmstadter, Barbara Mann-Wall, and Lynn McDonald (on audio tape). Anne Marie Rafferty ably chaired the session.

For each concurrent session, delegates had the difficult task of making a choice among six papers at any given time. I calculated that 127 papers were given in the concurrent sessions, too many to summarize for this report though I would be happy to lend my abstract book to anyone wishing for more information. Many of the presenters were from the UK and USA but Europe was well represented (Ireland, Germany, Spain, Portugal, Switzerland) and also Australia, Brazil, Taiwan and, of course, Canada. From the Allemang Society, as well as Carol Helmstadter, Jaime Lapeyre and Sioban Nelson, Cynthia Toman, and Judy Young presented. Other Canadian presenters were Geertje Boschma, Sonia Grypma, Jeanette Walsh and Marilyn Beaton, and Margaret Scaia.

Social events included a book launch for a new book of essays *Notes on Nightingale*, edited by Sioban Nelson and Anne Marie Rafferty (Cornell University Press) followed by the conference dinner. Prior to the conference, delegates had the opportunity to attend a special Evensong at St. Paul’s Cathedral followed by a reception at the newly-refurbished Florence Nightingale Museum, St. Thomas’ Hospital. There was so much interest in this conference that apparently registration reached capacity, before the event, and had to be closed.

Judy Young.

## MEMBERSHIP RENEWAL

Remember to renew your membership for 2011. Your support is needed to carry out our mandate of information sharing to promote and preserve nursing history.

## NEWS ITEMS

### 1. Museum of Health Care

The Museum of Health Care at Kingston will be temporarily closed to the public for renovations from November 8, 2010 until January 31, 2011. The Museum is developing a new Children's Gallery-based learning centre devoted to children and their families/caregivers. The theme for the exhibition is skin. There will be conceptual and interactive elements. Seating and furniture will be designed to resemble a magnified cross section of skin exploring the different colours of skin. 2011 marks the 20<sup>th</sup> anniversary of the Museum, and there are plans for an exciting series of public events for the year, including a "Teddy Bear Hospital" program for ages 3-8 planned for family day.

### 2. Bloomberg Faculty of Nursing, University of Toronto

The Faculty of Nursing is celebrating its 90<sup>th</sup> anniversary this year. The Fall/Winter 2010 edition of "Pulse" magazine highlights the growth and development of the faculty and programs over the last ninety years. Brief bios on many of the individuals who graduated from the School's programs and have contributed to the enrichment of the nursing profession are included, including Margaret Allemang, Dorothy Wylie and Kathleen MacMillan.

Copies can be emailed through the Faculty's Advancement Office ([development.nursing.utoronto.ca](mailto:development.nursing.utoronto.ca)).

### 3. Sudbury History of Nursing Group report- Oct. 2010

The Sudbury History of Nursing Group is entering a new phase. We have completed our Oral history Project and it is now in the Laurentian Archives and on-line. The Archives also has taken the minutes of our group from its inception in November 1997 until the spring of 2010.

During most of this time our small group of 5-6 members has met monthly at St. Peter's United Church which is centrally located with lots of parking. With the support of the group Joyce Mac Queen chaired the meetings and kept the minutes. Joyce is moving to New Liskeard, 3 hours north-east of Sudbury, for a year or longer, which means the group, will need to function differently.

Our members value the opportunity to meet together and discuss nursing history, but we will no longer meet monthly, perhaps several times in the fall and again in the spring. We will have our meetings over coffee at a local restaurant. We have been buying and sharing nursing history books and this will be the basis of our meetings.

We wish to thank the Margaret M. Allemang Society for the History of Nursing for all its support for us as a group and for our Oral History Project.

Joyce Mac Queen.

## HISTORY OF NURSING WRITING PRIZE

The Allemang Society is offering a nationwide prize of \$250 for the best essay in the history of nursing written by a student in the year September 2010 through June 2011.

### Criteria for submissions:

1. The paper may deal with any topic in the history of nursing in any period and in any country.
2. Papers should be a minimum of 8 pages, and a maximum of 25 pages in length including footnotes.
3. Both undergraduate and graduate students may submit.
4. The student must be enrolled in a university or community college anywhere in Canada. Students **from any faculty, including nursing, social science, humanities and science**, are invited to apply.
5. The winning paper will be published in the Allemang newsletter, and the recipient will receive a one-year membership in the Allemang Society.

The deadline for submission is **June 30, 2011**. The prize will be awarded at the 2011 AGM.

Papers may be submitted either by email or in hard copy. Electronic copies should be in Microsoft Word and include academic affiliation, address, telephone and fax numbers. Students submitting in hard copy should send three copies. The first copy should have the name, academic affiliation, address, telephone, fax and email. The accompanying two copies should have no identification.

Please send papers to:

Lynn Kirkwood

56C Concession Street, Box 344

Westport, ON, KOG 1X0

**Email: [Kirkwood@rideau.net](mailto:Kirkwood@rideau.net)**

## CALL FOR PAPERS:

**The Canadian Society for the History of Medicine**, joining with **the Canadian Association for the History of Nursing**, is issuing a call for papers for a joint conference at University of New Brunswick, from May 28 –May 30, 2011. The theme of the 2011 Congress is *Coasts and Continents: Exploring Peoples and Places*.

Abstracts on other topics are also welcome.

Please submit your abstract and one-page c.v. for consideration by **30 November 2010** to:

Erika Dyck, CSHM Program co-chair with Anne-

Marie Arsenaault (CAHN)

Department of History

9 Campus Drive, University of Saskatchewan

Saskatoon, SK S7N 5A5

[erika.dyck@usask.ca](mailto:erika.dyck@usask.ca)

Abstracts must not exceed 350 words.

**Submissions by email are strongly encouraged.** If submitting abstracts by mail, please send one original and 3 copies, typed single spaced on one sheet of paper. The Committee will notify applicants of its decision by January 15, 2011.

## OBITUARIES

**Graham, Martha Louise (Sturdevant)** passed away on October 25, 2010 at Sunnybrook Hospital, Toronto. She was born October 19, 1917 in Smiths Creek, Michigan, grew up in Parkhill, Ontario and entered nurses' training at Victoria Hospital, London, ON. After graduation in 1940, she joined the staff of Victoria Hospital until she enlisted in the army medical corps and was assigned to No. 10 Hospital Unit, which was formed in London. A few days after D-Day, the unit was sent to France to receive the casualties of the battle. Louise worked as a surgical nurse and was assigned briefly to a British field hospital, which needed relief nurses. She served with No. 10 in France, Belgium and the Netherlands until the end of the war. Louise married Dr. Robert Graham of the same unit in Brussels, Belgium and after the war they lived first in Ottawa and then in Toronto where Dr. Graham was a Medical Director for Canada Life

Louise volunteered for many years at Princess Margaret Hospital and at Rosedale Presbyterian Church.

(Excerpted from the Toronto Star, October 26, 2010).

**Legged, Laura Louise (nee Down)** passed away Tuesday, October 5, 2010.



Laura was born on her family's farm in Courtland, Ontario on January 27, 1923. Laura went to Tillsonburg High School graduating with the Governor-

General's medal and a scholarship to the University of Western Ontario. Commuting to classes from an aunt's house in St. Mary's she crammed three years of courses into two. She graduated with an Honours BA in 1944, at age 21, and immediately went into nursing at the Toronto General Hospital, where she graduated at the top of her class. Nursing was never her vocational goal; instead it was a way to earn

money to finance her real ambition to become a lawyer.

While working part-time at two jobs-she completed her LLB in 1948 at Osgood Hall. At the time fewer than 100 women were practising law in Canada.

After her call to the bar in 1948, Laura went to work at the Ontario Ministry of Health, drafting legal regulations. Two years later, on July 21, 1950 she married a fellow student, Bruce Legge. She resigned from the Ministry in 1955 and opened a general practice in Toronto in partnership with her late husband, Bruce (who died in 2006).

In 1966 she won the designation Queen's Counsel, winning elections as a bencher in 1975, and as Treasurer in 1983. Active in the community as well as the profession Laura received many awards and honours, including the Order of Ontario in 2003. The Law Society unveiled a bronze bust of her in 1987 and created a medal in her name in 2007 to honour a female lawyer who has exemplified leadership in the profession.

(Excerpts from The Globe and Mail, Saturday, October 30, 2010).

**Tovee, Mary Louanna (Clemens)** passed away on November 2, 2010; born in 1914. She was a graduate of the Toronto General Hospital School of Nursing 1936, and served as a nursing sister in WWII. She was the wife of the late Dr. Bruce Tovee.

(Excerpted from the Globe and Mail, November 6, 2010).

### Editors Newsletter

**Jaime Lapeyre.** [jaime.lapeyre@utoronto.ca](mailto:jaime.lapeyre@utoronto.ca)

**Dorothy Wylie.** Please contact her regarding news items, short articles, announcements, etc. All contributions are welcome. [wyliedm@aol.com](mailto:wyliedm@aol.com)

223-602 Melita Crescent  
Toronto, ON M6G3Z5