

on a much smaller scale than the professional teacher would condescend to do, and she can adapt her teaching to suit local and momentary conditions. Suppose, for instance, that at the time of the lessons there is a sick nurse or a sick servant in the house; what more simple and practical than to teach first the things required by her, properly made bread and milk, gruel, arrowroot, or whatever it may be, and let the pupils cook for the invalid? It at once gives a touch of reality, practicality, and interest to the lesson. Milk puddings and things of that kind can, of course, be utilised in the Home, and the same may be said of cutlets, soup, fish, and so forth.

The Superintendent can teach the work more efficiently because she knows the abilities and limitations of the probationers, and will not fall into the errors of teaching them what they already know, of hurrying over what they do not understand, nor of letting them think that they can do a thing themselves when they have merely played the part of bored or critical spectator.

A further advantage is that she can choose her own time for the lectures and demonstrations, she can make them shorter and more numerous, and if there is an unusual pressure of work, and the pupils are likely to be too much fatigued to profit, the lesson can be postponed.

If the Superintendent decides to lecture and demonstrate she will be obliged, on account of the probationers, to give a complete course twice a year, and it will be a great save of time and trouble and friction for her to collect and keep in one place all the strictly necessary cooking utensils. They are few in number and inexpensive, and it is far better to keep a separate set than to interfere with the kitchen belongings. The teacher who does so will generally find that the bacon is burnt on Friday because she "went and used" the egg saucepan on Thursday, or even that the roast joint on Sunday was spoilt because the cook anticipated that "her" colander would be taken on the following Tuesday.

If the cooking lessons are to be really practical, I cannot help thinking that use of a first-class kitchener should be abjured, that the class should be held in the dining-room or in an unused bedroom, the work as far as possible being done on the small open fireplace, and the rest on a cheap oil stove with an oven, a kind commonly found among the poor. The utensils required will be:—

1. Open fireplace, gas-ring, or oil stove.
2. Two saucepans.
3. Wooden spoon.
4. Strainer.
5. Tea cup.
6. Breakfast cup.
7. Knife, fork, and spoon.
8. Small jug.
9. Large jug for cold water.
10. Chopping-board.
11. Plate, mould, and basin.
12. Pudding basin.
13. Dish cloth and tea cloth.
14. Bowl for washing up.
15. Kettle of boiling water.
16. Bucket for dirty water.
17. Box in which to keep the cooking utensils.

The dishes most commonly required in district

nursing are as follows—doctors sometimes ask for lemon sponge, calves' foot jelly, and so forth; but if these things are really needed it must be left to charitable amateurs to supply them. Excessive kindness to one patient spells neglect to another.

Arrowroot, barley-water (clear and thick), beef-tea, beef essence, raw beef juice, beef jelly, beef peptonised, Benger, black currant tea, broth (chicken, mutton, veal), custard, cornflour blancmange, cornflour soufflé, egg albumen, egg flip, egg jelly, fish (steamed), gruel, junket, milk jelly, milk peptonised, lemonade, sweetbread, sago gruel, tea, coffee, and cocoa, tripe, white wine whey, steamed cutlets or chops, white sauce for fish.

All these things are constantly needed in district work, and the nurse must not only be able to make them herself, but teach the patients' friends to do so. I have had successful pupils of all ages, from young children up to aged men.

The Superintendent should make out a list of the things to be taught, striking off each one as it is accomplished. It may not be convenient to take the dishes in a fixed order, and it is often necessary to return to the more difficult ones a third or fourth time. The probationers must all have an active part in the work, and note-taking should be strictly confined to ten or fifteen minutes at the conclusion, when the recipes can be slowly dictated. At some time during the next lesson the notes should be read aloud, and any necessary corrections can be made. The lesson should not be considered as finished until all the articles used have been properly cleaned, dried, and put away, and the room restored to its usual order.

It must be impressed upon the probationers that sick cooking is a most serious part of their business, and that a nurse who turns a patient against any of the items on her limited diet sheet by bad cooking or slovenly serving has failed in an important duty. The plainer food is, the more exquisite exactness is required in its preparation, and the wider its range in the possibilities of taste. Porridge, for example, is often made in such a way that only persons of the strongest will could swallow it, and only those in the strongest health and engaged in outdoor exercise could even partially digest it. Bread and milk is not infrequently prepared and served in such a fashion that the disgusted patient most excusably calls it "a nasty mess," swallows a few spoonfuls with growing repulsion, and impatiently declines to eat the remainder.

In addition to being well cooked and as daintily served as circumstances permit, the food must be very hot. Invalids are naturally slow and languid in all their movements, and unless the food is nearly boiling when brought to them, it is in a cold and unappetising state by the time they are ready to begin.

If the teacher finds the pupils apt to trust to notebooks instead of to their memory, it is a good

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