

organization's efforts to deal with international economic and social issues. Although the UN began the 1990s optimistic about its ability to intervene in world disputes, it experienced a series of dramatic failures in Yugoslavia, Somalia, and Rwanda. Ryan argues that the United Nations's missteps during this period were due to its inability to adapt to the realities of the post-Cold War world. On the other hand, in the area of human rights and environmental protections, the UN has been much more successful.

Ryan does a good job in this concise history of touching on the major issues and contractions that impact the work of the United Nations. His conclusion is especially valuable in its listing of the current problems that plague the organization and its suggestions for future UN reforms. The most problematic aspect of Ryan's study, however, is its reliance on the Cold War as the explanation for the United Nations's successes and failures. While there is no doubt that the Cold War had a tremendous impact on the ability of this and other international organizations to function effectively throughout the late twentieth century, Ryan himself points out other factors, including the growing influence of the third world, that might also account for the UN's accomplishments and disappointments. In addition, this theory does not offer a satisfying rationalization of why economic and social agreements could prosper during the same period that peace and security measures floundered. The Cold War analysis falls most short, however, as an explanation of why the United Nations suffered such massive setbacks in the 1990s.

Despite this problem, *The United Nations and International Politics* provides a fine overview and exploration of the concerns surrounding world government after World War II. Its style and clarity make it accessible to undergraduates and advanced high school students. It could be used as a supplementary text in an international government course, a world history course, or a transnational diplomacy course, since it raises several theoretical issues that should stimulate discussion.

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Tamara L. Roleff, ed. *The Atom Bomb*. San Diego, CA: Greenhaven Press, Inc., 2000. Pp. 272. Paper, \$14.96; ISBN 0-7377-0214-1.

This is a collection of primary and secondary sources about the development of the first atomic bomb and some of its results. The first chapters show the development of the bomb from its conception to its successful test at the Trinity site in New Mexico. The editor includes articles that relate to the debate about using the bomb. We hear from Secretary of State Henry Stimson, military analyst Hanson Baldwin, and historian Gar Alperovitz. The most personal and moving accounts are by Atsuku Tsujiko, a Hiroshima survivor, and Charles Sweeney, the pilot of *Bock's Car*, who dropped the second bomb on Nagasaki. A short chapter tries to show the bomb's effects on lives

and culture in the postwar era. This is followed by an evaluation of the bomb by scientists who worked on its development. The concluding chapter takes the reader to the 1995 *Enola Gay* controversy at the Smithsonian.

In this book the student will find eighteen primary sources, a handy glossary of terms, some discussion questions, a sketchy chronology, and a short, incomplete list of readings. Though this inexpensive book can be used at the college level, this is a high school book, and its publisher lists it for young adults. To help younger readers, most of the articles have been altered with thematic words to highlight sections of an article. Unfortunately there are no photographs.

There are problems with this book. Most apparent is the criterion for selecting the readings. Editor Roleff admits that these essays were "chosen for their accessibility." Imagine if accessibility was the basis of our understanding of any history! A second problem is the editor. Tamara Roleff is more a professional editor than an historian. She has edited books covering such subjects as global warming, abortion, rights of animals, gay rights, the homeless, teen sex, and extraterrestrial life. There are thirty-one more of which *The Atom Bomb* stands out as the only one related to a specific historical event. All the other books are sociological, not historical. This accounts for the weakness in historical development in the book. Though the text does begin with a brief overview of the bomb's history, this introduction is sketchy when it deals with the last forty years of the nuclear age. To help the student, each chapter should be introduced with some comments that tie the various articles together.

Still this book does have merit. Many of the articles are good. Because the readings suggest much, the instructor can use the book as a springboard into many related areas. A physics teacher could explain the development of nuclear bombs. For the literary-minded, the way is open for students to read John Hersey's *Hiroshima* or Nevil Shute's *On the Beach*. An analysis of words or phrases born of the atomic age, such as bikini, ground zero, meltdown, and fallout, would be a good assignment. From the sublime to the ridiculous, such films as *Fail-Safe*, *Silkwood*, *Them*, *Dr. Strangelove*, or *The Mouse That Roared* all treat the dangers of nuclear materials. Most students would enjoy the dark satiric humor found in postwar music and cartoons. Instructors can select what articles they want to use, and they can then turn to a variety of websites to supplement the class. Two among the many are www.mtholyoke.edu/acad/intrel/hiroshima.htm, which relates to the bomb's development and has many primary documents, and www.trumanlibrary.org/teacher/abomb.htm, which comes with suggested lesson plans. Students can continued the debate over using the bomb or keeping our nuclear arsenal. The ideas go on and on, waiting for a teacher to develop them into a great class. This book may be the right tool for that class.