education and by Burke on widening participation provide further demonstration of the complexity involved in professional identity and interaction.

Amongst the essays are suggestions as to how the modern challenges of professionalism are to be met. Power suggests, for example, that the best way forward is to develop a 'professional imagination', recognising the complexity of the relationship between individual, institution and society. Barnett's view is that the modern professional should be able to operate critically and creatively amongst the various discourses in order to be able to 'think morally on her feet' in working through options and dilemmas whilst acting within 'the boundaries of respect, knowledge and truth, and of faithfulness to epistemic and professional communities' (204). Lunt (88) argues the need for a 'modern ethical professionalism' based on an extended understanding of what she describes as the traditional ethical principles of competence, respect, integrity, responsibility and caring for others. She argues that professionals should have the humility to accept the provisional nature of knowledge, the need for continuous reflection on their practice and that they and fellow members of their profession do not necessarily know best.

This emphasis on the need for continuous professional development and reflection is pursued by Cunningham in his essay on the potential contribution of 'critical incidents' to continuous professional development. Professional learning is also the subject matter of the first essay in the collection which is a reflection by Andrews and Edwards on the experience of studying for a professional doctorate. The position of these two essays perhaps highlights a weakness of what is undoubtedly a thought-provoking collection since it seems, to this reader at least, that the order of the essays (which is rather different from the order in which they are mentioned in this review) does not represent the most coherent arrangement of the material. Essays concerned with continuous professional learning might, for example, more logically come after the essays dealing with the nature and challenges of professional life since this reflective activity might be seen as a way of dealing with those challenges.

Opening the collection with a reflection on the value of a professional doctorate emphasises, perhaps, that the primary audience for the work is expected to be doctoral students but this seems an unnecessarily limited view of its potential. Many of the essays are mainly or entirely located within the sphere of education and it is to an educational readership that they are likely to speak most loudly but it may well be the case that at least some parts of the collection will have resonance for readers from a range of other professions. Indeed, it could well be of interest to those from occupations which might not commonly be viewed as professions; arguably, for example, the ethical business person is now increasingly subject to the same ethical conflicts, competing stakeholder interests and regulation as the traditional professional.

In summary, this collection will certainly be helpful to those studying professionalism in the educational context and is likely to be of interest to others.

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Generational shockwaves and the implications for higher education, by Donald E. Heller and Madeleine B. d'Ambrosio, Cheltenham, Edward Elgar, 2008, 224 pp., £55 (hbk), ISBN 978-1-84720-748-7

TIAA-CREF is the organisation on which a significant number of American college and university employees depend for their pension and retirement benefits. Their 'Institute' promotes on an

annual basis a series of 'conversations' drawing together key scholarly and leadership figures to debate the hot issues of the day. Each results in an almost instant edited volume. Some are turkeys; some are gems. This one is close to the latter category.

This volume works because it has caught a theme about which the consensus is that it is both important and insufficiently understood. In due course 'generational fracture' may recede into the list of HE management themes which have been shown to be too simplistic and ideologically loaded to be of any real use to either scholars or practitioners, like 'new managerialism', 'the management of change', 'income diversification' or 'world-classness'. For the moment it has legs.

The basic framework of *Generational shockwaves* is set by Don Heller in his introduction: the 'Baby Boomers… born as World War II was coming to a close' and now 'near retirement'; 'Generation X… born largely in the 1960s and 1970s', many of whom have become the younger cohort of faculty who are now helping to teach the Millennial Generation of students, those born since 1980 (1). More broadly, the authors consider the contribution to higher education of the six generations of Americans who are alive today: before the 'Boomers' there were the 'GI generation' (born 1901–24) and the 'Silent Generation' (1925–42). The chief merit of this approach is that it brings together in one volume consideration of stratigraphic change of both the student and the staff bodies. Work-related hang-ups of teachers and other staff confront the sometimes similar but often different preferences of students. At the moment most of the dilemmas are being played out in the arena of information and communications technologies (ICT). Here on one level 'the faculty sometimes lag behind their students in technological prowess' (64); on another, technologically-adept faculty can be frustrated by how superficial and easily satisfied their charges can be (a particularly valuable chapter explores these issues in terms of post-graduate study). It is surprising how rare an exercise this juxtaposition of the 'lived worlds' of the teachers and the taught is in the conventional higher educational literature.

Cultural historians are sceptical about generational tags, but they use them all of the time. The trick is to combine 'internal' (mainly demographic) characteristics with 'external' (mainly 'world–historical') events. Thus the secular effects of wars – World War II, Korea, Vietnam and Iraq (and their aftermath – especially in the generous educational support of the GI bill, which probably did more than anything else to democratise American higher education) – are punctuated by crises like the Cuban Missiles, Sputnik, and 9/11 in terms of generational sensibility. Other contemporary contextual features include a more self-consciously diverse, economically beleaguered as well as litigious society.

The dangers include stereotyping and a failure to recognise elements of continuity alongside those of change. More than one author here uses the metaphor of a multi-stranded rope in order to try to understand what is going on (60 and 158). The dynamics of the parent-child relationship are particularly important as the former seek to re-balance where they think they went wrong and the latter both rebel against and seek to please their parents (it was Jung who talked about children enacting the 'unlived lives' of their parents). Universities can be caught in the middle, as they always have been. As one set of witnesses here suggests: 'to see how any age bracket is likely to transform in the decades ahead, don't look at the set of people who currently occupy that bracket – look down the ladder at the next generation due to pass through it' (15).

One major impression given by the book – despite all sorts of attempts to down-play it (not least because of the age and status of the authors) - is about the current, continuing power of the 'Boomer' generation, representing the largest birth cohort ever in the history of the US. They have largely created the present system, and they are hanging on to it as (after a huge fight) mandatory retirement has become illegal. The US differs from the UK in that its average age of teaching staff is higher, and increasing (currently 54, as opposed to 43, 139–40). Equally important, the next generation will have to sustain them through an unprecedented length of retirement, in good and ill health.

Universities do, however, change and reinvent themselves, including through more acts of 'co-creation' with their students than they often like to recognise. And as higher education has grown in the late twentieth century it has also diversified, mostly through patterns of participation rather than by policy-led acts of prior design. In the US these changes have involved gender, ethnicity, and age, as well as disciplines and professional fields. The US has the same dilemma as the UK in terms of the next generation resolutely resolving not do what their elders and betters would prescribe, for example in rejecting STEM (science, engineering and technology courses); in both countries these are significantly maintained at the postgraduate and junior faculty level by international recruitment (of individuals who are now much more likely to return home). Instead the 'student market' has led the wave of the creative and service economies, and it is the providers who have had to adjust.

But what will happen, when the 'Millenials' (the 'screen-agers') get to design and manage the system, and to teach? As suggested above, that is likely to happen sooner in the UK than in the US. The changes are likely not to be just about pedagogy, or about the preparation for the labour market, but also about priorities for the twenty-first century world and the place within it of higher education at its best and worst. In about 30 years we shall know what they were.

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