The Legacy of Florence Nightingale and Her Role in Health Reforms 1856–1910

Zainab Adel Saleh Younis[1], Assistant Professor Dr. Shaha Daham Abdullah[2]
[1]Department of History, College of Education for Women, Tikrit University, Iraq
[2]Department of History, College of Education for Women, Tikrit University, Iraq

Abstract
This research addresses the role played by Florence Nightingale in developing nursing education and reforming the nursing profession in Britain during the nineteenth century, as her name became associated with an important stage in the development of modern healthcare. The study demonstrates how her efforts contributed to bringing about a real change in the methods of preparing and qualifying nurses, particularly through the establishment of the Nightingale Training School for Nurses at St. Thomas' Hospital, which formed a new model for nursing education based on combining theoretical study with practical training.
The study also clarifies that Nightingale's interest was not limited to education alone, but extended to organizing the nursing profession and enhancing its status within British society, by laying down clear foundations for vocational training and establishing the values of discipline and efficiency at work. These efforts helped prepare generations of qualified nurses who contributed to the development of health services within Britain and in a number of other countries.
Furthermore, this research touches upon her participation in the project of relocating St. Thomas' Hospital to its new site, where she presented a set of views and proposals related to hospital design and management, drawing upon her extensive experience in health and statistical aspects, which had an impact on improving the environment of treatment and medical care.
In light of the foregoing, it becomes clear that Florence Nightingale was not merely a nurse famous for her humanitarian services, but rather a reformist figure who possessed a clear vision for developing nursing and healthcare. Her works and achievements left a profound impact that lasted for many decades, contributing to consolidating the foundations upon which the modern nursing profession was built in many countries of the world.

Keywords: Florence Nightingale, Health Reforms, Nursing, Legacy, 1856–1910

Introduction
Florence Nightingale is considered one of the most prominent figures who contributed to the development of healthcare during the nineteenth century, as her name became associated with reforming the nursing profession and elevating its scientific and professional level. Her efforts were not limited to providing care for patients, but extended to hospital reform and organizing nursing education, making her one of the influential figures in the history of public health.
The choice of this topic was based on the importance of the role Nightingale played in developing health services and bringing about a major transformation in the nursing profession, in addition to the impact of her reforms in Britain and a number of countries around the world. The research has been divided into an introduction, three sections (demands), and a conclusion; the first section addresses the development of nursing education and the establishment of the Nightingale Training School for Nurses, while the second

section discusses the training of nurses and the organization of the nursing profession, and the third section is dedicated to demonstrating her role in relocating St. Thomas' Hospital and choosing its new site.
The researcher relied on a number of important sources, most prominent of which are the book *Florence Nightingale* by the historian Cecil Woodham-Smith, the book *Florence Nightingale and the Nursing Legacy* by the researcher Monica E. Baly, and the book *The Life of Florence Nightingale* by the author Sarah A. Tooley.
The researcher faced some difficulties, particularly the scarcity of specialized Arabic sources on the topic, in addition to the need to translate and analyze a number of foreign references and historical documents.

Section One: The Development of Nursing Education

1. The Establishment of the Nightingale Training School for Nurses

Despite the deterioration of her health in the years following the Crimean War, Florence Nightingale continued to plan the implementation of her reform project in the field of nursing. She clung to the idea that her health would improve one day to the extent that would allow her to practically embark on her largest project: establishing an institute for qualifying nurses. Although the indicators were not reassuring, the committee in charge of the "Nightingale Fund" in 1859 AD believed that she might later be able to personally supervise it. Therefore, it was decided to temporarily postpone the execution of the project until her health condition became clear. At that stage, the total subscriptions, along with their returns, had reached about 48,000 pounds sterling—a sum that reflects the magnitude of public trust in her. However, with the passage of an additional year without noticeable improvement, it became clear that waiting for her full recovery might take a long time. At that point, it was agreed to place the Fund's money under the management of trustees who would undertake directing it toward the goal for which it was established, which was training nurses to work in hospitals. The annual net income of the Fund reached 1,426 pounds sterling, and a special council was formed to oversee its administration (1).
The purpose of this Fund was to establish a specialized school for training nurses, an institution that she hoped to personally manage (2).
(1) Sarah A. Tooley, Op. Cit. P. 155. (2) Charlotte A. Aikins, Lessons from the Life of Florence Nightingale, New York, Lakeside Publishing Company, 1915, P. 39.
However, the noticeable improvement in her health did not materialize as she had wished; rather, her health situation became more difficult over time. After about two years of planning, she was forced to correspond with the Chairman of the Fund's Board of Directors, explaining that she was no longer able to execute those plans herself. For this reason, she began searching for another way that would enable her to achieve her goals without having to involve herself in the details of daily work, so she thought of relying on individuals who shared her vision and could implement it practically. As support for the project grew, Nightingale began taking practical steps to establish the school. In this context, her choice fell upon St. Thomas' Hospital to be the appropriate location for setting up the school. This choice was largely linked to her trust in the hospital's matron, Mrs. Sarah Wardroper (1), in whom she saw a personality resembling her own in professional spirit and commitment to work. She was known for her high administrative competence, devotion to her profession, and detachment from personal interests; therefore, Nightingale considered her the most suitable person to assume this task (2).
(1) Sarah Wardroper (1813 AD – 1892 AD): A prominent British nurse who played a pivotal role in the development of the modern nursing profession. She held the position of Matron of St. Thomas' Hospital in London for more than three decades, from 1854 AD until 1887 AD, where she oversaw the organization of the hospital's work and the development of its healthcare methods. She was the primary executive partner to Florence Nightingale and effectively contributed to turning Nightingale's reformist ideas into practical reality. Upon the establishment of the Nightingale Training School for Nurses in 1860 AD, Wardroper took over its daily management, supervising the training of probationer nurses and laying down a strict administrative and educational system regulating duties and discipline, which made the school a pioneering model in nursing education and established the standards of the modern profession. For more

details, see: Lynn McDonald, Florence Nightingale: The Nightingale School, vol. 12 of Collected Works of Florence Nightingale, Waterloo, ON: Wilfrid Laurier University Press, 2009, 6. (2) Charlotte A. Aikins, Op. Cit, P. 39.

In the spring of 1859 AD, St. Thomas' Hospital faced a crisis regarding its geographical location after the South Eastern Railway Company planned to construct a line linking London to Chatham. The hospital's site lay within the proposed path of the project, which prompted the hospital administration to think about relocating it to a new site, while others preferred to sell only a part of the land and keep the hospital at its old location. As the issue emerged, Florence Nightingale showed an interest in the affairs of St. Thomas and began working on a plan to establish the school there (1).

The choice of St. Thomas' Hospital to be the center for the training of nurses affiliated with Florence Nightingale was a step of historical and professional significance in the course of developing the nursing profession in Britain during the nineteenth century. This choice demonstrates Nightingale's realization of the importance of linking theoretical education with direct clinical training inside major medical institutions. This hospital had been associated since an early time with the traditions of nursing work, as it was known for the presence of nursing sisters who participated in providing healthcare to patients since previous periods. The hospital also gained a humanitarian reputation as one of the oldest medical institutions in the country dedicated to providing treatment to the poor and needy, making it an appropriate place to achieve Nightingale's reformist vision aimed at elevating the level of nursing care and organizing it on scientific foundations—providing a suitable environment for academic and practical life (2).

The weeks that followed the introduction of the idea of establishing a school for nursing witnessed clear movements and pressures from multiple parties within hospital administrations and medical circles (3).

(1) Cecil Woodham-Smith, Op. Cit, P. 227. (2) Sarah A. Tooley, Op. Cit. P. 236. (3) Monica E. Baly, Florence Nightingale and the Nursing Legacy, London: Wiley, 1986, P. 22.

Mr. Richard Whitfield (1) indicated in one of his letters that he was working to win the physicians' support for the project, while Sir Charles Barry (2) declared his approval of the plan inspired by the French Lariboisière Hospital model. Other correspondences reveal that Whitfield was holding meetings with Florence Nightingale, where they exchanged views on the possibility of establishing a nursing school at St. Thomas' Hospital (3).

(1) Richard Whitfield (1801–1877): A prominent physician and administrator in Britain. He was born into an ancient family with a long history in medical work at St. Thomas' Hospital in London, where his father and grandfather had previously served in prestigious medical positions. He received his education and professional training in London and began his practical career at the same hospital, where he was appointed Resident Medical Officer and continued performing his duties there for decades, achieving a tangible impact on medical and administrative practices in the institution. For more details, see: Lynn McDonald, Florence Nightingale: The Nightingale School, vol. 12, OP. Cit, P. 73-74. (2) Sir Charles Barry (1795–1860): A prominent British architect of the Victorian era, known for his role in developing Gothic Revival architecture and his influence by Italian Renaissance architecture. He is famous for designing the British Parliament building (Palace of Westminster) in London. He grew up in a family interested in the arts, and some of his sons, such as Edward Barry and John Wolfe Barry, followed in his footsteps in the field of architecture. His name was also associated with architectural debates surrounding hospital design in the nineteenth century, particularly in the context of Florence Nightingale's health reforms. For more details, see: McDonald, Lynn. Florence Nightingale: Notes on Hospitals. Collected Works of Florence Nightingale, Vol. 16, OP. Cit, P. 518. (3) Monica E. Baly, Op. Cit, P. 22.

It appears that these discussions took place away from the knowledge of the Board of Governors, as another letter written by Whitfield a few days prior to that correspondence reveals his skepticism about the feasibility of executing the project. He explained in his letter that the women working at that time in hospitals as nurses or supervisors were not, in his view, prepared to apply the strict standards that Florence

Nightingale sought to impose. He also noted their adherence to traditional work habits, which might hinder their acceptance of the new method she wanted to apply. Whitfield's skepticism was not limited to that; he also expressed his belief in the difficulty of finding women capable of passing a competitive examination at the level proposed by Nightingale. This observation seems to carry significant weight when compared to Nightingale's subsequent positions regarding examination and evaluation systems in the training of nurses. Regrettably, the original plan presented by Nightingale to Whitfield has not reached us, as it could have clarified the extent of the modifications she made to her ideas in response to his remarks and objections. These objections reflect the nature of the prevailing social view toward the nursing profession in Britain during the nineteenth century, as it was not yet viewed as an organized, scientific profession. During this stage, Nightingale was in contact with Dr. Elizabeth Blackwell (1), whom she hoped would take over the management of the proposed school. However, Whitfield informed her in March that Blackwell's appointment would not be accepted by the administration of St. Thomas' Hospital (2),

(1) Elizabeth Blackwell (1821 AD – 1910 AD): A physician of British origin, considered the first woman to obtain a medical degree in the United States in modern times, after graduating from Geneva Medical College in 1849 AD. She was born in Bristol and emigrated with her family to America in 1832 AD, where she faced great difficulties due to society's rejection of women entering the medical field. She was known for her early intellectual relationship with Florence Nightingale before they differed on the role of women in medical professions. For more details, see: Elizabeth Blackwell, Pioneer Work in Opening the Medical Profession to Women: Autobiographical Sketches. London: Longmans, Green, and Co, 1895, P. 184-185. (2) Monica E. Baly, OP. Cit, P. 22.

which complicated the matter of choosing the appropriate superintendent for the project. In early April, Nightingale met with Sir John McNeill, and it appears she presented to him her temporary vision for establishing the school in cooperation with St. Thomas' Hospital. In a letter he wrote the following day, McNeill indicated that she had two options and no third: either to start the project at St. Thomas' Hospital if the administration agreed to the proposal, or to postpone the project until a suitable head nurse was found in another hospital. He also advised her not to rush to achieve a quick accomplishment at the expense of the project's long-term success, emphasizing that the primary goal consisted in establishing nursing as a respectable profession that enjoys the trust of society through a clear system of qualification and certification (1).

2. Training of Nurses and Organizing the Nursing Profession

The nurse training project led by Florence Nightingale formed a pivotal step in the history of the development of the modern nursing profession, as it was not limited to providing practical training only, but extended to include reorganizing the profession on clear scientific and administrative foundations. In the first phase of implementing this project, an upper floor in one of the new wings belonging to the old hospital was designated to be a residence for the probationers. In organizing this section, consideration was given to providing an appropriate living environment that supports the psychological and professional stability of the probationers; an independent bedroom was allocated to each probationer, alongside a common sitting room for rest and gathering, as well as two rooms designated for the sister-in-charge responsible for following up on the probationers' affairs and supervising their adherence to the approved regulations. This early organization reflects an administrative awareness of the importance of the residential environment in shaping the professional behavior of nurses (2).

(1) Monica E. Baly, OP. Cit, P. 23. (2) Sarah A. Tooley, Op. Cit. P. 236.

In April 1860 AD, applications were officially declared open for admission to the Nightingale School for Nursing, representing the beginning of a new phase in the history of nursing education in Britain. In July of the same year, the school was officially opened inside St. Thomas' Hospital in London, to be the first organized educational institution relying on modern scientific foundations in preparing nurses, as it combined theoretical study with practical training inside the hospital. This educational model can be

viewed as a fundamental shift in the concept of nursing, moving from being a traditional service to a profession based on knowledge and specialization. With the passage of time, the graduates of this school came to be viewed as carriers of a professional mission aimed at spreading the principles of modern nursing, as they were sent to work in various hospitals within England, a number of European countries, and other nations. This approach reflects a clear reformist dimension in Nightingale's project, which was not confined to local training, but sought to create an international impact on healthcare practices. Nightingale was keen that the majority of the probationers be unmarried to ensure full devotion to the profession away from family constraints, which reflects her conception of nursing as a profession requiring full commitment and high discipline. Nightingale also asserted that the objective of this training was not merely to supply the needs of St. Thomas' Hospital for working staff, but to prepare a generation of qualified nurses capable of developing the profession and spreading its scientific foundations inside and outside Britain. Hence, her project can be understood as a long-term reform project aiming to redefine the identity of nursing itself (1).
(1) David Englander, Poverty and Poor Law Reform in Nineteenth-Century Britain: From Chadwick to Booth, 1834-1914, London and New York: Routledge, 1998, p. 41.
The probationers were subjected to direct supervision from the Matron and adhered to the regulatory bylaws of the hospital. Accommodation and board were provided for them, along with an annual salary during the first year of training in return for their work as assistants in the wards. Training was conducted under the practical supervision of nurses and doctors, allowing them to combine theoretical knowledge with direct application, which is considered one of the most prominent elements of strength in this educational system. At the end of the training year, the probationers underwent a meticulous professional evaluation to measure their competence, whereby successful candidates were registered as official nurses to work in the hospital. In the context of administrative organization, Mrs. Wardroper assumed the primary supervision of the Nightingale School for Nursing and effectively contributed to controlling the training process and organizing the affairs of the probationers, which helped consolidate clear professional pillars for the nascent profession. It can be said from an analytical angle that this early administrative organization was a fundamental factor in the success and continuity of the experience (1).
Thus, the establishment of an organized female nursing profession in the nineteenth century is considered a profound social transformation, especially in light of the constraints that were imposed on women at that time in terms of depriving them of political, educational, and professional rights. In this context, Nightingale's initiative represented a challenge to the traditional social structure, as she sought to create a new professional space for women based on competence and skill rather than social status or class. In light of this, Nightingale's goal was not merely to improve healthcare services, but to reshape the concept of the profession itself, so that it becomes an independent profession managed by women who supervise it directly, while providing clear opportunities for career progression and responsibility (2).
(1) Sarah A. Tooley, Op. Cit. P. 237. (2) Lynn MacDonald, "Florence Nightingale One Hundred Years Later," OP. Cit, P. 9.
This was embodied in making the position of the "Matron" (the head nurse) the highest official responsible for managing the affairs of nurses, including appointment, promotion, and accountability, instead of leaving these powers to the doctors, representing a highly important administrative and professional shift (1).
As for the second experiment, which was funded by the "Nightingale Fund" at the end of 1861 AD, it was the establishment of a school for training midwives. In cooperation with the authorities of "King's College," a maternity ward was equipped, and the hospital's obstetricians agreed to assist in providing a six-month training; this scheme was very close to Miss Nightingale's heart since her days in Harley Street. On November 24, 1861 AD, she wrote to Harriet Martineau (2): "In nearly every country but ours, there is a government school for midwives, I trust that our school may pave the way toward filling a long-felt need in Britain." The school trained midwives not only to work in hospitals, but to deliver women in their homes during their training in the hospital (3).

(1) Lynn MacDonald, "Florence Nightingale One Hundred Years Later," OP. Cit, P. 9. (2) Harriet Martineau (1802–1876): A British writer and intellectual, considered one of the earliest contributors to the establishment of sociology during the Victorian era, and she was known for her ability to simplify complex economic and political issues for the broad public. Despite suffering from hearing impairment and health problems, she emerged as a reformist voice advocating for the abolition of slavery, women's rights, and the reform of the Poor Laws. She was also linked by an intellectual relationship with Florence Nightingale, and her writings contributed to introducing nursing reforms, making her an influential figure in intellectual and social debates in Britain. For more details, see: Deborah Anna Logan, The Hour and the Woman: Harriet Martineau's "Somewhat Remarkable" Life (DeKalb, IL: Northern Illinois University Press, 2002), 12-15. (3) Cecil Woodham-Smith, Op. Cit, P. 236.

The goal of this was to provide appropriate training at low costs, so that those interested in the conditions of the poor could nominate qualified women from their local communities to be sent for training, provided that they return later to work permanently in those areas under the supervision of the responsible authorities. The administration of St. John's House agreed to organize the training program under the supervision of the hospital's obstetrician, Dr. Arthur Farre, assisted by physicians specialized in women's and children's diseases. It was decided that the duration of the training should not be less than six months, with an obligation on the probationers to pledge to remain for at least this entire period. Although the number of trained nurses within these programs might seem limited at first glance, the committee emphasized that the primary goal consisted in elevating the educational and moral level of the nursing profession—a goal that can only be achieved gradually and through small, albeit costly, beginnings in the early stages. The committee also stressed that vocational training alone is not sufficient; rather, the moral atmosphere inside the school is considered an essential element in preparing a nurse, which requires great care in selecting probationers and ensuring they possess a spirit of responsibility and a sincere desire to serve patients and develop the profession. The committee indicated that it faced some difficulties in finding suitable applicants to fill the available places. For it is not necessarily the most educated women or those of high social status who are the most competent for nursing work; rather, women who enjoy a measure of practical intelligence and belong to the classes whose women are accustomed to working for a livelihood often prove greater competence in this field. Nevertheless, ladies from the upper classes were not excluded; on the contrary, their admission was welcomed when evidence was available of their genuine desire to practice nursing as a profession, especially if they possessed the qualifications that entitled them to assume supervisory positions (1).

(1) The Nightingale Fund, "The Morning Herald" (London), no. 28549, December 13, 1862, p. 2.

The beginning was promising, and a number of large estate owners sent women at their own expense to be trained as village midwives. Unfortunately, after more than two years of success, an outbreak of "puerperal fever" led to an abrupt end to the scheme.

However, Miss Nightingale's interest in rural health problems continued, and she was constantly consulted on the selection and training of village nurses (1)

The Role of Florence Nightingale in Relocating St. Thomas' Hospital and Choosing the New Building

St. Thomas' Hospital faced a crisis regarding its location after the Charing Cross Railway Company commenced the execution of a new railway line project passing near the hospital buildings. As reaching a decisive resolution regarding the future of the site stalled, Mr. Whitfield, the Resident Medical Officer of the hospital, sought out Florence Nightingale in February 1859 AD, requesting her opinion on the matter. He was leaning toward the idea of selling the entire site and rebuilding the hospital in another place that was more appropriate from a health perspective; he also asked her if she could influence the Prince Consort (2), the Queen’s husband and one of the hospital governors, to support this proposal. Nightingale did not rush to express her opinion; instead, she proceeded to study the subject carefully, reviewing the available

data and conducting meetings with representatives of the railway company and the hospital administration (3).

(1) Cecil Woodham-Smith, Op. Cit, P. 236. (2) Prince Albert (1819–1861) was the husband and cousin of Queen Victoria. He was born in the Duchy of Saxe-Coburg and Gotha in present-day Germany and held the title of "Prince Consort." He had a noticeable influence on political and social life in Britain, as he supported industrial progress, scientific research, and the reform of education and healthcare. His name was also associated with the success of the "Great Exhibition" in London in 1851 AD, and his early death in 1861 AD was an impactful event during the reign of Queen Victoria. For more details, see: Jane Ridley, Victoria: Queen, Mother, Empress, London: Chatto & Windus, 2015, p. 124. (3) Cecil Woodham-Smith, Ibid, P. 227.

Documents indicate that the Charing Cross Railway Company sent a notice to the hospital governors in December 1860 AD, informing them of its intention to acquire a part of the hospital garden adjacent to its buildings for the purpose of constructing a railway line. The company based this procedure on the powers granted to it by the Charing Cross Railway Act of 1859, which authorized it the right of compulsory purchase of lands necessary to execute its project, including the required part of the hospital garden. The hospital governors deemed that the approach of the railway line to the hospital buildings and the encroachment upon its lands might lead to making the existing buildings, or a large part of them, unsuitable for the accommodation of patients. Accordingly, based on Section 92 of the Lands Clauses Consolidation Act of 1845, they demanded that the company acquire the entirety of the hospital buildings if it proceeded to take any part of its land or the garden belonging to it (1).

Mr. Whitfield faced two main challenges during that period: first, convincing the railway company to purchase the entire land at a suitable price, and second, gathering sufficient support to relocate the hospital to the suburbs. In both tasks, Miss Nightingale was an important and indispensable partner. Regarding the first challenge, Miss Nightingale suggested enlisting the help of Sir James Clark to influence the "Prince Consort," who was one of the governors, while she also convinced her brother-in-law and some parliamentary friends to lobby for an injunction preventing the railway company from seizing the garden without purchasing the land in its entirety. This approach proved effectively successful (2).

(1) United Kingdom, Parliament, The Saint Thomas's Hospital Act, 1862, 25th and 26th Years of Queen Victoria, Chapter 4, Queen's Press, London, 1862, p. 97. (2) Monica E. Baly, OP. Cit, P. 24.

As for the second challenge, which was more difficult, it consisted in launching a campaign to win over public opinion. Mr. Whitfield gathered records demonstrating that St. Thomas' Hospital provided its services to the suburbs and handed them over to Miss Nightingale, who in turn submitted them to "The Builder" magazine, which had previously published articles for her. An unsigned article was published highlighting the double benefit to the public: expanding the railway network and rebuilding a modern hospital in a healthy, dry suburban area. That period witnessed an intensive exchange of letters between the two, reaching 21 letters during the months of February and March. On March 19, Mr. Whitfield expressed his desire to move to a healthy location and build a model civil hospital, to which Miss Nightingale replied, saying: "You have the opportunity to establish the best hospital in the world if you utilize it well." She proposed the "Blackheath" area to be a site for the hospital, while utilizing the "Southwark" offices and accidents, and transporting patients via the railway, emphasizing: "Treat the wounded of London as the wounded of war are treated (1).

This dispute led to filing a lawsuit before the Court of Chancery (2), where a judgment was issued by Vice-Chancellor Wood dated July 23, 1861 AD, restraining the railway company from settling for seizing a part of the garden only. This judgment came after the hospital governors pledged to sell and transfer the ownership of the hospital completely to the company and provide a valid title deed proving that (3).

(1) Monica E. Baly, OP. Cit, P. 24. (2) Court of Chancery: It is considered one of the courts that emerged in England to address the deficiencies of the common law system, which was characterized by rigidity in some of its rulings. It was headed by the Lord Chancellor, dubbed the keeper of the King's conscience, and

specialized in examining cases that found no solution in ordinary courts, such as cases of trusts, wills, and certain property matters. With the passage of time, especially in the Victorian era, its procedures became slow and complex, leading to its merger into the unified judicial system in the year 1873 AD. For more details, see: John Hamilton Baker, An Introduction to the History of English Law, 4th ed. London: Butterworths LexisNexis, 2002, p. 105-107. (3) United Kingdom Parliament, Op. Cit, p. 97.

Following intensive study, Florence Nightingale reached the conviction that Whitfield's opinion was the closest to being correct, so she sent a detailed memorandum to the Prince Consort presenting the results of her analysis, which led to convincing him of her point of view. However, the discussion did not end at this point; another issue related to the moral aspect was raised. Although selling the site in its entirety might be the best option from a financial perspective, some questioned whether it was appropriate for the hospital to leave its historical location that had served the residents of the area for long years. To resolve this dilemma, Nightingale returned to using the statistical method; she analyzed the records of patients at the hospital and was able to prove that a large percentage of patients receiving treatment therein did not belong to the immediate neighborhood, but rather came from other, more distant areas. When these results were presented to the Board of Governors and to the Prince Consort, they contributed to tipping the scale in favor of the decision to sell the old site entirely and relocate the hospital to a new site (1).

Following the legal procedures, the purchase and compensation value to be paid by the Charing Cross Railway Company in return for acquiring the hospital completely was determined, in accordance with what was stipulated in the Lands Clauses Consolidation Act of 1845. This sum amounted to £296,000, deposited into the Bank of England in the name of the Accountant-General of the Court of Chancery to the credit of the company's account, within the procedures associated with the implementation of the Charing Cross Railway Act of 1859. Subsequently, pursuant to an order issued by the Court of Chancery dated January 29, 1862 AD, this sum was invested in the purchase of Consolidated Three Percent Annuities amounting to the value of £317,409, 11 shillings, and 7 pence, to the credit of the same cause (2).

(1) Cecil Woodham-Smith, Op. Cit, P. 228. (2) United Kingdom Parliament, Op. Cit, p. 97.

However, the Charing Cross Railway Company raised a legal objection to the effect that the hospital governors might not possess full legal authority to sell the hospital and transfer its ownership entirely, a matter that was not judicially resolved at the time. Therefore, the need arose to settle this complication and put an end to the legal doubts regarding the extent of the governors' authority to complete the sale and transfer process (1).

Miss Nightingale was called upon once again to discuss the matter, and she explained that in case of insisting on the presented demand, the company might resort to arbitration, whereupon a lesser amount than the offer submitted at that time might be awarded. Ultimately, her opinion prevailed, and it was agreed to sell the entire site in the "Borough" area, and the hospital subsequently relocated to its new headquarters in "Lambeth." These negotiations resulted in the emergence of a close relationship between her and those in charge of the matter; Mr. "Whitfield" became one of her loyal supporters, and her friendship with Mrs. "Wardroper," the Matron, was strengthened. Over time, her connection with St. Thomas' Hospital grew closer, until she came to occupy a prominent position therein that almost rivaled the status of the hospital’s spiritual patron (2).

The researcher views that Florence Nightingale played a prominent role in the St. Thomas' Hospital relocation project, as her role transcended the boundaries of traditional administrative supervision to contribute directly to supporting the project by employing health statistics and data, in addition to her ability to influence political entities and win the support of public opinion. These efforts helped in establishing a modern health institution that was subsequently linked to the development of nursing education and elevating the level of healthcare in Britain.

(1) p.97. ,United Kingdom Parliament,Op.Cit

(2) P.228. ,Op.Cit ,Cecil Woodham-Smith

Conclusion

- Florence Nightingale's project at St. Thomas' Hospital was not merely the establishment of an educational or administrative institution, but rather the embodiment of a deep belief in the human capacity to change reality when ambition is coupled with effort.
- Nightingale proved, through her patience in the face of her health challenges and her role as a creative mind for reform, that nursing is not just a job, but a noble humanitarian mission that demands discipline, science, and moral commitment.
- The impact of her work transcended the hospital walls; by establishing the nursing school, Nightingale did not only open a professional field that granted women independence and empowerment at a time when choices were limited, but she also redefined the concept of healthcare to become a science reliant upon both specialization and compassion.
- Her intelligence in employing statistics and data, along with her ability to influence decision-makers—including physicians, engineers, and politicians—affirms that a strong will can surmount the most difficult obstacles, even when facing major crises such as the hospital relocation crisis.
- In conclusion, Nightingale's experience at St. Thomas' Hospital remains a living legacy reminding us that behind every clear medical advancement, there lies a human spirit that refused to accept the status quo, working resolutely instead to transform hospitals into safer, more dignified, and healing spaces for everyone in need. The story of her struggle and the realization of her ideas into reality remains an inspiration to anyone seeking today to serve humanity with skill and conscience.

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