

**Arctic Development  
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**Province Of Manitoba Guide Training Program  
Instructor Manual  
Date of Report: 1975  
Author: Province Of Manitoba - Department Of  
Renewable Resources  
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11-41-7

#### ACKNOWLEDGEMENTS

The Department of Natural Resources wishes to thank the many persons who supplied help and material for the preparation of this manual.

Especially the executive and members of the Manitoba Professional Guides Association.

The Tourist Development Branch, the many lodge owners and outfitters who have evaluated and assisted the development of the Guide Training Program.

### THE MANITOBA GUIDE TRAINING PROGRAM

The Guide Training Program came into being in 1974 as a response to a number of guides from the Inter Lake area who approached the Wildlife Branch requesting a training program that would prepare them to provide an improved service to their clients, increase their knowledge of Wildlife Regulations, Fisheries Regulations, and all aspects of the Tourist Industry.

The Program has now been expanded to cover all facets of guiding and is designed to be taught on site where classroom training can be put into outdoor practice.

## OBJECTIVES

The objective of the Guide Training Program is to provide a level of training which will assure that graduates have a complete knowledge of their duties and responsibilities as a guide, an understanding of all regulations affecting guides, safe operation of boats, all terrain vehicles and snowmobiles, also regulations affecting their use.

Guides will also be aware of the need for conservation and respect for the natural resources of the Province while assuring that their clients are provided with a memorable and pleasant outdoor experience.

The ability to find game or fish for the client, though important is only one of the reasons that sportsmen are prepared to pay out fairly substantial amounts for the services of a good guide.

It is the responsibility of the instructor to make available to trainees, not only the knowledge and skill required, but, to present it in such a way that it can be easily understood.

The information and suggestions contained in this instructor's guide can be adapted to reflect the needs of persons with different skill levels and for all types of guiding.

## NOTES TO INSTRUCTORS

When the decision has been made to proceed with a training course arrangements must be made for the following space and equipment:

A classroom large enough to comfortably seat the number involved in a manner that all can see the instructor, preferably at tables. Lodge dining rooms or Band offices are often available for this purpose.

Have sufficient supplies on hand to ensure that each person will have paper or note book, pencils and a copy of any hand out material.

When the class arrives make certain that all complete the request for guide training form. That all names and addresses are complete and readable.

If anyone has a problem with reading, writing or understanding English it will become apparent at this time and arrangements can be made to provide special assistance to these persons.

This is the time to explain the objectives of the training program. Be certain that everyone understands meal arrangements, class times and any special rules pertaining to the course.

Leave adequate time to answer questions from the class. Create a friendly atmosphere conducive to the learning process.

Every effort should be made to simulate actual guiding situations whenever possible throughout the course.

LESSON #1

LESSON PLAN PREPARATION

- (a) Instructional Aids: Blackboard or Flip Chart  
Slide Projector  
Slides covering a cross section of  
guiding situations.
- (b) Type of Instruction: Lecture
- (c) Time Required: 2 - 3 hours

LESSON

1. What is a Guide?
2. Responsibilities of a Guide.
3. What the Client is Entitled to Expect of a Guide?

Objective:

1. What is a Guide?

This lesson should outline to the guide how he or she can become a professional person capable of guiding the guest to his or her particular interest in the outdoors.

2. Responsibilities of a Guide.

This part of the lesson should go into depth outlining the guide's responsibilities.

- (a) Personal (Hygiene and Equipment).
- (b) The guest's safety and well being.
- (c) The lodge or outfitters equipment and policies.
- (d) The resource in question and its harvest.
- (e) Liquor and its effects in the business.

Continued.....

3. What the Client is Entitled to Expect of a Guide?

The guide should thoroughly understand the fact that each guest is an individual and his or her personal goals be understood and sought after. The attitude of a full limit of game or fish is not enough to bring about a successful wilderness experience. The guide should understand that the guest is out of his own element hence nervous. Every aspect of the experience should be explained to him and that his safety is the number one objective. The guide should be shown the general attitude of clients emphasizing the fact that guests enjoy knowing the guide's history and his attitudes towards the outdoors.

Conclusion: In closing, the lesson should be a general outline of different guiding situations. It should outline his responsibilities and show the importance of a client-guide relationship.

LESSON #2

THE ROLE OF THE GUIDE IN THE TOURIST INDUSTRY

Objective: This lesson should make the guide aware of the importance of his role in generating repeat business for his employer and himself.

The protection of the resource base and the revenue created in his community by the tourists and sportsmen who utilize his services.

Instructor: Tourist Development Branch

Method: Lecture. Discussion. Training Aids. Slides.  
Film Brochures.

At the conclusion of this lesson the class should be aware of:

- (1) Steps taken to bring tourists and sportsmen to the Province of Manitoba.
- (2) The revenue generated by tourists and sportsmen who visit the Province.
- (3) The importance of the guide in insuring that visiting sportsmen will have an enjoyable experience and become repeat business.



LESSON #3

LESSON PLAN PREPARATION

- (a) Instructional Aids: Blackboard  
Slide Projector  
Slides covering the right and wrong  
way of meeting a client.
- (b) Type of Instruction: Lecture
- (c) Time Required: 2 - 3 hours.

LESSON

#1. Meeting the Client.

#2 The Client's Likes and Dislikes.

Objective: (1) Meeting the Client

The guide in this lesson should be instructed in depth of the importance of preparation before he meets the client. Details of personal appearance and the importance of promptness in the initial and all meetings with the client.

He should understand fully that the initial meeting's success is one of the most important parts of the whole trip.

(2) The Client's Likes and Dislikes

The instructor must work with the guide and convince him of the importance of knowing the client. The client's individual likes and dislikes have to be established by the guide. The guide has to realize that each situation and guest are different. The

Continued.....

guide must never assume that all individuals respond in a similar manner to a given situation.

It is imperative that the guide establish if the client has any special medical problems or needs. He has to be prepared to set up the trip to allow for these problems and needs.

Conclusion: The lesson should be by the use of lecture and slides simulate the guide's personal experiences. In this way the importance of meeting the client and dealing with his likes or dislikes can be established.

LESSON #4

BOATS AND VEHICLES

Methods of Instruction:

Lecture using Projector and Slides.  
Slides to cover boats and vehicles in guiding situations.  
Actual exercise of loading and checking equipment in vehicles or boats to be used in different guiding operations.  
Actual exercise of handling boats and vehicles in a simulated guiding operation.

Time Required:

1 - 2 day instruction  
1 - 2 day practical

Instructional Aids:

- Fully equipped boat and motor.  
Fully equipped 4 x 4 truck.

Assistance Required:

One assistant Instructor if available.

LESSON #4

BOATS

As a result of the instruction in this lesson the guide must be competent in the following:

- (a) Boat and Motor equipment and loading
- (b) Boat and Motor handling (1) Rough Water
  - (2) Fast Water
  - (3) Landing of Trophy Fish

Proper use and handling in the taking of Trophy Game

- (c) Boat and Motor maintenance and storage.
- (d) Check lists for all of above.

Included are the check lists covering boat loading and maintenance. The guide should draw up his own check list and in the practical exercise use the list to load and store his boat properly. This is one of the most important parts of the course and the guide is to be made aware of this importance.

BOAT CHECK LIST

- (a) Life Jackets for each person in boat.
- (b) 2 Paddles.
- (c) Bailing Can.
- (d) Boat Plug.
- (e) First Aid Kit.
- (f) Tool Kit including: Pliers, Spark Plug Wrench, Spare Spark Plugs,  
Spare Prop, Crescent Wrench, Screw Driver,  
Small Roll of Hay Wire.
- (g) Properly mixed fuel with extra tank.
- (h) Extra Rope.
- (i) Landing Net.
- (j) Grub Box with extra Food.
- (k) Axe.
- (l) Fish Tub and Stringer.
- (m) Guest has Fishing or Hunting Licence.
- (n) Guest has proper Tackle and Bait or Gun and Ammo.
- (o) Filleting knife and fish pliers.
- (p) Map and Compass.
- (q) Spare Gasline Hose.
- (r) Spare Motor when available.
- (s) Short maintenance check.
- (t) Emergency Flare Gun and Flares.
- (u) Small Tarp.
- (v) Motor Safety Chain.

LESSON #4

HUNTING OR FISHING VEHICLES

CHECK LIST OF EQUIPMENT

- (a) Heavy duty Jack all.
- (b) Shovel.
- (c) Tow chains.
- (d) Tool Kit (cross section of Tools).
- (e) Axe.
- (f) Chain Saw.
- (g) Extra Rope ( Lots of it).
- (h) Heavy duty Flashlight.
- (i) Fire Extinguisher.
- (j) Jumper Cables.
- (k) Truck Winch or at least Hand Winch.
- (l) First Aid Kit.
- (m) Grub Box and Extra Food.
- (n) Spare Light Sleeping Bag.
- (o) Emergency Flare Gun and Flares.
- (p) Check on whether guest has proper Fishing or Hunting  
Licence.
- (q) Map of Area and Compass.
- (r) Tarp.

## LESSON #4

### HUNTING OR FISHING VEHICLES

As a result of the instruction in this part of the lesson the guide must be competent in the following:

1. Hunting or Fishing Vehicles - equipment and loading
2. Hunting or Fishing Vehicles - maintenance and storage
3. Check lists for the above.

Included are check lists for the proper equipment for a day's guiding using a hunting or fishing vehicle. Discussion in the proper use of a vehicle in a hunting experience should be included. The guide should draw up his own check list and in the practical exercise use this list to load his vehicles properly.

LESSON #4

BOAT MAINTENANCE AND STORAGE CHECK LIST

- #1 a) "Keep Clean" at all times.
- b) Check for loose rivets and screws or bolts weekly.
- c) Never leave a boat untied.
- d) Always secure it where it can't be damaged by waves.
- e) Boat must be stored overturned in a place where wind or falling trees won't damage it.

HUNTING OR FISHING VEHICLE STORAGE CHECK LIST

- (a) When leaving a vehicle during trip the keys should be hidden and the client should know where they are left.
- (b) Vehicles should be left so they don't interfere with other peoples outdoor activities.
- (c) Thought should go into weather changes when the guide leaves a vehicle. Don't leave it in a low spot or under a dry tree.



LESSON #4

Conclusion: As a result of this lesson the guide will become aware of the importance of equipment to use and maintenance. He will develop check lists which are the basis of ensuring a successful experience for his client. He will fully understand the importance of preparation involving equipment. The result of the practical exercise will ensure he fully understands and knows the significance of equipment in his guiding activities.

LESSON #5

GRUB BOX AND COOKING EQUIPMENT

Objective: This lesson should make the class aware of the need to have a means of storing and transporting food and cooking equipment in a neat, sanitary manner. Stress the importance of being equipped to provide good meals under any condition. Point out that the ability to cook well is one of a guide's greatest assets.

Lesson: Lecture and demonstration.

Training Aids: Utensil box  
This box should be equipped for a party of four persons.

LESSON #5

Content List: 6 sets of knife, fork, teaspoon, tablespoon  
1 Butcher Knife  
1 Paring Knife  
Can Opener  
Spatula  
Large Serving Spoon  
6 plates  
6 cups  
6 bowls  
Frying pan  
Set of nesting pots  
Coffee pot  
Dutch oven (optional)  
Salt, pepper and other spices  
2 lb. can of flour  
Sugar  
Cooking oil  
Paper towels and J cloths  
Detergent

If the class is being conducted at a lodge it is advisable to use a box from the lodge as a training aid.

Coleman Stove (gas)    Coleman Stove (propane)  
Class should be made aware of the need to switch to Coleman stoves when a fire hazard exists.

Conclusion: At the conclusion of this lesson the guide should be aware of the necessity of having sufficient cutlery, tableware, and cooking equipment stored in a sanitary manner to provide for his clients.

MENU PLANNER

Day 1 No. of persons	BREAKFAST	LUNCH	DINNER
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			

LESSON #6

SHORE AND FIELD LUNCHESES

Objective: This lesson should make the class aware of the importance of shore and field lunches. Well prepared and served lunches are often the highlight of a day's fishing or hunting.

Method: Lecture and demonstration. Field practice.

Training Aids: Slides. Utensil Box. Grub Box. Check Lists. Stoves.

This important lesson must be covered in detail and should be followed by field practice, monitored closely by the Instructor. Student performance in the field exercise should be analyzed in instructor lead group discussion on return to the classroom.

Points to Cover:

- (1) Site Location. Area should be dry. Low fire hazard. Protected from wind. Good boat Landing if fishing. Scenic as possible. Good water source. Fuel Supply. Close to fishing area or hunting area.
- (2) Guide cooking must wash his hands before handling food or cooking equipment.
- (3) Meal prepared in such a way that all items are ready at the same time.
- (4) At conclusion of meal all garbage must be picked up.
- (5) Fire carefully extinguished.
- (6) Final check of area for equipment, clothing or trash which may have been overlooked.
- (7) Final check on fire.

At the end of this lesson and field practice the student should have grasped the importance of planning, preparing and serving good field lunches in a sanitary and efficient manner.

Many guests will hire the same guide year after year not for his ability to find game or fish but on his ability to provide good well prepared meals.

LESSON #7

MAP AND COMPASS TRAINING

Objective: This lesson will give the student an understanding of:  
The use of the magnetic orientiering compass.  
The use of topographical maps.  
The use of the compass and map as a means of locating his position, planning and maintaining a route of travel.

Method of Instruction: Lecture, Demonstration, Practical Outdoor Exercise.

Training Aids: Film (Use of the Compass) Compasses of various types, Topographic Maps

The instructor must have sufficient maps and compasses to have not more than four persons on each map for practice and instruction.

Students should have sufficient practice to be able to demonstrate the ability to shoot a bearing or take a bearing from the map and transfer it to a ground bearing.

Conclusion: At completion of this lesson the students should be able to demonstrate their ability to find a map position from a set of coordinates, find the bearing to a point indicated and find the distance between two map positions. Demonstrate the knowledge of how to navigate around obstacles to travel such as lakes or swamps.

LESSON #8

FIRST AID

Objective: This lesson will give the guide an understanding of First Aid techniques and the need for a guide to be proficient in this area.

Method: St. Johns Ambulance Safety Oriented Standard First Aid Course. (8 hr.)  
Instruction by a certified St. Johns Ambulance Instructor.

This portion followed by a field exercise in which the principles of the first aid course are practiced with materials at hand.

Class should use map and compass training to give their location in a radio message which could be transmitted to a rescue pilot and should include map location, landing site, other pertinent information, stretcher case or walking case, etc.

At the conclusion of this lesson the guide will have a good understanding of first aid and the need to know of any medical problems his client may be aware of.



LESSON #9

REGULATIONS

Objective: To make the guide aware of all regulations affecting Guiding, Hunting and Sport Fishing.

Training Aids: Copy of Wildlife Act supplement, Fisheries Act, Clean Environment Act, Guide Regulations. Copies of the annual Hunting Regulations brochure, and the annual Sport Fishing brochure.

Method: Lecture and discussion.  
This lesson should be given by a uniformed member of the Enforcement Division or someone well versed in the Acts and Regulations.

As a result of this lesson the class will be aware of all Regulations affecting Guiding, use of vehicles, designated routes and the role of the guide in Enforcement.

A regulations test and recap covering examination mistakes should be given.

LESSON #4

BOATS

As a result of the instruction in this lesson the guide must be competent in the following:

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- (b) Boat and Motor handling (1) Rough Water
  - (2) Fast Water
  - (3) Landing of Trophy Fish

Proper use and handling in the taking of Trophy Game

- (c) Boat and Motor maintenance and storage.
- (d) Check lists for all of above.

Included are the check lists covering boat loading and maintenance. The guide should draw up his own check list and in the practical exercise use the list to load and store his boat properly. This is one of the most important parts of the course and the guide is to be made aware of this importance.

BOAT CHECK LIST

- (a) Life Jackets for each person in boat.
- (b) 2 Paddles.
- (c) Bailing Can.
- (d) Boat Plug.
- (e) First Aid Kit.
- (f) Tool Kit including: Pliers, Spark Plug Wrench, Spare Spark Plugs,  
Spare Prop, Crescent Wrench, Screw Driver,  
Small Roll of Hay Wire.
- (g) Properly mixed fuel with extra tank.
- (h) Extra Rope.
- (i) Landing Net.
- (j) Grub Box with extra Food.
- (k) Axe.
- (l) Fish Tub and Stringer.
- (m) Guest has Fishing or Hunting Licence.
- (n) Guest has proper Tackle and Bait or Gun and Ammo.
- (o) Filleting knife and fish pliers.
- (p) Map and Compass. -
- (q) Spare Gasline Hose.
- (r) Spare Motor when available.
- (s) Short maintenance check.
- (t) Emergency Flare Gun and Flares.
- (u) Small Tarp. -
- (v) Motor Safety Chain. -

LESSON #10

GAME IDENTIFICATION AND THE GUIDE

Objective: This lesson provides the guide with training in the basic fundamentals of Game Identification. In all parts of the lesson discussion stressing the responsibility of proper identification by the guide is stressed.

Method: Lecture, Projector, Slides and Film covering Bird and Game Identification.

Time Required: 1 Day

Assistance: Assistant Instructor and ) Where  
Wildlife Biologist ) Possible

Instructional Aids: Actual Wing samples for practical identification.  
Waterfowl Charts.  
Bird Identification Film and Test.

LESSON #10

BIG GAME

Game management is based on species and sex therefore it is essential that guides be able to accurately identify legal Game.

example:

Moose, Male over age of one year only  
Whitetail Deer, some areas Male over age of one year only.

This lesson instructs the guide on his responsibility in identification of legal Game. He is also advised in the field identification of trophy animals of different species.

## LESSON #10

### UPLAND GAME AND WATERFOWL

In this lesson the guide will develop the basics in Bird Identification. Using the available film and test along with actual wing samples the guide will be able to identify not only taken birds but birds on the wing. The restrictive bag limits on some species makes pre-shooting identification ability imperative now and in the future. The guide will be made aware that it is his responsibility to ensure the guest does not make a mistake.

- Points to Cover:
- (a) The course should concentrate on bird identification pertaining to the area.
  - (b) The film should be repeated later on during the course if possible.
  - (c) The practical exercise can be included in the field exercises of shore lunch and boat handling.

At the end of this lesson and field practice the student should have grasped the importance of bird identification. All guests will respect and admire the guide's knowledge and ability in this field.

LESSON #11

SMALL MOTORS

Objective: This lesson will make the class aware of the importance of knowing how to maintain and trouble shoot small motors most commonly used in guiding operations.

Method: Lecture, demonstration, and practical field practice.

Training Aids: Outboard motor, Slides, Check lists, Skidoo, and all terrain vehicle.

## OUTBOARD MOTORS

- Fuel:
- use only second grade non-leaded gasoline, mixed with outboard motor oil (never heavy duty type) to the manufacturer's recommendations.
  - always strain the fuel.
  - do not smoke around open containers of fuel, nor allow them near flames or electrical sparks.
  - store in shade, not in hot sun.
  - do not use gas left over from previous season.

- Operating: After a lay-up or before any extended trip, check the following:
- entire unit for loose bolts, screws, parts.
  - level and condition of oil, grease in underwater unit. Replace only with type recommended for that motor.
  - starter cord for wear or loose clamps.
  - replace shear pins and cotter pins.
  - check prop shaft as weeds or fishline may be wound around. Could cause damage to waterseal or bearing and leakage of oil or grease.
  - check propeller for bent blades or nicks.
  - spark plugs for proper gap. Have spare plug in repair kit.
  - check points for gap and alignment. Replace pitted or burned points.
  - fuel lines. Fuel filter. A stone filter should not be tightened too much.

Before running a motor boat, allow to idle a short time to allow head to heat up to proper running temperature. When arriving back at dock or after any run, turn off gasline petcock or detach gas hose from motor, and let motor run using up gas in carburetor. Gas in carburetor will evaporate, and if motor is tilted, will run over front of motor.

Continued.....



Installing Motor on Boat:

- place motor in exact center and be sure it 'sets' down, and tighten clamps. Recheck clamps periodically.
- fasten safety chain.
- set tilt angle at correct degree. Propeller shaft should be parallel to water surface. Adjust motor according to the load; if boat 'squats' motor is tilted too far back, and if boat 'plows', motor may be tilted too far forward and under. If boat continues to squat or plow, adjust the load.

The Tool Kit:

pliers	shear pins
feeler gauge	friction tape
cotter pins	spark plug wrench
spare propeller and nut	adjustable 8" crescent wrench
screwdrivers	wiping cloths

Store kit in bow of boat away from all moisture.

Conclusions: At the end of this lesson and field practice the guide will know the basis of small motor maintenance and service. The basic outboard motor guide will apply to all his encounters with small motors in the guiding operation. The guide will also realize the importance of small motor operation in a successful outdoor experience.

LESSON #12

FIELD CARE OF GAME FISH

Methods of Instruction:

Lecture using Projector and Slides.  
Practical exercise of fish fillet-  
ing, game head caping, bear rug  
dressing, game head measuring.

Time Required:

1 - Day Lecture  
1 - Day Practical

Instructional Aids:

- (1) Game heads available for caping demonstration and practice.
- (2) Bear available for demonstration and practice in skinning.
- (3) Fish available for filleting demonstration and care of trophy fish.
- (4) Proper knives and other equipment examples for proper care of fish and meat in field.

Assistant Required:

Qualified Taxidermist if available.

Hand Books to be distributed to all members of the class.

LESSON #12

FIELD CARE OF GAME AND FISH

(a) BIG GAME

As a result of the instructions in this lesson the guide should be competent in the following:

- (1) Measuring, capping and salting of Big Game heads.
- (2) Proper methods of field care of Big Game meat in the field.
- (3) Proper transportation methods of Big Game meat in the field involving different hunting situations.
- (4) A general discussion covering Big Game scoring and the importance of the guide knowing trophy measurement procedures.

NOTE: Include a copy of Boone and Crockett's score sheet covering Whitetail Deer, Moose and Black Bear.

OFFICIAL SCORING SYSTEM FOR NORTH AMERICAN BIG GAME TROPHIES

36/01/00

COMMISSIONER OF NORTH AMERICAN  
BIG GAME COMMITTEE

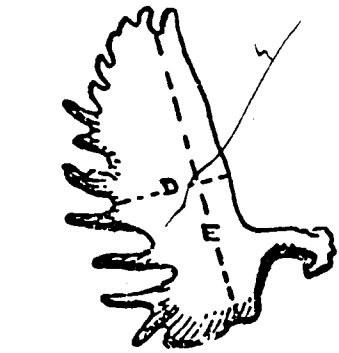
**BOONE AND CROCKETT CLUB**

Boone and Crockett Club  
Records of North American Big Game Committee  
c/o Carnegie Museum  
4400 Forbes Ave. Pittsburgh, Pa. 15213

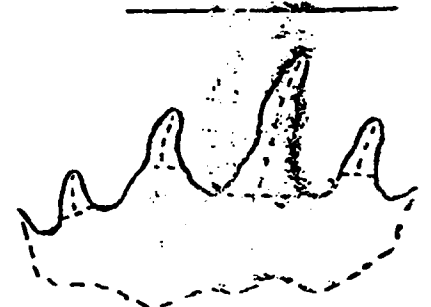
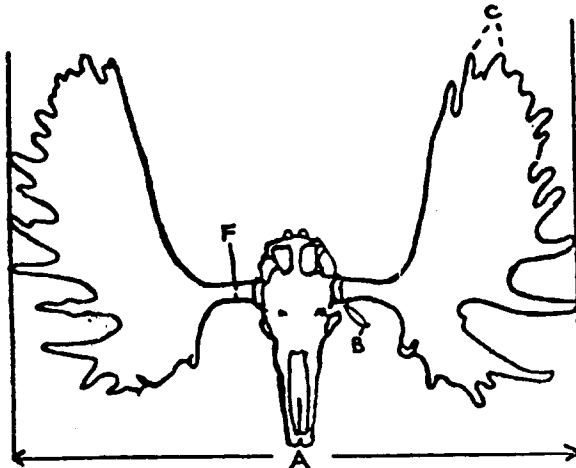
MINIMUM SCORE  
MOOSE Alaska-Yukon 215  
Canada 185  
Wyoming 150

MOOSE

KIND OF MOOSE



INNER SURFACE OF ANTLER



DETAIL OF POINT MEASUREMENT

SEE OTHER SIDE FOR INSTRUCTIONS		Column 1 Greatest Spread	Column 2 Right Antler	Column 3 Left Antler	Column 4 Difference
A.	Crestest Spread				
B.	Number of Abnormal Points on Both Antlers				
C.	Number of Normal Points				
D.	Width of Palm				
E.	Length of Palm including Erow Palm				
F.	Circumference of Beam at Smallest Place				
TOTALS					
ADD	Column 1	Exact locality where killed			
	Column 2	Date killed		By whom killed	
	Column 3	Present owner			
	Total	Address			
SUBTRACT	Column 4	Guide's Name and Address			
FINAL SCORE		Remarks: (Mention any abnormalities)			

I certify that I have measured the above trophy on \_\_\_\_\_ 19\_\_\_\_  
at (address) \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_  
and that these measurements and data are, to the best of my knowledge and belief, made in  
accordance with the instructions given.

Witness:

Signature:

INSTRUCTIONS

All measurements must be made with a flexible steel tape to the nearest one-eighth of an inch. Wherever it is necessary to change direction of measurement, mark a control point with swing tape at this point. To simplify addition, please enter fractional figures in eighths.

Official measurements cannot be taken for at least sixty days after the animal was killed. Please submit photographs.

A. Greatest Spread - measured in a straight line at right angles to the center line of the skull.

B. Number of Abnormal Points on Both Antlers - Abnormal points are generally considered to be those nontypical in shape or location.

C. Number of Normal Points. Normal points are those which project from the outer edge of the antler. To be counted a point, a projection must be at least one inch long and the length must exceed the breadth of the point's base. The breadth need not be computed from the deepest adjacent dips in the palmation. The length may be measured to any location -- at least one inch from the tip -- at which the length of the point exceeds its breadth.

D. Width of Palm - taken in contact with the surface across the under side of the palm, at right angles to the inside edge of palm, to a dip between points at the greatest width of palm.

E. Length of Palm including Brow Palm - taken in contact with the surface along the under side of the palm, parallel to the inner edge from dips between points at the greatest length of palm. If a deep bay is present in the palm, measure palm length across the open bay if proper line of measurement crosses the bay.

F. Circumference of Beam at Smallest Place - needs no explanation.

\* \* \* \* \*

NO TROPHY OBTAINED BY UNFAIR CHASE MAY BE ENTERED  
IN ANY BOONE AND CROCKETT BIG GAME COMPETITION

Spotting or herding land game from the air, followed by landing in its vicinity for pursuit, shall be deemed UNFAIR CHASE and unsportsmanlike. Herding or pursuing ANY game from motor powered vehicles shall likewise be deemed Unfair Chase and unsportsmanlike.

\* \* \*

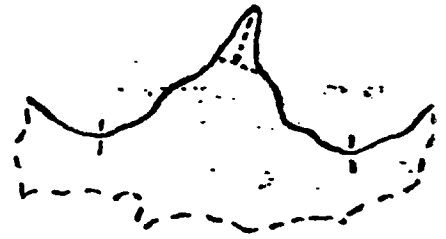
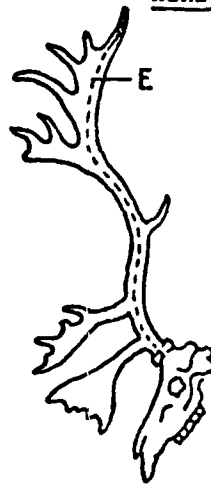
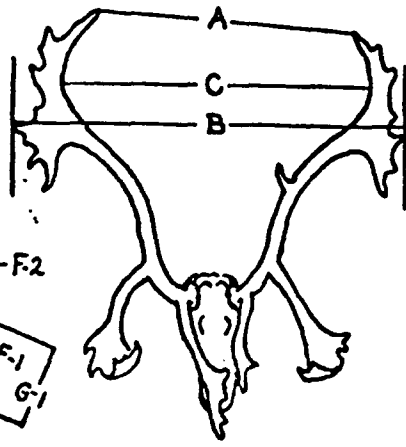
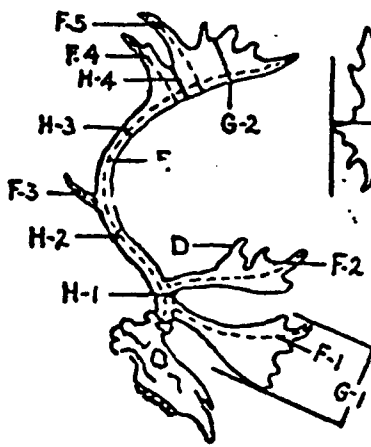
I certify that the trophy scored on this chart was taken in Fair Chase as defined above by the Boone & Crockett Club. I certify that it was not taken by spotting or herding from the air followed by landing in its vicinity for pursuit. I further certify that it was not taken by herding or pursuing from motor powered vehicles and that it was taken in full compliance with the local game laws of the province or state.

Date \_\_\_\_\_ Hunter \_\_\_\_\_

Copyright 1965 by Boone and Crockett Club  
(Written request for privilege of complete reproduction is suggested)

CARIBOU

KIND OF CARIBOU



DETAIL OF POINT MEASUREMENT

SEE OTHER SIDE FOR INSTRUCTIONS		Supplementary Data	Column 1	Column 2	Column 3	Column 4
1.	Tip to Tip Spread		Spread Credit	Right Antler	Left Antler	Difference
3.	Greatest Spread					
2.	Inside Spread of MAIN BEAMS	Spread credit may equal but not exceed length of longer antler				
	IF Inside Spread of Main Beams exceeds longer antler length, enter difference					
4.	Number of Points on Each Antler excluding brows					
	Number of Points on Each Brow					
E.	Length of Main Beam					
F-1.	Length of Brow Palm or First Point					
F-2.	Length of Bez or Second Point					
F-3.	Length of Rear Point, if present					
F-4.	Length of Second Longest Top Point					
F-5.	Length of Longest Top Point					
G-1.	Width of Brow Palm					
G-2.	Width of Top Palm					
H-1.	Circumference at Smallest Place Between Brow and Bez Points					
H-2.	Circumference at Smallest Place Between Bez and Rear Point, if present					
H-3.	Circumference at Smallest Place Before First Top Point					
H-4.	Circumference at Smallest Place Between Two Longest Top Palm Points					
TOTALS						
ADD	Column 1	Exact locality where killed				
	Column 2	Date killed By whom killed				
	Column 3	Present owner				
	TOTAL	Address				
SUBTRACT	Column 4	Guide's Name and Address				
FINAL SCORE		Remarks: (Mention any abnormalities)				

I certify that I have measured the above trophy on \_\_\_\_\_ 19\_\_\_\_  
at (address) \_\_\_\_\_ City \_\_\_\_\_ State  
and that these measurements and data are, to the best of my knowledge and belief, made in  
accordance with the instructions given.

Witness: \_\_\_\_\_

Signature: \_\_\_\_\_

INSTRUCTIONS

All measurements must be made with a flexible steel tape to the nearest one-eighth of an inch. To simplify addition, please enter fractional figures in eighths. Official measurements cannot be taken for at least sixty days after the animal was killed. Please submit photographs.

Supplementary Data measurements indicate conformation of the trophy. None of the figures in Lines A and B are to be included in the score. Evaluation of conformation is a matter of personal preference.

A. Tip to Tip Spread measured between tips of antlers.

B. Greatest Spread measured between perpendiculars at right angles to the center line of the skull at widest part whether across main beams or points.

C. Inside Spread of Main Beams measured at right angles to the center line of the skull at widest point between main beams. Enter this measurement again in "Spread Credit" column if it is less than or equal to the length of longer antler.

D. Number of points on each antler. To be counted a point, a projection must be at least one-half inch long and this length must exceed the breadth of the point's base. The breadth need not be computed from the deepest adjacent dips in the palmation. The length may be measured to any location -- at least one-half inch from the tip -- at which the length of the point exceeds its breadth. Beam tip is counted as a point but not measured as a point.

E. Length of Main Beam measured from lowest outside edge of burr over outer curve to the most distant point of what is, or appears to be, the main beam.

F-1-2-3. Length of Points. They are measured from nearest edge of beam on the shortest line over outer curve to tip.

F-4-5. They are measured from the point tip to lower edge of main beam. No point which branches off the longest point is ever to be considered as the "second longest".

G-1. Width of Brow measured in a straight line from top edge to lower edge.

G-2. Width of Top Palm measured from rear edge of main beam to the dip between points at widest part of palm.

H-1-2-3-4. Circumferences - If rear point is missing, take H-2 and H-3 measurements at smallest place between bez and first top point.

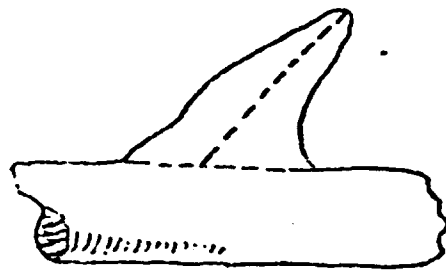
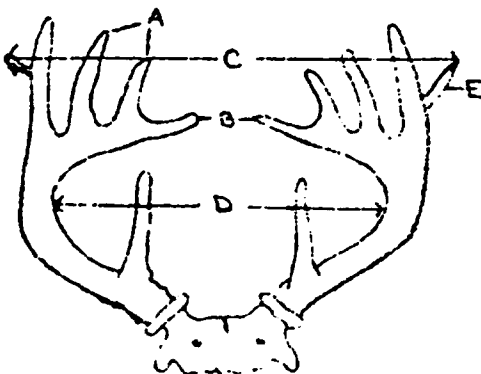
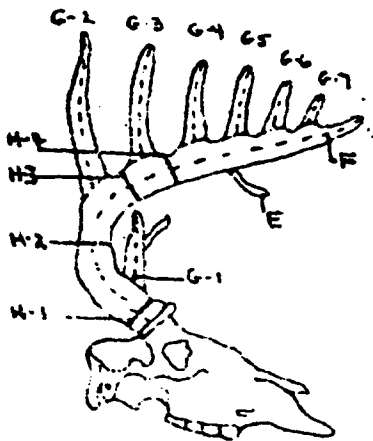
MANITOBA BIG GAME TROPHY ASSOCIATION

Official measuring system

Address correspondence to:  
 Manitoba Big Game  
 1793 Main St.  
 Winnipeg 17 Man.

WHITETAIL and COUES DEER

KIND OF DEER



DETAIL OF POINT MEASUREMENT

SEE OTHER SIDE FOR INSTRUCTIONS	Supplementary Data		Column 1 Spread Credit	Column 2 Right Antler	Column 3 Left Antler	Column 4 Difference
	R.	L.				
A. Number of Points on Each Antler						
B. Tip to Tip Spread						
C. Greatest Spread						
D. Inside Spread of Main Beams	Spread credit may equal but not exceed length of longer antler					
IF Inside Spread of Main Beams exceeds longer antler length, enter difference						
E. Total of Lengths of all Abnormal Points						
F. Length of Main Beam						
G-1. Length of First Point, if present						
G-2. Length of Second Point						
G-3. Length of Third Point						
G-4. Length of Fourth Point, if present						
G-5. Length of Fifth Point, if present						
G-6. Length of Sixth Point, if present						
G-7. Length of Seventh Point, if present						
H-1. Circumference at Smallest Place Between Burr and First Point						
H-2. Circumference at Smallest Place Between First and Second Points						
H-3. Circumference at Smallest Place Between Second and Third Points						
H-4. Circumference at Smallest Place between Third and Fourth Points or half way between Third Point and Fourth Point if Fourth Point is missing						
TOTALS						
AFF	Column 1	Exact locality where killed				
	Column 2	Date killed - By whom killed				
	Column 3	Present owner				
	Total	Address				
SUBTRACT	Column 4	Gundel's Name and Address				
FINAL SCORE		Remarks: (Mention any abnormalities)				



INSTRUCTIONS

All measurements must be made with a flexible steel tape to the nearest one-eighth of an inch. Whenever it is necessary to change direction of measurement, mark a control point and swing tape at this point. To simplify addition, please enter fractional figures in eighths.

A. Greatest Spread - measured in a straight line at right angles to the center line of the skull.

B. Number of Abnormal Points on Both Antlers - Abnormal points are generally considered to be those nontypical in shape or location.

C. Number of Normal Points. Normal points are those which project from the outer edge of the antler. To be counted a point, a projection must be at least one inch long and the length must exceed the breadth of the point's base. The breadth need not be computed from the deepest adjacent dips in the palmation. The length may be measured to any location -- at least one inch from the tip -- at which the length of the point exceeds its breadth.

D. Width of Palm - taken in contact with the surface across the under side of the palm, at right angles to the inside edge of palm, to a dip between points at the greatest width of palm.

E. Length of Palm including Brow Palm - taken in contact with the surface along the under side of the palm, parallel to the inner edge from dips between points at the greatest length of palm. If a deep bay is present in the palm, measure palm length across the open bay if the proper line of measurement crosses the bay.

F. Circumference of Beam at Smallest Place - needs no explanation.

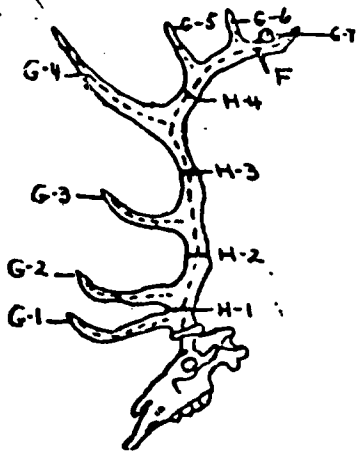
\* \* \* \* \*

NO TROPHY OBTAINED BY UNFAIR CHASE MAY BE ENTERED

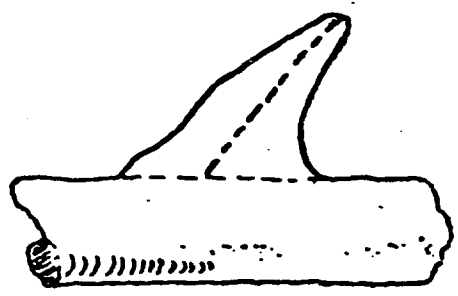
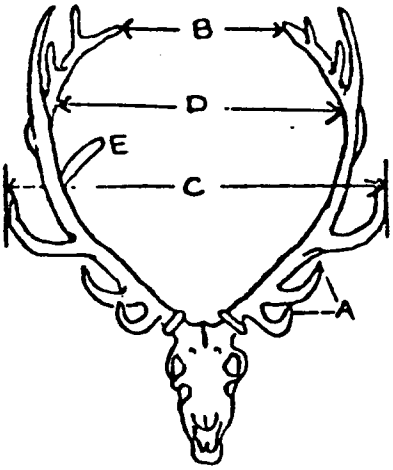
Spotting or herding Land game from the air, followed by landing in its vicinity for pursuit, shall be deemed UNFAIR CHASE and unsportsmanlike. Herding or pursuing ANY game from motor powered vehicles shall likewise be deemed Unfair Chase and unsportsmanlike.

\* \* \*

*W. Langston*



**WAPITI**



**DETAIL OF POINT MEASUREMENT**

SEE OTHER SIDE FOR INSTRUCTIONS		Supplementary Data		Column 1	Column 2	Column 3	Column 4
		R.	L.	Spread Credit	Right Antler	Left Antler	Difference
. Number of Points on Each Antler							
. Tip to Tip Spread							
. Greatest Spread							
Inside Spread of MAIN BEAMS		Spread credit may equal but not exceed length of longer antler					
IF Inside Spread of Main Beams exceeds longer antler length, enter difference							
. 1 of Lengths of all Abnormal Points							
. Length of Main Beam							
-1. Length of First Point							
-2. Length of Second Point							
-3. Length of Third Point							
-4. Length of Fourth (Royal) Point							
-5. Length of Fifth Point							
-6. Length of Sixth Point, if present							
-7. Length of Seventh Point, if present							
-1. Circumference at Smallest Place Between First and Second Points							
-2. Circumference at Smallest Place Between Second and Third Points							
-3. Circumference at Smallest Place Between Third and Fourth Points							
-4. Circumference at Smallest Place Between Fourth and Fifth Points							
<b>TOTALS</b>							
DD	Column 1	Exact locality where killed					
	Column 2	Date killed By whom killed					
	Column 3	Present owner					
	TOTAL	Address					
SUBTRACT Column 4		Guide's Name and Address					
TOTAL SCORE		Remarks: (Mention any abnormalities)					

I certify that I have measured the above trophy on \_\_\_\_\_ 19 \_\_\_\_\_  
at (address) \_\_\_\_\_ City \_\_\_\_\_ State  
and that these measurements and data are, to the best of my knowledge and belief, made in  
accordance with the instructions given.

Witness: \_\_\_\_\_

Signature: \_\_\_\_\_

INSTRUCTIONS

All measurements must be made with a flexible steel tape to the nearest one-eighth of an inch. To simplify addition, please enter fractional figures in eighths.

Official measurements cannot be taken for at least sixty days after the animal was killed. Please submit photographs.

Supplementary Data measurements indicate conformation of the trophy, and none of the figures in Lines A, B and C are to be included in the score. Evaluation of conformation is a matter of personal preference.

A. Number of Points on Each Antler. To be counted a point, a projection must be at least one inch long AND its length must exceed the length of its base. All points are measured from tip of point to nearest edge of beam as illustrated. Beam tip is counted as a point but not measured as a point.

B. Tip to Tip Spread measured between tips of antlers.

Greatest Spread measured between perpendiculars at right angles to the center line of the skull at widest part whether across main beams or points.

D. Inside Spread of Main Beams measured at right angles to the center line of the skull at widest point between main beams. Enter this measurement again in "Spread Credit" column if it is less than or equal to the length of longer antler.

E. Total of Lengths of all Abnormal Points. Abnormal points are generally considered to be those nontypical in shape or location.

F. Length of Main Beam measured from lowest outside edge of burr over outer curve to the most distant point of what is, or appears to be, the main beam.

G-1-2-3-4-5-6-7. Length of Normal Points. Normal points project from main beam. They are measured from nearest edge of main beam over outer curve to tip.

H-1-2-3-4. Circumferences - self explanatory.

LESSON #12

Conclusion: (a) BIG GAME

The guide should now be aware of the importance of proper Big Game trophy and meat care. This knowledge and ability is one of the most important requirements of a Big Game Guide. The guide should be aware that clients consistently repeat a booking because of the guides ability in this field.

LESSON #12

TROPHY FISH

As a result of this lesson the guide will know the the following procedures:

- (a) Proper methods of posing the client and his trophy in field conditions. Properly posing the trophy fish for taxidermist color, size, measurement and trophy award requirements.
- (b) Proper care of trophy fish in the boat, outpost camp conditions and main lodge procedures.
- (c) Proper methods of Trophy Fish weighing and certification for trophy wards.
- (d) Proper packing procedures to ensure the trophy arrives at taxidermist in good condition.

LESSON #12

(b)

FISH FILLETING

This part of the lesson will cover the proper methods of:

- (a) Proper methods of fish filleting of different species.
- (b) Proper methods of fish dressing of different species for baking.
- (c) Proper methods of packing fish fillets for shipping - emphasizing regulation requirements.

Conclusion: The lesson will give the guide the insight into the different methods of Game Trophy fish care. The importance of this part of the course cannot be overemphasized. The guest continually looks for a guide who knows and executes proper Game Fish care. The professionalism of the guide's ability in this field will never cease to gain rewards.

LESSON #13

FIREARM SAFETY COURSE

Objective: This lesson will make the student aware of the importance of Firearm Safety. The need for the guide to practice firearm safety and the guide's responsibility to ensure that his clients observe the rules of safe firearm handling.

Method: Lecture and Demonstration.

Training Aids: Manitoba Hunter and Firearm Safety Manual.  
Charts. Handbooks. Films.

Instructor: Certified Manitoba Hunter Safety Instructor.

Conclusion: At the completion of this lesson the guide should understand the functioning and safe or dangerous features of all common types of firearms and be aware of the need to practice firearm safety.

LESSON #13

SUPPLEMENT TO FIREARM SAFETY COURSE

1. One major problem as found by guide and outfitter D. McCrea in 1980 Hunting Season, with hunters in his camp was:
- (a) A familiarity of Firearm by the guest.
  - (b) Sighting in practices by guests.

Example (a) Non-Resident Hunter "X" from Norway, who was an experienced Big Game Hunter. Firearm had been well cared, travelled via Air to Canada, automobile from Winnipeg to Trapper Don's. Firearm 30-06 caliber. Make - Finbear - Sako Firearm. Bolt Action.

Upon the insistence of Guide that he fire his firearm at Don's Range the following was observed before going into field.

The rifle @ 50 yards shot 4 in. high and 4½ in. to left. Upon inquiry he had two different kinds of ammo, Canadian and European. The result without testing would have been a disaster.

Example (b) Resident Hunter "Y" - partner of Non-Resident.  
Hunting experience - Manitoba only  
- White tail  
Elk and Moose area 23  
Firearm - Browning - 30-06  
Bolt Action  
Firearm was in a cheap case but very well cared for.  
Range test: 2 in. Right and 5 in. High at 50 yards.  
1. New ammo  
2. Different grain weight of bullet in his ammo for trip.  
3. Different weight same company.

Continued.....



Guide chose 180 Grain - Norma Ammo and resighted Gun to 2½ in. high at 50 yards.

"THEN!" it happened.

Guest fired one extra group of three rounds. There was trouble. Firearm would not fire when you pulled the trigger but did so when guest attempted to lift bolt arm to remove shell. 2nd attempt it did the same. "Very! Very!" dangerous situation.

Result: #1 guide supplied spare firearm.

Guide strongly requested guest take his firearm to gunsmith as soon as possible.

Summary: Guide's Guide Lines to Guest and Firearm

1. In pre-trip communication advise client as to what you think he or she should bring in way of a gun. Also advise him to practice as often as he can before the hunt with the firearm and load he is going to use on the hunt.

Example (a): Bush shooting. Heavy calibre at least 30-06 or better. Preferably bolt action. Heavy bullet. Sighted in for 100 yards. "Low power scope."

Example (b): Open Plains. Shots will probably be at long range. The client should be prepared for considerable walking and climbing. Advise the client to practice with the best long range load available for his rifle. His rifle should be sighted in at 200 yards. Ensure that he has a sling and scope suitable for long range shooting. The more familiar he is with his firearm the better his chances of success.

Continued.....

2. The guide should advise the client as to conditions firearm will encounter on the hunt and recommend he bring the proper case or scabbard which will protect the firearm in these conditions. He should have small cleaning kit to look after emergency situations during the trip. Firearms in wilderness hunting situations get wet and dirty and require care. The guide has to be prepared for this.

These are actual incidents which were the rule not the exception.

If the guest and his firearm had not been checked in 95% of booked hunts there would have been serious differences in where the guest was aiming and the point of impact.

SUMMARY:

GUIDE SHOULD BE PREPARED

- #1 Base camp should have: (a) Range, 50 & 100 yd.  
Test at least.  
(b) Bench Rest.  
(c) Targets.
- #2 Have basic knowledge of how to sight in: Scope sights.  
Open sights.  
Peep sights.
- #3 Outpost camp: (a) some emergency targets.  
(b) basic cleaning kit (solvent).  
(c) in tool kit - (1) small screw driver (strong) & (2) small allen wrench.  
(d) Spare firearm and ammo.
- #4 Take exceptional care of firearms when transporting by boat, land vehicles or by horse, make certain that they are protected from any possible damage. When unpacking remove firearms first and place them where no accidental damage can occur. Build racks and have scabbards for the hunting situations that will be encountered.
- #5 When guest shoots be ready to call his shots by having binoculars available. Never allow a guest to overshoot his capabilities. If he wounds the animal it is your responsibility.

Continued.....

NOTE: We will go into Basic Range 100 yards, and Bench Rest - cheap to built. Attached Diagrams, etc. Targets.

#6 Guide should have basic knowledge of ammo. He should know the best loads and calibers for the game you are hunting. He should not be narrow minded in his own rifle and load. A lot of guests are professional hunters or are in the gun or sporting goods business. They can show you new things, calibers, and loads which could be the difference in future trips.

LESSON #14

THE GUIDE - HIS GEAR - BASIC SURVIVAL

LESSON PLAN PREPARATION

Instructional Aids: Blackboard or Flip Charts  
Slide Projectors  
Slides covering a cross section of Guides  
Personal Gear

Type of Instruction: Lecture  
Practical exercise

Time Required: 2 - 3 hours

In this lesson the instructor has to cover the guides personal gear responsibilities covering different guiding situation. The importance of pre-planning for basic survival and actual basic survival practices with relation to a guest's requirements will be covered.

## LESSON #14

### (a) THE GUIDE - HIS GEAR

This lesson will provide a complete basic list of the guide's personal gear responsibilities. It will allow the instructor to elaborate on the specific area of guiding the guide will be working in. The use of group discussion is advised with the guides drawing up their own gear list.

### (b) THE GUIDE - BASIC SURVIVAL

In this part of the course the guide will be directed by discussion and lecture to some basic survival points pertaining to his particular guiding situations. The awareness of the guide's responsibility towards the guest's well being should be elaborated upon. Basic rescue signals could be explained and in the practical exercise throughout the course basic survival techniques practised.

GUIDES PERSONAL GEAR LIST

small day pack

compass

map of area

knife

camera and film

small flash light

water proof matches

short length of rope or twine

small first aid kit

thermos - tea or coffee

salt tablets

toilet paper

personal medicine

spare socks

small stub candles

snare wire

rain gear

good insect repellent

proper head gear

clothing suitable for day's work

good footwear suitable for day's work

LESSON #15

GUIDE AND PHOTOGRAPHY

Objective:

To give the guide an understanding of the importance of knowing how photography is a big part of his daily work and future.

Method:

Lecture, Practical Exercise, Slide Presentation

Training Aids:

Standard 35 mm camera  
Slides showing a cross section of guest's needs in the line of photography.

In this lesson the instructor will advise the guide on basic operations of a standard camera. He should also during practical exercises direct the guide in what are good examples of guest's needs in picture taking.

The lecture and discussion period along with some slide examples can really explain to the guide the fact that a guest with a camera as well as a rod or a gun is the rule now not the exception. The guide should be advised of how during slow periods of the trip photography can really be a great experience both for the guide and the client.

The non-consumptive use of all resources is a growing business and a guide should be prepared for this.



LESSON #16

MENU PLANNING FOR OUTCAMPS

Objective:

The guide must be made aware of the need to plan in advance if he is to be prepared to provide good nourishing meals with reasonable variety in an outcamp situation.

Method:

Lecture. Discussion.

The instructor should go over the need to provide well prepared meals.

Stress that good meals will make up for many other short comings.

Stress the need to prepare a menu in advance of departure.

Purchase the required amount plus one or more extra days to allow for unforeseen travel problems.

Explain the use of menu planning sheet.

Example:

4 persons for 4 days = 16 breakfasts ( $\frac{1}{4}$ lb. bacon per person per day  $16 \div 4 = 4$  lbs. and 2 eggs each = 32 or three dozen eggs.

This system will work for all meals.

Careful buying will increase the profit of your trip.

Do not cut down on quality or quantity served.

Have the class use the menu planning sheet to plan meals for a three or four day hunt.

If possible have them go to a market and cost out food.

Continued.....

This exercise will reinforce the need to shop and plan carefully. It will also assist the guide in estimating costs of trip and setting realistic rates.

At the conclusion of this lesson the student should be aware of the need for good meals and careful planning.

LESSON #17

THE GUIDE AND CONSERVATION

The need for conservation of the natural resource by guides must be stressed.

Only by maintaining a firm and healthy resource base can we hope to continue to hunt and fish, the basis of the guiding industry.

The guide must insure that only legal bag and creel limits are taken by his clients. He should encourage and practice careful release of fish and protection of all resources.

It is hoped that all guides will subscribe to and follow the guide's code of ethics in his operation.

LESSON #17

GUIDES' CODE OF ETHICS

I will fully co-operate with Federal or Provincial Wildlife officials and will abide by, and advise my client of all applicable conservation and game laws, statutes and regulations and will not condone their violation.

I will maintain serviceable equipment and gear in good working condition. When providing bedding or other personal equipment, it will be clean and sufficient for weather conditions likely to be encountered. Where livestock or other animals are provided, I will keep them properly shod, and adequately fed and cared for. I will employ well trained, courteous and sufficient personnel to adequately care for guests, to facilitate rendering of services and care for and handle livestock, other animals and/or camp chores.

I will maintain a neat, orderly and sanitary camp at all times. I will provide reasonably well prepared, palatable and balanced camp fare for clients and personnel in keeping with the conditions of the hunt.

Rates, accommodations and services will be clearly defined to prospective clients prior to booking and acceptance of down payment. I will not misrepresent rates, service accommodations nor otherwise mislead prospective clients through false or fictitious advertising. I will at all times conduct my operation and services in an ethical and business-like manner.

Continued.....

I will honestly advise my clients of game populations in the hunting area and his chances of encountering the species he desires in the time allotted. However, I will make no "guarantees" as to the success of a hunt or the number of pieces of game to be collected.

I will make every effort to fully acquaint my clients with all the conditions of weather, terrain, equipment, travel and housing they may expect on the hunt and advise them as to guns, equipment, clothing and other hunting gear they must furnish, and the approximate degree of physical endurance, agility, strength and hunting skill required to successfully fulfill their portion of the contract.

I will never fill a client's game tag or bag limit for him. In the event that an animal is wounded, it is my responsibility to see it is tracked and brought to bag. While guiding, I will only fire on game that has been wounded by my client and is in danger of escaping or if in a serious emergency, human life or well being is endangered by an animal.

Barring unforeseen conditions, all trophies, meat, hides and capes will be prepared and delivered to the processor, taxidermist or to the client at the conclusion of the hunt in a satisfactory and usable condition.

Continued.....

I will at all times co-operate fully with private landowners, public land management agencies and/or stockmen and respect their rights and privileges.

I will at all times provide for the safety of clients and personnel, and when necessary, will not hesitate to remind anyone of firearms safety rules or call to their attention any other unsafe practice.

- RESOURCE LAW VIOLATIONS -

"THINGS TO LOOK FOR"

You are a registered guide and as such understand your responsibility to report violations of the game and fish laws which may come to your attention. There will be occasions when you have ample time to look at a situation and there will be others when you only have a few moments. Your power of observation is therefore very important and to assist you in this regard the following list of "things to look for" has been prepared.

VEHICLE

- Licence number
- Colour
- Make
- Type
- Name on truck

BOAT

- Registration number
- Colour
- Type
- Size

AIRCRAFT

- Registration letters - particularly last three.
- Colour
- Make

MOTOR

- Make
- Colour
- Horsepower

PERSONS

- Sex
- Age (approximate)
- Height "
- Weight "
- Glasses
- Clean shaven
- Bearded
- Clothing
- Number in party
- Anything unusual

GAME

- Type
- Sex
- Number

FIREARMS

- Rifle
- Shotgun
- Make

GENERAL

- Time
- Date
- Weather