! "#\$%& ' %#\$% (

!"#\$\$%"&%' \$(%) *#+",

)&*++,-./%&*)0&.\$12+3&0%-*\$+%0&2\$4-".\$1*+&0"1/5%)-*.3&*6"/-&-2%&789:4& ; <*1%& ' *1%&*) 0&-2\$.-%%) &= 5%.\$1*) & (" 5%) >& ! "#\$%#&'()⁷&%?<"4%4&-2%& "<<..%44\$")&*)O&O\$41.\$5\$)*-\$")&-2%4%&2"<%0/+&<\$+"-4&0*1%O&(2%)&-.3\$)A&-"& earn their place on Project Mercury, the frst human spacefight program in the United States. Though these women were well-qualifed to join the male astronauts and to fy a spacecraft solo, the prejudice against women 6%1 " 5 \$) A& <\$+ " -4&0 / .\$) A& -2\$4&-\$ 5 %& (*4&4 " &\$) -%) 4%&-2*-&\$-& (" /+O&-*B%&*&+\$--+%& +%44&-2*)&*&0%1*0%&@".&*&("5*)&CD*+%)-\$)*&E%.%42"#*&"&&'/44\$*F&-"&5*B%& it to space. The flm itself is seamlessly explained and well-documented -2."/A2&-2%&<.%4%)-,0*3&)*..*-\$")&"&%*12&"&-2%&("5%)&0%41.\$6\$)A&-2%\$.& %?<%.\$%)1%&0/.\$)A&2%&;<*1%&'*1%&H"56\$)%O&(\$-2&4-/))\$)A&5*A%.3&4/12& as depictions of the women fying classic 50s airplanes over stunning views in the opening scenes, the flm captures the passion the women held about fying. The flm delves into the perspectives of each of the thirteen pilots, (2"&0%41.\$6%&-2%\$.&+")A&*)O>&*-&-\$5%4>&0./4-.*-\$)A&4-./AA+%&-"&6%&*11%<-%O& \$)-"&-2%&4<*1%&<."A.*5%2*#\$)A&-"&/)0%.A"&\$)-%)4%&%)0/.*)1%&-%4-4&(2\$+%& 0%*+\$) A& (\$-2&4%?\$45&0."5&6"-2&2%&4<*1%&*05\$)\$4-.*-\$")&*) 0&2%&</6+\$16&=4& a viewer, I enjoyed the breathtaking imagery of the flm and how I was able -"&A%-&-"&B)"(&-2%&("5%)&")&*&5".%&<%.4")*+&*%#%+&&&/)0%.4-""0&6"-2&-2%.& hope and courage to prove their abilities as equal (and at times better) -2*)&-2%&5*+%&*4-.")*/-4>&*)0&-2%&&0\$4*<<"\$)-5%)-&*)0&"/-.*A%&(2%)&-2%& (%.%&/+-\$5*-%+3&%?1+/0%0&0."5&-2%&5\$44\$")4G

^{###7## ! &}quot;#\$%#&'(), flm, dir. David Sington and Heather Walsh (Boise: Fine Point Films, 2018). All quotes from this source.

-2%.%& (*4&*&+"-&"@&<.%J/0\$1%&K "5%)&*4-.")*/-4& K2*-&*&.\$0\$1/+"/4&0%*GL& Paired with this narration, we see documentation of male fight controllers O\$.%1-\$) A&-2%&\$1") \$1&*) O&%?1\$-\$) A&=<"+"& 5\$44\$") 4>& (2\$12&A\$#%4&-2%&#\$% (%.& an idea of how momentous spacefight was at the time, as well as how male-dominated the feld was. As Gena Jesson, one of the pilots, states, "There was a certain amount of prejudice about women getting into the "men's felds." These pilots had to work extremely hard in order to prove to -2%84<*1%8*05\$)\$4-.*-\$")8*)08-2%8</6+\$18-2*-8-2%38(%.%81/4-8*485%)-*++38*)08 physically capable as men to be astronauts. As the flm depicts, the women 2*0&-"&/)0%.A"&-2%&4*5%&.\$A"."/4&<234\$1*+&*)0&5%)-*+&%?*5\$)*-\$")4&*4& the male astronauts in order to judge whether their abilities were sufficient. M. "5 & 2*#\$) A& 1%& (*-%.& 42"-&\$) - "& -2%\$.&%*.4&-"&\$) 0 / 1%&#%.-\$A" &\$) & ".0%.&-"&-%4-& their recovery time to foating in sensory deprivation tanks for hours (Wally M/)B>&")%&"&-2%&("5%)>&6%*-&-2%&5*+%&.%1".0&-\$5%&*-&7:&2"/.4&*)O&NO& 5\$) /-%4F--2%&<234\$1*+&*) 0& 5%) -*+&4-.*\$) & "& -2%4%&-%4-4& (*4&*4-"/) 0\$) AG& K2*-& (*4&%#%)&5".%&)"-% (".-23%2" (%#%.% (*4&-2%& ("5%)P4& (\$+\$)A)%44& and enthusiasm to participate in them, refecting their determination to A"&-"&4<*1%&M/)B&.%1*++4&2%.&4<\$.\$-%0&0%-%.5\$)*-\$")&-"&.%*12&-2\$4&0.%*5& "foating amongst the stars. That was my objective."

 $\label{eq:2} 1)\&-2\% ("5\%)4\% *<<\%*+0.2\% ("5\%)4\% *<<\%*+0.2\% ("5\%)4\% *-%4\&-2\%&<"(\%.0/+4 4-*-\%5\%)-&5*0\% 63\& R/+\% H"66>\&-2\% (.")-./))%.& "&-2\% ("5\%)&2"<)A\& to make it to space: "we women pilots...are not trying to join in a battle of the sexes...We seek, only, in our Nation's space a future without discrimination." The truly moving and memorable aspect of the fIm is seen $)&-2\%2*.42&0$45$44+& "&-2\%&("5\%),$),4<*1\% "

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<math display="inline">-\%.42*0$4.5$44+& "&-2\%&("5\%),$),4<*1\% "
<math display="inline">-\%.42*0$4.5\% + 44& $) 0\&/) 0\%.A"$) A\&-2\% %.*.5$"),2\% 4<*1\% + 4\% *-.5% &-2\% *-.5%$

E2% 45 *+& *5 " /)-& "& 6*1B+*42& -2% 4<*1% <. "A. *5 & .%1%#%0& ".& 0%)3\$)A& -2%& ("5%)& (*4& /)& ".-/)*-%+3& \$)%8%1-\$#%& E2% +\$-++& 1.\$-\$1\$45& -2%.% (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*4& ".& -2%)) <. (*5%)) <. (*4& ".& -2% <. (*5%)) <. (*5%)) <. (*4& ".& -2%)) <. (*6%)) <. (*6%)) <. (*6& ".& -2%)) <. (*6& ".& -2%)) <. (*

physically and mentally ft than women." These responses showcase the