PROFESSIONAL BAKING



WAYNE GISSLEN

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Wayne Gisslen

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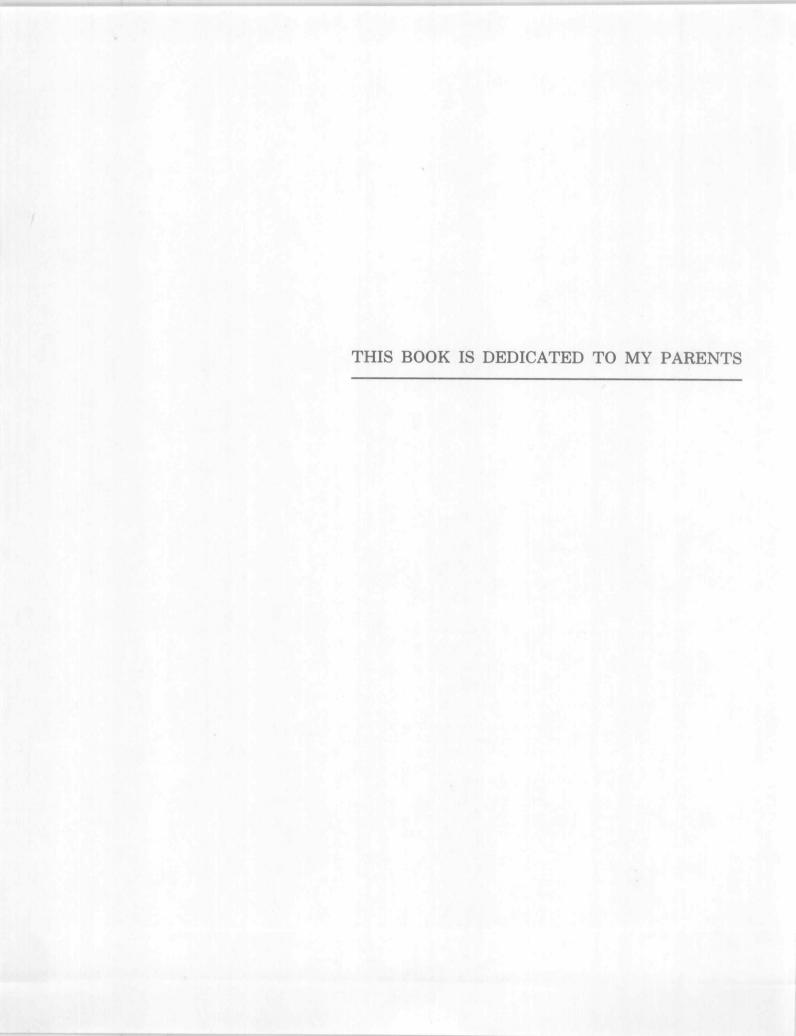
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PREFACE

The purpose of this book is to teach the fundamental principles and procedures for preparing baked goods, pastries, and desserts. With its attention to both theory and practice, it is designed as a primary text for use in colleges and vocational—technical schools, for baking courses within broader food service curricula, and for on-the-job training programs. It will also be valuable as a manual and handbook for cooks and bakers.

The methods and procedures covered in this book are primarily those of small bakeshops and food service organizations. The emphasis is on producing high-quality, handcrafted items. Development of manual skills is stressed. Such skills are a valuable asset even to those students who may eventually move on to more industrialized, automated production, as found in large commercial bakeries.

Bakeshops, restaurants, hotels, and institutional facilities that offer their customers high-quality, homemade baked goods and desserts have a distinct advantage over their competition. Premium-quality items draw repeat customers and contribute to the total profitability of an operation. In a restaurant, for example, the dinner rolls or bread may be the first foods a customer tastes, and the dessert puts the finishing touch on the meal. Thus, the impressions they create are very important. For this reason, a restaurant may choose to do its own baking rather than purchase such goods from an outside source, so that it can put its own distinctive stamp of quality on these parts of the meal.

In order to produce baked goods that will set an operation apart from the run-of-the-mill, careful attention must be paid to the selection of ingredients, to proper mixing and baking techniques, to careful makeup and assembly, and to the decoration and presentation of the finished goods. The goal of this book is to provide students with a solid theoretical and practical foundation in quality baking practices, so that, after sufficient practice and experience, their performance will meet these requirements.

The focus of this text is twofold: understanding and

performing. To be successful in their careers, students must master a set of marketable skills. That is, they must be able to perform and produce. Thus, a major portion of the text is devoted to step-by-step procedures and production techniques. Makeup methods are explained and illustrated. A broad range of recipes and formulas reinforce the basic techniques.

At the same time, the text's practical material is supported by a systematic presentation of basic theory and ingredient information. In other words, students learn not only what techniques work but why they work.

THE ORGANIZATION OF THE TEXT

Two factors have strongly influenced the arrangement and organization of this book. The first is the dual emphasis already mentioned—the emphasis on both understanding and performing. It is not enough merely to present students with a collection of recipes. Nor is it enough to give them only a summary of baking theory and principles. They must be presented together, and the connections between them must be clear. Thus, when students practice preparing specific items, their study of theory helps them to understand what they are doing, why they are doing it, and how to get the best results. At the same time, each recipe they prepare helps to reinforce their understanding of the basic principles so that knowledge builds upon knowledge.

The second factor is that most of a baker's activities fall naturally into two categories: (1) mixing, baking, and/or cooking doughs, batters, fillings, creams, icings, and so on; (2) assembling these elements (for example, baked cake layers, fillings, and icings) into finished pieces. The first category of tasks requires careful selection of ingredients, accurate measurements, and close attention to mixing and baking procedures. Naturally, most of the detailed guidelines and procedures in

this book are devoted to these kinds of tasks. The second category, assembly of pre-prepared components, is not so much a matter of scientific accuracy as it is of manual skills and artistic abilities.

This division of tasks is, of course, so well known to the practicing baker that it is usually taken for granted. Consequently, it is often neglected in written materials. As far as possible, the arrangement of subjects in this text reflects the working practices of bakeshops and kitchens. In a typical facility, operations such as mixing pie doughs, cooking fillings, preparing icings, and mixing and baking cake layers are done separately and in advance. Then, depending on demand, finished products can be quickly assembled. In this book, procedures for mixing and baking cakes, for example, are discussed separately from the procedures for assembling, icing, and decorating them. These are very different kinds of techniques, and it is helpful for students to approach them in a realistic context. Similarly, basic creams and icings are fundamental elements required for making a wide range of pastries, cakes, and other desserts; hence, they are treated fairly early in the text.

Although the arrangement of chapters represents a logical grouping of products and procedures, it is not intended to dictate the order in which each instructor should teach the units. Every curriculum has different requirements and constraints, so that the sequence of instruction varies from school to school and instructor to instructor. The arrangement of material in this text is designed to encourage maximum flexibility. Of course, baking techniques are highly interdependent; frequent cross-references help the students understand these connections.

An important element in the text is the participation of the instructor, whose ideas and professional experience are invaluable. There is no substitute for firsthand seeing and doing, under the guidance and supervision of experienced instructors. Baking is an art as much as a skill, and there are many points on which bakers and pastry chefs will differ in their preferences. The text frequently explains possible variations in theory and procedure, and students are encouraged to consult the instructor for the techniques he or she prefers. Throughout the book, the instructor's input is encouraged. Exposure to a variety of formulas and techniques can only enrich the students' education and enhance the flexibility of their skills.

The text is designed for readability and practicality. Discussions of baking theory are presented in easy-to-read, point-by-point explanations. Techniques and makeup methods are detailed in concise yet complete step-by-step procedures. The format emphasizes and highlights key points in bold type, italics, and num-

bered sequences, so that basic information can be located and reviewed at a glance.

THE RECIPES

Approximately 400 formulas and recipes are included for the most popular breads, cakes, pastries, and desserts. These recipes are not selected at random, merely for the sake of having recipes in the book. Rather they are carefully chosen and developed to teach and reinforce the techniques the students are learning, and to strengthen their understanding of basic principles. The goal is that the students will be able to understand and use not only the formulas in this book but any formula they may encounter.

The recipes in this book are instructional recipes. That is, their purpose is not merely to give directions for producing baked goods, but to provide an opportunity to practice, with specific ingredients, the general principles being studied. Directions within recipes are often abbreviated. For example, instead of spelling out the straight-dough method for breads in detail for each dough mixed in this way, the student is instead referred to the preceding discussion of the procedure. By making it necessary to think and review, the students derive a stronger learning experience from their lab work.

Many recipes are followed by variations. These are actually whole recipes, given in very abbreviated terms. This encourages students to see the similarities and differences among preparations. For example, there seems little point in giving a recipe for cream pie filling in the pie chapter, a recipe for custard filling for éclairs and napoleons in a pastry chapter, and separate recipes for each flavor of cream pudding in a pudding chapter, and never point out that these are all basically the same preparation. Skill as a baker depends on understanding and being able to exercise judgment, not just on following recipes. The ability to exercise judgment is essential in all branches of cookery, but especially in baking, where the smallest variation in procedures can produce significant changes in the baked product. The recipes in this text will help students develop judgment by requiring them to think about the relationships between general procedures and specific products.

Students are encouraged to study Chapter 1 before actually proceeding with any of the recipes. The first section of Chapter 1 explains the principles of measurement, the various formats used for the recipes in this book, the techniques for converting yield, and the usage of U.S. and metric measurements and baker's percentages.

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BASIC PRINCIPLES

After studying this chapter, you should be able to:

- 1. Explain the importance of weighing baking ingredients.
- 2. Use a baker's balance scale.
- 3. Use formulas based on baker's percentages.
- Explain the factors that control the development of gluten in baked products.
- 5. Explain the changes that take place in a dough or batter as it bakes.
- 6. Prevent or retard the staling of baked items.



hen you consider that most bakery products are made of the same few ingredients—flour, shortening, sugar, eggs, water or milk, and leavenings—then you should have no difficulty understanding the importance of accuracy in the bakeshop, since slight variations in proportions or procedures can mean great differences in the final product.

In this chapter you are introduced to bakeshop production through a discussion of the kinds of measurements and mathematical calculations necessary for baking and of the basic processes common to nearly all baked goods.

FORMULAS AND MEASUREMENT

Bakers generally talk about "formulas" rather than "recipes." If this sounds to you more like a chemistry lab than a food production facility, it is with good reason. The bakeshop is very much like a chemistry laboratory both in the scientific accuracy of the procedures and in the complex reactions that take place during mixing and baking.

Measurement

Ingredients are almost always weighed in the bakeshop, rather than measured by volume because measurement by weight is more accurate. Accuracy of measurement, as we have said, is essential in the bakeshop. Unlike homemakers' recipes, a professional baker's formula will not call for 6 cups of flour, for example.

To demonstrate to yourself the importance of weighing rather than measuring by volume, measure a cup of flour in two ways: a) Sift some flour and lightly spoon it into a dry measure. Level the top and weigh the flour. b) Scoop up some unsifted flour into the same measure and pack it lightly. Level the top and weigh the flour. Note the difference. No wonder home recipes can be so inconsistent!

The baker's term for weighing out ingredients is scaling.

The following ingredients, and only these ingredients, may sometimes be measured by volume, at the ratio of one pint per pound or one liter per kilogram:

Water Milk Eggs

Volume measure is often used when scaling water for small or medium-sized batches of bread. Results are generally good. However, whenever accuracy is critical, it is better to weigh. This is because a pint of water actually weighs slightly more than a pound, or approximately 16.7 ounces. (This figure varies with the temperature of the water.)

For convenience, volume measures of liquids are frequently used when products other than baked flour goods—such as sauces, syrups, puddings, and custards—are being made.

Units of Measure

The system of measurement used in the United States is very complicated. Even though we have used the system all our lives, we still sometimes have trouble

remembering things like how many fluid ounces are in a quart or how many feet in a mile.

Table 1.1 lists equivalents among the units of measure used in the bakeshop and kitchen. You should memorize these thoroughly, so you don't have to lose time making simple calculations. Table 1.2 lists the abbreviations used in this book.

TABLE 1.1 Units of Measure— U.S. System

, -, -, -, -, -, -, -, -, -, -, -, -,
= 16 ounces
= 4 quarts
= 2 pints
or
4 cups
or
32 (fluid) ounces
= 2 cups
or
16 (fluid) ounces
= 8 (fluid) ounces
= 2 tablespoons
= 3 teaspoons
= 12 inches

Note: One fluid ounce (often simply called "ounce") of water weighs one ounce. One pint of water weighs approximately one pound.

TABLE 1.2 Abbreviations of U.S. Units of Measure Used in This Book

Pound	lb
Ounce	oz
Gallon	gal
Quart	qt
Pint	pt
Fluid ounce	fl oz
Tablespoon	tbsp
Teaspoon	tsp
Inch	in

The Metric System

The United States is the only major country that uses the complex system of measurement we have just described. Other countries use a much simpler system called the metric system. Someday we will be using the

metric system in our bakeshops and kitchens, so it is important for us to become familiar with it.

Basic units

In the metric system, there is one basic unit for each type of measurement:

The gram is the basic unit of weight.

The liter is the basic unit of volume.

The meter is the basic unit of length.

The degree Celsius is the basic unit of temperature.

Larger or smaller units are simply made by multiplying or dividing by 10, 100, 1000, and so on. These divisions are expressed by *prefixes*. The ones you will need to know are:

kilo = 1000

 $deci = \frac{1}{10}$ or 0.1

 $centi = \frac{1}{100}$ or 0.01

 $milli = \frac{1}{1000}$ or 0.001

Once you know these basic units, there is no longer any need for complicated tables such as Table 1.1. Table 1.3 summarizes the metric units you will need to know in the bakeshop.

Converting to metric

Most people think that the metric system is much harder to learn than it really is. This is because they think about metric units in terms of U.S. units. They read that there are 28.35 grams in an ounce, and they are immediately convinced that they will never be able to learn metrics.

Do not worry about being able to convert U.S. units into metric units and vice versa. This is a very important point to remember, especially if you think that the metric system might be hard to learn.

The reason for this is very simple. You will usually be working in either one system or the other. You will rarely, if ever, have to convert from one to the other. (An exception might be if you have equipment based on one system, and you want to use a formula written in the other.) Many people today own imported cars and repair them with metric tools, without ever worrying about how many millimeters are in an inch. Similarly, when American bakeshops and kitchens change to the metric system, you will use scales that measure in grams and kilograms, volume measures that measure in liters and deciliters, and thermometers that measure in degrees Celsius. And you will use formulas that indicate these units. You will not have to worry about how many grams are in an ounce. All you will have to remember is the information in Table 1.3.

To become accustomed to working in metric units, it is helpful to have a feel for how large the units are. The following rough equivalents may be used to help you visualize metric units. They are not exact conversion factors. (When you need exact conversion factors, see Appendix One.)

A kilogram is slightly more than 2 pounds.

A gram is about 1/50 ounce. A half teaspoon of flour weighs a little less than a gram.

A liter is slightly more than a quart.

A deciliter is slightly less than a half cup.

A centiliter is about 2 teaspoons.

TABLE 1.3 Metric Units

Basic units

Daoio ainto		
Quantity	Unit	Abbreviation
Weight	gram	g
Volume	liter	the sale are
Length	meter	m
Temperature	degree Celsius	° C
Divisions a	nd multiples	all all manni four
Prefix/Example	Meaning	Abbreviation
kilo-	1000	k and the
Lilla muses	1000	les.

Meaning	Abbreviation
1000	k
1000 grams	kg
1/10	d
0.1 liter	dl
1/100	C
0.01 meter	cm
1/1000	m
0.001 meter	mm
	1000 1000 grams 1/10 0.1 liter 1/100 0.01 meter 1/1000