

Welcome to Volume 12, Issue 1 of *The Toro Historical Review* !

Volume 12 showcases research conducted by CSUDH history students during Fall of 2021. Despite the on-going challenges presented by the COVID-19 pandemic, which required that classes remain online during the semester, our student authors and editors adapted, employing innovative approaches to finding research materials and conducting research. We would like to extend our congratulations to all the student authors who contributed to this issue. In addition, a special thank you also to our student editorial team members—Daniella Enriquez, Caitlin McClister, Cesar Ovando, Christian Palomares, and Juan Rivas—who have worked hard through all the additional challenges presented during the past year and continued to keep us on our regular publication schedule. Thank you!

The issue includes two articles. The first is Paul Bottomley's examination of the historiography on Native American boarding schools. Written as part of his capstone project on the role of athletics programs at Native American boarding schools, Bottomley highlights how scholars have emphasized Native memories and experiences of boarding schools in an effort to get beyond a narrative characterized solely by victimization and to reveal the ways in which Native children made those experiences their own. Caitlin McClister's article "Missteps and Misfires: Perceptions of the Japanese Attack on Pearl Harbor" was her final project for Dr. Shannon's HIS 300 in Fall 2021. The essay examines diplomatic correspondence between high-ranking US officials leading up to the Japanese attack and offers a re-assessment of the military effectiveness of the raid.

This issue also includes four reviews. Two from HIS 330: Colonial America, which focuses on the founding and expansion of colonial settlements in North America. Priscilla Avitia's review of Camilla Townsend's, *Pocahontas and the Powhatan Dilemma* explores the ways in which Townsend challenges the traditional understanding of English-Native relations following the establishment of Jamestown. Similarly, Jason Kooker's review of John Demos, *The Unredeemed Captive: A Family Story from Early America*, follows the life of the Williams family, a Puritan family taken captive during Queen Anne's War in 1704. The book examines their captivity and life following their ransom. In his review of the Disney film *Pocahontas* for Dr. Jeffers' HIS 376: Film as History: Popular Representations of Native Americans course, Ramon Gama-Rivas details how the film implements Indian stereotypes while also distorting the true story of the real-life Pocahontas. Gama-Rivas suggests that Disney's representation of Native people and Pocahontas in particular, in the long run, was damaging to the popular understanding of Native peoples and their histories. Eric Mendez's review of *Boarding School Seasons: American Indian families, 1900-1940*, by Brenda Child, examines how federal efforts to impose a new set of cultural values on Native peoples through boarding schools ironically helped Ojibwe families survive hard times and economic depression.

Daniella Enriquez