

studied his subject so thoroughly and whose experience is so vast. However, to deny that developmental testing is time-consuming can but apply to the expert, whereas, the majority of family doctors would do well to realize that they cannot embark on this without allowing a good slice of the day's working time—which allowance would enhance interest and gratification in their baby clinics, a fact that this very readable book conveys clearly to the reader.

**Games people play.** The psychology of human relationships. ERIC BERNE, M.D., London. Andre Deutsch Ltd. 1966. Pp. 192. Price 21s.

A game as defined by Dr Berne is "an on-going series of complementary ulterior transactions progressing to a well-defined predictable outcome". The author holds that most of us, most of the time, are involved in 'games' in our interpersonal relationships. He analyses 36 such games under various headings—life games, marital games, sexual games, etc. The games as described are easily recognizable and this is almost certainly the reason for the book's wide appeal. Originally published in 1964 as a specialized psychiatric work it has now become a best-seller in the United States, outstripping—if that is the correct term—even *Lady Chatterley's Lover*! For the non-specialist reader on this side of the Atlantic there are slight difficulties with, on the one hand, complex psychological terms—usually defined—and, on the other, American colloquialisms.

Dr Berne is careful not to moralize over games. He points out that they are often desirable and necessary and gives a special section on 'good games', that is, games which despite their ulterior motive are constructive in their results. The general practitioner reading this work will find a possible explanation for many of the psychological and social problems of his patients. What is more important, he should benefit from a greater understanding of the games in which he himself is involved in either his professional or personal life.

**Children in care—and after.** THOMAS FERGUSON, London, New York, Toronto. Oxford University Press. 1966. Pp. xii + 139. Price 15s.

It would be difficult to find, in the British Isles, a more unfortunate group of children than the 205 boys and girls born in Glasgow during the Second World War and fated, for one reason or another, to come under the charge of the Glasgow Children's Department. This is the group that Professor Ferguson has studied until they reached the age of 18 and therefore went out of care.

The first part of Professor Ferguson's book is an important and interesting description of the development of child care in Scotland. The second part deals with the social history of the group under consideration. To my mind the remarkable thing about these individual social histories