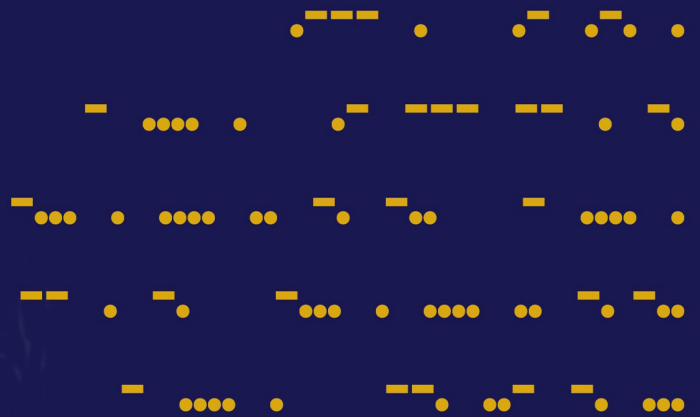


A WREN at War

Female Codebreakers of
the Royal Canadian Navy



A Wren at War



Table of Content

Wren Program Summary	3
Activity #1 - Sifting Through the Evidence Primary Document Analysis - Teacher's Resource	5
Activity #1 - Sifting Through the Evidence Primary Document Analysis - Student Worksheet	14
Activity #2 - Dits and Dahs! Learning Morse Code - Teacher's Resource	20
Activity #2 - Dits and Dahs! Learning Morse Code - Student Worksheet	25
Activity #3 - Talking the Talk: War Time Vocabulary - Teacher's Resource	27
Activity #3 - Talking the Talk: War Time Vocabulary - Student Worksheet	30
Glossary of Terms	32
Annex A - Primary Documents	
Certificate of Service	35
DND Letter - Report for Interview	37
DND Memo - Report for Duty	38
DND Naval Service - Letter of Discharge	39
Instructions for Ratings Discharge	40
Leave Request Form	41
Newspaper Article - Army Camp Transformed into Big Navy Signal School	42
Newspaper Article - Jenny the Wren is Unveiled	43
Newspaper Article The Past Revisited	45
Nominal List (typed) - Wren Personnel at Gordon Head	46
Station Card	49
Wireless History	50
Annex B (see separate PDF for Wren McDonald's Basic Training Instructions and Class Notes)	



A Wren at War



A WREN at WAR: Program Summary

The objectives of this educational program are to teach students about Isabel McDonald, who enlisted in the Women Royal Canadian Naval Service (WRCNS or Wrens as they were called) and the contribution of women to the Royal Canadian Navy during World War II with a particular focus on their involvement in military communications. Students will be guided by research questions and encouraged to think critically while examining primary documents. From these documents, students will glean information about McDonald, Naval signals and the contributions of women to the war effort. Students will also have the opportunity to learn, decode and send messages in International Morse code as well as the concept of Wabun (Kana) Code (Japanese Morse Code). There will also be an opportunity for students to learn about wartime vocabulary, both slang and technical terms that they may not be familiar with.

To complete this program, **4 classes** will be required with the third activity having assigned homework prior to the in class activity. Not all the activities have to be completed. Teachers have the discretion to pick and choose which activities will most benefit their students. Each activity has its own separate section to allow for this flexibility. However the first step for Activity #3 is dependant on the completion of Activity #1 (this step is optional but highly encouraged).

Activities Include

- *Sifting Through the Evidence* - Primary Document Analysis
- *Dits and Dahs!* Learning Morse Code
- *Talking the Talk*: War Time Vocabulary

Activity #1 - Sifting Through the Evidence: Primary Document Analysis

Time Allotment: 1 - 2 classes

The **Primary Document Analysis** activity will use a series of primary documents related to the WWII service of Wren Isabel May McDonald. The students will be broken into groups (4-5 depending on the size of the class). The first section of this activity will involve students choosing two documents from their folder and analyzing them based on a critical thinking framework. Once they have analyzed those documents, they will move on to the second section of the activity where they use the information within those documents to answer questions about the service of Wren McDonald. They must make reference to the document where they find the answer.

Part of this package included a Teacher's Resource where you will find a detailed list of the documents, the framework for the document analysis and the research questions in a chart format (with answers). Also included in the Teacher's Resource is a summary of the formation of the Wrens, Wren training, Gordon Head and a profile of Wren McDonald. Also there are web links to further resources.



Activity #2 Dits and Dahs: Learning Morse Code

Time Allotment: at the teacher's discretion, this could be done in one class or you may want to assign 10 minutes of each class to give students time to practice their Morse Code.

Together as an entire class, you will discuss the Learn Morse Code in One Minute handout (included in the Student Activity Sheet). You will then listen to a Morse Code message on Youtube, so the students can hear what it sounds like (the dits and dahs). Then individually, students will decode the message provided on their worksheet (answer is in the Teacher's Resource for this activity). After that, students will be split into groups and they can send their own messages with flashlights to other members of their groups. You may choose to just allow the students to send their messages or you could turn it into a competition. The choice is yours.

Activity #3 Talking the Talk: Wartime Vocabulary Activity

Length: 1 class (with preparatory homework)

War changes the way people live. Accordingly, day-to-day language also changes as new terms and concepts become incorporated into the vernacular. War time produces an abundance of these terms. Students are asked to define several words in order to better understand the primary materials they will be working with. As a class, students will also suggest other terms to add to their "dictionary".

Assign Homework (preparatory task): ask students to compile a list of unfamiliar words they have heard or read while ***"Sifting Through the Evidence"***. They will need this list in class the next day. (if you choose to not do the ***"Sifting Through the Evidence"*** activity, skip this step).

With the students, compile a list of present day sayings/slang words that are new. Challenge them to teach you something, or ask them to define "teen talk" that is unfamiliar to you.

Introduce the topic of war time vocabulary, linking it to present day slang and vernacular. Hand out Student Vocabulary Assignment sheets and ask students to define the terms listed. As a class, add any other words that you feel are unfamiliar or interesting from the primary sources. Have students consult the list they made for homework (if you did the first part of this assignment). Review the definitions together to ensure that all students have the same information. Hand out crossword and have students complete it – they may work individually or in small groups.

A Wren at War



Activity #1 - Shifting Through the Evidence, Primary Document Analysis - Teacher's Resource

This part of the program will take **1-2 classes** to complete

Primary Sources are the raw materials of history, the original resources historians look to to uncover first hand accounts of history. Engaging with primary resources can be challenging to students who have never been exposed to them before. The language of a different time, the writing style and the context all create barriers. Encouraging critical thinking is key.

Prior to distributing the assignment, engage the students in discussion about what they think a primary resource can teach them about a particular topic. Brainstorm these ideas. Instruct them to pick out information such as dates, names, places, events etc.

A brief introduction to the Women's Royal Canadian Naval Service will help students understand the context of the documents they will be examining. There are links below to basic information about the service.

List of Documents to Examine For the Assignment

The Students are not to be given this list with the explanations of the documents. It's their job to discover this information for themselves. This is only for reference should the student be unable to decipher the documents.

- Certificate of Service
 - Wren McDonald's physical description and summary of service
- DND Letter - Report for Interview (1 Sep 1943)
 - A Letter from the Department of National Defence about coming to Toronto for an interview to join the WRCNS
- DND Memo - Report for Duty (10 Jan 1944)
 - Memorandum of instructions for Wren McDonald after she enlisted
- DND Naval Service Letter of Discharge 31 Dec 1945
 - Letter from Department of National Defence received upon Wren McDonald's discharge
- Instructions for Rating Discharged from HMCS York
 - A list of instructions for Wren McDonald when she was discharged
- Leave Request Form
 - Wren McDonald's request to visit a friend in Detroit
- Newspaper Article - Army Camp Transformed into Big Navy Signal School
 - Describes the founding of St Hyacinthe Naval Signals School 6 Oct 1944
- Newspaper Article - Jenny The Wren Is Unveiled
 - Article describing the unveiling of the Jenny Wren Statue in Galt (Cambridge) Ontario 10 Oct 1972
- Newspaper Article - The Past Revisited
 - An article commemorating the HMCS Conestoga 10 Aug 1985
- Nominal List (typed) of Wren Personnel at Gordon Head
 - List of Wrens who served at Gordon Head



- Selections from Wren McDonald's Basic Training and Instructions and Class Notes
 - NOTE: this is a very long document (50+ pages) the relevant pages for the assignment are 13, 14, 15, 26, 32, 34, 36, 44, 45, 46, 50, 52, 53
 - This document covers a variety of topics including Naval history, discipline, basic training
 - There is a second version a transcription (typed) without the hand drawn diagrams, (corresponding page numbers are 6 (13,14), 7 (15), 12 (26), 16 (32), 17 (34), 18 (36), 24 (44), 25 (44,45), 28 (50), 29 (52,53))
- Station Card
 - ID card for Wren McDonald with basic biographical information
- Wireless History Sheet
 - Wren McDonald's examinations report card

Primary Document Analysis

When engaging with a primary document it is important to remember a number of key questions:

1. What kind of document is it?
 - a. Is it a letter?
 - b. Is it a photograph?
 - c. Is it a certificate?
 - d. Is it a newspaper article?
 - e. Is it an essay?
 - f. Is it a government document?
2. What are its parts?
 - a. Is there an author?
 - b. Is there a date?
 - c. Are there locations mentioned?
 - d. Who is mentioned within the document?
3. Next is the Analysis
 - a. What is it talking about?
 - b. Can you summarize in your own words the content in the document?
 - c. Can you explain why it was written?
 - d. What is the historical context? Or What was happening at that time in history?

For this exercise the student groups will choose two documents from their folder and perform an analysis of those documents using the questions above.

Example:

Primary Document Name	What Kind of Document?	Name the Parts	Analysis
Certificate of Service	Government document/record	Biographical information (address, date of birth, next of kin, physical description etc) All about Wren McDonald, filled out	This government record stated the service of a woman of the WRCNS. It is a vital piece of information to track the service of an individual. The document shows that Wren McDonald, though in the Navy never served on the seas nor did she serve outside of Canada. We can tell from the

		by Wren McDonald List of her service locations and dates of service, date of discharge and rehabilitation grant. Examination information. Dates included her birth in 1925, her attestation in 1943 and her service from 1944 to 1945.	document that her period of service was 1944 to 1945 during the Second World War. It was during this war that women were first allowed to serve in capacity beyond nursing. We can infer that because she replaced a male sailor on a shore base, that there was one more available for sea duties. The need for women to be recruited into this shore based service showed the need for more men on the front lines of the war.
--	--	---	--

WREN Primary Document Questions and Answers

Question	Answer	Source
Who was Wren McDonald (Official Number, Rate, Given Names)	Official Number: W-4133 Rate: Wren Wireless Telegraphist, SO (W/T) (K) (Special Operations, Kana) Given Names: Isabel May McDonald	Station Card Certificate of Service
What did she look like? (physical description)	Medium Brown hair, blue eyes, fair complexion, 5 feet 6 ½ inches, mole on lower lid of right eye	Certificate of Service
When was she born?	26 August 1925	Certificate of Service
Where was she from?	North Bay Ontario (88 Jane St)	Certificate of Service
How old was Wren McDonald when she enlisted?	18	Certificate of Service
Was she employed prior to enlistment? If so, what did she do?	Yes, school teacher	Certificate of Service
When did she officially enlist in the Women's Royal Canadian Naval Service (ie Date of Attestation)? What else did she have to do on this particular date?	10 September 1943 Interview and medical examination	DND Letter - Report for Interview 1st of Sept 1943
When and where did she serve her country? (dates, places, locations) Be Specific	HMCS Conestoga (Galt ON) 31 Jan 1944 - 16 Mar 1944 HMCS St Hyacinthe Que 17 Mar 1944 - 20 Oct 1944 HMCS Givenchy (Esquimalt, BC) 21 Oct 1944 - 31 Oct 1945 HMCS Naden (Esquimalt, BC) 1 Nov 1945 - 22 Nov 1925	Certificate of Service

	HMCS York (Toronto ON) 23 Nov 1945 - 12 Dec 1945	
When and where did Wren McDonald request to go on leave?	1300 hours Saturday 11 Mar 1944 - 2300 hours Sunday 12 March 1944 Miss Shirley Craig, 8177 American Avenue Detroit Michigan	Leave Request Form
What kind of leave did she request? A Long Weekend or a Short weekend	Short leave	Selection of Wren McDonald's Basic Training Instruction and Class Notes, pg 26
What was the daily rate of pay for Probationary Wrens? Could this amount increase? If so, for what reason?	\$1.05 per day Yes - increased to \$1.10 after Basic Training may be given additional proficiency pay in the selected category in accordance with Canadian Wren Regulations	DND Memo Report for Duty 10 Jan 44
What was she instructed to bring with her when she reported for training?	1 coat (preferably a rain coat); 1 suit and 1 dress (or 2 dresses); 2 night-dresses or pyjamas; 2 prs bloomers, closed at the knee; 1 pr low-heeled walking shoes; shoe cleaning kit (black & white); drinking glass (preferably plastic); sewing kit; money belt; 1 pr bedroom slippers; 1 dressing gown; 1 hat; toilet requisites & soap; clothes pins; name tags; collar studs; bathing costumes; 2 suitcases (one reserved for issued uniform); no jewellery, except watch, ID bracelet; tie pins & cuff links; civilian ration book	DND Memo Report for Duty 10 Jan 44
On which date did her pay begin?	31 January 1944	Certificate of Service / DND Memo Report Duty 10 Jan 44
When and where was she required to report for training as a Probationary Wren?	Thursday 3 February 1944 HMCS Conestoga Galt Ontario	Certificate of Service / DND Memo Report Duty 10 Jan 44
On which date did she complete her Telegraphist Examination?	20 October 1944	Wireless History Sheet pg 2
On what topics was she tested? What was the required grade? What grade did she receive?	Typing Morse - Req 85, Rec 96 Typing Plain: Req 90, Rec 97 Theory - Req 60 Rec 87 Spec Foreign Proc & Organ: Req 90, Rec 97 , Req 70, Rec 84 Technical Req 75 Rec 88 British Procedure Req 90 Rec 99 Buzzer Receiving Req 95 Rec 96	Wireless History Sheet pg 2

What special qualification did she earn?	Typewriting Teletyping: D/F (direction finding)	Wireless History Sheet pg 4
Why was her Certificate of Service so important?	Discharge paper from the Naval Service; required when seeking future civilian employment	Instruction for Ratings discharge from HMCS York
What was the purpose of St Hyacinthe (what kind of training did they provide?)	Signals Training - one of the biggest school in the world (at the time)	Newspaper article former St Hyacinthe Army Camp transformed into Big Navy Signal School
Examine nominal list of the Wrens who served at Gordon Head Special Wireless Telegraphy (W/T) station. How many Wrens came from each province? Make a chart. How many Wrens came from Kingston ON (include names and addresses).	ON - 45 QUE - 18 MAN - 6 AB - 3 SASK - 5 BC - 6 NS - 1 NB - 2 Other - 1 (USA) 2 Wrens came from Kingston BM Grant (Mrs KC Corbett) 115 Gore St H Hamilton - 303 Alberta St	Nominal List (typed) of Wren personnel at Gordon Head
According to Wren McDonald's Basic Training Notes, what does the salute signify?	Mutual respect and trust between officers and Wrens	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 15
What is Morale and why is it important to the military?	Mental state of individual and military unit founded on pride tradition and custom also founded on respect for and confidence in ability of superior officers and greatly influenced by conditions of service and contentment of personnel - essential component of military discipline Morale and discipline - most consistent source of victory	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 13-14
Which areas of the ship are referred to as the following a) Brain, b) Eye, c) Ears, d) Heart, e) Arteries, f) Fists	a) Bridge b) Range Finder c) Radar and ASDIC d) Control Room e) Voice pipes f) Guns, torpedoes, depth charges	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 32
What are the four branches of the Royal Canadian Navy	1) RCN permanent force 2) Royal Canadian Naval	Selections of Wren McDonald's Basic Training Instruction and

	Reserve (professional seaman of the merchant marine) 3) Royal Canadian Naval Volunteer Reserves (volunteers from civilian life) 4) Womens Royal Canadian Naval Service	Class Notes pg 34
In her personal log, Wren McDonald uses the phrase "Make and Mend". What does she mean by this?	Spare time from regular duties	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 36
According to her Basic Training notes, there are 3 branches (or types) of Communication in the Navy. What are they? Give examples of each.	1) Visual Signalling - semaphore, lamps, bells, heliograph 2) Wireless Telegraphy - radio 3) Line Telegraphy - telephone, telegraph, teletype, codes and ciphers	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 44-46
What is the daily scale of rations per Wren (including weekly specialty items)?	Sugar 1 $\frac{3}{4}$ oz Tea 3/16 oz Coffee $\frac{1}{4}$ oz Bacon 2 oz Cocoa $\frac{1}{2}$ oz Milk $\frac{1}{2}$ pt Eggs 2 without bacon (12 weekly) Fruit Juice 3 oz Tomato Juice Twice weekly Poultry Twice weekly	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 50
How much did it cost to feed a Wren per day?	36 cents	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 50
List the traditional Naval toasts for each day of the week?	Monday: Our ships at sea Tuesday: Our ship Wednesday: Ourselves Thursday: A Bloody War Friday: Blank Saturday: Our Sweethearts and Wives Sunday: Absent Friends	Selections of Wren McDonald's Basic Training Instruction and Class Notes pg 52 (Wed to Sun) - 53 (Mon-Tues)
Did Wren McDonald serve on the high seas?	No	Certificate of Service
Upon Discharge and demobilization did she receive a rehabilitation grant? If so, how	Yes \$100	Certificate Service

much did she receive?		
When and where was Wren McDonald officially discharged (provide date and location)?	12 December 1945 Toronto Ontario	Certificate of Service / DND Naval Service Letter of Discharge 31 Dec 45
Who designed Jenny the Wren Statue?	Francis Gage (former Wren)	Newspaper Article Jenny the Wren is Unveiled pg 1
Where was the statue erected and when was it unveiled?	Galt ON (now Cambridge) October 1972	Newspaper Article Jenny the Wren is Unveiled pg 1

Teacher Reference Pages:

Women's Royal Canadian Naval Service (WRCNS or WRENS)

Background

Initially formed by King George V during the First World War, the Women's Royal Naval Service would enlist women to provide services that men had previously done on land. This was a huge step forward for women who were not even allowed to vote. The WRNS was established in 1917 and disbanded at wars end in 1919. They were reformed in 1939 and served throughout the Second World War. More than one hundred thousand women contributed to the WRNS over the war years.

Formation of the WRCNS

As in many areas of the war effort, women began replacing men in jobs on the home front. As more and more men were required to fight, women were targeted to fill their places and keep factories, transit, offices, running. During the Second World War Canadian officials asked for representatives of the WRNS to help set up a similar organization in Canada. By July 1942 the Women's Royal Canadian Naval Service was established.

Service in this organization was popular and two thousand applicants applied for seventy spaces in the first WREN class. On September 19 1942, twenty-two women were passed as officers in His Majesty's Royal Canadian Navy. They were the first women to ever carry the King's commission in any British Commonwealth Navy. The graduates of the first class were to organize a service that would eventually have over six thousand members.

The first basic training centre was established in Galt, Ontario and carried the name HMCS Conestoga (all training centers were named as ships because they were part of the Navy). Women who were destined to be coders, visual signalers, teletype operators, switchboard and radio operators, plotters and telegraphists were trained at St. Hyacinthe, following their basic training at Galt.

Further information on the Women's Royal Canadian Naval Service can be found at: <http://www.naval-museum.mb.ca/wrens>

Specific to Kana Code: <http://www.thememoryproject.com/stories/1203:bea-corbett/> (Testimony of Bea Corbett who served with Isabel McDonald)

Websites of Interest:

The Women's Royal Naval Service (W.R.N.S.) Wren Associations Canada: <http://thewrens.com/>

The Naval Museum of Manitoba: <https://naval-museum.mb.ca/winnipegs-navy/wrens-a-proud-heritage/>

Katakana Lessons: <http://japanese.about.com/blkatakana.htm>

Books of Interest:

The Girls of the King's Navy. By: Rosamund "Fiddy" Greer (1983)

Greatcoats and Glamour Boots: Canadian Women at War (1939-1945). By: Carolyn Gossage (2001)

WRCNS Signal Training - St. Hyacinthe

HMCS St Hyacinthe began operations as a naval signals school in October 1941 after the realization that the school would need to expand beyond its current capacity. It was deemed economical to use the already built Militia Training Centre No 46 in Saint Hyacinthe Quebec instead of building onto the existing school in Halifax.

The school grew quickly, eventually training 2600 sailors and WRCNS in a variety of signalling trades. These included visual signalling, telegraphy, coding, radar and as radio artificers. The WRCNS arrived in 1943 to this training base and took part in all of these courses except for radio artificers.

Their training was specialized to allow them to serve as Signals Officers on shore bases.

The Wireless Telegraphy (W/T) Special Operators course required 160 days of instruction for the women of the WRCNS to gain proficiency in receiving coded transmissions. Eventually St. Hyacinthe would become the largest communications training school in the entire British Empire.

Special Wireless Station Gordon Head and the Japanese Kana Code

Gordon Head is a quiet seaside community on Vancouver Island, British Columbia. During World War II, a secret Special Wireless Station was established in June of 1940. It was a vital outpost in the Royal Canadian Navy's radio intelligence operation against the Japanese.

Messages were intercepted and bearings on enemy transmission were provided. These messages were in Wabun (also called Kana) Morse Code. Wabun Morse code is a form of Morse Code used to send the Japanese language in Katakana characters. The Wrens and other signals personnel used specialized Kana keyboards, which translated Japanese characters into Roman letters. Around 85 Wrens were trained on Wabun Code and by early 1945, the station was operated by the WRCNS.

After the attack on Pearl Harbour in 1941, Gordon Head became part of the US Navy West Coast Network, as the US, UK and Canada rationalized their intelligence operations. All raw messages intercepted at Gordon Head went through the Seattle headquarters and were then relayed to Washington. This cooperation was vital for the war's eventual successful outcome. The station was closed in 1946 and the building that housed the station is now on the University of Victoria's campus.

WREN McDonald Profile

Isabel McDonald, a native of North Bay, Ontario, joined the Women's Royal Canadian Navy Service (WRCNS) in 1942. She completed her basic training at HMCS Conestoga (also known as the Stone Frigate) in Galt, Ontario. When this training was complete Wren McDonald was selected to train at the Naval Communications School at St-Hyacinthe, Que. It was here that she was trained to read the special Kana Morse symbols used by the Japanese Navy.

After the completion of her training she was first sent to Esquimalt, then to a secret signal outpost in Gordon Head, British Columbia. As part of McDonald's service, she signed the Official Secrets Act. The Wrens worked in shifts, mostly at night, and their work location was secret, being transported there in canvas covered trucks. Wren McDonald and her colleagues helped to capture and decode valuable intelligence from the enemy and discover the points of origins for the intercepted messages.

Wren McDonald left the navy in 1946 and studied at the University of Toronto. She married Rudy Mauro and the couple later wrote a book on the RCAF airmen from their hometown of North Bay who died during the war. In 2016, Isabel Mauro (nee McDonald) was awarded the Bletchley Commemorative Badge for her service at Gordon Head. She passed away on August 22, 2018 just before her 96th birthday.

A Wren at War



Activity #1 - Sifting Through the Evidence, Primary Document Analysis - Student Worksheet

Examining primary documents can be a challenge if you have never examined them before. A Primary Source refers to a document that reflects the first hand life experience of the person in question. They are very important for historians to learn about the past but are not always clear in what they mean. Primary document analysis requires **interpretation**. We need to figure out what this particular source is trying to say to us.

When first looking at the document, you want to try to identify what kind of document it is; such as certificates, letters, poems, photographs, newspaper articles, etc and try to discover as much information about the person as possible. Look for dates, places, people's names, events to build a biographical sketch of the person's life.

This file tells the story of Isabel McDonald, a member of the Women's Royal Canadian Naval Service (WRCNS, or Wrens) during World War II. Your task is to find out as much as you can about her and her service. The following questions have been prepared to provide you with an idea of what researchers look for. Answer them and you will have an idea of what Wren McDonald's service was like.

Length: 1-2 class periods

Primary Document Analysis

When engaging with a primary document it is important to remember a number of key questions:

1. What kind of document is it?

- Is it a letter?
- Is it a photograph?
- Is it a certificate?
- Is it a newspaper article?
- Is it an essay?
- Is it a government document?

2. What are its parts?

- Is there an author?
- Is there a date?
- Are there locations mentioned?
- Who is mentioned within the document?

3. Time to Analyze

- What is it talking about?
- Can you summarize in your own words the content in the document?
- Can you explain why it was written?
- What is the historical context? Or What was happening at that time in history?



Assignment: For this exercise, choose two documents from your folder and perform an analysis of those documents using the questions above.

Primary Document Name	What Kind of Document?	Name the Parts	Analysis

Now that you understand how to interpret a primary document, use this knowledge to answer the Research Questions about Isabel McDonald's service using all the documents in your folder.

Assignment: Along with the other members of your group, look through and examine the Primary Source Documents & Materials in this file. Read the following questions, and answer them accordingly. Be sure to note the source of your answers.

Fill Out Your Answers in this Table

Question	Answer	Source
Who was Wren McDonald (Official Number, Rate, Given Names)		
What did she look like? (physical description)		

When was she born?		
Where was she from?		
How old was Wren McDonald when she enlisted?		
Was she employed prior to enlistment? If so, what did she do?		
When did she officially enlist in the Women's Royal Canadian Naval Service (ie Date of Attestation)? What else did she have to do on this particular date?		
When and where did she serve her country? (dates, places, locations) Be Specific		
When and where did Wren McDonald request to go on leave?		
What kind of leave did she request? A Long Weekend or a Short weekend		
What was the daily rate of pay for Probationary Wrens? Could this amount increase? If so, for what reason?		
What was she instructed to bring with her when she reported for training?		
On which date did her pay begin?		
When and where was she required to report for training as a Probationary Wren?		

On which date did she complete her Telegraphist Examination?		
On what topics was she tested? What was the required grade? What grade did she receive?		
What special qualification did she earn?		
Why was her Certificate of Service so important?		
What was the purpose of St Hyacinthe (what kind of training did they provide?)		
Examine nominal list of the Wrens who served at Gordon Head Special Wireless Telegraphy (W/T) station. How many Wrens came from each province? Make a chart. How many Wrens came from Kingston ON (include names and addresses).		
According to Wren McDonald's Basic Training Notes, what does the salute signify?		
What is Morale and why is it important to the military?		

Which areas of the ship are referred to as the following a) Brain, b) Eye, c) Ears, d) Heart, e) Arteries, f) Fists		
What are the four branches of the Royal Canadian Navy?		
In her personal log, Wren McDonald uses the phrase "Make and Mend". What does she mean by this?		
According to her Basic Training notes, there are 3 branches (or types) of Communication in the Navy. What are they? Give examples of each.		
What is the daily scale of rations per Wren (including weekly specialty items)?		
How much did it cost to feed a Wren per day?		
List the traditional Naval toasts for each day of the week?		
Did Wren McDonald serve on the high seas?		
Upon Discharge and demobilization did she receive a		

rehabilitation grant? If so, how much did she receive?		
When and where was Wren McDonald officially discharged (provide date and location)?		
Who designed Jenny the Wren Statue?		
Where was the statue erected and when was it unveiled?		

Activity #2 - Dits and Dahs! Learning Morse Code - Teacher's Resource

International Morse Code is an alphabet that encodes the 26 English letters and some additional characters into a series of dots and dashes, or dits and dahs. This is achieved by differing the duration of the sound, with dots or dits being quick and dashes or dahs being longer. Kana Code is a form of Morse code that used to send the Japanese language in katakana characters. It's official name is Wabun code. It is a far more difficult and complicated form of Morse code to learn due to the complexity of the Japanese language. During her training, Wren McDonald was taught Kana (Wabun) code in order to intercept Japanese radio traffic off the west coast of North America. It took her 160 days of intensive training to learn how to receive this code.

Task: For this activity students will have the opportunity to listen to, as well as practice decoding and sending messages in (standard) Morse Code.

Required Materials

- Standard Morse Code chart (included below)
- Wabun/Kana Code chart (included below)
- Student Handout: Learn Morse Code in One Minute - Instructions and Chart (included in the Student Handout for this activity)
- Morse code sound clip video with letters on screen, https://www.youtube.com/watch?v=_J8YcQETyTw
Morse Code Message: <https://www.youtube.com/watch?v=8psJg4Zs-ag>
- Flashlights/Pens/Pencil/sheets of paper

Length: at the teacher's discretion, this could be done in one class or you may want to assign 10 minutes of each class to give students time to practice their Morse Code.

Procedure

- Discuss with students (as an entire class) the nature of Wren Isabel McDonald's work for the Naval service. Discuss the differences between standard Morse Code and Japanese Morse Code or Kana Code (use charts to visualize), and the history of Morse Code in general.
- Explain to students that they will have an opportunity to learn and use standard Morse Code (Kana code requiring much more time to learn).
- Have students practice listening to Morse Code as suggested on the Student Handout: Learn Morse Code in One Minute! (there are various videos on YouTube that could be used for practice, such as the one linked above).
- Once students have a sufficient grasp of this particular activity, have them decode the provided message
- Next they will have the opportunity of sending and reading their own messages in Morse Code using flashlights.
- Option: Have a Morse Code competition between Learning Groups. Send a message in Morse Code and time how long it takes each group to decipher it.

Can You Decode the Morse Message?

Follow the Morse Code Alphabet to decipher the message

The slashes indicate a break between the letters and the start and finish of a word

/ - / / . /
T H E

/ -- / . / ... / ... / .- / --. / . /
M E S S A G E

/ -- / ..- / ... / - /
M U S T

/ --. / . / - /
G E T

/ - / / .- / --- / ..- / --. / /
T H R O U G H

Japanese Morse Code

.	ヘ	He
-	ム	Mu

...	ラ	Ra
---	ウ	U
---	ナ	Na
---	ヤ	Ya
---	ホ	Ho
---	ワ	Wa
---	リ	Ri
---	レ	Re

..	”	”
--	イ	イ
--	タ	Ta
--	ヨ	Yo

....	ヌ	Nu
....	ク	Ku
....	チ	Chi
....	ノ	No
....	カ	Ka
....	□	Ra
....	ツ	Tsu
....	ヲ	Wo
....	ハ	Ha
....	マ	Ma
....	ニ	Ni
....	ケ	Ke
....	フ	Hu
....	ネ	Ne
....	ソ	So
....	コ	Ko

.....	5	5
.....	4	4
.....	×	
.....	3	3
.....	ト	To
.....	≡	Mi
.....	°	°
.....	2	2
.....	オ	O
.....	ヰ	Yi
.....	ン	N
.....	テ	Te
.....	ヱ	Ye
.....	ー	ー
.....	セ	Se
.....	1	1

.....	6	6
.....	メ	Me
.....	モ	Mo
.....	ユ	Yu
.....	キ	Ki
.....	サ	Sa
.....	ル	Ru
.....	エ	E
.....	7	7
.....	ヒ	Hi
.....	シ	Shi
.....	ア	A
.....	8	8
.....	ス	Su
.....	9	9
.....	0	0

MORSE CODE ALPHABET

A .-

B -...

C -.-.

D -..

E .

F ..-.

G --.

H

I ..

J .---

K -.-

L .-..

M --

N -.

O ---

P .--.

Q ---.

R .-.

S ...

T -

U ..-

V ...-

W .--

X -..-

Y -.-.

Z --..

0 -----

1 .----

2 ..----

3 ...--

4 -

5 -

6 -.....

7 --....

8 ---...

9 ----.

Fullstop .-.-.-

Comma --..--

Query ..--..

Teacher Resource Links

Morse Code

https://en.wikipedia.org/wiki/Morse_code

<https://www.artofmanliness.com/articles/morse-code/>

<https://www.britannica.com/topic/Morse-Code>

<https://nrich.maths.org/2198>

Wabun (Kana) Code

https://en.wikipedia.org/wiki/Wabun_code

http://self.gutenberg.org/articles/eng/Wabun_code

<https://www.zl2al.com/3488/wabun-the-japanese-morse-code/>

A Wren at War



Activity #2: Dits and Dahs! Learning Morse Code - Student Handout

For this activity you will be given the opportunity to compare two forms of Morse code; International/Standard Morse code used by the Allies in World War II and Wabun (Kana) code used by the Japanese. You will listen to clip(s) of Morse code and decipher provided message(s), then you will decode the message below using the Morse alphabet and finally you will get to send your own Morse messages using flashlights.

LEARN MORSE CODE IN ONE MINUTE!

This is a code listening tool.

Place your pencil where it says **START** and listen to Morse code.

Move down and to the right every time you hear a **DIT** (a dot).

Move down and to the left every time you hear a **DAH** (a dash).

Here's an example:

You hear **DAH DIT DIT**, which is a **dash** then **dot** then **dot**.

You start at **START** and hear a **DAH** then move **DOWN** and **LEFT** to the **T** and then you hear a **DIT** so you move down and **RIGHT** to the **N** and then you hear another **DIT** so you move **DOWN** and **RIGHT** again and land on the **D**.

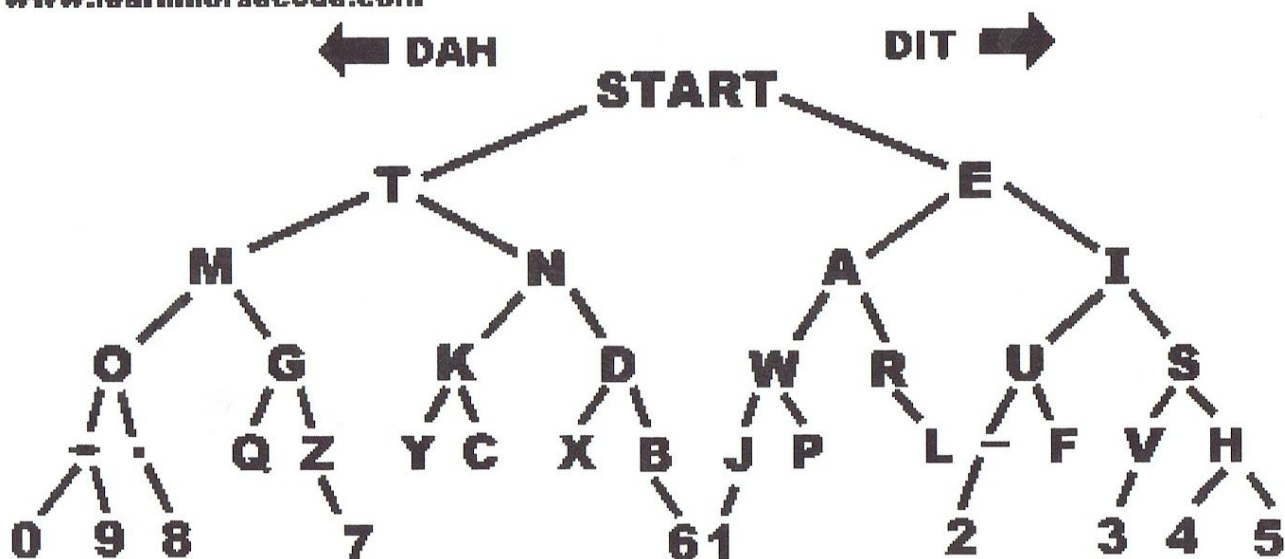
You then write down the letter **D** on your code copy paper and jump back to **START** waiting for your next letter.

The key to learning the code is hearing it and comprehending it while you hear it. The only way to get there is to practice 10 minutes a day.

Listen to code tapes or computer practice code while tracing out this chart and you will find yourself writing down the letters in no time at all without the aid of the chart.

The chart brings repetition together with recognition, which you don't get from any other type of code practice aid.

www.learnmorsecode.com



Can You Decode the Morse Message?

Follow the Morse Code Alphabet to decipher the message

The slashes indicate a break between the letters and the start and finish of a word

/ - / / . /

/ -- / . / ... / ... / .- / --. / . /

/ -- / ..- / ... / - /

/ --. / . / - /

/ - / / .- / -- / ..- / --. / /

A Wren at War



Activity #3 - Talking the Talk: War Time Vocabulary - Teacher's Resource

War changes the way people live. Accordingly, day-to-day language also changes as new terms and concepts become incorporated into the vernacular. War time produces an abundance of these terms. Students are asked to define several words in order to better understand the primary materials they will be working with. As a class, students will also suggest other terms to add to their “dictionary”.

Materials Required

- Student Vocabulary Assignment sheet
- Dictionary
- Crossword Activity Sheet
- Internet access - some terms may not be in a standard dictionary, www.dictionary.com
- Some military abbreviations are difficult to understand, here is a resource website:
<https://www.bac-lac.gc.ca/eng/discover/military-heritage/Pages/military-abbreviations.aspx>

Length: 1 class (with preparatory homework)

Procedure

- **Assign Homework (preparatory task):** ask students to compile a list of unfamiliar words they have heard or read while *“Sifting Through the Evidence”*. They will need this list in class the next day. (if you choose to not do the *“Sifting Through the Evidence”* activity, skip this step)
- With students, compile a list of present day sayings/slang words that are new. Challenge them to teach you something, or ask them to define “teen talk” that is unfamiliar to you.
- Introduce the topic of war time vocabulary, linking it to present day slang and vernacular.
- Hand out Student Vocabulary Assignment sheet and ask students to define the terms listed.
- As a class, add any other words that you feel are unfamiliar or interesting from the primary sources. Have students consult the list they made for homework (if you did the first part of this assignment)
- Review the definitions together to ensure that all students have the same information.
- Hand out crossword and have students complete it – they may work individually or in small groups.

Task: Using a dictionary/Internet define the following terms from the Second World War. All of these terms were from Isabel McDonald's daily life as a WREN and she was required to be familiar with them. Use a piece of paper from your notebook to make a dictionary for these words. Be sure to indicate if the word is a noun, verb etc., and to define the word in the context of World War Two.

- | | | |
|-----------|---------------|-----------|
| • D/F | • Victual | • Cruiser |
| • Rate | • S.O. | • Convoy |
| • Rank | • W/T(K) | • Leave |
| • Draft | • Katakana | • C.O. |
| • Appoint | • Destroyer | • E.O. |
| • Grog | • Minesweeper | • D.O. |



Answer Key

D/F: (verb and/or noun): Direction Finding

Rate (noun): A naval rank (position) that is not conferred by commission or warrant. It may refer both to the rank and to the sailor. (British term for enlisted personnel)

Rank (noun): A naval rank (position) that is conferred by commission or warrant.

Draft (verb): to select for some purpose: as a: to conscript for military service b: to select by draft; refers to the reassignment of a rate (not an officer)

Appoint (verb): a: to fix or set officially; b: to name officially; refers to the reassignment of an officer (not a rate)

Grog (noun): alcoholic liquor; especially liquor (as rum) cut with water and now often served hot with lemon juice and sugar sometimes added

Victual (verb): to supply with food; to eat; to lay in provisions

W/T(K) (noun): Wireless Telegraphist (Kana)

S.O. (noun): Special Operations

Katakana (noun): form of Japanese syllabic writing used for scientific terms, official documents, Morse Code etc.

Destroyer (noun): A small, fast, highly maneuverable warship armed with guns, torpedoes, depth charges, and guided missiles

Minesweeper (noun): A ship equipped for detecting, destroying, removing, or neutralizing explosive marine mines

Cruiser (noun): One of a class of fast warships of medium tonnage with a long cruising radius and less armor and firepower than a battleship

Convoy (noun): A group, as of ships or motor vehicles, traveling together with a protective escort or for safety or convenience

Leave (noun): "vacation" time; must be formally requested, reviewed and granted; has specific timelines that must be abided by.

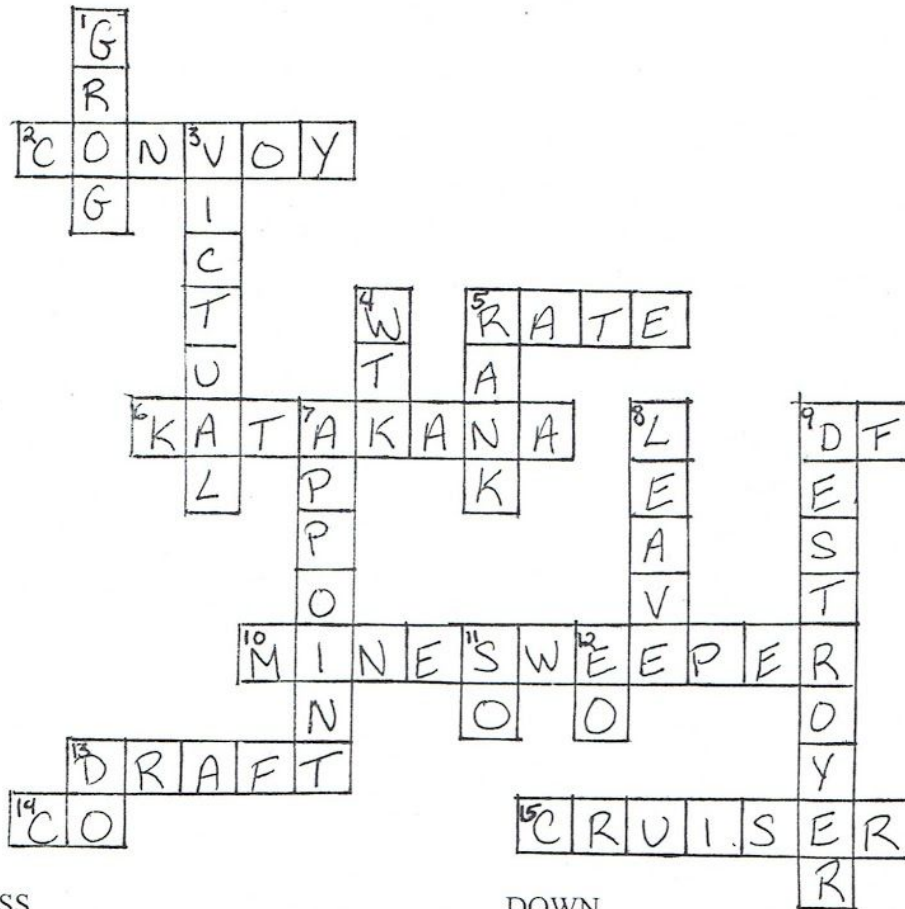
C.O. (noun): Commanding Officer

E.O. (noun): Executive Officer

D.O. (noun): Divisional Officer

Crossword Answer Key

Talking the Talk: World War Vocabulary Answer Key



ACROSS

- 2 A group, as of ships or motor vehicles, traveling together with a protective escort or for safety or convenience
- 5 A naval rank that is not conferred by commission or warrant
- 6 Form of Japanese syllabic writing
- 9 Directional Finding
- 10 A ship equipped for detecting, destroying, removing, or neutralizing explosive marine mines
- 13 To conscript for military service
- 14 Commanding Officer
- 15 One of a class of fast warships of medium tonnage with a long cruising radius and less armor and firepower than a battleship

DOWN

- 1 Alcoholic liquor
- 3 To supply with food
- 4 Wireless Telegraphist (Kana)
- 5 A naval rank that is conferred by commission or warrant
- 7 To name officially, refers to the reassignment of an officer
- 8 "Vacation" time
- 9 A small, fast, highly maneuverable warship armed with guns, torpedoes, depth charges, and guided missiles
- 11 Special Operations
- 12 Executive Officer
- 13 Divisional Officer

A Wren at War



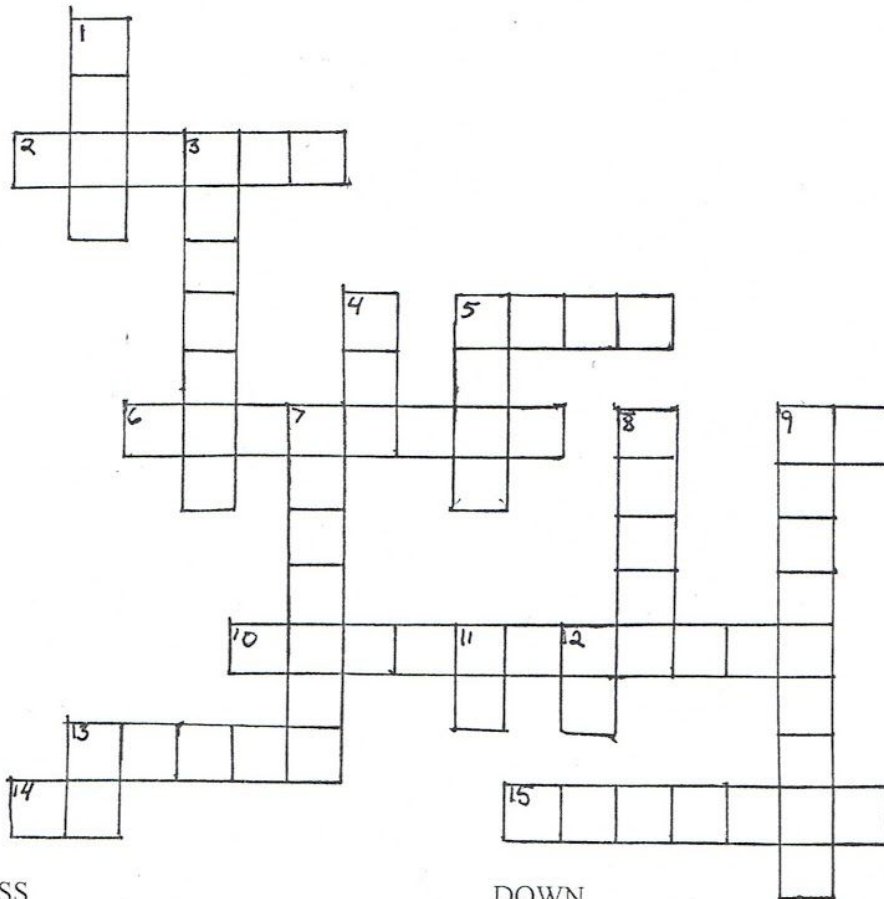
Activity #3 - Talking the Talk: War Time Vocabulary - Student Worksheet

Word	Noun/ Verb	Definition
D/F		
Rate		
Rank		
Draft		
Appoint		
Grog		
Victual		
S.O.		
W/T(K)		
Katakana		
Destroyer		
Minesweeper		
Cruiser		
Convoy		
Leave		
C.O.		
E.O.		
D.O.		



Crossword Activity

Talking the Talk: World War Vocabulary



ACROSS

- 2 A group, as of ships or motor vehicles, traveling together with a protective escort or for safety or convenience
 5 A naval rank that is not conferred by commission or warrant
 6 Form of Japanese syllabic writing
 9 Directional Finding
 10 A ship equipped for detecting, destroying, removing, or neutralizing explosive marine mines
 13 To conscript for military service
 14 Commanding Officer
 15 One of a class of fast warships of medium tonnage with a long cruising radius and less armor and firepower than a battleship

DOWN

- 1 Alcoholic liquor
 3 To supply with food
 4 Wireless Telegraphist (Kana)
 5 A naval rank that is conferred by commission or warrant
 7 To name officially, refers to the reassignment of an officer
 8 "Vacation" time
 9 A small, fast, highly maneuverable warship armed with guns, torpedoes, depth charges, and guided missiles
 11 Special Operations
 12 Executive Officer
 13 Divisional Officer

A Wren at War



Glossary of Terms

Appoint	a: to fix or set officially; b: to name officially; refers to the reassignment of an officer (not a rate)
ASDIC	Anti-submarine detector invention committee: an early form of sonar used to detect submarines.
Attestation	a formal statement that you make and officially say is true
C.O.	Commanding Officer
Cipher	a secret or disguised way of writing; a code.
Commission	a warrant conferring the rank of officer in an army, navy, or air force.
Convoy	A group, as of ships or motor vehicles, traveling together with a protective escort or for safety or convenience
Cruiser	One of a class of fast warships of medium tonnage with a long cruising radius and less armor and firepower than a battleship
D.O.	Divisional Officer
D/F	Direction Finding
Demobilization	the action of releasing someone from one of the armed forces, especially at the end of a war
Destroyer	A small, fast, highly maneuverable warship armed with guns, torpedoes, depth charges, and guided missiles
Discharge	to release from service or duty
Draft	to select for some purpose: as a: to conscript for military service b: to select by draft; refers to the reassignment of a rate (not an officer)
E.O.	Executive Officer
Grog	alcoholic liquor; especially liquor (as rum) cut with water and now often served hot with lemon juice and sugar sometimes added
Heliograph	an apparatus for telegraphing by means of the sun's rays flashed from a mirror
Katakana	form of Japanese syllabic writing used for scientific terms, official documents, Morse Code etc.
Leave	"vacation" time; must be formally requested, reviewed and granted; has specific timelines that must be abided by.
Mend and Make	Spare time from regular duties
Minesweeper	A ship equipped for detecting, destroying, removing, or neutralizing explosive marine mines
Morale	Mental state of individual and military unit founded on pride tradition and custom also



	founded on respect for and confidence in ability of superior officers and greatly influenced by conditions of service and contentment of personnel
Morse Code	either of two codes consisting of variously spaced dots and dashes or long and short sounds used for transmitting messages by audible or visual signals
Nominal List	List of names
Official Secrets Act	a government law that is designed to prohibit and control access to and the disclosure of sensitive government information; offences cover espionage and leakage of government information.
Plotters	a device or person used to plot on charts/maps/graphs
Range Finder	an instrument used in gunnery to determine the distance of a target
Rank	A naval rank (position) that is conferred by commission or warrant.
Rate	A naval rank (position) that is not conferred by commission or warrant. It may refer both to the rank and to the sailor. (British term for enlisted personnel)
Ration	a food allowance for one day
Ration Book	he ration books contained removable stamps good for certain rationed items, like sugar, meat, cooking oil, and canned goods. A person could not buy a rationed item without also giving the grocer the right ration stamp
Rehabilitation Grant	an amount of money issued to discharged members of the armed forces for personal use. Payable at 6 months service
S.O.	Special Operations
Semaphore	a system of visual signaling by two flags held one in each hand
Telegraphy	the use or operation of a telegraph apparatus or system for communication
Teletype	a printing device resembling a typewriter that is used to send and receive telephonic signals
Travel Warrant	a document allowing for travel
Victual	to supply with food; to eat; to lay in provisions
W/T(K)	Wireless Telegraphist (Kana)
Wabun Code	is a form of Morse code used to send Japanese language in katakana characters. Unlike International Morse Code, which represents letters of the Latin script, in Wabun each symbol represents a Japanese kana.
Wren	nickname of Women of the WRCNS, following after the British example, Wren (the bird) is a prominent figure on their crest

A Wren at War



Annex A - Primary Documents

(excluding *Wren McDonald's Basic Training Instructions and Class Notes*)



A Wren at War



WOMEN'S ROYAL CANADIAN NAVAL SERVICE

CERTIFICATE OF THE SERVICE OF

WNV 8
25M-8-43 (1698)
N.S. 815-25-8

NAME McDONALD, Isobel May OFFICIAL No. W-4133

Date of Birth 26 August, 1925 Nearest known Relative or Friend
(To be noted in pencil)
Place of Birth North Bay, Ontario
Religious Denomination United Church Relationship Mother
Home Address North Bay, Ontario Name Mrs. Edna M. McDonald
Occupation prior to Enlistment School Teacher Address 88 Jane St
North Bay
Ontario

DESCRIPTION OF ENTRY

Height		Colour of			Scars, Marks, etc.
Ft.	Ins.	Hair	Eyes	Complexion	
5	6 1/2	Medium Brown	Blue	Fair	Mole on lower lid of rt. eye

Date of Attestation 10 September, 1943
Date of commencement of pay 31 January, 1944

Establishment	Substantive Rate	Non-Substantive Rate	From	To	Cause of Discharge
H.M.C.S. Conestoga	Prob. Wren		31 Jan '44	29 Feb '44	
" "	Wren	Gen. Duty	1 Mar '44	16 Mar '44	
H.M.C.S. St. Hyacinthe	" "	" "	17 Mar '44	19 Oct '44	
" "	Wren Tel.	S.O. (W)K	20 Oct '44	20 Oct '44	
H.M.C.S. GUYENEX	" "	" "	21 Oct '44	31 Oct '45	
YORK	" "	" "	1 Nov '45	22 Nov '45	
	" "	" "	23 Nov '45	12 Dec '45	Demobilized
Discharged to shore & demobilized to date 12 Dec '45					
Authority: "Criminal" & C. 60080 21 Nov '45					
Rehabilitation Grant Paid					
Has 17 1/2 Service on the High Seas					
#10000 P.C.G. Paid					



ASSESSMENT OF CHARACTER AND EFFICIENCY.—To be made by both the Commanding Officer of the Establishment and the W.R.C.N.S. Unit Officer in accordance with K.R. & A.I. Arts. 605 and 607.

[illegible][illegible][illegible]

Signature of Rating on Discharge



Department of National Defence

Naval Service

W.R.C.N.S. Recruiting Office,
120 Wellington St. W.,
Toronto, Ontario.

1st September 1943

IN REPLY PLEASE QUOTE

N.S. YW-1-M.

Dear Madam:

With reference to your application for entry into the Women's Royal Canadian Naval Service, a letter went forward to you dated 24th August, 1943 advising you that we had written Naval Service Headquarters for your relevant papers.

These papers have been received and you are requested to report at this office, 120 Wellington Street, West, for an interview and medical examination on Friday, 10th September at 8:30 a.m.

If this date should be unsuitable for you, kindly advise us as soon as possible.

Enclosed is a travel warrant from North Bay to Toronto.

Kindly bring with you your birth certificate.

Yours very truly,

Marion Baxter

.....
(Marion Baxter)
Sub. Lieut. W.R.C.N.S.
Recruiting Officer.

Miss Isabel McDonald,
88 Jane Street,
North Bay, Ontario.

MB/pep
Encl. 1

DEPARTMENT OF NATIONAL DEFENCE
NAVAL SERVICE

Prob. Wren Isabel May McDonald,
88 Jane Street,
NORTH BAY, Ontario.

H.M.C.S. "YORK"
Automotive Building,
Exhibition Grounds,
Toronto, Ontario.
10th January, 1944.

YW - 7

MEMORANDUM:

You are instructed to report to R.C.N.V.R. Barracks at the above address on Wednesday, 2nd Feb. 1944 for medical recheck and travelling instructions.

2. Subject to satisfactory medical recheck, you will be required to report for training as Probationary Wren Wireless Telegraphist (S.Q.) on Thursday, 3rd February 1944 to the Commanding Officer, H.M.C.S. "CONESTOGA", Galt, Ontario.

3. The daily rate of pay for Probationary Wrens is \$1.05. After basic training, pay will be increased to \$1.10 per day. Upon completion of any extension training which may be necessary, Wrens may be given additional proficiency pay in the selected category in accordance with Canadian Wren Regulations.

4. Date of commencement of pay will be 31st January 1944.

5. You will probably be required to stay in the Training Depot for one month. Upon completion of your training, you must be prepared to proceed direct from the Depot to the Establishment to which you will be drafted.

6. Uniform will be issued as soon as possible. No underclothing is provided, as a grant of \$15.00 is given in lieu, at the end of basic training. You should bring with you serviceable underclothing and enough civilian clothes to last you for one week. The following list is for your guidance:

1 coat (preferably a raincoat)	1 pr. bedroom slippers
1 suit and dress or 2 dresses	1 dressing gown
2 nightdresses or pyjamas	1 hat
2 prs. bloomers, closed at the knee	Toilet requisites and soap
1 pr. low-heeled walking shoes	Clothes pins
Shoe cleaning kit (black and white)	Name tapes
Drinking glass (preferably plastic)	Collar studs
Sewing Kit	
Money Belt	

(Bathing Costumes may be brought. Other sportswear is issued at the Training Establishment for use in Physical Training.)

Only TWO suitcases are permitted, one of which should be reserved for the uniform issued at the Training Depot.

Jewellery is not to be brought to the Training Establishment other than watches, identification bracelets, tie pins and cuff links, if desired.

7. Large supplies of plain clothes, mascots, pictures, etc. are a nuisance as Wrens have to move quickly and often and should not be burdened with possessions.

8. You are required to bring your civilian Ration Book.

9. YOU ARE INSTRUCTED TO REPORT AT WRONS RECRUITING OFFICE, 120 WELLINGTON ST. WEST (COR. OF YORK ST.) IMMEDIATELY UPON ARRIVAL IN TORONTO ON TUESDAY A.M. 1st FEBRUARY. YOU WILL THEN REPORT TO CHRISTIE ST. HOSPITAL FOR X-RAY RECHECK AS X-RAYS ARE ONLY VALID FOR 3 MONTHS. IF OVERNIGHT ACCOMMODATION IS REQ'D ADVISE US IMMEDIATELY, AT 120 WELLINGTON ST. W., TORONTO. *M. S. Baxter Lieut*
R.C.N.V.R. Division. *WRONS*

10. PLEASE FIND ENCLOSED TRAVEL WARRANT AND X-RAY CHIT.

DEPARTMENT OF NATIONAL DEFENCE
NAVAL SERVICE

H.M.C.S. "YORK"
Automotive Building
Exhibition Park
Toronto, Ontario

REGISTERED MAIL

31st December 1945

FILE: ND TO W.4133

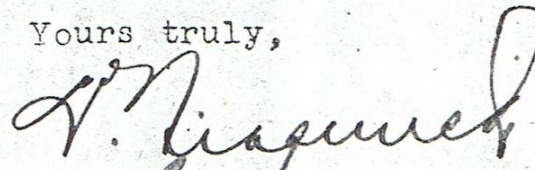
Miss Isobel McDonald,
88 Jane Street,
North Bay, Ontario.

Dear ~~Sir~~: MADAM

With reference to your discharge from the Naval
Service, enclosed herewith your

Certificate of Service,
Wireless History Sheet.

Yours truly,



(G. H. McCrimmon)
Commander, R.C.N.V.R.
COMMANDING OFFICER

ENCL.

H.M.C.S. "YORK"
Automotive Building - Exhibition Grounds

INSTRUCTIONS TO RATINGS DISCHARGED FROM H.M.C.S. "YORK"

Your Certificate of Service, with discharge endorsed thereon, is your discharge paper from the Naval Service. It is essential therefore, that great care be taken of this document, as it will undoubtedly be required by you in the future when seeking employment. Certificate of Service should never pass out of your possession.

2. You are warned that any alterations or erasures to Certificate of Service (Naval Discharge Certificate) constitutes a Criminal Offence punishable by law.

3. Application for permanent National Registration Card is to be made to the Chief Registrar for Canada, Department of National Defence, Ottawa. However, a temporary Registration Card may be obtained from any Post Office by proving discharge from Naval Service by presenting Certificate of Service.

4. A civilian Ration Book will be issued you on presenting Certificate of Service to your local Ration Administration Office, Wartime Prices and Trade Board.

5. Ratings honourably discharged from the Naval Service are permitted to wear their Naval uniform for a period of thirty days from date of discharge only, which period will be evidenced by a certificate issued from Discharge Office, H.M.C.S. "YORK", showing expiration date.

6. Discharged ratings are permitted to wear Naval Uniforms while attending Memorial Service Celebrations, Service Funerals, and functions commemorating events in past wars provided they first obtain permission to do so from the Naval Establishment nearest their home.

7. In event of residential address given at time of discharge, being changed, Naval Service Headquarters should be advised so that General Service Button, Medals, etc., (if entitled) may be forwarded to you when available.

COLLINGWOOD REQUEST FORM

Number Ship's Book W 152-W-4133

Mess G Watch.....Duty.....

Name McDONALD ISABEL

Rating P/WREN Badges.....

Conduct.....Leave.....

REQUEST:— TO SEE THE EXECUTIVE
OFFICER THROUGH THE
DIVISIONAL OFFICER RE:
PERMISSION TO LEAVE PORT
FROM 1300 SATURDAY, 11 MARCH
1944, TO 2300 SUNDAY, 12 MARCH
1944.

ADDRESS WHILST ON LEAVE:—
MISS SHIRLEY CRAIG,
8177 AMERICAN AVE,
DETROIT, MICH.

C.N.S. 2421
506M-7-43 (1039)
H.Q. 815-9-2421



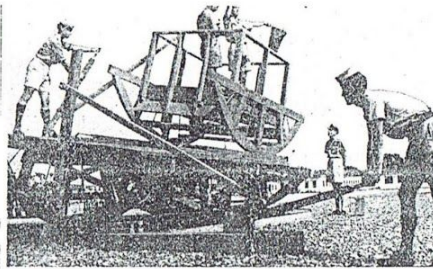
Lt. Cmdr. W. B. MacLean,
Toronto, is headmaster.



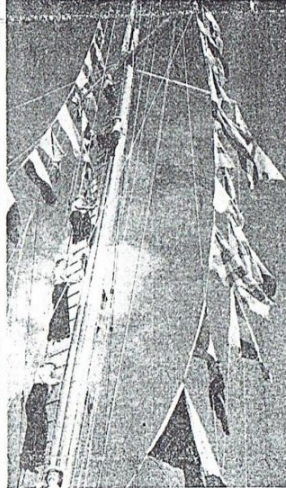
P.O. J. C. Johnston,
Toronto, is petty officer at alert
shore patrol.



CPO. Ernest Ainsley,
Vancouver, with Toronto Signal School
Orchestra, conducts band.



This queer contraption is officially known as the "rolling bridge," but ratings at HMCS St. Hyacinthe, former army camp at St. Hyacinthe, Que., now one of the world's biggest signal schools, call it the "rocking horse." Its function is to train signalmen in sending semaphore messages steadily despite pitching and rolling of ship.



Wrens wearing bell-bottomed trousers swarm up railings of mast. From top: Nancy Lee and Rosalind Rinkovsky, both of Westmount; Pat Smith, Oakville; Margaret Fashen, Toronto; Margaret MacLay, Vancouver; Alice Entwistle, London.

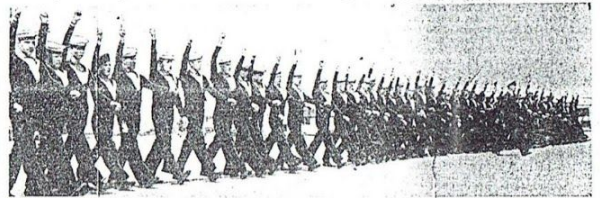


Capt. A. F. McGregor,
in command of signal school,
joined Canadian Navy in 1911.

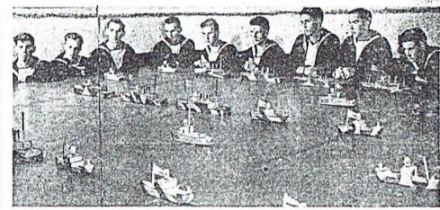


Lieut. Jeanne Dudgeon,
Toronto, is unit officer in charge
of all Wrens.

Army Camp Transformed Into Big Navy Signal School



Here each rating represents a ship in a flotilla or squadron and upraised right hand indicates that the "admiral" has hoisted a flag indicating a turn and that the signal is understood.



At huge table with its models of merchant ships and escort vessels, young signalmen learn how to route messages through a convoy. Mounted on each model is a light, flashed in "blinker" code by a key below edge of table.

The Globe and Mail

The PRESTON REPORTER

14 The Evening Reporter, Tuesday, October 10, 1972

Jenny The Wren Is Unveiled At Queen's Square Location

By ROY FRANCIS
Reporter Staff Writer

Jenny the Wren — the "last" in a long line of naval service girls — returned to Galt on Sunday and she will stand, in slim and slender bronze, gazing across Queen's Square for many years. Jenny, the statue, has finally come home to her full honors.

During the last war, between 1942-45, over 15,000 young women from across Canada poured into Galt for their basic training at HMCS "Conestoga" (first HMCS Bytown), then fanned out again to do their utmost for their nation. This past weekend, nearly 600 of those proud vets of the Women's Royal Canadian Naval Service unveiled the statue.

Created by Toronto sculptress Frances Gage, who was herself a Wren (WRCNS), serving here, the five-foot green bronze statue was cast in Britain, arrived here a few days ago. A host of top civic, Wren and naval dignitaries attended the unveiling at 2 p.m. this past Sunday. Miss Gage and well-known Isabel Macneill, OC, OBE, CM, the longtime commander of "Conestoga" performed the actual unveiling.

Sunlight, with cool breezes, marked the unveiling, attended by over 3,000 naval bandmen, SW Naval vets, Wrens and the public. As the cloth slipped away, a delighted "oh" spread through the crowd. As Mrs. Adelaide Sinclair, OC, OBE, LLD, WRCNS director from Ottawa, stated, "Jenny today reminds us all of the way we looked then."

RIOTOUS WEEKEND

The unveiling marked the end of a riotous, happy weekend for the Wrens, who flocked to Galt for the celebrations. They were at various motels, hotels, with friends, then attended a gala dinner-dance at the Duncan McIntosh Centre on Saturday

night. Earlier Sunday, busloads of them visited Grand View school (once known as Conestoga).

At 1:30 p.m. Sunday, a parade led by the Royal Naval Cadet Corps Band, from the HMCS "Wasp" to "Conestoga" moved to the square from the Legion.

Prior to the service at the south side of the library, where Jenny stands, Miss Anne Schreiber, Galt, placed a wreath at the Galt cenotaph for the ex-members of the WRCNS, while department of veterans affairs district director S. E. Atkinson placed one on behalf of the government.

As the majority of the crowd waited, 100 yards away, the cenotaph contingent stood at attention, then the Last Post, two-minute silence and Reveille were played. It was a moving moment. Then came the statue dedication, carried out by Dr. T. T. Faichney, who had been the Wrens' padre.

Present on a raised dais were Misses Macneill, Gage and Mrs. Sinclair, also MP Max Saltzman. Mr. Atkinson, Royal Canadian Naval Association president T. Bradley, Mayor Gordon Rouse, Dr. Faichney, also Cmdr. F. R. Berchem (HMCS York commander) and A-Cmdr. P. J. Lee (HMCS Star commander). Several other high-ranking RCN officers were also watching the event.

WRENS OF TODAY

At either side of Jenny were smart, five-member color guards of today's Wrens, clad in blue, white and black. In front was a score of wartime Wrens in grey and blue, with white-blue bands. There was also a contingent of the SW Naval Veterans' Association on parade.

"I give you words of welcome, as you celebrate today," stated Rev. Faichney, after delivering the solemn Naval Prayer. "You are our dear girls of 30 years ago. I am pleased to see as you were, that you are keeping that young and youthful outlook as when at Conestoga."

The doubting Thomases did not prevail — and we did erect this statue in Galt, where it should be," said Mrs. Sinclair, as she spoke outdoors to the crowd. "This is a memorable day." She noted the idea for Jenny had grown from a reunion decision at Victoria, B.C., a year ago.

"Many would not have believed the hundreds who turned out this weekend. It all made us feel younger," she added, noting the 300 at the Saturday banquet, the over 600 who had come to Galt for the event.

"Jenny has a home here in

Galt, where all our Wrens endured basic training — but where they also gained great kindness and hospitality as lonely young girls away from home," said Mrs. Sinclair.

She spoke of the "invasion" of assorted females into Galt in 1942, then for the next three years. She added recollections, one example, the kind Galt families who allowed girls to come and wash their hair, as the Conestoga water was "too hard." "Today as we all come back, we find the hospitality and kindness here is just the same."

COMMENDS MAYOR

"I cannot commend too highly the co-operation of Mayor Rouse, his council, others in the parks board, who made this area available to us," she stated, amid applause. She also commended Galt area ex-Wrens Mrs. James Flavelle, Anne Schreiber, Ethel Leadbetter, Elizabeth Wells, who had worked as a local committee to organize the reunion and unveiling.

"And I must thank the Little Theatre group, who did perform so marvellously at the dinner, with their nostalgic 'Jenny, Come Back Where You Belong'." she added. "On behalf of all the Wrens, I ask Mayor Rouse to accept a vote of thanks from us and this statue — which commemorates one of the richest experiences of our lives."

Then, amid applause, Miss Macneill and Miss Gage went on to unveil the statue, a brilliant and heart-warming piece of work.

Said Miss Macneill, in her familiar, clipped tones, "I recall a day nearly 30 years ago, when the first draft left Galt to go to their tasks. It is so appropriate that this place was selected as the last resting place — for the last Wren." David Barrie went on to chime the majestic Central Church bells and the unveiling was carried out.

"I am very happy you returned to Galt, happy I was able to work with your committee," said Mayor Rouse. "Your contribution in character, quality and service as Wrens, and bestowed on our nation was great."

CITY PRIVILEGED

"We reaped the benefits of your dedication, now we do again as you keep that service alive with Jenny," said the mayor. "The statue symbolizes one of the great roles played in war by women. We in Galt were privileged to serve as your training area."

"I am pleased to accept this statue on behalf of Galt — and to grant to you all the freedom of the city," stated Mayor Rouse. "We hope you may see fit to return here for your next reunion."

With some amusement, director Atkinson noted the Wrens on parade carried their "self-inflicted" wounds from the night before. This drew a wave of laughter. In more serious vein, he then brought the best regards of the DVA minister, the government, mentioned many of those including Wren Lil Rowe, who had worked in Toronto and here for the statue.

"The department gave her the first training as a sculptor — the money was well spent," said Mr. Atkinson, thanking Miss Gage for her work. "And, it is fitting this takes place on Thanksgiving, as many citizens should reflect on what they should be thankful for." He spoke of freedom, rights, rejection of hunger and oppression. "These did not just happen as God chose, your forefathers and mothers (as the Wrens) gave of themselves in sacrifice, without reservation, to gain them."

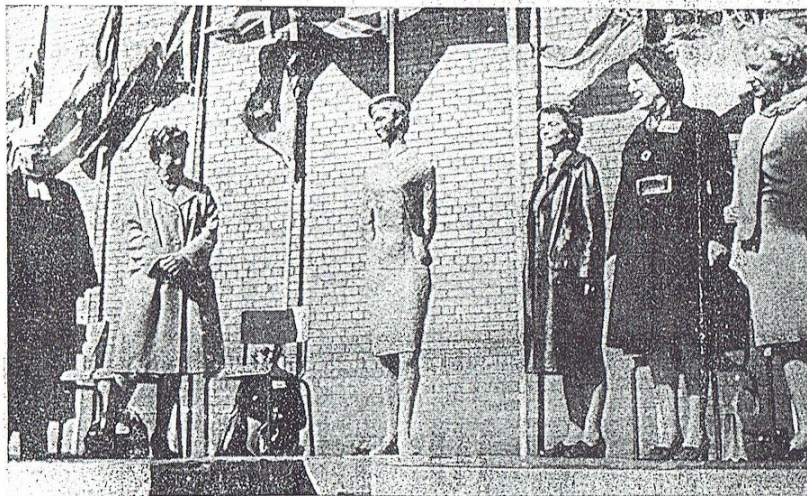
"You all as Wrens made a sacrifice when you joined The Silent Service," said Mr. Atkinson, drawing a widespread chuckle from the crowd. He also urged that the Wrens develop an official history. "If you do not, the knowledge of your contribution will die with your generation."

TRACES HISTORY

Mr. Atkinson then traced the story of the Wrens, starting in October, 1942, when the first ones were mobilized for training. He spoke of Miss Macneill, the "first woman" in the Canadian navy to command a "ship," even if it was on land. And he gave a long list of jobs that Wrens had performed in wartime, sometimes in battle zones, for their country.

He reminded them of the words of Princess Alice, when she visited Wrens in Galt many years ago. "I urge you, who serve to continue to serve; after the war, as citizens. There is this need for initiative among women as leaders, they will be needed in our country."

"You were the cream of young Canadian women; you were crowned with glory during the war," said Dr. Faichney, after Miss Macneill delivered the Scripture lesson, as she often did during the war at Conestoga. "In many ways, the impact of Jenny Wren on our country was the impact of Miss Macneill herself," he stated.



DR. T. T. FAICHNEY, ISABEL MACNEILL, JENNY WREN, FRANCES GAGE, LIL ROWE AND MARGARET JOHNSTON AT UNVEILING



CROWDS OF WRENS, CITIZENS WATCH CEREMONIES

Nominal List

E.J. ADAMSON	345 YALE AVE WINNIPEG MAN
* J.H. ALEXANDER	929 WELLINGTON ST LONDON ONT
L.E. ARMSTRONG	210 NORTH NORAH ST FORT WILLIAM ONT
M.J. ARNOLD	81 WESTERN AVE OTTAWA ONT
* M.L. ASHTON	SOMME SASKATCHEWAN <i>420 Arlington St Winnipeg</i>
A.C. BAKER	MONTREAL QUE.
M. BERRYMAN	SALISBURY WEST COUNTY N.B.
PL BROCK	157 WILLINGTON CRESCENT WINNIPEG MAN
J.C. BRADSHAW	YARMOUTH N.S.
A.B. BULL	589 STRADBROOKE AVE MAN
J.J. CALVERT	DORCHESTER ONT
S.L. CARLING	114 ACACIA RD ROCKLIFF E OTTAWA ONT
M.J. CARR	230 MERTON ST TORONTO ONT
* E.J. CHANTLER	34 BENSON AVE TORONTO ONT
S. CHAPMAN	30 HOWARD ST TORONTO ONT
J.M. DHEATLEY	83 NEWTON AVE HAMILTON ONT
* M.G. CRUIKSHANK	WINGHAM ONT
D.B. COOKMAN	235 WEST BROCK ST FORT WILLIAM ONT
M.S. DION	2 FOURTH AVE OTTAWA ONT.
B. DREW BROOK	119 CRESCENT RD TORONTO ONT
M.A. CUNNINGHAM	WILLINGTON ST BOWMANVILLE ONT
* M.A. DRISCOLL	ARTHUR ONT
E.M. EATON	41 9th ST SHAWINIGAN FALLS QUE
F.C. FABAS	643 CHAMPAGNEUR AVE OUTREMONT MON QUE
A.B. FOSTER	66 GLENGOWAN AVE TORONTO ONT.
* I.G. FOWLS	HASTINGS ONT
F.M. GAGE	471 ATHOL ST EAST OSHAWA ONT
E.H. GARSIDE	2967 WEST 42ND AVE VANCOUVER B.C.
A.F. GEDDES	BOX 1572 PICTON ONT
* B.M. GRANT (MRS K.C. CORBETT)	115 GORE ST KINGSTON ONT
P.E. GROOM	1205 FORT ST APT 36 MONTREAL QUE
H. HAMILTON	303 ALBERT ST KINGSTON ONT
R.H. HAMILTON	631 KINGS ST WEST KITCHENER ONT
M.E. HIGHAM	ASSINIBOIA SASKATCHEWAN
H.V. HUES	SERANS SASKATCHEWAN

E.F. HUSTLER (MRS)	11149 91st AVE EDMONTON ALTA
E. IRVINE	6609 GARNIER ST. MONTREAL QUE
G.M. JARDINE	WINNIPG
D.N. JEFFERSON	STE. 33 RITZ APARTMENTS WINNIPEG MAN
N.E. KINGSTON	324 LAURIER AVE QUEBEC P.Q.
J. KINNIN	233 ^{1/2} LILLIAN ST. WINDSOR ONT.
M.E. LENNOX	2110 EAST 27th AVE VANCOUVER B.C.
S.J. LEWIS	PORTNEUF P.Q.
P. LESSER	76 CREMAZIE ST. XXXXXXXXXX QUEBEC P.Q.
S.J. LEY	159 COOK ST VICTORIA B.C.
F.M. MILLER (GAGE)	3762 WEST 24th AVE VANCOUVER B.C.
S.J. LEGGETT	LACHUTE MILLS LACHUTE QUEBEC.
J.N. MACARIO	3315 RIDGEWOOD RD. MONTREAL 25 ^{ave} apt 6
J.M. MACKAY	ROTHESAY NEW BRUNSWICK
A.S. MARTIN	154 HIGHLAND AVE MONTCLAIR N.J. U.S.A.
J.A. MAUBACK	308 DRIVEWAY OTTAWA ONTARIO.
I. MC DONALD	88 JANE STREET NORTH BAY ONTARIO.
J.B. MC FARREN	22 BINSARTH RD. TORONTO ONTARIO.
S. MC KEOWN	734 UPPER BELMONT WESTMOUNT QUE.
V.A. MILLER	XXXXXX R.F.D. NEWINGTON ONTARIO.
B.A. MORRISON	415 2nd AVE BESSERER ST. OTTAWA ONT.
D. MORRISON	6287 2nd AVE ROSEMOUNT MONTREAL QUE.
M. NIXON	2963 HAIG AVE LONGUE POINTE MONT REAL
R. OLIVE	194 BREEZEHILL AVE. OTTAWA ONT.
A. PLUNKETT	5 KILLARNEY RD. TORONTO ONTARIO.
J.M. RAMSDEN	86 MARLOWE CRESCENT OTTAWA ONT.
M.E. REILLEY	120 EASTON BE MONTREAL WEST QUE.
D.E. ROBERTSON	47 GOLFDALE RD. TORONTO ONT. HU 8436
MA. ARUSSELL	143 AGNES ST. OSHAWA ONT.
J.M. RUSSELL	126 LEWIS AVE WESTMOUNT QUE.
A. RUTHERFORD	LAWSON SASKATCHEWAN
E.J. RUTTER	14401 90th ABE EDMONTON ALTA
M.J. SEMENCHUCK	GUDWORTH SASKATCHEWAN
M.J. SIFTON	5295 MCKENNA AVE MONTREAL QUE.
M.S. SMITH	26 GLEN ELM AVE TORONTO ONTARIO.
R. STEVENS	MEDICINE HAT ALTA.
M.I. STEWART	2162 SHERBROOKE ST. WEST MONTREAL.

E.A. SUPCLIFFE	233 4th AVE OTTAWA ONT
A. TREMLAYNE	2 REGAL RD TORONTO ONT — <i>Douglas</i>
N.M. WALKER	6450 MC CLEERY ST VANCOUVER B C
D.V. WALSH	188 FULTON AVE TORONTO ONT
C. WALL ACE	234 FOREST HILL RD TORONTO ONT
M. WARD	150 SANFORD AVE ST. LAMBERT QUE
M. WEAVER	213 FRANK ST OTTAWA ONT
M.J. WEBB	BOX 173 BIRTLE MAN
M.M. WEBB	721-2 ROCKLIFFE BLVD TORONTO ONT
M. WEDGE	CHAPLEAU ONT
J. WELD	131 GLEN ROSE AVE TORONTO ONT
F.M.D. WILLIAMS	4719 BELMONT AVE VANCOUVER B C
^ N.C. WHITEHEAD	27 ROSEDALE RD TORONTO ONT
^ B. WOODCOCK	129 BALMORAL AVE TORONTO ONT.
J.L. WRIGHT	75 VICTORIA AVE BELLEVILLE ONT

S. 2036
N.S. 815-9-2036

STATION CARD

Royal Canadian Naval Barracks

STUDY ALL NOTICES.

This Card is to be Returned to
Regulating Office Prior to Draft.

All men are to make themselves
thoroughly acquainted with
Barrack Standing Orders.

Pay Strict Attention to
Customs Regulations.

Loss of This Card Entails Stoppage
of Leave for at least 24 Hours.

Ship's Office
S.B. No.

(BLOCK LETTERS)

Mc DONALD

Surname

ISABEL

Christian Names

Rating

Non-Sub. *WREN TELEGRAPHIST(SO)*

Captain's Office

O.N.

W-4133

Mess.

G

Locker

Division

Religion

UNITED

G.T. or U.A.

N.A.

Last Ship

ST. HYACINTHE

Usual

Signature

Isabel May Mc Donald

Address

Telephone No.

(S) 85
1246H

d—May, 1938.)

To be kept attached to the Service Certificate until final discharge from the Service

WIRELESS HISTORY SHEET

ORIGINAL

McDONALD Isabel

I. EXAMINATION RECORD

No. W-4133

To be filled up according to the result obtained after examination

Nature of Examination		Technical		Theory	School	Procedure and Organization		Coding		V/S Paper	Flashing	Sema-phore	Buzzer		Passed or Failed	Ship or Establishment where examined	Initials of Examining Officer
		Paper	Practical			Paper	Practical	Paper	Practical				Trans-mitting	Re-civing			
FOR T.O. (W/T) (PROVISIONAL)	% Required % Obtained % Obtained	—	80	—	—	—	80	—	80	—	85	86	85	95	—	—	—
FOR T.O. (W/T) (FINAL)	% Required % Obtained % Obtained	—	80	—	—	—	80	—	80	—	85	86	85	95	—	—	—
FOR W/T 3 State whether after a qualifying course	% Required % Obtained % Obtained	75	80	*	*	80	80	80	80	75	85	86	85	95	—	—	—
FOR W/T 2	% Required % Obtained % Obtained	75	80	70	70	80	80	80	80	75	85	86	85	95	—	—	—
FOR W/T 1	% Required % Obtained % Obtained	75	85	70	70	80	85	80	80	80	85	86	90	95	—	—	—

* Insert either (a) the examination marks obtained during the qualifying course, or (b) the marks obtained after a separate School course, these being initialled by the Schoolmaster.

II. DATE OF GRANTING OF NON-SUBSTANTIVE RATE

	Date	Initials of Captain	Rate	Date	Initials of Captain	Rate	Date	Initials of Captain	Rate	Date	Initials of Captain
(.)			W/T 3			W/T 2			W/T 1		

S. 1246H
T.S. 93

III. BOYS EXAMINATIONS

(I) ON PASSING OUT OF TRAINING ESTABLISHMENT

Date		Paper	Oral	School	Procedure Practical	Buzzer		Passed or Failed	Training Establishment	Initials of Examining Officer
						Trans- mitting	Receiving			
	% Required	75	65	40	75	80	85	—	—	—
	% Obtained									

(II) FOR ACCELERATED ADVANCEMENT TO ORDINARY TELEGRAPHIST

Date			Technical Practical	Procedure Practical	Coding Practical	Buzzer		Passed or Failed	Ship or Establishment where examined	Initials of Examining Officer
						Trans- mitting	Receiving			
	% Required		Good Ability	65	70	85	95	—	—	
	% Obtained									
	% Obtained									

IV. EXAMINATION FOR ORDINARY TELEGRAPHIST (S.S.)

Date		Technical Practical	School	Procedure		Coding Practical	V/S Paper	Flash- ing	Sema- phore	Buzzer		Passed or Failed	Initials of Examining Officer
				*Paper	Pract					Trans-	Recg.		
	% Required	65	50	65	65	65	75	85	86	85	90	—	—
	% Obtained												
	% Obtained												

V. TRAINING CLASS CERTIFICATE

No Ordinary Telegraphist is eligible for advancement to the rating of Telegraphist until this Certificate has been obtained.
Ordinary Telegraphists (S.S.) are not required to undergo the Training Class in V/S or Electricity and Mag. unless they have failed to obtain the requisite percentages in the V/S Paper and School in Section IV.

Date of Completion	Subject	% Required	% Obtained	Passed or Failed	Ship or Establishment where examined	Initials of Examining Officer
	Seamanship	75				
	Field Training	70				
	V/S	75				
	Electricity & Mag.	50				

V. EXAMINATION FOR TELEGRAPHIST

DATE	TYPING		THEORY	SPEC. FOREIGN PROC & ORGAN.	TECH NICAL	BRITISH PROCEDURE	BUZZER		PASSED OR FAILED	Sig. of EXAM. OFF.
	MOSE	PLAIN					RECEIVING	INTER. FOREIGN		
Reg.	85	90	60	90	70	75	90	95		
20 Oct '44.	96	97	87	97	84	88	99	96	P.	AMIN

VII. EXAMINATION FOR WARRANT TELEGRAPHIST

Date	Rating		Technical		Theory	School	Procedure and Organization		Coding		V/S	Flash- ing	Sema- phore	Buzzer		Elec- tricity (even Course)		Passed or Failed	Initials of Examining Officer
			Paper	Pract.			Paper	Pract.	Paper	Pract.				Trans- mit- ting	Receiv- ing				
		% Required	75	85	70	70	80	85	80	80	80	85	80	90	95	75		—	—
		% Obtained																	

VIII. RECORD OF EXPERIENCE

To be filled in on discharge from a Ship or Establishment

DATE	DESCRIPTION OF TRANSMITTING APPARATUS (NOTE:—Name and Type Numbers)	DESCRIPTION OF RECEIVING APPARATUS (Service Apparatus not required.)	NATURE OF DUTIES PERFORMED	INITIALS OF CAPTAIN
EXAMPLE:—For a June, 1929 to August, 1930	Leading Telegraphist in a Battleship. (High and low power low frequency Valve. High and low power high frequency Valve. Low power Radio Telephony.	Multi Valve amplifiers and superheterodyne receivers. High speed (automatic) recep- tion. D/F.	General working and operating. Care of motors, batteries, etc. In charge of Watch—consisting of four receiving lines and three transmitters. Handling and disposing of all traffic.	
Sept 45		Superhet. receivers D/F	general operating "	DNB

IX. RECOMMENDATIONS FOR NON-SUBSTANTIVE RATES

To be filled in as soon as the rating is eligible; considered deserving of a recommendation and Form S. 1303A has been rendered

Date	Ship	Present Substantive and Non-Substantive Rate	For what Non-substantive rate recommended If highly recommended add "H"	Initials of	
				Signal Officer	Captain

1000

Date	Qualifications	Ship or Establishment	Initials of Captain
Sept 15	Typewriting - Teletype - D/F	Gordon Head (W/T)	DWB

XI. VOCATIONAL TRAINING CERTIFICATE

Vocation.....

We certify that (name).....

(residence).....

has satisfied us that he possesses a*..... knowledge of the vocation

mentioned, and we consider that †.....

.....

Examiners.....

Business and Business Address

.....

Date of Examination.....

(Signed)..... President

..... 19..... Vocational Training

..... Committee‡

*Here insert qualification. †Special notation as applicable. ‡Vocational Training is optional.

XII. SPECIAL REMARKS

His character during service was* Very Good
His general efficiency in carrying out his duties was* Satisfactory
His efficiency on discharge was assessed as* 1st Lt. Captain
*See Art. 610, K.R. & A.I., clauses 3 to 7
For Record of Experience see Section VIII, on p. 3. 12 Dec 1945 Date