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Important topics discussed in sixteen chapters of varying length are: classification of knowledge, elements of faceted classification, hierarchy, synthesis of numbers in different types of classifications, notation, citation order and other features of a library classification system. Two other slightly overlapping chapters discuss classification as a search tool and explain the existing relationship between classification and alphabetical indexing. Hunter's book even includes recommendations for thesaurus construction. It is clear that systematic classification is a subset of indexing in all its ramifications. The usefulness of classification and of its principles for designing all indexing languages is demonstrated convincingly. Classification is involved in chain indexing, Precis, Compass, or even in Boolean operations, and keyword searching, to name a few. The author argues that classification is not only relevant, but that it reigns supreme in the present scenario. Classification was earlier deemed a foundation of librarianship, then it became the basis for all indexing languages (p.132); and now all information searches involve classification to a certain degree (p. 130).

Every chapter is documented with references and notes from print and Web sources. The consolidated and augmented bibliography (sixty-seven titles) is up to date, and it offers an interesting cross-section of literature from the current scene in classification. The analytical table of contents and a finely tuned index will be most useful to the reader. The textbook, even if it addresses learners, will also be useful to their teachers who have to explain concepts and issues and quote practical examples. From this concise book, one can even learn how to design classification systems and thesauri with best features.

There are, however, some arguments and statements with which it is difficult to agree. "Expressiveness", for example, is erroneously linked to kinds of classification, whether enumerative or faceted (p. 78, 134); but expressiveness is a property of the notation and a matter of choice, irrespective of the kind of classification. Ordinarily, a faceted classification is more expressive than an enumerative one. Synthesis does not lead to expressiveness by itself, as rightly said by the author (on page 72): it only leads to enhanced specificity and co-extensiveness. We will not agree with the advice that "In an enumerative scheme, use the index first and then verify [from the schedules] " (p. 43). This is an American, and totally un-British approach to the use of classification systems. It is always recommended that a learner use the schedules first when approach-

ing a classification system. Even experienced classifiers should use the index in emergency only. And contrary to what is claimed on p. 86, we believe that the monumental *Oxford English Dictionary* does not belong to the "generalia" class.

To summarize: If classification has no substitute, then this book with its simplicity and practicality has no rival for learning the science and turbulently advancing discipline of classification. Professor Hunter has done a service to the classification profession.

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The authors make their objective clear in the opening sentence: "This book is about how people working within organizations share knowledge in order to learn from and with each other". They place the text firmly in what they call the "second stage in the development of knowledge management". This is defined later in the text (p.162) as a state where knowledge-sharing is embedded in working life "as if it were inextricably bound up with the daily practices of organizing". The starting point of the book was a series of commissioned studies in 10 European companies, and fieldwork with more than fifty practitioners that elicited comments on how organizations and individuals acquire knowledge, reuse knowledge and develop new knowledge.

The optimal state is one where knowledge sharing becomes institutionalized as those involved consider it a key part of their daily work. The authors suggest, however, that "Explicit attention is necessary to obtain implicit attention" (p.1). Not least, managerial attention must be directed to avoiding the three 'traps' of knowledge management: the management trap, the individual learning trap (organizational learning requires a collective acceptance), and the ICT trap (social networks are often more important than electronic ones). These are described in detail later in the text.

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Huysman and De Wit make a strong claim for the book's contribution to the Knowledge Management (KM) domain. It offers an integrated approach; takes a relational perspective (analyzing knowledge between individuals rather than knowledge of individuals); is oriented towards practice; takes a 'subdued' approach towards ICT, and articulates its findings through a more specific terminology than other studies (knowledge 'sharing' not 'knowledge management'). In combining three perspectives (technical, process and intellectual capital), the authors draw on a general theoretical framework, organizational learning. Knowledge management, the authors suggest, is a management tool to support organizational learning – it is by sharing knowledge that organizations learn, "irrespective of the way in which this takes place and the results obtained" (p.27). To develop their organizational learning framework, the authors draw on earlier work on institutionalization by Berger and Luckman (1966), specifically on the concepts of 'externalization', 'objectification' and 'internalization'. Their social constructivist approach is compared in detail with Nonaka and Takeuchi's knowledge 'spiral', a dominant analytic framework in the knowledge management domain.

The ten case studies that are the core of the book are analyzed in three clusters. The first set (NN Insurance Bank, Netherlands Railways and Postbank) addresses "situations in which knowledge is shared between individuals and the organization for the purpose of knowledge acquisition". The second set (Barings, Cap Gemini, Schiphol Airport; IBM) covers "situations where knowledge is exchanged for re-use". The third set (Stork; Ministry of Housing; Unilever) looks at "situations where knowledge is exchanged in order to create knowledge". This broad typology is supported by more detailed taxonomies that indicate what kinds of interventions have been made in the context of what type of work. As the case studies unfold, the authors provide tables and explanatory templates, that, in aggregate, constitute an informative and usable analytic toolkit.

The first cluster of companies, for example, exemplify routine situations and the collection and storage of individual and collective knowledge by means of databases. Systems that are grounded in local practice are thus important. In one company (the Railway), the creation of specialist roles for knowledge brokers was not entirely successful as a KM strategy, because it caused tension as it complicated,

rather than simplified the transfer of knowledge under tight time constraints. In contrast, in the same company, a small handheld device for storing and sharing local data designed by one of the workforce in his spare time was a huge success, though it was recognized that dependency on the device might stunt tacit knowledge.

The firms in the second cluster, where knowledge is shared for re-use, demonstrate a number of different approaches in promoting knowledge sharing, some more successful than others. In the case of Cap Gemini, for example, the authors observed two intranets, one organized on a laissez-faire basis, the other heavily controlled, and they comment on the tensions between users and managers in each of these cases. IBM's Intellectual Capital Management group preferred to 'coach' rather than 'control' (p. 83), an approach that did "transform the knowledge of individual employees via the intranet into collective knowledge".

The third company cluster consist of knowledge intensive companies that are sustained by combination networks (personal and technological). In this context, the role of communities of practice is important. An interesting finding in groups one and two is the lack of recognition of knowledge management as a practice or as a description of work. The authors observe of the former, "the work is not perceived as being knowledge work, either by the employees themselves or by outsiders" (p. 63), and of the latter, "despite the fact that a great deal of knowledge exchange is going on, the term knowledge management is hardly ever used" (p. 79).

In the last chapters of the book, the authors revisit their organizational learning framework, and explore their findings. They demonstrate that their approach provides systematic insight into both knowledge sharing and social capital. The discussion of social capital in the last chapter, however, is somewhat rough and ready. Much of the chapter consists of literature review material that is clearly relevant to the earlier sections of the book, but has not been fully integrated.

Does the approach work and is the book to be recommended? Yes. The grouping of the firms and the findings does allow the authors to establish a taxonomy that will be of use to a range of analysts: graduate students, researchers and professional managers. In addition to productive insights from the internal comparison across the case study firms, the authors embed their fieldwork firmly in a theoretical framework constructed on the basis of prior