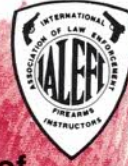


THE FIREARMS INSTRUCTOR



The Official Publication of The International Association of
Law Enforcement Firearms Instructors



SUMMER
1992

DICK KRAMER
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1992 COURSE SCHEDULE

Weapons and Tactical Training

Jan 27 - 31	Tactical Submachine Gun	San Diego, CA
Feb 3 - 7	Tactical Submachine Gun	Huntington Beach, CA
Mar 2 - 6	Tactical Submachine Gun	Kennedy Space Center, FL
Mar 2 - 6	Counter Sniper	Kennedy Space Center, FL
Mar 29-April 3	Tactical Team	Sterling, VA
May 18 - 22	MP5/9mm Rifle	Seattle, WA
May 25-29	Counter Sniper	Sacramento, CA
June 8-12	MP5/9mm Rifle	Lake Tahoe, CA
June 15-19	*MP5 Instructor	Lake Tahoe, CA
July 6-10	Tactical Pistol	Sterling, VA
July 13-17	Tactical Submachine Gun	Sterling, VA
July 27-31	MP5/9mm Rifle	Sterling, VA
Aug 18-20	Tactical Shotgun	Sterling, VA
Aug 24-28	Counter Sniper	Sterling, VA
Sep 1-3	Tactical Team Development	Sterling, VA
Oct 4-9	Tactical Team	Sterling, VA
Oct 19-23	MP5/9mm Rifle	Sterling, VA
Oct 26-30	*MP5 Instructor	Sterling, VA
Dec 1-3	Active Countermeasure	
	Tactical Instructor	Sterling, VA
Dec 8-10	Instructor Update	Sterling, VA

*Prerequisite MP5/9mm Rifle

Armorers Courses

Jan 27-31	Sterling, VA
Feb 10-14	Sterling, VA
Mar 23-27	Sterling, VA
June 22-26	Sterling, VA
July 20-24	Sterling, VA
Sep 14-18	Sterling, VA
Oct 19-23	Sterling, VA
Nov 16-20	Sterling, VA



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THE FIREARMS INSTRUCTOR

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THE FIREARMS INSTRUCTOR

SUMMER, 1992

VOLUME 6

FEATURES

1992 I.A.L.E.F.I. Corporate Sponsors	2
From the Desk of the President	3
Interactive Scenario Training Strategies®	4
Training Them To Train Themselves	8
Liability and Safety	9
Developing Courses of Fire	12
Firearms Instructor "Never-Do's"	13
A Day of Firearms Training and the Los Angeles Riots	16
Chemical Munitions Deployment in Correctional Facilities	18
Multiple-Aggressor Situations - The Spread-Fire Technique	20
What to Teach? Shooting or Fighting?	21
U.S. Firearms Trainers Tour Central Europe	24
A Safe Direction At Home	28
I.A.L.E.F.I. Committee Reports	30
I.A.L.E.F.I. International Training Committee	31-33
Regional Training 1992	33
"Dancing" Not Allowed At The Range	35
Training With The Taser	35
Firearms Training vs. Firearms Practice vs. Firearms Qualification	38
"Long Burst or Short Burst?"	39
Trainers and Administrators - Allies Against Liability	41
Point Shooting or Sights, Isoceles or Weaver	42
Membership Application	43

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From the Desk of the President

by
Michael Beckley

When the rioting began in Los Angeles on April 19, 1992 some ninety (90) law enforcement officials were assembled in West Hampton, New York for a Region One Training Conference.

The next few days showed how critical the job of the law enforcement officer is today. The catalyst for the Los Angeles riot and for similar acts of lawlessness was an incident involving the use of force by law enforcement officers.

Without discussing the specifics of each of these cases it is apparent that the success or failure of the police in each of these cases is closely connected to the officers' training. The most critical area of training being firearms and defensive tactics. No other area of police work creates such controversy.

Providing the best training in these areas is an awesome responsibility. Many officers feel that their agency has fallen short of the mark by not providing them with the best weapons available or has not given them the most effective training. Other officers, in spite of the most sophisticated equipment, have failed to exercise proper judgement in the use of force.

The news media has not been fair in reporting events involving police use of force. Many officers have become "victims of the system" which has indicted them for excessive force in cases where the time honored *reasonable cause standard* has been translated into one of strict liability. Never before have the police been held to such an unreasonable standard in the performance of their duty for purposes of political expediency.

In reaction to this, many officers are afraid to act, often endangering themselves and the lives of the public they must protect. Some officers, in self-defense, have developed an isolated "us against them" attitude which often translates into a "pre-conceived opponent profile". This leaves them thinking that every citizen they encounter presents a threat. This often leads to abrasive encounters between the police and the public.

Yes, there are police officers who, under cover of law, use excessive force. No one is more aware of these individuals than the firearms/defensive tactics instructor. They are easily identified in a training module involving decision making or role playing. However, these individuals represent only a small percentage of the law enforcement community. It has been my experience in nearly thirty-five years of law enforcement that most officers use far **less** force than would be justified in making arrests.

It is my firm belief that this organization can play a vital role, not only to provide the best possible training for law enforcement officers but to educate law enforcement administrators, the courts and the public at large. This second goal could be accomplished through exposing these groups to lectures, films and, in some cases, through hands-on training in advanced firearms/defensive tactics in order to fully understand the dynamics of the use of force concept as it applies to law enforcement.

Good Luck,
Michael P. Beckley

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Interactive Scenario Training Strategies®

by
W.E. Burroughs

Training in the Law Enforcement community runs in cycles. When someone is seriously hurt or killed or an officer is disarmed, training immediately takes a front seat in importance. Without this knee-jerk reaction, training simply follows a maintenance schedule. The argument that training is costly or a manpower shortage reduces available time for training is academic when you consider that the effective measure of training is how the officer performs in the protective/investigative environment.

Those in charge of the training effort must cause not only the newly developed operational concepts to be learned and applied, but must critique and re-enforce those techniques already programmed. For the benefit of each officer, learning takes place most dramatically in two areas that will lead to a retention of the material long after the training session is complete.

First, there is the idea that programmed behavior is the direct result of knowledge of progress on the part of the participant. When an individual knows that they are doing better after the completion of the training program than they were doing prior to its inception, they become more mentally involved with the structure of the course. The evidence of the progress must be demonstrable; each person must know that their performance in some way has been enhanced. Without this knowledge, the student is unaware of any objective measure of his performance.

The second factor involved is that the training provided must be practical and realistic for the job the officer has to perform. There is no functional utility in providing training programs that do not mirror

what the officer is likely to encounter in their working environment. Officers will participate more during training if they can see the relevance of what is being offered.

As training moves into the nineties, we are beginning to see technological advances in training methods and equipment used. Computer augmented training provides visual and printed feedback to the participants on their performance and yields immediate knowledge of progress. Field practicality, however, is limited to two dimensional presentations on a screen that is physically non-threatening. While the decision making process and technique competency of the officer can be assessed, participation is limited to a one-way exchange. Similar to the way an officer

ques that are likely to be called upon with some frequency.

The dilemma that faces the trainer is one of providing training that will ensure the proper response on the part of the officer involved. To devote the majority of the time that is committed to firearms training to enhancing marksmanship proficiency is to overlook the necessity to train for a violent encounter in the arena in which it is likely to occur.

Developing realistic training scenarios is a complicated task in that it takes more energy and research to provide relevant training that is interactive in its learning model than it is to teach the mechanical skills necessary to simply function a firearm. What is required is an analysis of those in-

Course design for interactive programs must follow established guidelines.

develops marksmanship on the range with a static target that poses no threat, visual perceptions alone do not pose enough of a significant threat to the officer that actual field performance is evaluated.

If we are to objectively evaluate the competency of an officer in a job related environment, we must assess the training program and its testing procedures with the officer's performance in an actual encounter. Trainers often spend a great deal of time training for an encounter that may never materialize for the officer. Not to train leaves the officer ill prepared if the situation does arise, however. A balance must be struck that educates and prepares the officer for the broadest range of reality while emphasizing those techni-

stances specific to each agency that will result in some application of force. The training can thus be tailored to the needs of the officer.

Course design for interactive programs must follow established guidelines. First and foremost is the issue of safety. In assessing the needs of the officer and the agency, it is important to recognize that you can only take the scenario so far before you run the risk of injuring someone. When an injury occurs, the learning curve is destroyed. What must be determined for each and every scenario is whether there is a potential for an uncalculated response. To simply view the course as having only one correct outcome disallows officer discretion in making a choice as to what to do and

when to do it. Safety can never be compromised.

Secondly, the scenario must have a stated purpose. It must be identified for each participant what the desired results are expected to be. The trainer will realize the appropriate end result if the participants have been trained utilizing objectives that clearly explain what the officer must know to successfully resolve the problem at hand and how the testing of that retained knowledge will take place.

This tends to be where most role playing scenarios break down. Certainly the training staff has developed a scenario based upon case history, but what are they expecting the outcome to be other than "*surviving*" the encounter? If you run an individual through a mock incident and then critique their performance, what information is being provided? Are you outlining their mistakes? It has been said that we all learn from our mistakes, but wouldn't you really rather learn from those things that you perform correctly? Learning by experience and learning by your mistakes are excuses to hide behind because of the inability to perform based upon lack of information and structured practice.

Our concern now shifts to the tangible. The performance of each officer in the developed scenario is evaluated in relation to all acceptable alternative responses to the problem. The response will, of course, be documented. What can we say was measured? Some of the variables that come into play here are cover awareness, awareness of the spatial environment, knowledge of your own physical limitations and knowledge of the operational procedures of the agency. In order to advise the officer that he or she is progressing, there must be a yardstick in evidence to measure that performance.

The issue that remains to be

dealt with is practicality. Does the scenario represent "real world" concerns? Every effort must be made to reproduce courses from case studies that actually represent what the officer does. It does not matter if it is warrant service, felony vehicle stop, domestic disorder or anything else that is part and parcel to the job. The scenarios must be replicated on a large scale to ensure that each officer participates in as many scenarios as physically possible during the allotted training time. If a training frequency is not established that involves the officer in all of the shifts that he works during seasonal changes, then it simply does not satisfy organizational or operational needs. Note also that very few scenarios in the field will result in the officer shooting; most revolve around some application of defensive tactics or subject control and must be stressed.

One avenue of training is to document the performance of each officer in a scenario that fits their responsibilities and not reproduce that scenario the same way again. It matters that you modify some of the variables each time the base scenario is used to measure increased understanding and competency. As an example, once an officer has gone through a felony vehicle stop, shift your focus to scenarios requiring more verbal and physical interaction and less weapon handling. The objective is not to allow the officer the opportunity to reflect on earlier performance in the same situation, but to draw on available knowledge to resolve any problem independently of the others.

Interactive training begins by establishing courses of fire that can be run at the range site of the agency. The course must be based on incidents that the department has experienced that are identified as having a high probability of recurring. The objective is to place the officer in an actual field situation that is

controlled by the instructor through the static nature of the range. Regardless of whether paper or steel (recommended) targets are used, the scenario is closed-ended allowing ready assessment of the resolution through analysis of the decision that was made and the resultant marksmanship in evidence. This will be the first instance where an officer is evaluated under conditions of artificial stress.

Crucial to the range activity is the construction of a scenario which is static that can be easily replicated in a role playing environment utilizing dye marking guns. The static course of fire is set up to measure technique application, cover utilization, decision making ability and the accuracy of fire. The instructor "walks through" with the officer and maintains a rolling log of performance that will be used in the debriefing. The stage of development allows for the fine tuning of those techniques that are deemed appropriate and tactically correct.

Imagine how your range might be set up to simulate an officer's approach to a house on a dispatched call. The house can be easily constructed with any degree of complexity from PVC pipe and black plastic. As the officer makes the approach up the walkway or from a section of the yard, a concealed target will come into view. Any type of stimulus to engage the target may be used. The variables that control this scenario are limited only by safety factors and the imagination of the instructor. To guard against an uncalculated response, the firearms used must be dye marking weapons. Frangible marking ammunition specially designed for use in the officer's weapon after the weapon is refitted to disallow live ammunition is also acceptable.

The evaluation of the officer is one of tactics and shooting proficiency. Obviously, to engage a target must mean to accurately hit the

target. Was the officer aware enough of the environment to control the potential for someone being hit by a stray or over penetrating round? Did the officer turn his back on a location where another target might be hidden? Perhaps most importantly, did the officer become a static target for the aggressor by standing still and alone in the front yard?

Certainly, these are not the only assessments that can be made. Those listed are representative of factors that must be evaluated on a continuing basis for the duration of the officer's career. This again provides the officer with knowledge of progress in his applicable performance during a practical field exercise.

The second phase of interactive training is, perhaps, the most intensive for the officer for his survival and the most important for the agency in the defense of their training program. Existing litigation mandates that realistic training be provided by members of the agency that fill enforcement roles. The agency that elects to do only the minimum may find that training was inadequate and therefore negligent in developing skills to preserve peace and protect the social order.

Interactive or simulation training evolves from actual incidents that have been scripted by the instructional staff in the same way a writer would script a movie from a book. The number of participants and the responsibilities for each are thus outlined. As in a movie, the scenario is rehearsed over and over again until it flows naturally from all those involved. When everyone is competent with their assigned roles, the officer or officers are introduced to effectively evaluate all of their training up to that point in time.

It is important in simulation training that the participants in the presentation be totally prepared to act out their roles according to the script without any improvisation.

Further, the participants, if they are police (not recommended), must divorce themselves from the police mentality in order to play a realistic role. This is considerably difficult. An option would be to engage outside participants unknown to the officer and less likely to act as the police out of uniform. For the scenario to be totally efficient in its training value, all of the players must act naturally in what they are doing and respond to commands as the script allows.

In one scripted scenario, as the officer or officers make their approach to a dispatched domestic disorder, an argument can be heard. The role players move about and may be positioned inside the mock

staff and those desiring to submit incidents that they have encountered. Each scenario should be completed within a time frame of 30 minutes including the critique. This will allow the participation of each officer during duty status, effectively eliminating manpower problems or budget concerns. For the log, it can simply be viewed as an officer responding to a Call for Service.

When the elements of surprise and realism are added to a training program for the purpose of evaluation individual performance, the training program itself can be evaluated. Imagine the possible responses to an officer to a knife wielding assailant who opens a door blocking the officer's approach or

Existing litigation mandates that realistic training be provided by members of the agency that fill enforcement roles.

range house, or more appropriately, inside a real home. Movement can be observed not only in the house, but in the yard. The officers are now put into a position to isolate the observed activity and restrain unlawful behavior. To assist in the debriefing, a video record of the incident should be made.

Simulation training approaches real life as much as safety factors will allow in those instances where a "firearm" might be called upon. To be effective from a programming standpoint, the frequency of occurrence of the officer's participation in this type of learning model must be high. For optimum results, each officer should participate in one relevant scenario every week. For most officers, that's 50 scenarios per year evaluating their trained reaction to encounters that they are expected to deal with. The logistics of setting up this program are not as difficult as it appears. What it does require is the development of a simulation training manual by the instructional

entry to a home. The officer's response must correspond with prior conditioning that should be a direct result of training. If the response is inappropriate, training objectives for resolution of this type of problem either have not been established or have not been satisfied.

Another role playing exercise demonstrates the flexibility of simulation training in a gun-grab scenario. Recognizing that in any type of disarming situation the weapon is likely to go off in the struggle, what will the officer's response be if it does? The intent here is to place the officer in a position of simulated risk in order to evaluate the total performance package of weapon training that includes handgun retention.

To maintain the parameters of safety in any simulation, rules of engagement must be established that correspond to the script for the role players. To maintain a limited risk environment, participants in the

scenarios must realize what is expected of them if shooting is required. Having established these guidelines, the issuance of equipment to be used in the simulation and training in its use must be provided for each participant.

As a general rule, full face, throat, ear and eye protection is required. The protection selected must stop the training ammunition used - either paint balls or "Simunition" from point blank range. Additional protection may be selected in the form of chest protection for females and groin protection for males.

The weapons that are used in the simulation and the environment for their use must be tightly controlled in order to prevent the possibility of any live ammunition from being used. Two economical avenues are available to law enforcement agencies. Crossman Air Guns

manufactures a dye marking revolver that looks quite similar to the traditional law enforcement 6" revolver. The weapon shoots .50 caliber, paint-filled balls at a velocity of approximately 200 feet per second. The paint balls are propelled by CO² cartridge and are accurate to 40 feet. The risk of any type of injury is practically non-existent when protective apparel is worn. Training with these weapons is suitable for basic intermediate and advanced level programs. Multiple shots can be fired and reloading is simply an exchange of cylinders which, in many cases, is actually faster than using a speedloader for a conventional revolver.

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cycling and "felt recoil" when the required special kit is installed, limiting the weapon to Simunition Ammo only. Replacement bolts are also available for submachine guns and rifles to permit training with these weapons. Even though special kits are required to properly use the Simunition ammo, the weapons must be constantly maintained and checked to ensure they have not been refitted to accept live ammo. Further, the weapons in use must be externally marked to provide a visual to everyone of the weapons being operated.

Because of the increased velocity of the Simunition round over a dye marking pellet, many agencies may not find this ammo

suitable for orientation training. It is however, the ammo of choice for those teams that practice together and are likely to push the edge of realism to properly prepare for a violent encounter in which they will be called on to resolve.

Whatever avenue you choose to use to enhance participation during training sessions, make absolutely sure you have a check system in place to guard against an uncalculated response that could potentially be very costly. Simulation training is in its infancy and because of that, mistakes are likely to be made. To eliminate that possibility, establishing training and evaluation guidelines, control the environment for the scenario and

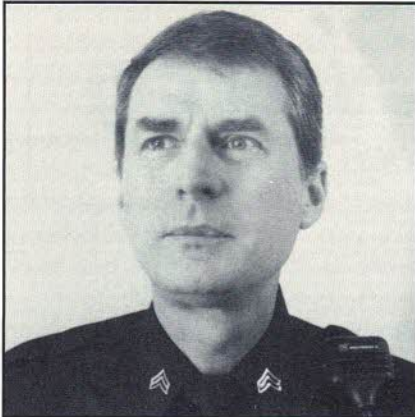
the weapons to be used, script your simulation and train your role players. Much can be learned from this type of interaction, but it will require a considerable amount of work. I trust your department is up to the task.

About the Author'

Bill Burroughs has 10 years of experience in Municipal Law Enforcement, has a B.S. in Criminal Justice and is an M.B.A. candidate. He has spent 8 years as a professional Law Enforcement Trainer. He has been a member of I.A.L.E.F.I. since January, 1982 and is presently the Assistance Director of Training for SIGARMS Academy in Exeter, NH (603) 772-2302.

Training Them to Train Themselves

*by
John Cox*



I am often asked why we, as training officers, continue to serve in the capacity we do, especially with all the headaches. Please allow me a speak for the majority of training officers I know. I hope they will forgive me for presuming to speak for them, or for even thinking I could; but here goes.

I do not think it is the money, and it is probably not the fame, nor is it the acclaim we receive from our departments. So why do we do it? I think the main reason is we love it! That is mandatory, you have got to love it. There are also things we

know that the average street cop does not. We know that we must not only train, we must teach the officer to train himself. We also know that failure to train breeds failure to perform, and if our students fail to perform, they could die; and that, my fellow training officers, is an awesome responsibility.

But training alone does not ensure success if it is not coupled with the proper mind set and a good

good shooters." WRONG! It is our responsibility to teach them proper techniques; it is their responsibility to practice, practice, practice until they make themselves good shooters. If we provide our students with a good base upon which to build and help them understand their strengths and weaknesses, then we have done our job. The individual officer must choose the method he wishes to use and he

Nothing can replace good training, good instincts, and good common sense.

positive attitude. Knowing this, we must first teach our students that there are no magic answers that can make up for a lack of skill, and second, they must have the incentive to train themselves! We as training officers know this, but you would be surprised how many people in our profession do not. I had another firearms instructor tell me, "It is our responsibility to make our officers

must again practice, practice, practice.

We must teach our students to not only be physically prepared, but to stay mentally prepared as well. They must know that there are no guarantees, but good, consistent training puts the odds more in their favor. Nothing can replace good training, good instincts, and good common sense.

The bottom line? The individual officer's incentive to train himself, that is what counts. If an officer learns two different ways or just one, who cares, as long as he trains in it. Because in today's law enforcement environment, that is a major breakthrough that we, as trainers, need to be thankful for.

As training officers we must advise our students of the strengths and weaknesses of any technique we, or other training officers, teach and let the officer make his own adjustments. We must avoid at all cost the trap of "my way or no way". Make your students understand the individual officer must choose the method he wishes to use and he must PRACTICE. We must make them understand that each and every thing that they learn becomes another tool they can grab from their "bag of tricks" when they need it. As a training officer, you cannot commit the mistake of training for the day, you must train for a lifetime. We must leave our egos at home and project a caring, professional attitude at all times. When training, especially young officers, let's give them all their options, stress the importance of practice (there is no substitute), and project that caring, professional attitude at all times; and when our reward comes, and it will, it will be when some young officer says, "I am alive today because of my training officer".

That is why I stay in this business, and I will tell you something guys, it cannot get any better than that.

About the Author:

Officer John Cox has served as a police officer for over 25 years. He currently holds the rank of Sergeant at Piedmont Police Department, Alabama where he serves as Firearms Instructor and Training Officer. In addition to being a member of IALEFI, he is also a member of the American Society of Law Enforcement Trainers.

Liability and Safety

by
William R. Moore

Recently photographs of tactical teams have documented both a lack of forethought with respect to liability and a lack of task-effective safety standards. This lack can cost your department dearly. This is an area where an old quote bears repetition: "Only a damn fool learns by his own mistakes. I learn from the mistakes of others."¹

As a case in point, examination of the cover of the September/October 1991 *Police Marksman* clearly shows team members with their fingers inside the trigger guards of their weapons while preparing to enter a building. In contrast, a recent *Soldier of Fortune* article on Department of Energy tactical training shows a team in the same circumstances, but with their fingers in the correct position: outside the trigger guards of their weapons. Photos like the *PM* cover would be an attorney's dream in the event of a shooting incident.

persons concerned that such a practice does not jeopardize anyone's safety. The second part requires extensive practice to reinforce the new habit. Fingers tend to creep inside those trigger guards, especially under stress.

Proving that keeping your finger outside the trigger guard has little practical effect on reaction time requires only practice and an electronic timer. A video tape of trials will be convincing proof that, especially from the low or high ready positions, there is no practical effect on reaction time. The finger has plenty of time to move into its proper position while the weapon is being brought to bear.

In *Stressfire* and *The Semiautomatic Pistol in Police Service and Self Defense*, Massad Ayoob advocates the use of a trigger finger position that results in a curved finger with the tip of the finger located against the weapon frame,

"Only a damn fool learns by his own mistakes. I learn from the mistakes of others."

The intent of this article is not to try to teach a class on controlling media coverage, it is to encourage task-effective safety. It substantially reduces the possibility of an accidental discharge, and is endorsed by virtually all firearms manufacturers. It should be considered mandatory practice with such single action weapons as the Glock and Colt/Browning pattern pistols, as well as the HK P7 series. All shotguns and rifles can be included in this classification. All double action weapons should be included.

Establishing such a practice requires a two stage approach. The first stage consists of convincing all

just above its natural position on the trigger. This finger position allows for better weapon retention and reduces the chance of an accidental discharge while moving the finger into firing position. The movement of the finger is across the trigger, not toward it.² In his classes, Ayoob suggests the use of this technique when holding subjects at gunpoint, at least with "cocked and locked" weapons.

This is not an unreasonable suggestion. After all, the thumb is on the safety and the trigger finger is just above the trigger. Any delay in firing would be decidedly minimal. This would also be the best

part of wisdom if your service pistol is a double action automatic and rounds have already been fired, leaving you with a "cocked and unlock ed" weapon. The application of this exact approach to rifles and shotguns would depend upon the location and design of the safety.

How much time is lost with this suggestion? This will be subject to individual differences. Time trials with a S&W model 5906 and a PACT timer indicated that it took me 0.03 seconds - three one-hundredths of a second longer to fire a cocked pistol using Ayoob's "LFI finger position" than it did starting with my finger on the trigger. This is an average, and is less than the spread between high and low time using either technique. For all practical purposes, there is no difference in response time.

The long heavy trigger pull of the double action revolver and the

double action automatics in double action mode have long been considered sufficient to guard against accidental discharge. However, the use of an outside the trigger guard finger position is indicated when performing searches or other close quarter actions. The use of such a technique will increase an officer's ability to retain his/her weapon with no loss of reaction time. The use of such a technique also acts as an effective backup to "decock before moving" doctrines. These doctrines may well be forgotten - or deliberately ignored - in the heat of the moment. In either case, the technique will provide an increased level of safety, but only if it is practiced until it becomes habit.

As was noted earlier, if the weapon is in either the high or low ready position, the finger should be outside the trigger guard.

There is another area of concern we must consider: where the weapons are pointed. While there are those who insist that there is only one correct carrying position, this is simply not true. Still, there are basic ground rules: the weapons should never cross, one's own body or point at other officers or innocents. Again, the *Police Marksman* cover for September/October, 1990 documents a terrifying situation.

*The Tactical Edge*³ is loaded with photographs illustrating similar situations. Especially chilling is the series on pages 126-128 showing an officer with his finger on the trigger of a cocked HK P7 sweeping into a room. The sequence does not actually show the weapon crossing the second officer's body, but the margin is thin at best. It is very probable that an accidental discharge would have occurred had the officer

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slipped or had his arm jarred by striking an obstacle. The high ready position would have been a much safer choice in this case.

When possible, an officer's weapon should point at the area that represents the most likely/greatest threat. This ability to cover threat areas will be affected by the distance between members of a team. In general, officers should be far enough apart to allow mutual supporting fire and coverage of all threat areas, but not close enough to present a single target to an adversary.

There is a general tendency to clump together, interferring with other's ability to provide support fire and blocking paths of retreat. This is especially true near choke points or "fatal funnels".

Fortunately, these practices are not mutually exclusive. They can all

be practiced at the same time. If at all possible, the practice sessions/training should be videotaped. This not only eliminates arguments about what people did, but allows both trainers and students to review performance. It also allows evaluation of positive aspects of a performance. In addition, the tape acts as documentation of proper training practices.

Adoption and implementation of the suggestions made here will improve the level of training and safety of the officers involved as well as decreasing the liability exposure of all concerned.

1. Quote attributed to Otto von Bismark.
2. Ayoob, Massad, *Stressfire*, Police Bookshelf, Concord, NH, 1984 pp. 33-46.

3. Remsberg, Charles, *The Tactical Edge*, Calibre Press, Northbrook, Ill, 1988.



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If you have a photograph that you think depicts the goals and objectives of the Association and would like to submit it for consideration for a cover of the "Firearms Instructor", please send the photograph to the Association office. The vertical, color photo can be a print or slide. Please include a brief explanation of the photo, and indicate if you want the photo returned regardless if used or not.

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Developing Courses of Fire

by
Linda J. Novak

For months, you tried to convince management that the personnel needed more firearms training, that the semi-annual qualification was not enough. You sent memos and cited court cases dealing with vicarious liability until you were convinced someone up the line was living with his or her head stuck in the sand. Then one day it happened: management sent *you* a memo stating, "Proposal to conduct tactical courses has been approved." You pick yourself up off the floor and rush around the office in a state of elation until a sobering thought strikes you. "Wait a minute - - I'm responsible for this new training! I'd better get to work!"

The five major categories you will need to address when designing courses of fire are:

1. Specific training needs of your agency or department
2. The firearms policies of your agency or department
3. Range facilities and restrictions
4. Targets and scoring system
5. Specific safety requirements

TRAINING NEEDS

The first step in designing any training is to analyse your agency and department's particular needs. The key to analyzing firearms training needs is to focus on the **environment** in which the personnel work and **gunfight statistics**. Environment can tell you what kind of weapons, targets and cover to use. Statistics will give you a good idea about light conditions, time limits, number of targets and distance from targets.

With respect to the environment, do the agents or officers spend most of their time in rural or

in city surroundings? Are they more likely to use trees or mailboxes for cover? Do they normally use a car? Most do, but perhaps your department is different. Maybe they use bicycles. What is the likelihood that innocent bystanders will be in the vicinity? What kind of clothing will the agents or officers be wearing? Do they wear gloves on raids? Do they work in teams or alone? Do they work in a "special" environment? For example, while in the field, Federal Air Marshals spend most of their time seated in a jumbo jet with passengers all around them and a tall seat back in front of them.

Good sources of gunfight

agency does not authorize such weapons. On the other hand, if your agency does allow such things as ankle holsters or guns in purses, make sure your courses allow the shooters to practice with them.

RANGE FACILITIES

Once you have decided on the type of course, you must next tailor the course to your particular range facility. Perhaps you have the luxury of a sophisticated outdoor range with turning and running man targets, permanent barricades and building facades. On the other hand, maybe your range is nothing more than a field with a hill at the end and

The key to analyzing firearms training needs is to focus on the environment in which the personnel work and gunfight statistics.

statistics are the FBI's uniform crime reports (specially, *Law Enforcement Officers Killed and Assaulted*), and NYPD's "Firearms Discharge Assault Report" (SOP-9). Both reports confirm the need for reduced light courses, and the SOP-9 indicates that most gunfights are still up close (within 9 feet), involve multiple assailants and multiple shots fired by the officer. The individual shooting synopsis can provide insight with respect to point shooting versus using sights and the relative hit potential. Most "experts" in the field of firearms training advocate exposure to both techniques.

FIREARMS POLICIES

Keep your agency's firearms policies firmly in mind when designing courses. For example, do not design a course which requires the use of back-up weapons if your

a cable for targets strung between two trees. No matter how primitive your range, you can still design useful tactical courses with a little imagination. Just make sure your range is safe (if in doubt, check with the NRA).

If the range has no barricades, enlist the help of other agents/officers to build your own portable ones. If you have a storage facility at the range, you can really get creative with barricades and design them as mock door and window frames. If there are no other items of cover in place and no storage facility, drive department cars onto the range and use them (**carefully**). Turning targets are a luxury, not a necessity, and you can even design a "running man" course with a cable and pulley system. You are limited only by your imagination and the elements of safety when you design a course.

TARGETS and SCORING SYSTEMS

Be creative when it comes to targets, too. You can use pre-printed paper targets in many ways. Try folding them in half to represent a reduced target, or put different colored symbols on them to indicate shoot versus no shoot targets. Steel knockdown targets are great because they give immediate feedback. Try dressing your steel targets in different colored shirts. You can build inexpensive reactive targets like the "styrofoam man". Stack two large pieces of styrofoam (for the torso) on top of a waist-high wooden base then place a large balloon between the styrofoam pieces. Glue a styrofoam wig form to the top torso piece, and dress the target in coveralls (cheap paper ones work fine) to hold the torso in place. When the shooter makes a center-mass hit, the balloon breaks and the whole thing collapses, giving a little realism to the course. It is even easier to make cardboard people, supported on wooden bases with balloons tacked to desired hit sites. Again, try spray painting different colored shirts on them.

Once you have a blueprint of your course and have decided on appropriate targets, consider how you want to score the course. You can score by number of hits or time to run the course or both. Since officer survival and liability issues are the main reasons you are conducting the course, consider giving penalty points for improper use of cover, leaving cover with an empty gun or missed shots. Follow your agency's policy with respect to recording numerical scores or pass/fail indicators.

SAFETY REQUIREMENTS

Plan to give a safety briefing immediately before running your tactical course. Be specific regarding the safety requirements: muzzle pointed downrange, finger off

the trigger when moving, de-cock double action semi-autos before moving. Make sure you have adequate line coverage for all "shoot and move" courses -- one instructor for each shooter, or pair of shooters, if they are working close together. Coach your line instructors to stand directly behind and within controlling distance of their shooters. The line instructor must always pay attention to the shooter's muzzle and be ready to react in case the shooter starts to turn around. This happens frequently at the end of a stress course, particularly if the shooter is running against the clock and wants to find out his/her time from the instructor. At that point, safety is usually the farthest thing from the shooter's mind. At the end of the course, make sure all weapons are holstered before sending personnel downrange to score and/or reset targets.

BRAINSTORM FOR IDEAS

To boost your creativity, try holding a brainstorming session with other firearms instructors.

Firearms Instructor "Never-Do's"

by

Robert T. Butler

Training Coordinator Carrollton, Texas Police Dept.

As a competition shooter with the Marines in the mid-50's, I was exposed to the kind of line discipline for six days a week that lasted six full months that becomes second-nature. I made some unconscious observations during that six months that served me well during 27 years with the FBI as a police instructor, and probably saved me and trainees on my range from a great deal of embarrassment and possibly even injury.

Unconscious observations accumulate somewhere in one's memory, and suddenly one

becomes aware that each of them has become one of a list of similar observations, and it might be worthwhile to share that list with others who have similar responsibilities.

The first observation on my list is the one which gives birth to all of the others. It isn't a "never-do", but you'll recognize it immediately if you are an experienced firearms instructor: Shooters are the result of all prior training and practice. Consequently, when shooters are given inadequate or sketchy instruction, they fall back on what they have done before, and we might call this

About the Author:

Linda J. Novak is a senior firearms instructor at the Federal Law Enforcement Training Center at Glynnco, Georgia. A former special agent with the Internal Revenue Service, Ms. Novak has been with the Firearms Division for nearly six years. For five of those years, she fired with the FLETC pistol team and was a five-year member of the Georgia Governor's 20.

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the "shooter mentality". The average police officer, not wishing to appear stupid before his peers, remains mute when the instructor asks, "Are there any questions?" The shooter is thinking there'll be plenty of time to ask the next shooter what the instructions were, and, of course, the shooter next to him didn't understand the instructions either. This is not to say that shooters are inherently stupid, because we are shooters also, and we simply become sheep when the responsibility of running the line falls to someone else. The "never-do's" are not complicated, and it might seem to some that writing them down is silly because they are so self-evident. I have trained many hundreds of firearms instructors, and I can assure you that they are worth putting down, so, here we go:

1. **NEVER** begin to offer explanation, instruction or give commands until you know that ALL of your shooters are listening. You can, of course, but you will simply have to do it again for those who were not paying attention. The military teaches that commands of execution are always preceded by commands of preparation. On the firing line, your command of preparation is the way you get the shooters' attention, i.e. "Listen-up", "On the line".

2. **NEVER** proceed until you have sought and received feedback. The expressions on the faces of the shooters will tell you if they understand what you told them was going to happen. If they appear confused, repeat the instructions. The best feedback you will ever get is 100%

compliance in a dry-run of the exercise without ammo. There is nothing wrong with following instructions given with the simple statement, "Does everyone understand what we're going to do?". You can count on at least one simple mind in every group. One of my favorites is the shooter who points to his sound muffs, already firmly in place on his ears, when you are halfway through your explanation. He is telling you by pointing at his ears and throwing his hands helplessly in the air that he cannot hear what you are saying. Now, of course, you must tell him that instructions are much easier to hear if the muffs are off, and the likelihood of loud noises which might cause hearing damage occurring during the explanation of the exercise is almost non-existent.

3. **NEVER** tell shooters more than they need to know in order to finish each phase of the shooting exercise. For example, if your shooting exercise is going to require shooting from the two-yard line and the five-yard line, and you intend to make the line safe after the two-yard shooting, the shooters *don't* need to know what is going to happen when they get back to the five-yard line until they get there. Shooters cannot and will not retain instruction that is complicated or long-winded. You must *simplify* your instructions if you expect shooters to understand and remember what is to be done. Again, the expressions on their faces will tell you if your instructions were clear and concise - feedback.

4. **NEVER** introduce *change* without demanding feedback. You won't have a clue whether the shooters *really* understood what you wanted them to do until the exercise is completed. Change flies in the face of the "shooter mentality", so you are well-advised to conduct safe dry-runs before making the line "hot".

I A L E F I

5. **NEVER** begin a running/shooting exercise with the sound of a whistle or the turning of targets. Your exercise may involve having a line of shooters with loaded holstered weapons run from the 25-yard line to the 7-yard line with instructions to draw and fire when they get to the 7. Like the punch-drunk boxer who hears the bell, one or more of your shooters may reflexively draw at the sound of a whistle, or at the turn of a target. Your command of movement should leave no room for confusion, i.e. "run", "go", "take-off".

6. **NEVER** send shooters running from one yard line to another to begin shooting unless the line where the shooting is to occur is distinctly marked with brass buckets, barricades, shooting boxes, *anything* unless you want to run the risk that one or more shooters might stop too soon or run too far. Remember that all the painted lines look alike, and the heat of competition frequently results in errors in judgement.

describe one and two-hand shooting grips with the right and left hand. Simplify the procedure by saying, "strong-hand supported", or "weak-hand unsupported".

10. **NEVER** speak, if you are a line-officer, while the rangemaster is addressing the shooters. Conversely, if you are the rangemaster, do not allow a line-officer to continue talking while you attempt to give instructions to the shooters. If this occurs, *somebody* on the firing line misses the instructions and, worse - the line officer who couldn't stop talking can't help the rangemaster during the upcoming exercise because he paid no attention either. A line-officer who insists on competing with the rangemaster for shooters' attention is a plague. The rangemaster can resolve this problem by calling the line-officers together to explain: "When you hear my voice on the loudspeaker, you can know I'm saying something that everyone needs to hear. All I ask is that you pause until I'm finished, then continue with what you were

have made it a rule to divide safety violations into two categories - ongoing, and done. If the violation is ongoing, the shooters are at risk, you have no choice and must address it instantly - even if feelings are hurt. On the other hand, if you saw it happen and the danger is past, slip up behind the shooter, tell him what you observed and remind him that it is unsafe and not permitted. He will appreciate the kindness and will be just as aware of being caught. Remember that police officers are not Marine recruits and they don't respond well to humiliation.

12. **NEVER** judge a police officer by his shooting skills. It may take a career for some range officers to learn this lesson. There are many fine, productive officers who do not shoot well, and the reverse is also true in some cases. Your greatest responsibility is to inspire those who are not motivated, and your greatest satisfaction will come from successes with marginal qualifiers.

Well, there are twelve "never-do's", and I'm sure the veterans who took the time to read them could add many more. I hope that one or two rang a bell with someone and that some part of this article has a positive effect on your program.

Never judge a police officer by his shooting skills.

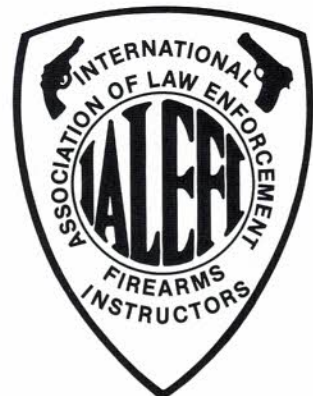
7. **NEVER** use the terminology, "right-handed/Left-handed". This is a difficult habit to break, and it not only confuses but occasionally insults. Left-handers do not appreciate being described with the typical afterthought - "You lefthanders do it just the opposite". Use "strong-hand/weak-hand" instead. Everyone understands what you mean, and nobody is insulted.

8. **NEVER** use the terminology "men/women" in addressing shooters on the line. "Shooters" is the word which includes everyone and insults no-one.

9. **NEVER** confuse shooters regarding shooting style by trying to

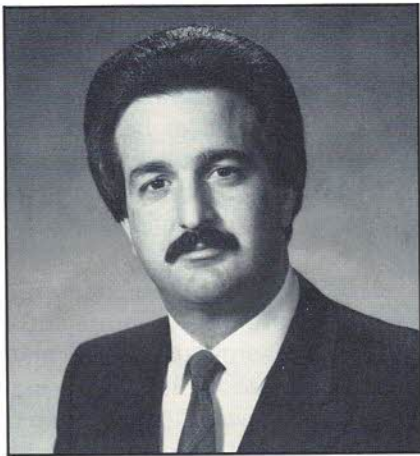
saying. That way, no-one misses the instructions, and your shooter can be doing whatever it was that I wanted done while you finish with your thought. Also, if you don't hear what I say, you'll be of no value to me in helping me run a safe line." I have been on firing ranges where the thinking was, "line-officers take precedence". It was a noble idea, but the rangemaster babbled along with on-one paying him much attention and line-officers would ask recruits what the range-officer had said. You can imagine how much confidence this inspired, and how safely these ranges were run.

11. **NEVER** humiliate a shooter in front of his peers unnecessarily. I



A Day of Firearms Training and the Los Angeles Riots

by
Stephen L. D'Andrilli



My reaction to the televised video of the Rodney King clubbing by certain Los Angeles police officers was that of disgust and outrage. The jury verdict acquitting those officers involved of all charges but one, further shocked me. But the total lack of preparedness of the City of Los Angeles and its police department to maintain public law and order was the epitome of failure on the part of government in its primary function (i.e. the protection of its citizens).

As a veteran police officer most people would think that I would have felt differently about the acquittals. After all, right or wrong, don't all cops stick together? NO. In fact, every police officer whom I have spoken with about the Rodney King incident expressed similar sentiments. Professional law enforcement officers know that acts of brutality are wrong. Such behavior undermines the pride, morale and community support police so urgently need to do their job.

Legally speaking, the judicial system worked and we must accept the verdict, even though we may feel

that it was morally and ethically questionable. The governments' failure to provide the most basic obligation has unequivocally verified the reality that we can not rely solely on the police for protection. Society has placed the burden of self-defense on the individual.

On Thursday, April 30, 1992, two events involving law enforcement officers took place. One received international news coverage, the other went virtually unheard. In Los Angeles, the misconduct was by omission, failure to take action to stop the mobs that were just beginning to rule --that is to murder, to loot and steal and, to literally destroy a part of the city.

The other event of that day although so different was integrally related to that of Los Angeles. In West Hampton, New York, the **4th Region One Training Conference of the International Association of Law Enforcement Firearms Instructors** was underway. This was a

Pistol Technology Course #89502 outlined from SigArms Academy for specific).

Society benefits when police act responsibly and with confidence. It is not unreasonable to expect the police to respond appropriately to a hostile prisoner or an angry mob, using justifiable force. It is the responsibility of law enforcement agencies to assure the public that all armed personnel know **when** and **how** to use their firearms.

Then too, it should be noted that the "**when and how**" of firearm use is not an exclusive curriculum of the police. This education should be required of every responsible person who carries a gun (military, police, professional and civilian). Such training would be more effective in reducing firearms misuse and accidents (especially in light of the recent increase in fatalities caused by mistakes in judgement and/or over-reaction) than any of the present methods of gun control. Education,

Professional law enforcement officers know that acts of brutality are wrong.

program geared to police and security professionals, committed to continuing their education and advanced firearms training. The training went beyond that of shooting 1,250 rounds of ammunition at paper and metal targets. It emphasized safety, proper judgement, responsibility, and good old-fashioned common sense. Association objectives and goals were discussed along with actual applications of proximity techniques for violent encounters (see Advanced

not legislation is the key to firearms safety and proper use.

The conference, coordinated by our association president, Michael Beckley, had a turnout greater than expected. Nearly one hundred men and women participated in the first day-14 hour firearms program (60% on their own time and at their own expense). Participants included active and veteran law enforcement officer/instructors (from federal, state and local agencies) and new Associate Members New York State

Supreme Court Justice Edward Pincus and Vista Foods president Vincent Pacifico. Muster began at 8:00 A.M., followed by an orientation and a brief talk by Nassau County's Chief of Patrol, Robert Sefton, on his department's transition from .38 calibre revolvers to .9mm semi-automatic pistols.

Due to the size of the group, training segments (advanced shooting, auto pistol and night firing techniques, and use of chemical agents) were divided accordingly among the nationally recognized instructors (Michael Boyle of N.J. Fish & Game, William Burroughs of SigArms Academy, Bruce Howard of New Britain, Connecticut P.D., and Emmanuel Kapelsohn of The Peregrine Corp.), at the International Rescue & Training Facility.

The conference included the testing of four Colt handguns (.357

Python, .45 Combat Elite Serial #80, .380 Mustang, and the .9mm All American Model 2000, with particular emphasis on the latter.) The cooperation of Ronald Stilwell, vice chairman of Colt's Manufacturing Company, Inc., the New York City Police Department's License Division and Sile Distributor, Inc. were instrumental in making these handguns available to us. A performance evaluation will be the subject of a future article.

Our experienced group of participants left the conference convinced that the adaptation to change in firearms technology and continued education is a necessity for professional law enforcement.

About the Author:

Stephen L. D'Andrilli is a 15-year decorated veteran of the N.Y.C.P.D.,

a licensed federal firearms dealer, and N.R.A. certified firearms instructor and training counselor, with two Masters degrees from John Jay College of Criminal Justice. He is the president of Guardian Group International Corp., a security consulting and criminological research firm. He is also the founder and C.E.O. of Protective Services International Corp., a security agency licensed by the Department of State to provide high-level armed/executive protection and related services. The companies also distribute state-of-the-art products (bullet-resistant clothing & accessories, video training tapes, gun storage/transportation boxes, etc.) Mr. D'Andrilli lectures, writes, consults with government, private sectors and the media. He has been an active I.A.L.E.F.I. member since 1988.

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Chemical Munitions Deployment in Correctional Facilities

by Terry A. Thorpe Training Coordinator DEF - TEC Training Academy

The use of chemical agents in controlling unmanageable inmates has long been an effective practice. Because of new challenges such as overcrowding, a more violent population and penchant for liability considerations, the proper use of these munitions has become more important than ever before.

The old "tear gas is tear gas" philosophy will not stand up under cross-examination. Both education, to gain the knowledge and hands-on training, to acquire the skills are needed to properly and effectively deploy chemical agents.

If corrections administrators would look at two key factors, they could probably assess the degree of their liability. The first is what is the potential for having to use chemical agents? The answer is probably: At any given time. Little or no warning precedes most violent encounters. This we rarely have any control over.

The second factor that should be considered is who is currently and properly trained in the deployment of chemical munitions? It is in this arena the judicial microscope will be brought into focus looking for elements like "lack of training, excessive force or negligence". This is a factor we have total control over.

While the heyday of chemical munitions deployment might have been perceived to be over following the '70s and early '80s, quite the opposite is true. Their employment has found a comfortable niche in the Use of Force Continuum particularly in correctional facilities.

Where corrections officials have fallen suspect is in the area of the correct use of chemical agents. Both the delivery system and the type of agent used must be determined and properly deployed.

In addition, post-use pro-

cedures must be established and adhered to. A primary area of importance is inmate decontamination. Once the chemical agent has accomplished the intended task, control measures should be converted to first-aid efforts.

With this in mind, we should look at the types of chemical agents available. Their areas of applications, capabilities, limitations and methods of deployment should be fully known and understood by those responsible for their use.

TYPES OF CHEMICAL AGENTS

To fully understand the different types of chemical agents available today, it should be noted up front that none of these are a "tear gas". The agent emitted is a solid particle form, not a gas. These are referred to as "particles". These particles are finely pulverized and are micron (1/25,000ths of an inch) in size. Their physical characteristics are comparable to that of common baby powder.

In today's general inventory of chemical agents there are four which are the most common. They are HC (smoke), CN (lacrimal agent), SC (lacrimal/respiratory irritant) and DC (inflammatory agent). Each of these have their own performance characteristics, advantages and disadvantages that should be known and considered before their use.

HC (Hexachlorethane;
Color Code: Yellow)

Commonly referred to as *White Smoke*, it is not classified as a chemical irritant. It does have its place in the broad use of chemical agents. It can be dispersed from either a burning discharge grenade or by blast dispersion. From the grenade it will create two distinct impressions.

The first is a distinct psychological effect. Because of its voluminous concentration and appearance of being a chemical agent, it can have quite an intimidating appearance. The use of colored smoke conjures even more dramatic consequences in the minds of the inmates.

CN (Chloroacetophenone;
Color Code: Red)

Invented by a German chemist in 1869, CN is a lacrimal agent that primarily affects the eyes. Although it is faster acting than CS, its effects are not as severe. In a minimum use of force policy, CN is usually a first choice.

In addition, decontamination of both personnel and facilities is easier than with CS. The downside of CN is that cross-contamination from exposed inmates is always a threat. This requires correctional personnel to wear protective masks.

CS (Orthochlorbenzalmalononitrile;
Color Code: Blue)

Developed in 1928 by British chemists B.B. Carson and R.W. Stoughton (hence the abbreviation CS) it is regarded as a lacrimator, as well as a skin and respiratory irritant. Exposure to CS results in burning of the eyes with copious tearing, tightness in the throat and chest creating a suffocating sensation.

The effects, although not as fast acting as CN, are much more severe. Exposed personnel experience difficulty in breathing followed by nasal and sinus drip. While decontamination of personnel is simple, (exposure to open air is often sufficient) the cleaning of soft items such as mattresses, pillows and blankets can be difficult.

OC (Oleoresin capsicum;
Color Code: Unassigned)

Considered an inflammatory agent, OC is one of the newer products to gain wide interest and use. It is derived from the micro-pulverization of the refined oils and waxes of the cayenne pepper plant.

OC has an immediate and dramatic effect upon exposed lacrimal and mucous membranes. This results with immediate involuntary closing of the eyes and a choking sensation. Peripheral effects include extreme burning of the eyes and redness of contaminated skin. Inmate decontamination can easily be accomplished by exposure to cold showers.

Two advantages inherent with the use of OC is the lack of cross contamination from inmate-to-officer and the simplicity of decontamination. Because of this, correctional facilities are taking a serious look at replacing the CN/CS inventory with this newer formulation.

METHODS OF DISSEMINATION

How a chemical agent is deployed is just as important as which chemical agent is deployed. An awareness of the different delivery systems available will go a long way in selecting the right combination of both agent and system.

The four methods of dissemination are: Expulsion, Pyrotechnic, Liquid or Fog.

Expulsion Delivery

This refers to a method that deploys a force to expel the agent out of its container into the atmosphere. Chemical agents used in expulsion devices must be finely granulated to remain airborne and move with the wind.

In addition, a "carrier" component is added to enhance the agent's fluidity and prevent the particles from adhering to each other. The mixture ratio can vary from 80% carrier and 20% agent up to 50/50, depending upon the manufacturer.

The two means of delivery for expulsion agents are grenades and gas gun cartridges. In the most com-

mon grenades, internal pressure is created through the ignition of a non-electrical blasting cap bursting the container and expelling the agent. This type of device does have some limited fire potential.

A new device recently introduced employs the use of a CO2 cartridge in a rubber ball as the expulsion charge. This system has garnered a lot of attention because it gives 98% agent evacuation and is essentially a zero fire threat.

The 37mm gas gun is also capable of delivering the same agent with the muzzle blast dispersion cartridge. While the fire threat is minimal, caution must be exercised when firing against personnel as the felt and cardboard waddings can become projectiles.

Whether deploying by canister or cartridge, consideration must be given to the ambient wind direction and velocity because of the near weightlessness of the agent/carrier.

PYROTECHNIC DELIVERY

As the name implies, this is a burning type of system with all the inherent fire threats included. They are generally referred to as continuous discharge grenades. They are versatile in delivery because they can be hand-thrown, weapon-launched or cartridge delivered depending upon the intended use and distance.

This method of dissemination is accomplished through a combustion (continuous discharge) process burning coarsely granulated agent combined with a pyrotechnic ingredient. This mixture is pressed into a cake that will burn upon ignition.

The agent is released into the atmosphere in a cloud of smoke which helps to identify its direction of movement and the areas of contamination.

These grenades were originally designed for outside riot control situations. Interior applications in jail facilities is not generally recommended because of the fire potential.

LIQUID DISSEMINATION

Delivery of liquid chemical agents can be accomplished by several techniques. One method is non-burning projectiles fired from either the 37 mm gas gun or 12-gauge shotgun. These are generally known as barricade penetrating projectiles. They are fired through doors, walls or windows. They usually have a pre-weakened nose, releasing the agent into the target area after penetration and disintegration.

Another liquid dissemination system is from aerosol devices. In this method, the agent is suspended in a solvent and placed under pressure in a mist which evaporates quickly leaving the agent particulates suspended in the air.

These devices vary in size from small, hand-held canisters to large shoulder-carried tanks. One of the distinct advantages to this system is that the officer can be very target specific in deploying the chemical agent.

FOG DISSEMINATION

Dispensing through a fogging system creates the ability to release a tremendous amount of chemical agent in a short period of time. This is achieved by a fogging device which rapidly heats and vaporizes a liquid agent formulation. When the vaporized agent is introduced to the cooler ambient air, it condenses into a heavy smoke carrying the particulates of the chemical agent.

Some fogging devices are capable of delivering several hundred thousand cubic feet of smoke in under 60 seconds. Although its employment is limited to outside applications, it can be very effective in prison yards or fenced recreational areas where problems occur.

Summary

Every tactical situation in a correctional facility is different. There are munitions and delivery systems that will fit most of those situational needs.

It is the inherent responsibility of the corrections officer of response team commander to determine the appropriate quantity of the proper agent. In addition, the safest and most effective method of delivery must also be utilized in confrontational situations.

The solution to that dilemma is training.

Multiple-Aggressor Situations-The Spread-Fire Technique

by
 Dave Rose and Rocky Warren

The 1990 FBI Summary of Law Enforcement Officers Killed seems to show that multiple-aggressor situations are the ones where police officers are getting killed. Gang-trained, con-trained, substance abuser and mental case aggressors have highlighted the need for better training in all areas. But police are coming out on the short end of the stick with more than one aggressor.

The following "Spread-Fire" Technique is not mine. I was trained in it's use by I.A.L.E.F.I. member, Don Cameron. What it is designed to do, is target the aggressor as quickly as possible, and continue hitting them until they stop.

Given the necessary justification to engage the suspect in defensive combat, and using the officer's sidearm, it is possible to get more for less. To get more survival probability for the officer, and less likelihood for the officer to be targeted accurately and unhindered by the suspects.

With enough training, it is possible to shoot each offender and re-hit him every 1 to 1-1/2 seconds. More survivability for the officer, with less exposure to a fully-functioning, uninjured, armed aggressor.

If a cop is targeted by three aggressors, and double-taps each of them, the last aggressor has about two-plus seconds to shoot the officer. A walk in the park for the suspect, deadly for the officer.

With the "Spread-Fire" technique, each aggressor is hit within 1-1/2 seconds or less, and is re-hit each 1-1/2 seconds. With two aggressors the pattern is simple: Tap T-1, DBL Tap T-2, DBL Tap T-1, and continue until hostilities cease.

With three aggressors: Tap T-1, and T-2, DBL Tap T-3, Tap T-2, DBL

Tap T-1, and traverse back if necessary. Continue to double-tap the end targets.

With four aggressors: Tap T-1, Tap T-2, Tape T-3, DBL Tap T-4, Tap T-3, Tap T-2, DBL Tap T-1, and traverse back if necessary.

With five aggressors: Shoot singles on targets T-1 thru T-4, then Double Tap T-5. Single shots are then delivered to T-4 thru T-2. T-1 then gets Double shots, and traverse back.

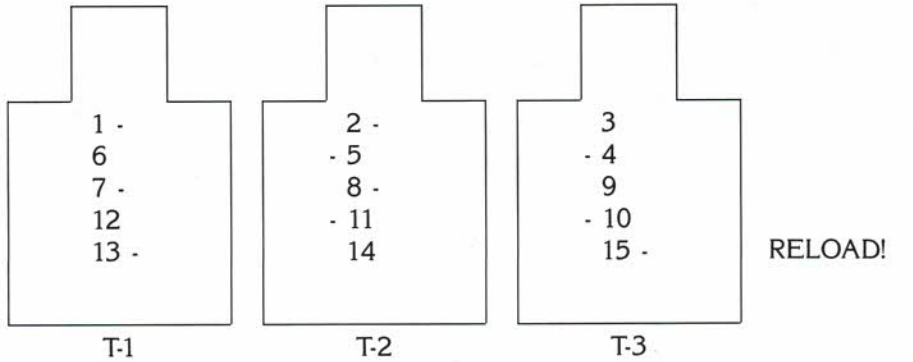
You cannot believe how quickly this can be done with practice. It's more simple than it sounds. Obviously, it is designed for close, defensive-combat situations. As

luxury of lining the officer up for accurate, aimed fire. The suspect may very well miss because they're rushed into the shot, giving our officer a better chance to target them.

If our officers are in a defensive combat situation, we owe it to them to teach how to incapacitate as quickly as possible. We can't afford to allow a suspect time to target one of our officers while they're engaging other suspects.

It's an ambidextrous technique. Doesn't matter which side you start from. My thanks to Don Cameron.

About the Authors:
 Dave Rose is a seventeen year



always, the officer's willingness to seriously train with the technique will show results.

Put an officer on the line and have them shoot with double-taps to three targets. Time the onset of engagement until all three suspects are hit. Then put them on the line with spread-fire technique. Time from the point of engagement until all targets are hit. The time elapsed from onset until all suspects are engaged should drop.

This exercise also teaches students to scan the line. It has the very critical effect of taking away the suspects' time advantage, because the suspect KNOWS that he's drawing fire, NOW and doesn't have the

Law Enforcement veteran. Presently a Sergeant with a Northern California Sheriff's Department, he is also a SWAT team member of twelve years service, SWAT Instructor, Firearms, Defensive Tactics and Impact Weapons Instructor. Dave is also the holder of a Bronze Medal of Valor for Police Service, and three Silver Stars for bravery. Owner of Rose Consultants, Dave is also an IALEFI, ASLET, and NTOA member.

Rocky Warren is a sixteen year Law Enforcement veteran. Presently a detective with a Northern California Sheriff's Department, he is also a former SWAT Team Counter-Sniper and Entry-man, now a Firearms Instructor, Survival Shooting Instructor,

and Armorer. Rocky is also the holder of a Bronze Medal of Valor for Police Service. Rocky is an IALEFI member

and International Wound Ballistics Association, associate member.

What To Teach? Shooting or Fighting?

by
Mike Hargreaves

Hands up those who think fighting is not done with a gun? "Bad Boy", (or girl)) Hands up those amongst us whose academy taught them to shoot, but not to fight with a side arm.

Why? Because it's easy, and your instructors were graduates of Police and Military training where they were programmed to teach that way.

Let's be specific - Who teaches the "Speed Rock"? - Toe the line, wrist on waist, knees bent, with hand gun pointing up, and upper torso leaning back? Give me a break, the villains push the gun against the body and pull the trigger - a hit! Who taught the bad guy to do that? - No one. It's natural! And it works!!

The U.S. television program "Top Cop" is shown up here in the frozen northlands, Canada, AEH? And I have seen at least two instances where a deadly struggle is going on, and the partner of the officer in the struggle is prancing around to get a good shot. Two and three yards away, one of them - the female partner - was shot dead when the perpetrator was in control of the officer's side arm, and she was standing on the bed. What is wrong with picking your time, step in quick, muzzle against temple - BANG! Lots of man hours of training? No, it's easy. And it works!

Set up the "Bedroom, Kitchen, Hallway, Stairwell" etc., etc. Then double and triple check for ammo - live or otherwise. This is dry fire ONLY! Go to it. Push, struggle, wrestle around all over, push gun out, click, where did it hit? Freeze frame on click, or click, click. All training must be street balanced. If it doesn't

pertain to real life - dump it.

To physically run the dry bedroom etc., dry fire scenarios, you need at least two range officers, (referees) to watch and shout "Stop" freeze, then critique and make snap decisions as to who won and who lost, and why. Also they, the referees, might have to drag the student, "contestants" apart. (Sometimes they get carried away.)

With live fire programs, use real life incidents to build your target size, or portion of a target, and distances, time of day (light level) and build in movement. Your movement, target movement, multiple hits on a single target, head shots, close and even contact hits.

If you want to add realistic sound levels, sony walkman, little ear plugs under regular ear muffs. Loud taped sounds, screams, glass breaking, shots fired, you name it - you think of it - record it, and play it LOUD.

This is not intended to, as an article, give you bell, book and candle on training. It's idea time. If anything we see, hear, or read gives us, as firearms instructors, one single new idea that can save a life, GREAT!

In closing, this short dissertation, one last thought: Hot Range - When the officer arrives at the range to shoot his or her program, dressed for duty at that time - they walk onto the range, eyes on, ears on, and go to it. If the pistol does not work, if the holster does not open, or if magazines are unloaded, now is the time to find out - Not at the local Stop & Rob at 1:00 AM! Guns cleaned and re-issued new ammo at the end of the program - Back to Work and Go in Safety.

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U.S. Firearms Trainers Tour Central Europe

by
Bob Hunt

A contingent of Law Enforcement Firearms Instructors recently returned from Europe after participating as delegates to Germany, Czechoslovakia and Hungary. The program was coordinated by the author who served as Delegation Leader. The schedule included meetings, site visits, demonstrations and discussions where the delegates were exposed to training concepts from within our own group as well as from the host agencies. Firearms training was the center of interest in all of its varied elements and applications.

The article that appears here attempts to relate this experience from the writer's point of view and hopefully will serve to inspire others in some degree to seek similar opportunities and new dimensions in the field of firearms training. It certainly was a precedent-setting event for the participants.

DEVELOPMENT OF THE PROGRAM

The concept was worked out with a representative of People to People. Mr. John Luppert, Director of Technical Projects for the Citizen Ambassador Program, co-ordinated the Delegation with our European hosts. The focal point was firearms training from the beginning and although there was no forerunner for such a specific subject in previous professional delegations, the idea clearly had validity and was enthusiastically adopted by John and his staff. A format for exchange topics was worked out with emphasis on program development to include individual police tactics and deployment of weapons. At the

same time, the Project Director was working out an itinerary which would eventually include formal meetings with major police departments in Germany, Czechoslovakia and Hungary. Adding to the excitement generated by the opportunity to learn first hand about European police training methods was the unprecedented openness of the governments and societies in the countries that we were to visit.

Delegation members were identified by their status as Law Enforcement Firearms Instructors and invitations were sent out to those whose professional affiliations indicated ongoing interest in firearms training. There was a great deal of enthusiasm from the beginning. We were especially gratified by the large number of trainers who expressed interest but for one reason or another, were unable to join this Delegation. It is for these colleagues and friends and many others in the field of firearms training, I have submitted this brief summary of events.

Ultimately, 16 trainers made the trip. As a group, our backgrounds were somewhat diverse, as expected, but the experience level was high and interest and enthusiasm boundless. Complete arrangements and a finalized itinerary were discussed during our briefing in New York City. The schedule of events included meetings in Wiesbaden, Frankfurt, Prague and Budapest; with site visits to ranges and training facilities in other locations.

In addition, a full program of cultural activities were included which would serve to provide a better understanding of the people and their nationalities in the regions that we visited.

FRANKFURT AM MAIN

The initial stop on the journey was Frankfurt, a German city rich in history and famous as a major European banking and trade center throughout the middle ages. It still remains the Country's financial center and has some of the most modern architecture in Germany. As with other locations, this was a first time visit for many of our delegates, although Bob Gorder and Dave Fleet had served tours here with the U.S. Army.

Two days of meetings were scheduled, the first at Wiesbaden where we were hosted by Mr. Dietrich of the Hessen State Ministry of the Interior. We were given an overview of the agency and its policies as well as an introduction to German law enforcement practices. Discussions centered on firearms training procedures. A summary of issues included the fact that each state is responsible for their firearms training, which was described as minimal for the patrol officer. Gun battles with criminals are rare and their laws prescribe no increase in punishment for the murder of a police officer. An interesting demonstration and display of unique confiscated weapons concluded the session. The Delegation then toured the facility and were introduced to the technical aspects of their firearms related identification systems. (IALEFI member Jim Moss was able to come up from Heidelberg and join us for the morning session. Jim is assigned in Germany and works with law enforcement on firearms related matters. His experience and insights were helpful.)

The following day's events were

highlighted by our visit to the headquarters of the Frankfurt Police and a very interesting orientation and discussion of Germany Police training practices. Our host, Captain Axel Becker, emphasized the need for more realistic training in his agency and went on to cite recent encounters which revealed weaknesses in their officers' ability to cope with perpetrators of firearms related crimes. Discussion from both sides of the table emphasized the requirement for job related and specialized training for all police officers. An overview of their firearms training included re-qualification requirements which mandate 136 rounds of handgun live fire annually. Inadequate firing ranges impact on training however, and severely limit the development of more realistic activity.

The German police carry the Sig-Sauer pistol Model 225. The chamber is empty and the weapon is not charged until the officer can justify its use. Holsters have evolved from the flap variety to the thumbsnap, but the rigidity, form and style does not lend itself to an efficient draw. Training videos revealed the use of advanced shooting techniques with the pistol, specifically reloading and multiple shot drills, but the demonstrators appear to be special unit personnel and their equipment was not standard issue. There is recognition of the development of individual tactics for the street officer and certainly examples of a high level of skill within their special units, but this does not appear to have manifested itself in the entry level or in-service training. Captain Becker played a most important role in our discussions and exhibited a high degree of professional interest and dedication to officer training and development, which he has primary responsibility for within this force of 3,200.

One of the many strong points of the Citizen Ambassador Program

is the unique combination of supporting activities scheduled into any professional visits to cooperating nations. There are many modern and historical attractions in Germany, recognized in the Country's architecture, its monuments to remote ages, and the many cultural pursuits which interest visitors such as art, music and literature. As in every city that we visited, the Delegation was introduced to local and national points of interest. Perhaps the highlight for us was a boat trip on the Rhine which passed below ancient, medieval castles which are so much part of that region's history. It was an experience to remember.

tion. This impacts directly on the police. In the former system, crime was relatively low and street crime resulting in assaults and armed robberies almost non-existent. Moreover, mere police presence was often enough to discourage criminal acts. The economy and the resulting lack of funding for the Czech Police has impacted on their attempts to speed up their retraining efforts. Recognizing an increasing threat to police officers on an individual basis, command/staff are moving to develop more self-reliance in dealing with the public and in determining individual tactics.

Our meeting in Prague included discussions with the Director of



The Delegation in Prague

PRAGUE, CZECHOSLOVAKIA

News that Slovakia had voted for independence from the Czechoslovak Republic greeted us almost upon arrival in Prague. Although the independence movement was anticipated, the news stunned the Nation, whose recent move toward a more open political system is still very much in transi-

the Police School and the C.O. of the Special Operations Unit. Candid observations of police problems were made by our hosts, one of which had visited the U.S. and participated in firearms training. Identification with modern techniques used by U.S. law enforcement trainers is in evidence but conversion from policy to effective training doctrine will take time. Of

special interest to the Delegation was a visit to the firing range in Poricany, located about 70 kilometers from the City. In the course of the day we observed various drills and exercises in live fire and were given the opportunity to test fire Czech weapons.

It should be noted that the Czech police officer is issued a 7.65 WWII era pistol which is carried with the chamber empty. The holster has a flap top and envelopes the pistol. Until recently, annual training requirements mandated 54 rounds per officer and firing was done in the "Olympic" shooting style. A dramatic change has taken place after Captain Plsek's visit to the U.S. in 1991. Training time has increased and drills stress speed from the holster, first shot effectiveness and multiple shots. The Czech Police are looking to upgrade the pistol to 9mm and replace the current model perhaps with the CZ-85. This would eliminate one of their training problems as lowering the hammer after firing results in unintentional discharges.

A good deal of rapport building took place here and I think that our interaction has helped to secure a firm footing for future relations between U.S. trainers and our counterparts in the Czech Republic. The School Director, Commandant Major Trojan, along with his staff, interacted with our group while members of the police newspaper and the local press interviewed and recorded events of the day. The following issue of the local newspaper "Noviny" carried a front page article and picture of Marilyn Cooke demonstrating a handgun firing technique with a Czech pistol. Our personal and professional thanks are extended to an excellent staff of police trainers lead by Major Trojan, Major Eduard Krhuter and Captain Jan Plsek.

The range day in Poricany concluded the training activities in Czech. Sight-seeing activities



Bob Hunt firing a Model 61 Submachine gun, 7.65mm from the cheek position. Poricany, Czechoslovakia.

centered around the City of Prague. Since its origin during the middle ages, Prague has been an important center for trade, travel and culture. Well known for its Romanesque, Baroque and Renaissance architecture, the visitor is overwhelmed by its breathtaking beauty and sense of the past. Our Delegation found time and opportunity to explore many interesting sites: Prague, Castle, Charles Bridge, St. Vitus Cathedral and take in the famous panoramic view of the historic City as seen from the old town bridge tower. (To add to this the local cuisine was excellent!)

BUDAPEST

We push on to Budapest, the final leg of our two week trip. Our first formal business meeting was held at the Headquarters of the Hungarian National Police (36,000 officers) and was presided over by Dr. Bokonyi Istvan. In attendance were forty command and training officers from throughout the Country. Formal presentations were made by our Delegation on the topics of firearms program management; special unit deployment survival strategies; and static, dynamic and interactive training. This was to date the most for-

mal of our sessions and each delegate had an opportunity to summarize their agenda topic. Following this session we hosted a luncheon for our guests where discussion topics were pursued in a less formal setting. The Delegation was then invited to the H.N.P. training facility and introduced to the Special Operations Personnel. Members of this group are trained in the use of all police firearms as well as survival tactics and exhibit these skills with a high degree of professionalism.

During a demonstration of firearms and tactics later in the day, we had an opportunity to meet with the team leader and his principle officers and exchange comments and views on firearms training. The demonstration focused on close battle tactics utilizing the handgun, shotgun and submachine gun. Tactics emphasized mobility and flexibility utilizing pivots and turns, reaction to attacks from the rear, and team and pairs drills. Team members were very dextrous with the pistol. Carrying in "condition three" they exhibited quick and efficient charging techniques. All exercises and drills were tactically correct and the officers were in excellent physical condition. This is obviously an elite unit with very

good equipment and high morale; but probably not representative of the average street officer.

Special Unit members have received training from the Israelis and are currently looking at the Jericho pistol for universal adoption. The principle instructor, Otto Simonyi, who demonstrated a high level of advance pistol skill was displaying an IALEFI patch on the shoulder of his coveralls. The universal theme that law enforcement personnel from around the world share many of the same interests and concerns was never better expressed.

The Hungarian police officer is currently carrying a 7.65mm Model 48 pistol with a high probability of upgrading caliber to 9mm, parabellum. Holsters are the flap variety and, as we discovered in the previous locations, the pistol is carried with an empty chamber.

Facts and figures on the Hungarian policing were forthcoming during our next meeting, this one less formal in Veszprem, a resort town in the Balaton Lake district. County policing is coordinated here at the Headquarters and patrols work out of substations not unlike our own. Divisions include criminal police as well as uniform and traffic.

As with other countries in the region, the economy has impacted on law enforcement spending. Crime has increased during the last two years and the refugee flow is a major concern. Because the individual citizen is not armed, according to the police, few crimes are committed with a firearm, and there are virtually no firearm related assaults on police officers. Until recently, officers received firearms training twice annually, but this has been upgraded to a monthly shooting schedule. Specifics were not given.

Our final session took place at the Hungarian Police College in Budapest. Deputy Director Dr. Denes Sandor headed a delegation

which included the Director of Firearms Training. Highlights of the

manufacturer was of immeasurable help to us in weapons identification



Otto Simonyi, Lead Firearms Instructor, Hungarian Special Operations Unit. (Please note Otto's proud display of IALEFI's patch.)



Members of the Hungarian Special Operations Unit Demonstration in Budapest.

meeting included an orientation on the role of the College in law enforcement training and an interesting briefing by Captain Szebeni Lehel on their plans for upgrading firearms training from a strictly marksmanship orientation to include survival skills and combat effectiveness with the handgun.

At one point, the Delegation adjourned to view a weapons display which included a wide variety of Kalaschnicov derivations, Soviet sniper rifles and Makarov pistols. IALEFI member Barney Mundy, a collector with an extensive background in firearms of European

and history here and throughout the trip.

Our final scheduled event in Hungary was a trip along the Danube and a visit to some of the interesting villages and landmarks in the vicinity. This beautiful country is considered to be at the crossroads of East and West and has withstood countless invasions and migrations in its long and tumultuous history. The City of Budapest, itself locate on the Danube, is said to be one of the most beautiful and exciting cities of the world. We would agree.

This article was written to help

create an image of this trip and of its many facets and is not intended to be a technical study. The information absorbed was extensive. The pace fast and the experiences fascinating. We met new people, made new friends and were graciously received in societies far different from our own.

The police in all of the countries that we visited shared similar concerns with us. Trainers are trainers. Law enforcement faces the inevitable responsibility of putting into practice procedures that will limit or minimize physical and deadly force used against them or against the public which they serve. Often just the recognition that these are universal concepts aid us in

identifying common objectives.

The day of the closed system in firearms training has passed. Information flows freely today and it is accepted or rejected based on its merit in a job-related environment. This supposition and the expanded world-wide system of travel and communication make experiences like this one important for our perceptions as trainers.

With respect to the trip, the total impression is colored by the various site visits, business and casual contacts which help create a more vivid and detailed picture of the world that we live in. This combination of events leads to an experience that would be difficult to duplicate without the support of a

well-balanced and detailed program. For me, it was a valuable experience which I shall recall for sometime to come. Should a similar opportunity present itself to you I would recommend it without hesitation.

About the Author:

Bob Hunt is the Director of the Smith & Wesson Academy and former career law enforcement officer with over thirty-years experience in firearms training. He served as President of I.A.L.E.F.I. from 1983 - 1991 and is the Chairman of the A.T.C. Program Committee. Bob has a Masters Degree in Public Administration and is a graduate of the F.B.I. National Academy.

A Safe Direction At Home

by

John F. Petrilli



From the time an officer removes their firearm from its holster or other carrying system for loading or unloading purposes, a safe direction in which to point the muzzle is essential. However, reality has it that whether or not a truly safe area exists, loading and unloading does take place in the living areas of the home, regardless. I'm in no way condoning this, I'm simply stating a fact.

We must always keep in mind that practically any form of bullet can pass through and/or ricochet off any wall, floor, door, ceiling (including furniture and appliances) in the home. We must also realize that the muzzle will most certainly have to pass through one or more of

these areas, especially once the weapon comes out of its carrying system. Realistically, we have to choose one or more of these areas in which to point and/or hold the muzzle while we are loading/unloading and unless we force ourselves to only point the muzzle at an area **specifically designed** to stop and catch a stray round, serious injury or worse could result. But how can we teach ourselves to point and hold the muzzle in a safe direction while

strating proper use of the firearm. We show graphic videos proving bullet potential whether or not the discharge was intentional. We train ourselves to keep our fingers off of the trigger until we intend to fire. We follow "THE LASER RULE" and while we're at the range we point out and emphasize that down-range is the designated safe direction. But do we also designate a safe area in the home? Or can we?

Times have it now where, it seems

Where's the safe direction/area in your home?

we're at home when none of the aforementioned areas have been designed to or are even capable of securing a stray round?

The real objective is to prevent the unintentional discharge. So, we do all we can as Firearms Instructors to enforce safety. We lecture and discuss variations of firearms and bullet potential. We run practical exercises explaining and demon-

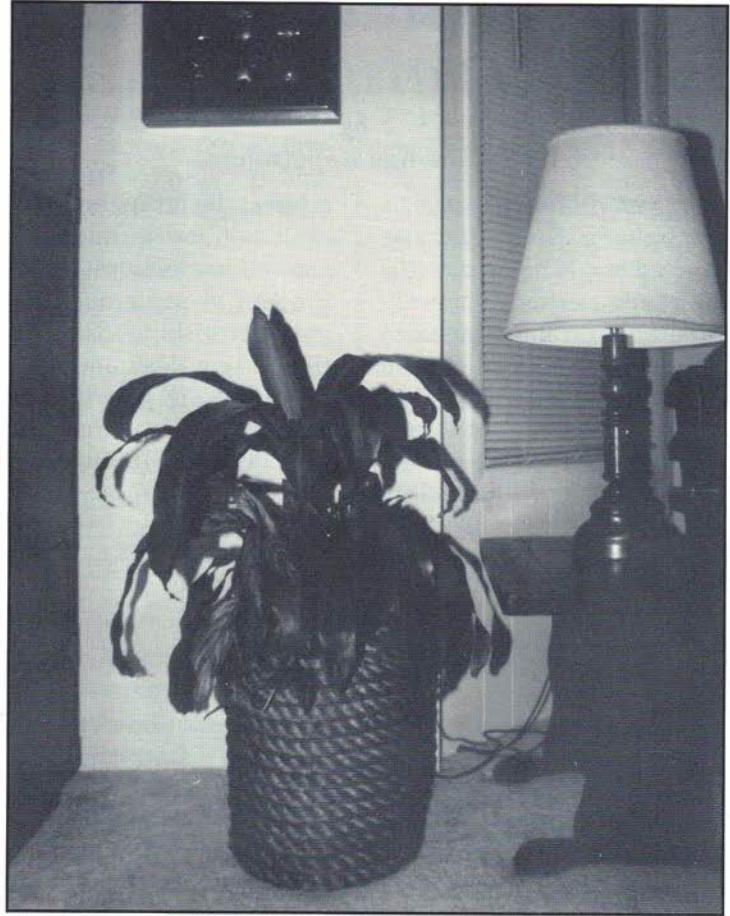
as though every action and every word that comes from a Firearms Instructor, becomes or can become a liability issue. Especially if we start designating loading/unloading areas in homes that we've never ever been to. Therefore, while we ask our students to define a safe direction on paper, should we also have them tell us the one that they use? Or would we then be liable for accept-

ing their wall, floor, refrigerator or mattress as being safe enough? There's a designated unloading/loading pit at the range entrance as a safe area to unload prior to stepping onto the range as well as to load safely prior to leaving. We instruct the shooters not to bring loaded weapons and **any** ammunition into the classroom. We clearly tell them not to load/unload in the classroom because there are no safe areas in which to do so. We tell them not to aim the muzzle at a wall (whether at home or elsewhere) because the bullet can pass through while someone might be on the other side and could get hit and possibly killed. While doing so, we are telling them not to aim at the wall, or are we saying to make sure that there is nobody on the other side before they use it? We shouldn't assume that the entire class fully understands, because they don't.

Unfortunately, every person with a firearm in their home does not have a "safe area/direction" in which to point the muzzle when they're loading/unloading. Every officer that is equipped with a firearm(s) doesn't own a home, and even if they do, they can't be expected to have a shooting range built in the basement in order to have a safe direction in which to point the muzzle.

While in the classroom, I'll ask the students to point out a safe direction in which to point the muzzle. It's all too often that I get no response, especially when I refer to the home. Isn't it sad to know that more firearm carrying officers can't point out that safe direction in their home, yet they load and unload there every day.

Knowing that the unintentional discharge is just waiting to happen (or it has already happened), more and more agencies are installing bullet traps and creating "real and safe" loading and unloading areas in their central. Because accidents can



happen anywhere, anytime, and to anyone, shouldn't we consider a bullet trap for our home too? Most sporting goods stores sell them in different styles, sizes and prices. Some of the manufacturers will even make them up special for you if you need a special design.

Where's the safe direction/area in your home? Is it capable of stopping and retaining **your bullet** should an unintentional discharge occur? Unfortunately, accidents can happen and too often stray bullets seem to find people; usually children. I've found that an inexpensive plastic bucket, lined with metal plates and filled with sand is sufficient to stop a round in my home should an unintentional discharge occur while I am loading/unloading. As a decorative measure, I wrapped rope around the pail and placed a plant on top.

Should anyone consider this method, it is advisable that the trap be designed and tested to stop and catch your particularly charged projectile.

Sure, the old saying, "You can lead a horse to water, but you can't make him drink" can fit into place here but, if we explain that the only safe direction while loading/unloading at home or otherwise, is a bullet trap, one would have to blatantly disregard it and **intentionally** aim their muzzle in an unsafe direction.

About the Author:

John F. Petrilli, Sr. is a Correction Officer for the Nassau County Sheriff's Department. His special assignments include Armor/Academy instructor for Firearms and general topics. His is married with two children.

I.A.L.E.F.I. Firearms Training Standards

by
Emanuel Kapelsohn

An updated draft of I.A.L.E.F.I.'s Firearms Training Standards has been prepared and is being discussed by the Training Criteria Committee. The draft currently includes recommendations for a minimum number of hours of instruction and rounds to be fired in entry-level recruit firearms training, a recommendation of in-service dim-light training and qualification intervals, and similar specifics not previously

addressed by the standards. A final draft will be formulated for consideration and possible adoption at the ATC in September. Any IALEFI member wishing to obtain a copy of the current draft and/or provide input should contact Emanuel Kapelsohn, The Peregrine Corporation, P.O. Box 170, Bowers PA 19511, Tel. (215) 682-7147 or FAX (215) 682-7158.

Training Committee Report

The Training Committee is working on a glossary of Firearms Instructors. Preston Covey has been spearheading this project. The basic outline will have six top level categories as follows:

1. Weaponry
2. Ammunition
3. Field Equipment & Accessories
4. Training Equipment & Facilities
5. Training Standards & Practices
6. Weaponcraft & Threat Management

The glossary will have three levels of organization, six top level categories with sub-categories and sub-sub categories, followed by sample terms.

EXAMPLE

1. Weaponry
 - 1.1 Firearms
 - 1.1.1 General Features - Double Action, Semi-Auto
 - 1.1.2 Components - Grip safety, Magazine
 - 1.2 Impact Weapon - PR-24, ASP Baton

An index will be provided at the end so the user will not have to se-

cond guess under which category the term would fall.

We plan to have a working draft available by the ATC.

Anyone interested in contributing, please contact the Training Criteria Committee chairman, John Meyer at 703-450-1900-work, or 703-791-2334-home.

We are also trying to provide a 2nd edition to our Tactical Handbook. Anyone who has any Courses of Fire that may be of interest to our members, please send them to I.A.L.E.F.I.

Manny Kapelsohn has prepared a revision of I.A.L.E.F.I.'s *Firearms Training Standards for Law Enforcement Personnel*, using our current standards as the starting point for the revision. Our existing standards were authorized by Mike Beckley in 1982-83. The revised draft includes specific recommendations with regard to such things as frequency of training and qualification, number of hours and rounds used in recruit-level training, etc. The Committee's feeling is that it is time for I.A.L.E.F.I.'s *Training Standards* to include specifics of this sort. The draft Standards are currently being

discussed by the Training Criteria Committee. Members wishing to obtain a copy of the draft should contact Manny Kapelsohn, The Peregrine Corporation, P.P. Box 170, Bowers, PA 19511, Telephone: 215-682-7147, FAX 215-682-7158. After input from interested members and final committee revisions, the committee hopes to have the revised standards ready for vote by the Board of Directors at the September (ATC) meeting.

Merchandising Committee Report

As Chairman of the new IALEFI Merchandise sales division, I will be introducing new products to the membership that I hope will benefit the association in its endeavor to advertise through the membership. Several of the new items will be introduced at the upcoming Annual Training Conference in Tampa, FL. They will include the first ever IALEFI belt buckle, sport vest, sweat shirts, and shooting bags.

At the present time, I am working on putting together an illustrated merchandise brochure for the membership.

The last two issues of the Firearms Instructor offered merchandise at drastically reduced prices in an effort to clear out all the old style merchandise. The response to this sale was overwhelming and all the old style shirts were sold within three weeks of the first ad. If there is an item that you would like the association to offer for sale, don't hesitate to call or write with your ideas.

IALEFI Merchandise Sales
c/o Anthony M. Januzelli
88 Oaklyn Ave.
Norristown, PA 19403
215-539-5806

International Training Committee Report

The 3rd International Training Tour has been cancelled due to unavailability of airline reservations.

I.A.L.E.F.I. would like to thank Beretta and SigArms for all the hard work and cooperation in preparing this trip and we hope to re-schedule it in the near future.

Dennis Martin, our England Representative, has written an article about the ATC in Mesa, Arizona, which appears in the Belgium Fire Magazine.

Johnny Ramoud recently made a presentation about I.A.L.E.F.I. to the Belgian Provincial Police

Academy. Johnny and Dennis will each be presenting a course during our next ATC.

There have been some address changes. Here is a revised list of the International Training Committee.

I.A.L.E.F.I. INTERNATIONAL TRAINING COMMITTEE

Representing: U. S. (Chairman)

John T. Meyer, Jr.
Heckler & Koch, Inc.
21480 Pacific Blvd.
Sterling, VA 22170
Tel. 703-450-1900 Work
703-791-2334 Home
FAX: 703-450-8160 Work

Representing: Australia

Lee A. Sclanders
Smallarms Training Academy
P.O. Box 38
Adelaide 5001

South Australia
Australia

Tel. 618-263-5603 Home
FAX: 618-373-2988

Representing: South Pacific

Michael T. Hudson
Armagard
10 Bacon Street
Hindmarsh 5007
South Australia

Tel. 618-46 4121 Work
618-296-9549 Home
FAX: 011-61-8-373-2988

Representing: New South Wales Denis S. Lesslie

Gary Land
Waterboard Inquiry & Security Serv.
115-123 Bathurst St.
Sydney, NSW 2000
Tel. 02-269-5165 Work
02-269-5166 Work
043-651340 Home
FAX: 02-269-6931

Representing: Victoria

Don Stokes
Firearms Operational Survival
Training Unit
Police Academy
Viewmount Rd.
Glen Waverley, Australia 3150
Tel. 03-566-9427
03-566-9597
FAX: 03-562-5209

Rod MacDonald
Armac Services, Inc.
P.O. Box 613
Ballaret
Victoria, Australia 3353
Tel. 053-41-3004
FAX 053-33-2375

Representing: South Australia

Rob Davis
Special Tasks & Rescue Force
Special Weapons Section
Police Barracks
Thebarton,
South Australia 5031
Tel. 08-2074161
FAX: 08-2074006

I.A.L.E.F.I. MERCHANDISE SALES

Blue Coffee Mugs \$6.00 ea. (sets of 2 - \$11.50)
T-Shirts, Lg., X-Lg., XX-Lg. (new item) \$10.00
Vinyl Binder w/Pad \$8.00
Tactical F/A Manual 15.00
Sweat Shirts - Lg., X-Lg., XX-Lg. (new item) \$12.00
Blue Baseball Caps \$4.00
Lapel Pin \$6.00

All merchandise should be ordered through the Sales Division:

IALEFI Merchandise Sales

c/o Anthony M. Januzelli
88 Oaklyn Ave.
Norristown, PA 19403
215-539-5806

You may place your order by mail or phone. All orders shipped within 48 hours.

Shipping Charges:

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\$15.01 - \$30.00 . . . \$3.95	\$45.01 - 65.00 . . . \$6.25

Representing: Europe
Johnny Ramoud
 MaalteBruggestraat 133
 B-9000 Gent
 Belgio
 Tel. 21 91 246111 Work
 FAX 32 91 200583

Representing: England
Dennis Martin
 C.Q.B. Services
 17 Dumbrees Road
 West Derby, Liverpool
 Merseyside, L12 6 RB
 England
 Tel. 051-228-7728

Representing: France
Jean Pascal Esparceil
 3 Blvd. Henri Barbusse
 92 240 Malakoff
 France

Representing: Germany
Jim Moss
 HQUSA REUR/74
 CMR 420 Box 223
 APO AE09063
 Tel. 011-49-6221-577354 Work
 011-49-6221-57804 Work
 011-49-6227-59143 Home

Representing: Africa
Jacques Bergounioux
 Air Interivoire
 46250 MONTCLERA
 France
 Tel. 65-22-83-67
 FAX: 65-22-85-37

Representing: Hong Kong
Albert Lee
 Royal Hong Kong Police
 Training Development Division
 Police Training School
 18 Ocean Park Road
 Aberdeen
 Hong Kong
 Tel. 852-814-4237 Work

Representing: South Australia
Graham Martin
 South Australian Police Dept.
 S.T.A.R. Force

1
 First SECOND CHANCE 'save' March 7, 1972

25
 Total SECOND CHANCE 'saves' by the end of 1974

77
 Total SECOND CHANCE 'saves' by the end of 1976

130
 Total SECOND CHANCE 'saves' by the end of 1978

210
 Total SECOND CHANCE 'saves' by the end of 1980

288
 Total SECOND CHANCE 'saves' by the end of 1982

335
 Total SECOND CHANCE 'saves' by the end of 1984

372
 Total SECOND CHANCE 'saves' by the end of 1986

433
 Total SECOND CHANCE 'saves' by the end of 1988

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 Total SECOND CHANCE 'saves' by the end of 1990

550+
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08-263-3414 Home
FAX: 08-207-4006

John Horgan
Australian Shooters Journal
128 Glen Osmond Rd.
Parkside
South Australia 5063
Tel. 08-272-7622
FAX 08-272-2945

Representing: Northern Territory
Timothy Lloyd
Northern Territory Police
P.O. Box 39764
Winnelli, NT 0821
Tel. 089-22-3344
FAX: 089-27-0381

Representing: Caribbean
Jerry M. Goodridge
FORESIGHT Security Systems
Caribbean Limited
8 Rust St., St. Clair
Trinidad, West Indies
Tel. 1-809-628-6240 Work

Representing: CANADA
Ontario
Mike Hargreaves
47 Gilder Drive, Suite 203
Scarborough, Ontario
Canada
M1K 4P7
Tel. 416/267-7222 Home
416/265-2242

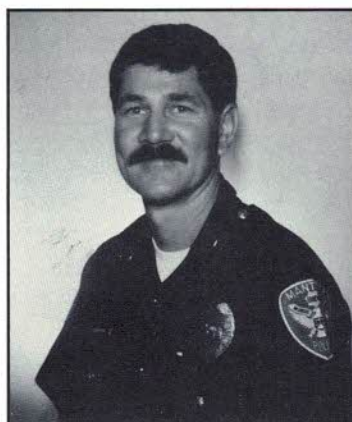
Ontario
Paul D. Wassill
Tactical Support Unit
(Attn: 25 Division)
Durham Regional Police Service
77 Centre St. N
Oshawa, Ontario
Canada
L1G 4B7
Tel. 416/579-1520, Ext. 312 Work
416/576-9933 Home
FAX: 416/433-5053

Ontario
Donald Anderson
Magnum Pistol Institute of Canada
P.O. Box 667 Station J
Ottawa, Ontario
Canada
K2A 3Y7
Tel. 613/722-8491

British Columbia
Bill Carver
Victoria Police Department
625 Fisgard St.
Victoria, British Columbia
Canada
Tel. 603/384-4111 Work
FAX: 604/383-1581

Regional Training 1992

by
Pete Camarena



There are some big things happening with the Regional Training Program. If you have been reading the RTC columns in the quarterly issues of *The Firearms Instructor*, you know that there have been several RTCs held in different areas of the country over the last twelve months. There has also been a change in the Regional Representatives in Region 5 and Region 7. The previous representatives changed positions and were no longer able to devote their time to firearms training.

In this issue of our magazine, you will find a map showing the different regions and the current Regional Representatives. If you have any questions or suggestions about something, contact your Regional Representative and voice your opinion. This association is being made great because of you, the individual member and your input.

Originally Hawaii and Alaska were included in Region 8. However,

in order to have more localized representation, Hawaii and Alaska will now be designated as Regions 10 and 11 respectively.

If you are interested in becoming the Region 10 (Hawaii) or Region 11 (Alaska) Representative, please call or write to me. The duties of the Regional Representative are:

1. Promote IALEFI by providing other instructors with sample copies of *The Firearms Instructor*, information about the Annual Training Conference, Regional Training Conferences and other IALEFI training programs and information.
2. Be a "local contact" for member's suggestions and ideas to the Board of Directors.
3. Keep in contact with the Regional Training Chairman for information transfer.

As the need arises, there may be more divisions of regions. I would appreciate hearing any suggestions from members across the United States and Canada.

There is now a new, completely revised Regional Training Conference Handbook available for IALEFI members to assist them in hosting a RTC. This new handbook should make it even easier to host a RTC than ever before. If you are interested in hosting a Regional Train-

ing Conference, please contact me or the IALEFI office.

The purpose of a Regional Training Conference is threefold:

1. Increase IALEFI membership by exposing the Association to other firearms instructors.
2. Get an IALEFI approved training program, custom formatted by an IALEFI member who has direct knowledge of problems affecting instructors in that area.
3. Have a training program that is shorter in duration, requires less travel and costs less than attending the Annual Training Conference.

Since the last issue, there have been 2 more successful Regional Training Conferences held. Lt. Jim Baynes hosted his third RTC while Lt. Michael Beckley hosted his fourth in the upper and lower New York state areas. It seems that once you feel the satisfaction of promoting such a worthwhile event, you catch the bug and can't wait to start planning the next one.

Currently there are 2 RTCs in the planning stages. The next scheduled Regional Training Conference is set for October 28 and 29 in Sacramento, California. It will be a two-day session including both classroom and range training. For more information contact:

Mike Bullian Dept. of Justice
4949 Broadway
Sacramento, CA 95820
(916) 739-2705

With your help and support, the Regional Training Program will continue to grow and become a leading source of professional training and information for the law enforcement firearms instructor.

Sgt. Peter Camarena
Manteca Police Department
1001 W. Center St. Manteca, CA
95336 (209) 239-8401

REGIONAL REPRESENTATIVES



REGION 1

CT, DE, ME, MA, MD,
NH, NJ, NY, PA, RI, VT
Bruce Howard
New Britain Police Dept.
125 Columbus Blvd.
New Britain, CT 06050
(203) 229-0321

REGION 2

AL, KY, FL, GA, MS, NC,
SC, TN, VA, WV
Frank McBee
Palm Bay Police Dept.
130 Malabar Rd., S.E.
Palm Bay, FL 32907
(407) 952-3465, Ext. 114

REGION 3

IL, IN, IA, MI, MN, OH,
WI
Greg St. Coeur
Algonac Police Dept.
805 St. Clair River Rd.
Algonac, MI 48001
(313) 794-9381

REGION 4

AR, KS, LA, MO, OK, TX
Roger Carpenter
Sedgwick County Sheriff
2235 W. 37th North St.
Wichita, KS 67207
(316) 832-9337

REGION 5

MT, NE, ND, SD, WY
Scott McDonald
Missoula County Sheriff
200 W. Broadway
Missoula, MT 59802
(406) 721-5700 Ext. 3312

REGION 6

AZ, CO, NM, UT
Gene Scott
Mesa Police Dept.
130 N. Robson Rd.
Mesa, AZ 85201
(602) 834-2662

REGION 7

ID, OR, WA
Timothy Addleman
Washington County
Sheriff
150 North First Avenue
Hillsboro, OR 97124
(503) 648-8700

REGION 8

CA, NV
Pete Camarena
Manteca Police Dept.
1001 W. Center St.
Manteca, CA 95336
(209) 239-8401

REGION 9

CANADA
Mike Hargreaves
S.A.S. Canada
47 Gilder Dr., #203
Scarborough, Ontario,
Canada
(416) 267-7222

“Dancing” Not Allowed At The Range!

by
O. Frank Repass

How many times have we all seen officers dancing on the firing line because of hot brass down their shirts. Watching students with hot brass next to their skin is the lighter side of firearms instruction. It's pretty funny until you see them dancing backwards pointing their loaded weapon at everyone on the line.

Like most range officers, I have gone through the normal range rules evolution. We learn from our mistakes and add each new item onto the long list of range rules. At first, I required hats, and shirts buttoned up to the neck. But due to the Florida heat and dealing with officers' strong personalities, the problem re-occurred. Officers were still dancing the hully gully, some have done the jerk, and a few have taken their first lesson in break dancing, all to the heavy metal sound of "Hot Brass".

To solve this problem, I found humor to be one of the best training aids. Now, when I start each class and I go over range rules, I tell the officers that they are not allowed to

There is no extra charge for the realistic training.

"dance" at the range with a weapon in their hand. They must first secure their weapon and then they can do any dance they please. I have found this approach to be more acceptable and the officers are more responsible with their weapons when it happens.

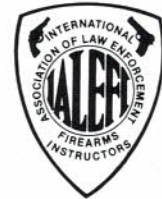
I also tell them that anytime you're shooting, visualize that the target is a bad guy and the hot brass is return fire. Don't let this distract you from the task at hand. I usually end with the thought, "There is no

extra charge for the realistic training".

Our job is to help officers keep themselves alive, and if we can keep them smiling at the same time, we are all winners! Keep them smiling and keep them alive!

About the Author:

O. Frank Repass is the Firearms Proficiency Control Officer and the Defensive Tactics Instructor for the Orlando Police Department. He is also the First Vice President for I.A.L.E.F.I.



Training With The Taser

by
James F. McNulty

The model TF-76 Taser, manufactured by Tasertron, is a non-lethal firearm that is covered under Title 1 of the Gun Control Act of 1968. All B.A.T.F. regulations on handguns apply to the TF-76.

The Taser, introduced in 1975 has been field proven for more than 15 years by such large police departments as New York City, Los Angeles, Memphis, Cincinnati, and Houston, as well as the Los Angeles County Sheriff, the California Prison System, Hawthorne, CA; Walnut Creek, CA; Union Point, GA; Collierville, TN; and Duke University.

The recent Taser model is lighter and more reliable than the original weapons and has an effec-

tivity rate of more than 85%, which compares favorably with your handgun. At close range it is more effective at stopping an attacker than a .38 pistol, a vital area does not have to be hit to immobilize the subject immediately.

Your service weapon may frequently be ineffective on an irrational person. He may not recognize you as a police officer and may fear you are going to kill him and therefore, attack so as to save himself. Whether their behavior is caused by alcohol, or drugs, or by severe stress, or depression, if you can't control them by verbal means and they are a threat to the public, themselves, or your officers, the

Taser provides an effective and quick takedown with total temporary incapacitation.

The Taser is not intended to replace your handgun. It is intended to give you an alternate method to subdue an irrational person, who is not armed with a gun or explosive device, without injury to the subject or the officers involved.

The Taser contains circuitry to produce a series of high voltage, very low energy pulses from a 7.2 volt (9 volt case size) rechargeable, Nicad battery. The pulses of 50,000 volts are of very short duration (4 microseconds) and occur at a rate of 10 - 20 pulses per second, as long as the switch (trigger) is held down.

The 50,000 volt output is wired to contacts in the 2 shot firing bay. Quick load replacement cartridges have matching contacts and contain a rifle primer and 2-15 foot lengths of thin, high voltage insulated wire terminating in barbed darts that will penetrate about 1/4 inch into the subject's body or clothing.

The effects of the Taser last only a few minutes and do not cause permanent damage.

When the trigger is pressed, the initial high voltage arc fires the rifle primer propelling the two darts (trailing the high voltage wires) out of the 6mm bores at a velocity of about 200 feet/second. The Taser holds two cartridges allowing a quick second shot should the first one miss.

It is not necessary to penetrate or even touch the subject's skin to incapacitate them. The high voltage will arc 1-1/4 to 1-1/2 inches through clothing and take-down the subject. The Taser voltage causes a very small current to flow down one wire into the subject's body, through the surface of the body to the other dart and back through the second wire to the Taser to complete the circuit. This current is far below (about 1/10) the dangerous level. The current incapacitates by causing uncontrollable nerve and muscle spasms causing loss of motor control and disorientation. The subject will be incapable of voluntary movement and will usually fall to the ground enabling you to take him into custody without a struggle and without serious injury to you or the subject. The effects of the Taser last only a few minutes and do not cause permanent damage. The Taser will not induce ventricular fibrillation (heart attack) in "normally healthy adults"; will not stimulate a heart pace-maker and has been suc-

cessfully used on pregnant women (in prison).

Tasertron provides an 8-hour instructor training course with certification and manual, and can provide all necessary training material. Both in training and in tactical situations there are some serious cautions to observe:

1. SAFETY - The Taser is a firearm and should be given the same respect as your hand gun.

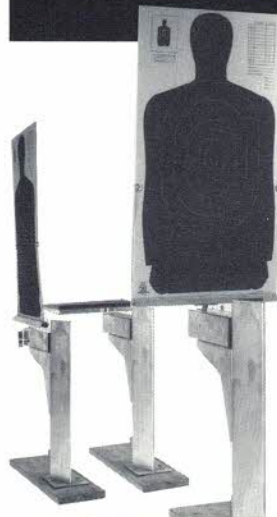
BEFORE Loading - be sure there is a freshly charged battery installed in the battery compartment.

ALWAYS be sure the safety is on before loading. Test by depressing trigger before loading. If an arc is heard, do not load. The safety is not on safe.

NEVER look into the firing bay end of the gun if loaded or while loading. Point the gun away from yourself and others while loading. The cartridges are designed to easily load by feel (locking tab up).

WHEN inserting a cartridge (locking tab up) listen for the click that indicates the cartridge is properly seated. If the cartridge is not locked in place (properly seated) it will eject when fired, breaking the electrical connection, thereby preventing a takedown. Do not force the cartridge into the gun. It should go in easily, if not, you're inserting it upside down (small locking tab down - broad alignment ramp up). Reverse the cartridge so that the small locking tab is up and re-insert.

Pneumatic Target Systems



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TO remove a cartridge, put the gun on safety, press down on the cartridge locking tab and withdraw the cartridge.

NEVER aim the Taser at a person unless you intend to take them down and never aim at the face or head to avoid eye damage.

For tactical situations, here are some application notes.

2. The 15-foot range of the Taser places you well within the "killing circle". A man with a knife could easily charge and stab you before you could draw your holstered service weapon and fire. Always have backup ready to instantly use deadly force, if necessary, to protect you and others.

3. The Taser's maximum range is 15 feet but it's most effective range is 5 feet to 12 feet (from end of gun not your body). The lower dart drops about 1 foot for each 5 feet of range and for full effectiveness it is necessary to have a dart separation of 8 inches or more. If you are too close (end of gun to suspect) and the darts are only a few inches apart, the effect will be similar to the less effective hand held "stun weapons" and it may not fully incapacitate the subject.

4. When using the Taser, avoid firing near the area of the eyes. Not only can the darts injure the eye, but, the voltage applied close to the eye could cause damage. To date, in twelve years, there have been no eye injuries recorded. If possible, shoot from the rear of the subject. This will not only avoid eye injury but since the clothing is usually tighter across the back it will make a better target with less likelihood of the darts hitting

ATTENDANCE RECORD

1990 - 92 Board of Directors Meetings

	Mar 90	Jun 90	Sept 90	Dec 90	Mar 91	Jun 91	Sept 91	Dec 91	Mar 92	May 92
Michael Beckley	P	P	P	P	P	P	P	P	P	P
Robert D. Bossey	P	P	P	P	P	P	P	P	P	P
Libby Callahan	P	P	P	A	A	P	A	P	P	A
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Anthony Januzelli	P	P	P	P	P	P	P	P	P	P
Manny Kapelsohn	P	A	P	P	P	P	P	P	P	P
Van Keller	N/M	N/M	N/M	N/M	N/M	N/M	A	P	P	P
Richard Chargois	N/M	N/M	N/M	N/M	N/M	N/M	P	A	P	A
Fred Lawson	P	A	A	P	P	P	A	P	P	P
Buddy Lepore	P	P	P	P	A	P	P	A	P	P
Walt MacDonald	P	P	P	P	P	P	P	P	P	P
John Meyer	P	P	P	P	P	P	P	P	P	P
Chris Pollack	P	P	A	A	P	P	P	P	P	P
O. Frank Repass	A	P	P	P	P	P	P	P	P	P
WM. "Gene" Scott	A	P	P	A	P	P	P	A	P	P
Peter Tarley	A	P	P	A	P	P	P	P	P	A
Dennis Tueller	A	A	A	P	A	P	A	P	A	A
Mike Williams	N/M	N/M	N/M	N/M	P	P	P	P	P	P

(P) - Present (A) - Absent (N/M) - Non-Member

a loose piece of clothing several inches from the body. If a rear shot is not practical, aim at the upper chest to permit adequate area for the dropping lower dart to hit within the torso. This usually makes a very effective hit with a fast takedown. Do not tilt the gun, the darts must be kept on a vertical plane to assure both darts hit the target.

5. Never use the Taser in an explosive atmosphere or when a subject has doused himself with a flammable substance (it has happened). The spark from the Taser will ignite flammable liquids or gases. Remember, some chemical agents used for law enforcement are highly flammable. Always use the Taser **before resorting to chemical agent, not immediately after.**

6. The Taser has shown in ex-

cess of an 85% effective rate in the field which compares favorably with your handgun. The major causes of ineffectiveness are: **A.** A weak battery! Always install a fully recharged battery at the start of your shift. **B.** Failure of the officer to hold down the switch (trigger) after firing! Letting go (a natural reaction with handguns) turns off the voltage making the shot ineffective unless you remember and push again re-applying the voltage before the subject removes the darts. More live fire practice will eliminate this problem. You can re-apply the voltage anytime as long as the darts are in place.

7. The Taser has proven safe and effective by many studies and tests* conducted by doctors, hospitals, universities and the U.S. Consumer Products

Safety Commission. Always fill out a detailed incident report after using the Taser in a tactical situation. We can learn to become more effective from every incident.

8. The Taser can only save lives and protect officers from injuries if it is on the scene. Delays can be fatal as have been demonstrated in a number of cases where Tasers were kept at the station and didn't arrive on the scene in

time to prevent a fatal confrontation and lawsuit. Every unit should have a Taser on hand either on the officer's belt (holsters are available) or in his car.**

* Copies of studies and test reports are available from Tasertron, 4350 Von Karman Avenue, Suite 450, Newport Beach, CA 92658. Tel. (714) 660-7774.

** The Taser should not be stored in the trunk of a car since long term exposure

to temperature extremes could cause damage to the gun.

About the Author:

After serving in the U.S. Army, James F. McNulty spent five years as a sworn police officer while learning his profession as an electrical engineer. Mr. McNulty holds six patents and has a number of technical articles published and has designed a number of items for law enforcement use.

Firearms Training vs. Firearms Practice vs. Firearms Qualification

*by
Bob Walsh*

Practice or training, which do you do (if either)? Qualification or training? That too is a good question. These terms and concepts are worth discussion, due to the simple fact that what you call something does effect your perception of it, and how others perceive it.

QUALIFICATION is the least complex concept, so we will start with it. Qualification is a test, your performance measured against an expectation. If you score above a certain point, you are QUALIFIED, if you do not, you are not. It is just like your 5th grade spelling final, if you don't get at least 70%, you have to go to summer school. In our case, if you don't get 70% (soon to be 80% with the handgun) you have to try again. It doesn't necessarily mean train some more, or learn anything different, it just means try again. Specifically, with the handgun, you will fire 12 rounds each from the 3, 7, and 15 yard lines at a modified B-27 target, and must score at least 80% hits, or you are not qualified with that weapon.

TRAINING is something different. Those of us who work armed posts must qualify four times a year, but TRAIN only once a year. None of that training is live fire, and rarely is any of it dry fire. Most of the TRAINING consists of going over whatever changes in policy and procedure that have come along in the last year, and maybe the changes in statute law or case law that may have come along. Unfortunately, due to budget pressures and other problems, you may find remarkably little assistance from the Department if you are a marginal shooter.

What, then is PRACTICE? Practice is repeating a particular action/skill/task until you get it right at least some time, preferably most of the time, and ideally nearly every time. What then should you practice?

If you are lucky, it will be something straightforward and simple. If you have trouble actually squeezing off 36 shots, get yourself a gun and practice dry firing it. Turn the tension screw all the way up on

it to make the trigger as stiff as possible, and dry fire often, several times a day if possible. It will build up your finger muscles to the point where they can do the job. (In their revolver days, one of the main physical things female F.B.I. agent recruits failed on was the ability to pull the revolver trigger 50 times in a given amount of time.) Squeezing a ball will work, but it can reinforce the tendency to squeeze the whole gun, instead of just moving the trigger finger, when firing. Colt used to make a neat little trigger finger exerciser, but it has not been available for ages.

If you have trouble with your sight picture or trigger squeeze, you can work on that yourself, if you know what you're doing wrong and how to correct it. These also are fairly straight forward, at least most of the time.

What if you are one of those people who just plain need MORE PRACTICE? We get minimal actual training at the academy, and less than minimal at the institutions if

you pass, even marginally, on a regular basis. What do you do if you are one of those people who is not a shooter, and really need to go out more than once a year in order to remain proficient? In the pre-FLSA days you could just go out to range class more often; that is no longer an option. You should find a reasonably skillful coach, invest in a weapon and some ammunition, (it's probably tax deductible anyway) and PRACTICE.

Firing grip, trigger squeeze, sight alignment. These are the fundamentals as taught presently to most of the troops. If you can concentrate on and work at these items, you will do okay for the most part. But is this PRACTICE? I guess it depends on who you ask.

One well-known and generally respected gun writer and trainer has stated that shooting practice is nothing more than ballistic masturbation, unless the necessary elements of REALISTIC TRAINING are present. These elements include as many items as possible towards making the training duplicate actual incidents you are likely to run into in the course of duty. For instance, very few bad guys walk around with a visible white "X" in the middle of their chest to shoot at. Very few bad guys just stand there and let you shoot at them; they move, they hide, they sometimes shoot back or drive away. There are often by-standers around. You often have to run or climb or jump, then stop and shoot. You should move to cover if possible, then shoot. You may find you draw your weapon, but then don't shoot. How often have you done ANY of these things on a firing line?

Some of you shoot in I.P.S.C. "action" matches, which were originally developed to mimic as closely as practical, actual reasonable shooting situations. Unfortunately, some of these matches, if not most of them, have developed into track-and-field with a gun. (I

shot in one a while back where the minimum course requirements were 54 rounds from 5 different positions.) Many of the weapons are bordering on the bizarre and none of the leather is anything even close to duty gear. If you want to shoot a respectable score, you reload while moving, out in the open, instead of from behind cover. Does this sort of PRACTICE actually amount to BAD TRAINING? Some competent people in the field think so.

I can't say that I have all the answers. The questions posed above, though, are valid. I used to shoot in I.P.S.C., and probably still would if my schedule permitted it. I never shot above C automatic or B revolver, partly because I'm not that good and partly because I try to make the training as real as I can, as

VALID as I can. Fortunately, I have access to a range which is often deserted during the week, and I can and do, set up my own targets, props and scenarios. This lets me work out of the holster, with good guys and bad guys at various distances and angles, without any hassle. I can manage everything but moving targets this way. Most of you probably don't have even this option available to you.

As I said, I don't have all the answers. I do hope that I have asked some intelligent questions. Maybe you will be the one to come up with some answers, then we will ALL be better off, for we will then know not only what we are doing but why we are doing it, and how it will make us better at what we do.

Submachine Gun Techniques for Law Enforcement Tactical Team Members

"Long Burst or Short Burst?"

by

*Aron S. Lipman, President
Personal Protection Systems, Ltd.*

In the years that I have had the privilege to work with master instructors as a student and co-instructor utilizing submachine guns, I have formed what I believe to be valid conclusions. These conclusions were derived by being a student following the instructor's directions 100%.

After doing so, comparing what I have learned from that instructor to what I had learned from other instructors, I adapted to the techniques which were better and discarded those that were worse. This was accomplished by putting a large number of students through the techniques and using the formula **that any chain is only as strong as its weakest link.**

If a technique would only work for the strongest student and not the weakest, then that technique was discarded. We found by experimentation that any technique that would work for the weaker student would work brilliantly for the stronger student.

In the last month, we had the privilege of having a guest instructor at our range, who I personally consider to be one of the finest master instructors in our country, or for that matter, internationally.

In fact, I can honestly say that the great majority of skills that I have with a handgun, meager as they may be, I can directly attribute to his training. However, I was most disturbed by the fact that he teaches

law enforcement personnel long burst submachine techniques.

I attribute this very much to his military background, where the mission is different than it would be for law enforcement personnel.

In the military, it is actually more desirable to wound the adversary rather than kill him. The reason being, strategically, for every wounded soldier it requires two unwounded soldiers to remove him from the field, thereby reducing the opposing forces.

In the law enforcement community, the mission is completely different and every round expended must be allocated. Also it is the moral and ethical obligation of the officer to be absolutely certain that a non-combatant is not in danger.

I believe the submachine gun is a close-quarter (25 meters or less) fast acquisition, multiple assailant weapon that has the ability to neutralize in the vast majority of scenarios by creating sensory overload. This is where the nervous systems of the assailant shuts down because of multiple trauma, in what the physiological makeup of the assailant interprets to be instantaneous.

For this to happen, three conditions must exist:

1. A minimum of 3 hits in center of mass
2. The 3 hits delivered in a 1/4 second +/-
3. Adequate penetration to reach the vital organs

We therefore teach at our academy 3 to 5 shot bursts in center of mass utilizing various stances and shooting techniques based on distance and the scenario.

Teaching these techniques, we have never had any student ever have a shot off the torso of multiple assailants, even though the student may have not qualified because they were not in center of mass, my point is, every bullet could be allocated and in the great majority

of cases, utilizing a 3 second maximum and 3 assailants, all 3 would be neutralized within the 3 second window.

Long burst techniques which are approximate 15 round bursts, where with a moving target you start purposely behind the target, move through the target and do not finish your burst until after moving through the target have a validity, in that a moving target cannot escape getting some hits.

However, from what I observed, there are not adequate hits to create sensory overload on the majority of targets using this technique. Also, out of 15 rounds expended, there was only an average of 4 shots on the target and only 1 or 2 in center of mass. The other 11 rounds approximate traveled down range being stopped by whatever was present.

With 3 targets, starting your burst eight from right or left, and sweeping through with 15 rounds, there was only an average of 2 hits per target not necessarily in center of mass, with approximate 9 rounds un-allocated. Granted, with utilizing short burst 3 to 5 on each at 21 feet, it would take an average, for a competent officer who has been competently trained, 2.75 seconds, where by using the long burst, sweep through it would take 1.75 seconds.

Is the 1-second time difference worth rounds going down range and not knowing what would stop them and the inability to create sensory overload, assuming the concept of sensory overload is valid based on the criteria previously stated?

In my opinion, the mission of the military is different from the mission of law enforcement and long burst techniques apply only to the military with one possible exception.

The exception being, you have a known assailant that you have to neutralize as quickly as possible. Therefore, a well-trained officer that can control his weapon and can put a full magazine (30 rounds ±) without any rounds going off torso could be an advantage. This is the only exception I can see.

If any of the readers of this article could see any other advantages utilizing long burst in law enforcement, I would appreciate them advising me, as we constantly learn as trainers and I do not have an opinion that is written in stone.

Feel free to contact me at (717) 842-1766.

Aron S. Lipman
President

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Instructions to Contributing Authors

The Firearms Instructor welcomes relevant articles from Association Members.

When preparing articles, the following rules should be observed:

1. Manuscripts should be typed, double-spaced on 8½x11 paper.
2. A black and white photograph of the author, along with a biographical sketch, should also be included.

3. Any photographs submitted to supplement the article should include captions. Black and white photographs are preferred.

Photographs will be returned on request.

4. The author should retain a copy of the manuscript.

Robert Bossey, Executive Director
390 Union Avenue/Union Square
Laconia, New Hampshire 03246

Trainers and Administrators - Allies Against Liability

by

Dave Rose and Rocky Warren

It seems that department trainers and administrators are always at odds. Why is this? Ask a trainer, and the answer usually will be; "They are out of touch with the realities of the job." Ask an administrator, and the answer will usually be; "They have no concept of the realities of the budget process." Truth or fiction? In reality, in the eyes of the court, it does not matter.

Administrators and trainers must work together in order to reach a common goal. That goal is; a professional and reasonably well-trained department. Why? Because our courts have decided that this is the standard by which officers' actions will be examined.

Courts will test each incident based on the "totality of the circumstances", and on how a "reasonably well-trained officer", would have responded.

ANDERSON vs. CREIGHTON -
43 U.S. 635;107 S. Ct. 3034
(1987)

MERRIMAN vs. WALTON -
856 F 2d 1333 (9th Cir. 1988)

Most administrators examine their policy statements to ensure that employees know managements' expectations. Thus, they are applying the MONELL rule, of applying guidelines for their employees to do the public's business.

Trainers need to ensure that these guidelines are part of their lesson plans, and that the guidelines are explained to, and understood by, the student-officers. First line supervisors must "buy into" the guidelines, and ensure that they are followed.

MONELL vs.
NEW YORK CITY DEPARTMENT
OF SOCIAL SERVICES -
436 U.S. 658 (1978)

WEBSTER vs. CITY OF HOUSTON
689 F. 2d 1220 (5th Cir. 1982
Reheard 1984)

To complicate matters, the Sager decisions put trainers on notice, that they are responsible for the entire content of their classes. Sager also put administrators on notice, that they are responsible for assuring that their trainers are well qualified and possess the proper credentials. This Sager doctrine forged the liability chain into a direct link, from student, to trainer, to the administration. It practically eliminated the middle layers between the trainer and the agency's Chief Executive Officer.

SAGER vs.
CITY OF WOODLAND PARK -
543 F. Supp. 282 (D. Colo. 1982)
A-3 D/PS

Subsequently, the courts developed the doctrine of, "deliberate indifference to training", as a cause of action for liability. This brought the court's focus on the "adequacy" of a department's training program.

Very quickly, several major cases found an inadequacy of training, from only one incident! A full circle back to Monell was made, as the actual customs and behavior became the focus, and not officially documented policies and procedures.

DISTRICT OF COLUMBIA vs.
PARKER -
850 F. 2d. 708 (CA DC 1988)
Docked S. Ct. 1988

CITY OF CANTON OHIO vs.
HARRIS -
109 S. Ct. 1197 (1989?)

BORDANARO vs. McLEOD -
871 F. 2d. 1151 (1st Cir. 1989)

Finally, the judiciary injected an agencies' Chief Executive Officer into the training mode. The responsibility for providing use of force training was placed squarely on the C.E.O. Adequacy of training in the use of force **and its constitutional limits**, has now been assigned to an agencies' C.E.O. Obviously, the C.E.O. meets this mandate by assuring that his trainers are qualified, certified and teaching updated, relevant, job-related courses.

DAVIS vs. MASON COUNTY -
927 F. 2d. 1473 (1991)

It is clear that trainers and administrators are members of the same team, reaching for the same goal. It is imperative that both strive together, to utilize an agency's meager resources effectively. Trainers need to be included in the budget process, and administrators need to monitor training classes. In this way, judicial mandates can be met; if we act as allies, and not enemies.

About the Authors:

Dave Rose is a seventeen year Law Enforcement veteran. Presently a Sergeant with a Northern California Sheriff's Dept. he is also a SWAT team member with twelve years service, SWAT Instructor, Firearms, Defensive Tactics and Impact Weapons Instructor. Dave is also the holder of a Bronze Medal of Valor for Police Service, and three Silver Stars for bravery. Owner of Rose Consultants, Dave is an IALEFI, ASLET, and NTOA member.

Rocky Warren is a sixteen year Law Enforcement veteran. He is presently a detective with a Northern California Sheriff's Dept. and also a former SWAT Team Counter-Sniper and Entry-man, now a Firearms Instructor, Survival Shooting Instructor, and Armorer. Rocky is also an IALEFI member and International Wound Ballistics Association, associate member.

Point Shooting or Sights, Isoceles or Weaver

by
Bob Walsh

I often get questions from people about which is the BEST shooting stance to use, and if sighted fire is BETTER than point shooting. This time around I think I will spend a little time with these concepts.

There are, generally speaking, two different schools of thought on these subjects. (This is a bit of an over simplification, but not more than a bit.) One traces its roots back to what is call the Shanghai School. The other, generally called the Modern Technique, harks back to the Southwest Pistol League.

In the 1920s and 1930s Shanghai was a pretty wild place. Two British Army Officers, W.E. Fairbairn and E.A. Sykes took the interesting approach of actually studying the gunfights the Municipal Police, who were under Army control, were involved in. Several things quickly became evident when looked at in a systematic fashion. Most of their shootings took place at night, under poor light conditions, at close or very close range. Up until that point, most of their training was done in daylight hours, outdoors, at ranges longer than real shootings commonly occurred at. Sykes and Fairbairn were faced with the problem of how to develop a training program which would effectively train their people for situations which they actually would face in the field.

They had several advantages that we do not have. Their personnel were military and they did not have to worry about overtime or F.L.S.A.. They had an almost unlimited ammunition budget, and a considerable amount of cheap

labor to build and maintain what was possibly the first serious combat range anywhere. They could afford to train extensively, and were allowed to develop and implement their program without interference.

The notion of firing from a modest crouch was developed, the story goes, after a raid at a building at the end of an alley. On the way in, everything went well. On the way out, several men bumped into cords stretched across the alley, possibly as clothes lines, possibly as booby traps. From this fact the conclusion was made that, in times of stress, the person about to engage in a gun fight will crouch down instinctively, to lower their center of gravity among other things. It was also discovered that, while sighted fire was advantageous, there was often insufficient light to accurately use sights. Therefore, a reasonable degree of accuracy by point shooting, or unaimed fire, was necessary. The convulsive grip was taught, as in times of stress that was often what was actually used no matter what the training dictated. This is due, in part, to the body's normal reaction to adrenaline. Fine motor control is lost when adrenaline is dumped into the system.

The Modern Technique began development with the Southwest Pistol League during the 1950s. Its principle proponent was, and is, Jeff Cooper (U.S.M.C. ret.). The basic elements of the Modern Technique are the Weaver Stance and the flash sight picture.

The Weaver stance is an isometric position wherein the strong

arm is straight or nearly straight and the weak arm is bent, elbow down, under the strong arm. In this way, the weak arm supports the strong arm, and aids in controlling recoil. Use of the sights is emphasized even at relatively close range, and the use of the heavy duty, large bore, autopistol (i.e. Colt .45 auto) is strongly stressed as the proper sort of weapon for this use.

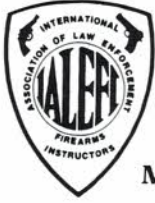
Which then is BEST? The L.A.P.D. used to teach the Weaver stance, and has gotten away from it. The F.B.I., however, moved from the Isoceles to the Weaver, largely in response to a court settlement involving women recruits, who were failing firearms qualifications at a much higher rate than male recruits. Both are competent organizations, with solid training procedures.

Our own academy now teaches a program called F.A.C.T.S., an acronym for Fast Accurate Combat Training System. It was developed by Steve Millingar and Al Scribner here at D.V.I., based in large part on the Shanghai School. Using this system, as taught by Scribner and Millingar, the academy has managed to drastically lower the firearms failure rate with no reduction in qualification standards. Considering the very small amount of time available at the academy for firearms training this is a considerable accomplishment.

*(Article continued
in next issue)*



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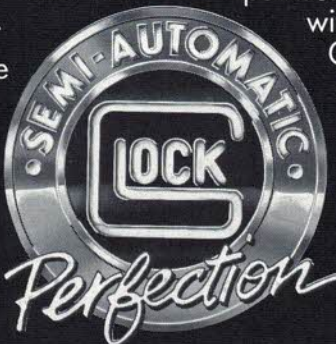
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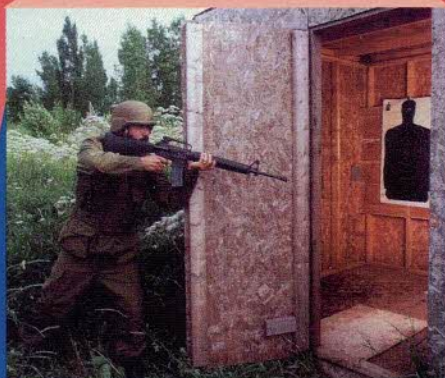
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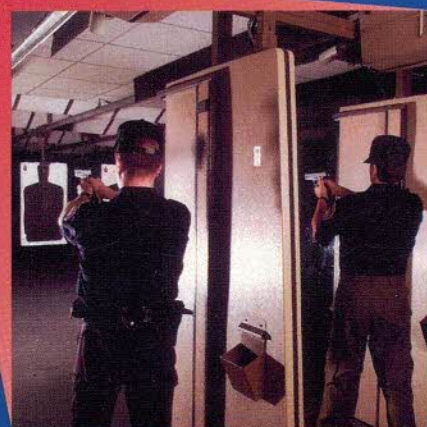
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