

Alzheimer's disease" will be on the market within the next two years. *Worthwhile* improvement in 40% of cases? And what is "uncomplicated Alzheimer's disease"? Levy has himself suggested that those patients who do well with tacrine may in fact not be suffering from Alzheimer's disease, but from Lewy body dementia. But he made that suggestion only last year; in a text of this scale it is sometimes impossible to be up-to-date even with oneself.

TOM ARIE, *University of Nottingham Medical School, Queen's Medical Centre, Nottingham*

Unspeakable Crimes: Prevention Work with Perpetrators of Sexual Abuse. By GRAHAM C. WILLIS. London: The Children's Society. 1993. 94 pp. £7.99 (pb).

This is a short book which provides a clear introduction to the current thinking, practice and research into sexual offending. Patterns of offending are described, and the concept of the cycle of abuse is discussed. The attitudes and belief systems of offenders are examined, as well as the rationalisation, minimisation and denial that allow the abuse to occur and continue. These are well illustrated throughout with case examples. The present psychological and sociological treatment methods are clearly presented.

The author also discusses a collaborative approach between the Brighton child protection team and the Children's Society in setting up a treatment programme for perpetrators of sexual abuse. He reflects upon the practical issues of a multidisciplinary approach to sexual offending, setting out a model of good practice, and discusses difficulties which they encountered in achieving this. There is a comparative perspective based on visits to similar projects in North America and the UK.

This concise and easily readable book provides a broad and up-to-date introduction to sexual offending. It covers the assessment and treatment of offenders while reflecting upon current research and thinking, and provides an insightful examination of an inter-agency approach to the treatment of sexual offenders. It would be useful as an introduction to sexual offending and as a practical guide to those involved in the treatment of sexual offenders.

SANDRA DUKE, *Dudhope House, Dundee*

Practice Issues in Sexuality and Learning Disabilities. Edited by ANN CRAFT. London: Routledge. 1994. 277 pp. £40.00 (hb), £13.99 (pb).

When I started reading this book I expected to be reading one that was similar to most of the past literature on sexuality and learning disability. I

expected a theoretical book with a message, but of little practical help. I should have remembered that the editor has already said her message and produced the audio-visual aids to help practitioners. As I became engrossed, I rapidly realised that this book starts to overcome the lack of theoretical material written from a practical viewpoint by practitioners for practitioners. It is an impressive book, containing little dogma but a lot of thought-provoking material and ideas by which to structure your thoughts around practical issues.

The authors primarily come from a social work, psychology and psychotherapy background, with some managers. The chapters on the staff role, working with parents, and on difficult sexual behaviour, in themselves justify reading this book. The least practically useful chapter is a manager's analysis of parenting programmes. Other chapter subjects include: aspects of sexual abuse and work with female victims; working in a multiracial society and with potential HIV victims; reproductive health clinics for people with learning disabilities; and a case study of a pregnant woman who had severe learning disabilities. In addition there is the 21-page appendix of the Hertfordshire County Council policy document on sexuality.

I have only a few reservations about this book: antilibidinal drugs are covered in one paragraph, which is unfortunate as they are widely prescribed and their use in this population would have benefited from a more extensive consideration. There is no brief review of the current state of the law on sexuality and learning disability, and the legal chapter on competency and consent, as the foreword points out, is now in part superseded by developments since 1991, when it was written.

Although the book may not be all that up-to-date, it is usefully practical and down-to-earth. I recommend this book to all staff working with people with learning disability. All the staff I showed it to were keen to obtain a copy and I would advise you to keep your copy on your desk.

PETER CARPENTER, *Phoenix NHS Trust, Hanham Hall Hospital, Bristol*

Psychiatric Rehabilitation – A Practical Guide. By MOUNIR EKDAWI and ALISON CONNING. London: Chapman & Hall. 1993. 141 pp. £13.99 (pb).

It is often difficult to interest trainees in psychiatry in rehabilitation. Lured by the immediacy and perceived glamour of work in acute services, they tend to ignore the very real successes and rewards which can be found elsewhere, although by different methods and over a different timescale. Books like this one can do so much to remedy the situation.

The authors, from a nationally recognised centre of excellence in rehabilitation, offer what is indeed a