

# Chapter 1

## Professionalism

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### Chapter Overview

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|--|---|
| Chefs and Restaurants, pp. 4-7                         | <p>The 18th Century–Boulangier’s Restaurant, pp. 4-5</p> <p>The Early 19th Century–Carême and Grande Cuisine, p. 5</p> <p>The Late 19th Century–Escoffier and Cuisine Classique, p.6</p> <p>The Mid-20th Century–Point and Nouvelle Cuisine, pp. 6-7</p> <p>The Late 20th Century–An American Culinary Revolution, p. 7</p> |
| Influences on Modern Food Service Operations, pp. 8-11 | <p>New Technologies, pp. 8-10</p> <p>New Foods, p. 10</p> <p>New Concerns, pp. 10-11</p> <p>New Consumers, p. 11</p> <p>New Careers, p. 11</p>  |
| The Food Service Operation, pp. 11-13                  | The Modern Kitchen Brigade, pp. 11-13   |
| The Professional Chef, pp. 13-15                       | <p>Knowledge, pp. 13-14</p> <p>Skill, p. 14</p> <p>Taste, p. 14</p> <p>Judgment, p. 14</p> <p>Dedication, p. 15</p> <p>Pride, p. 15</p>   |

### Sidebars

- Marie-Antoine (Antonin) Carême (1783-1833), p. 5
- Auguste Escoffier (1846-1935), p.6
- Ferdinand Point (1897-1955), p.7
- Gaston Lenôtre (1920-2008), p. 8
- Ferran Adrià (1962--), p. 9
- Sustainable Foodservice, p. 10
- A Very Big Business Indeed, p. 11
- The Classic Kitchen Brigade, p. 12
- The Dining Room, p. 13
- On Experience, p. 13
- La Toque Blanche, p. 14

## Objectives

After studying this chapter, students will be able to:

- Discuss the development of the modern food service industry (pp. 4-13)
- Name key historical figures responsible for developing food service professionalism (pp. 5,6,7,8,9)
- Explain the organization of classic and modern kitchen brigades (pp. 11-13)
- Appreciate the role of the professional chef in modern food service operations (p. 11)
- Understand the attributes a student chef needs to become a professional chef (pp. 13-15)

## Key Terms

|                     |                        |                         |
|---------------------|------------------------|-------------------------|
| apprentices         | farm-to-table movement | master pastry chef      |
| area chefs          | food service           | molecular gastronomy    |
| assistants          | front of the house     | national cuisine        |
| back of the house   | front waiters          | New American cuisine    |
| back waiters        | fusion cuisine         | nouvelle cuisine        |
| brigade             | gastronomy             | pastry chef             |
| captains            | global cuisine         | professional cooking    |
| chef                | gourmand               | regional cuisine        |
| chef de cuisine     | gourmet                | restaurateurs           |
| classic cuisine     | gourmet foods          | short-order cook        |
| cookery             | grande cuisine         | skill                   |
| cooking             | headwaiter             | sous-chef               |
| dining room manager | institutional cook     | sustainable foodservice |
| ethnic cuisine      | judgement              | taste                   |
| executive chef      | line cook              | toque                   |
| expediter           | master chef            | wine steward            |
|                     | master baker           |                         |

## Questions for Discussion, p. 15

1. Describe the kitchen brigade system. What is its significance in today's professional kitchens?

It is a system of staffing a kitchen. The executive chef leads the brigade, which includes sous-chefs, chefs de partie (station chefs) or area chefs and various assistants and apprentices. The systematic staffing and organization of personnel aids in efficient operation and avoids confusion and redundancy.

2. What are the roles of a chef, sous-chef and line cook in a modern kitchen?

The chef coordinates all kitchen activities, directs training, plans menus and sets the standards of conduct. The sous-chef supervises and coordinates the preparation of foods. The line cooks are directly responsible for preparing food items as directed and may operate one or more stations, such as sauté and broiler.

3. Describe the differences in a meal prepared by Carême and one prepared by Point.

Carême's meal would feature showpieces, dozens of courses, foods that are elaborately presented, garnished and sauced. Point's meal would be much lighter, emphasizing natural flavors and simpler preparations.

4. List and explain three technological advances affecting food preparation.

Cast-iron stoves: the heat source could be approached and the heat more easily controlled

Canned foods: preservation and extended storage

Transportation: increased availability, freedom from using only locally produced ingredients

5. Discuss the societal changes that have contributed to diversification in the modern food service industry.

The creation and identification of new consumer groups; the increase in the type of facilities providing food, such as schools, resorts, office complexes; the increase of women in the workforce brought an increased need for food services and the financial means to use them.

6. The newspapers in most large cities as well as national food magazines publish restaurant reviews. Use the Internet to find restaurant reviews from a city other than the one in which you live. Select one or two restaurants where you would like to dine the next time you visit that city. Why did you select these particular establishments?

Some sources for restaurant reviews include:

<http://www.usnpl.com/> links to the web site of newspapers and other media in each state in the United States.

<http://gourmetspot.com/restaurants.htm> links to restaurant reviews from various print and internet sources.

[www.gayot.com/](http://www.gayot.com/) provides restaurant reviews for major cities in the United States.

7. The James Beard Foundation recognizes and honors outstanding American chefs each year. Who was James Beard? Which chefs are currently considered some of the most outstanding in the United States? Why?

[www.jamesbeard.org](http://www.jamesbeard.org)

8. How does sustainability impact the environment?

Through such practices such as composting, recycling, reducing fuel consumption, bio-degradable cleaning products, etc.

## Learning Activities

## Dining Trends

Assign students a current restaurant food trend from this chapter (see pages 7-11) to research outside of class. Direct them to cookbooks, professional restaurant magazines and culinary industry web sites to learn more about the trend. Industry resources such as surveys done by the market research firms as well as those consulted by food marketing organization are also useful sources for this information.

Each student will present a five-minute oral presentation that discusses a current example of this trend. Encourage students to plan their presentations creatively.

[www.npd.com/](http://www.npd.com/) Harry Balzer and the NPD Group provide restaurant and food trend information to the industry.

[www.hartman-group.com/](http://www.hartman-group.com/) provides research and consulting services to the foodservice and other industries.

[www.thepacker.com/](http://www.thepacker.com/) provides foodservice information to the fresh fruit and vegetable industry.

## Brigade de Cuisine

During class time, cluster students into groups of three or four to diagram on large pieces of butcher paper the appropriate staffing and stations for two contrasting food service operations, such as:

Four-star restaurant/school cafeteria

Café/retirement home

Hotel/office complex

Banquet hall/sports arena

Each group will then present its kitchen and staffing plan to the whole class, explaining its reasoning.

## Becoming a Chef

In class, discuss the variety of food-service careers and opportunities for professional training and development. Assign students to research the education and training of a major chef or culinary professional of their choice.

Each student will create a one-page professional resumé of his or her chosen food professional's education, training and other credentials to post in the classroom.

[www.starchefs.com](http://www.starchefs.com) profiles some of the nation's leading culinary figures.

## Professional Development Plan

In class, share with students some of the organizations and associations that offer support, training and scholarships to culinary professionals. Ask students to identify their personal career goals and write a one-page professional development plan for attaining them. As an additional out of class activity, have students interview chefs in their area on which professional culinary organizations they belong to and why.

## Sustainable Foodservice

In class discuss with students the new trend of sustainable foodservice. Have students break into smaller groups to discuss and list 5 ways to protect their local environment.

American Culinary Federation, Inc. is the site of the national professional organization for chefs.

International Association of Culinary Professionals is the site of the international professional organization of culinary professionals.

Women Chefs & Restaurateurs is the site of this organization devoted to promoting the education and advancement of women in the restaurant industry.

National Restaurant Association hosts business-related information on the restaurant industry.

## **Supplementary Materials**

PowerPoint Slides

## Chapter 2

### Food Safety and Sanitation

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#### Chapter Overview

|                                 |   |
|---------------------------------|---|
| Direct Contamination, pp. 18-26 | Biological Contaminants, pp. 18—25<br>Chemical Contaminants, pp. 25-26<br>Physical Contaminants, p.26 |
| Cross-Contamination, pp. 26-30  | Reducing Cross-Contamination, pp. 27-30   |
| HACCP Systems, pp. 31-33        | Critical Control Points, p.31   |
| The Safe Worker, pp. 34-35      | Personal Safety, p. 34<br>Fire Safety, pp. 34-35<br>First Aid, p. 35                                  |

#### Sidebars

The Food-Borne Crisis in America, p. 21  
 The Temperature Danger Zone, p. 21  
 Potentially Hazardous or Time/Temperature Controlled for Safety Foods, p. 22  
 Mad Cow Disease, p. 24  
 Norovirus, p. 24  
 Fresh cut Produce, p. 25  
 Foot-and-Mouth Disease, p. 25  
 Steps to Prevent Cross-Contamination, p. 26  
 Safety Alert: Major Food Allergens, p. 27  
 Sustainable Food Safety, p. 31  
 Storage and Food Labeling, p. 34

#### Objectives

After studying this chapter, students will be able to:

- Identify the causes of food-borne illnesses (pp. 18-26)
- Handle foods in a safe manner (pp. 26-30)
- Explain and follow a HACCP system (pp. 30-33)
- Take appropriate actions to create and maintain a safe and sanitary working environment (pp. 34-35)

#### Key Terms

acid/alkali balance  
aerobic

anaerobic  
anisakiasis

bacteria  
biological hazard