

BILL BLACKWOOD  
LAW ENFORCEMENT MANAGEMENT INSTITUTE OF TEXAS

**MANAGING A COMBINED FIREARMS TRAINING PROGRAM  
IN A BASIC POLICE ACADEMY**

***{A WORKABLE MARRIAGE OF REVOLVERS AND SEMI-AUTOMATIC PISTOLS}***

A RESEARCH PROJECT PAPER  
SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE GMI DESIGNATION

BY  
PHILIP GORHAM  
UNIVERSITY OF TEXAS AT ARLINGTON POLICE DEPARTMENT  
ARLINGTON, TEXAS

JANUARY 1995

#246

### ***Dedication***

*This paper is dedicated to all the family, friends and coworkers that helped me during the long tedious hours spent putting it together.*

*It is especially dedicated to the memory of a dear and close friend of mine, Officer Tom Albers, who recently passed away. His help and mentoring not only with this paper, but also with me as a person and firearms instructor will never be forgotten.*

*Tom, you may be gone - but you will never be forgotten....*

## TABLE OF CONTENTS

---

Review of the Literature	01
Methodology for the Study	02
<b>Current Police Firearms Training Programs</b>	03
Police Use of Revolvers	03
New Trends in Police Firearms	05
Training Needs for the Recruit	06
Advantages of Training Both Weapon Types	09
<b>The Combined Training Program</b>	11
Classroom Training	11
Range Training	15
<b>Management of Two-Weapon Training Program</b>	18
Conclusion	20

The purpose of this paper is to investigate whether both revolvers and semi-automatic pistols can be taught in basic Police Academies at the same time and on the same firing line with safety. More generally, the paper suggests that multiple, technical subjects can effectively be taught at the same time. The form of this study raises questions about the current view that revolvers or semi-automatic pistols should be taught on the firing line by themselves, but not simultaneously.

This research is important because there has been a definite shift in the firearms that police officers are carrying on duty. This shift has gone from revolvers to semi-automatic pistols. It has been evident in the North Central Texas Council of Governments Regional Police Academy on the firing line during basic firearms training. It is also important because it explores whether two technical subjects, revolvers and semi-automatic pistols, can be trained for simultaneously.

## REVIEW OF THE LITERATURE

The major sources utilized in conducting this research has been information related to firearms training drawn from a computer literature search of the National Institute of Justice, and texts from the libraries of U. T. Arlington and Texas Women's University (journal articles, and microfiche articles) relating to firearms training. Also included were articles about firearms training published in professional law enforcement magazines concerning basic firearms training.

Officer Tom Albers, Arlington Police Department and Deputy Constable Jim Womack, Tarrant County Constables Office are the basic firearms instructors with the North Central Texas Council of Governments Regional Police Academy. Interviews with these individuals also provided valuable information about training in the use of revolvers and semi-automatic pistols for basic firearms. The study also relied on the researcher's experience and observations in teaching basic firearms in both the North Central Texas Council of Governments Regional Police Academy and at the University of Texas System Police Academy. This experience has provided me with valuable knowledge as a firearms instructor.

This research report can prove helpful to Police Academies providing basic firearms training, who must manage training programs for both revolvers and semi-automatic pistols while operating under time constraints. The study demonstrates that a program involving both revolvers and semi-automatic pistols can be provided while meeting high standards for safe use of the weapons involved.

#### METHODOLOGY FOR THE STUDY

This research paper provides a brief history of basic firearms training in Police Academies and a discussion of trends of both Police Departments and Police Officers changing from using revolvers to using semi-automatic pistols. The paper also reviews the literature on this subject, examining the training needs of police recruits. This paper addresses the need to manage the simultaneous training of both revolvers and semi-automatic pistols. Finally, the study provides a method for training recruits in the use

of both revolvers and semi-automatic pistols on the firing line in basic firearms training programs.

## **CURRENT POLICE FIREARMS TRAINING PROGRAMS**

The revolver has been in use in America since Sam Colt patented his percussion revolver in the 1830's. American law enforcement began using the revolver and it is still used by Police Officers today.<sup>1</sup> The revolver has gone through some minor changes since the first revolvers were introduced, but it remains basically the same.

Since the revolver has been manufactured for over 150 years, a lot of people are familiar with it. This familiarity and concern did not lend to an acceptance of semi-automatic pistols by American Law Enforcement. Due to this, the majority of American Police Officers carried revolvers.

### **POLICE USE OF REVOLVERS**

Police firearms training in the past has been primarily with the use of revolvers. This is illustrated by the fact that in 1974, "The .38 calibre special is the most common side arm used. Several agencies use the .357 magnum and one uses a .41 calibre."

---

<sup>1</sup> Beretta U.S.A., "The Semi-Automatic Pistol in Law Enforcement", (Maryland: 1993)

(study by the National Institute of Justice).<sup>2</sup> The revolver was thought to be a safer weapon by Police Officers, firearms instructors and Police Administrators. This thinking kept the revolver as the primary duty weapon for a majority of Police Officers in the performance of their duties. Bulls-eye shooting was taught in police academies. This is single action shooting and it is used for target and competition shooting. In addition to bulls-eye shooting, the Practical Pistol Course was also shot. This course was developed in 1936 for the Federal Bureau of Investigation (F.B.I.) when their agents were first armed.<sup>3</sup> The Practical Pistol Course was one of the first attempts to provide combat type training for Police Officers. Either the F.B.I. approved Practical Pistol Course or variations of it have been used by Police Departments for qualification purposes since then. The 1974 NIJ study had this to say about the Practical Pistol Course; " The Practical Pistol Course as used by the F.B.I. is recommended".<sup>4</sup>

Range safety was provided through a set verbal range commands. These commands consisted of "Ready on the right, ready on the left, all ready on the firing line.... Fire." Such commands provided for a set cadence for firing and stability on the range. The firing range was also kept clean with shooters putting spent shell casings in either their pants pockets or brass cans when they reloaded.

---

<sup>2</sup> D.E. Tange, "Model Firearms Training Program For All Police Agencies Can One Be Devised", (NIJ: 1974) 93

<sup>3</sup> Charles R. Skillen, American Police Handgun Training, (Illinois: Thomas Books, 1977) 29

<sup>4</sup> D.E. Tange, "Model Firearms Training Program For All Police Agencies Can One Be Devised", (NIJ: 1974) 117

With this type of static police firearms training, Police Officers were reverting back to their training in stressful situations where a firearm was needed. When a person is trained to handle a gun in a certain way, that is the way he reacts when required to do it instinctively.<sup>5</sup> This was demonstrated in the infamous "Newhall Incident" in 1970 when four California Highway Patrol Officers died in a savage gun battle that shocked the nation.<sup>6</sup>

Since firearms instructors had written documentation and the majority of their training was in the use of revolvers, revolvers were taught in basic Police Academies. This was brought out again in 1979 when it was discovered that firearms training is devoted primarily in the use of the revolver.<sup>7</sup>

#### NEW TRENDS IN POLICE FIREARMS

During the post World War II period, dramatic semi-automatic pistol technology improvements took place. The revolver technology remained the same. This added to the fact that criminals were a more violent element led police agencies to look at the semi-automatic pistol as duty weapons.

By the late 70's, the first Police Departments were making the switch from revolvers to semi-automatic pistols. By the decade of the 80's, the trend away from revolvers was in full swing.<sup>8</sup> Such a growing trend led gun manufacturers to concentrate

---

<sup>5</sup> Bill Clede, Police Handgun Manual, (Pennsylvania: Stakpole Books, 1985) 28

<sup>6</sup> Ibid., 28

<sup>7</sup> Raymond H.C. Teske Jr., PHD, Firearms Training For Law Enforcement Personnel, (Texas: Survey Research Program Texas Criminal Justice Center Sam Houston State University, 1979) 14

<sup>8</sup> Beretta U.S.A., "The Semi-Automatic Pistol in Law Enforcement" (Maryland: 1993)

on building a better, more reliable semi-automatic pistol. This resulted in unprecedented reliability, better handling characteristics and overall superior performance by pistols.<sup>9</sup>

Semi-automatic pistols are now either an issued weapon, or an approved alternate weapon as set forth in a department's General Orders. Officers everywhere continue to request the extra defensive and offensive capability of the new generation of semi-automatic pistols.<sup>10</sup>

There are several reasons that semi-automatic pistols have been approved. First, they have an increased ammunition capacity. Instead of only six rounds available in the weapon an officer can have up to sixteen rounds available. This is important when an officer may face multiple assailants. Second, semi-automatic pistols are easier to reload and this is important in a stress situation. Officers fire higher qualification scores with a semi-automatic pistol than they did with a revolver. The improved scores give an officer more confidence in his weapon and his shooting ability. Finally, semi-automatic pistols have safety features that make unintentional firing all but impossible with most modern semi-automatic pistols. Revolvers rarely have a safety.

#### TRAINING NEEDS FOR THE RECRUIT

The police recruit has specific training needs that should be filled in the police academy. The area of firearms is an important area because a recruit upon graduation may be faced with the decision of using deadly force against a person who is prone

---

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

towards violence. An academy should meet these needs by providing the best possible training to the recruits.

This is important to Police Administrators because in the event of a deadly force situation, the training an officer receives is closely scrutinized after the situation has occurred. A training program that does not provide the best possible training to a recruit increases the possibility of civil lawsuits being initiated against the officer's department and the training he received. The deadly force policies of a department are also closely scrutinized in such lawsuits. An administrator who provides the best possible training for his officers and has well written policies can survive such lawsuits. The training and policies that an administrator has in place is extremely important.

A good basic firearms training program is important to the development of the police recruit. In the past, police recruits had grown up around firearms and a majority of them had served in the armed forces. Today, it is not uncommon for a firearms instructor to have students who have never fired a gun. If a student has fired a gun, it was possibly a rifle and not a handgun.

Many Police Officers receive a majority of their training in a police academy. After they graduate from the police academy, they shoot their weapons only when qualification time occurs, once or twice a year. They do not practice on their own time and they do not seek additional training unless their department sends them to a firearms school. Police Departments do not send officers to advanced schools due to the cost of such training. They will send a firearms instructor so the advanced training can be passed on to other officers in the department. The instructor is then responsible to pass

on what he has learned to the other officers in his department. The smaller department does not have a full time firearms instructor, but an officer who is firearms instructor in addition to his normal duties in the department. This means that there is a possibility for an officer who fires his weapon only at qualification time and has not had some type of advanced firearms training will revert back on the training he received in the police academy in the event he is involved in a deadly force situation.

A police recruit should be proficient with the type of weapon he will be carrying on duty with his department. The proficiency is accomplished by the recruit being exposed to repetitive drills with his particular weapon. This builds muscle memory and increases his confidence with the weapon.

In the past, the common thought was "you cannot mix revolvers and semi-automatic pistols on the same firing line because it is not safe." Part of this reasoning was because firearms instructors did not have written documentation for training semi-automatic pistols. Today, such documentation exists for the firearms instructor.

Another need that the police recruit has is to train with the equipment he will be carrying in the performance of his duties. This instills confidence and knowledge of the equipment that will be carried on a daily basis. A recruit who has trained with his duty weapon is efficient in its use and the functioning characteristics of that particular weapon. The single, most important factor in setting up a training program is to insure that each officer trains all the time with his street leather, handgun, and ammunition.<sup>11</sup>

---

<sup>11</sup> Charles R. Skillen, American Police Handgun Training, (Illinois: Thomas Books, 1977) 39

## **ADVANTAGES OF TRAINING BOTH WEAPON TYPES**

The Police Department that allows both revolvers and semi-automatic pistols has a problem: with which weapon should officers be trained. In most cases, departments train recruits exclusively with revolvers in the academy. Then their officers will be required to attend a semi-automatic pistol transition course. These officers that make the transition from revolvers to the semi-automatic pistol find themselves confronted with a handgun that is somewhat more complicated to operate, but training with this complex weapon is very limited. They also receive a small portion of the training in semi-automatic weapons when they were trained with the revolver, but the training is limited and not simultaneous.<sup>12</sup>

**Simultaneous training** of both revolvers and semi-automatic pistols would solve the problem of which weapon to train on. This provides several advantages. First, this type of training exposes the revolver shooter to the semi-automatic pistol while at the same time it exposes the semi-automatic pistol shooter to the revolver. This is exposure gives a person who carries a particular weapon a basic understanding about the other weapon. Such an understanding is important because he may need the knowledge in the event he encounters a type of weapon he does not carry. The public expects their Police Officers to be knowledgeable about firearms and to be able to handle them safely.

Secondly, the cadet trains on the type of weapon system he will be carrying after graduating from the police academy. This allows for muscle memory to be built in from

---

<sup>12</sup> Daniel L. Barber, Law Enforcement Firearms Training: Techniques and Tactics For Police and Security, (Arizona: Copy Wiz Printing, 1991) 15

the first day of firearms training on the firing range at the police academy. One week and approximately 1,000 rounds of ammunition fired per person builds muscle memory. It also helps the officer in the event of a deadly force incident where the officer does not have to think about what he is going to do with his duty weapon. This frees the officer's mind so he can think tactically, use of cover, if he is involved in such a situation.

Third, money and time are saved by the recruit's Police Department. This is an advantage to the cost conscious administrator who is faced with training his recruits on revolvers and then having them transition to semi-automatic pistols. These costs include the instructor's and student's salaries, ammunition, and targets for a semi-automatic pistol transition school. The affected Police Department does not have to pay twice for basic firearms instruction. The national average for semi-automatic pistol transition schools is three days. These schools start with basic firearms for the semi-automatic pistol and work up to some advanced firearms work.

Fourth, the officer who has trained with the weapon he will be carrying in the course of his duties may be more likely to practice with that weapon. This is because he gains more confidence in the weapon and his shooting ability with that weapon. With increased practice, civil liability can be reduced for both the Police Department and the individual Officer.

Finally, the recruit's marksmanship does not suffer. The same basic rules of marksmanship apply to both the revolver and the semi-automatic pistol. The recruit learns marksmanship with the weapon he will be carrying in the performance of his job.

## **THE COMBINED TRAINING PROGRAM**

Programs that provide this type of firearms training consist of two portions; classroom training and range training. Even though they are distinctly different kinds of training, they are equally important in providing recruits with basic firearms training of high quality.

### **CLASSROOM TRAINING**

The classroom portion of basic firearms training ideally consists of one complete day of training before the recruits are exposed to the firing range. Topics that are covered in the classroom include firearms safety, exposure to the weapon, stance, presentation of the weapon (draw), and finally individual work with the students involving stance and drawing the weapon.

Firearms safety is extremely important in teaching firearms. Safety cannot be overemphasized when dealing with firearms. Discussing various safety related topics are important because it focuses the recruit to the seriousness of working with firearms. It also gets them to think about areas that they may not have thought about prior to this time. Approaching firearms training with safety foremost in mind lets the recruits know what is expected of them.

First, the **CARDINAL RULES OF FIREARMS SAFETY** should be explained.

They are:

1. All guns are always loaded
2. Never let the muzzle cover anything you are not willing to destroy

3. Keep the trigger finger OFF the trigger and OUTSIDE the trigger guard until your sights are on target
4. Be sure of your target and beyond

Further in depth explanation of these rules by the instructor is necessary in order to clarify what is actually meant. All accidental discharges, firearms accidents, are the result of violating one or more of the **CARDINAL RULES OF FIREARMS SAFETY**.

Secondly, classroom, home and work safety rules need an explanation. Classroom safety includes no loaded weapons when the topic is firearms training. Empty weapons should be either holstered in an approved holster or laying on a table with the cylinder open if it is a revolver or the slide locked open with the magazine removed if it is a semi-automatic pistol. All ammunition should also be kept outside the classroom to prevent the possibility of an accidental occurring.

Home safety rules should include how a firearm should be kept. This includes but is not limited to children in the house, adult knowledge of any and all weapons, thoughts concerning sleeping with a loaded weapon, and how to render a weapon safe. These are all areas that need to be given consideration by Police Officers. Failure to think about these could have disastrous consequences for both the officer and his family.

Duty and off duty safety rules should include how an officer carries and maintains his duty and off duty weapon. State law and departmental policies should be mentioned. If more than one agency is represented, the recruits should be told to know their departmental policy concerning firearms. An instructor in such an academy cannot know all of the represented departments policies in this area. A reminder concerning weapon handling is also needed.

Finally, range and firing line safety rules should be covered. This training includes the recruit's conduct on the range and on the firing line. Discussing these safety rules lets the trainees know what is expected of them to have a safe and enjoyable learning experience in their firearms training. Enforcement of violations of these safety rules are also covered. The range commands that will be given on the range are also covered so the recruits know what each command and its meaning is.

The second part of classroom training consists of weapon familiarization. This includes covering the basic nomenclature of the weapons. This can be generalized with both revolvers and semi-automatic pistols since each weapon type has the same basic parts. The firing cycle for both revolvers and semi-automatic pistols is also covered. This section includes detail stripping of the weapon, to be done only by a factory trained armorer, a factory warranty service center, or the factory. Field stripping of the weapon is done by the officer for maintenance of his weapon. A demonstration of field stripping the weapons is made, followed by the recruits field stripping their weapons, cleaning and lubricating them with the instructor present to assist them.

The concept of muscle memory and fundamentals of marksmanship are introduced and explained. Four areas are explained and demonstrated in the fundamentals of marksmanship. These areas are:

1. Stance
2. Grip
3. Sight alignment
4. Trigger control

Explaining and demonstrating the fundamentals of marksmanship help the recruits understand that by following the above areas, they will have good marksmanship. The fundamentals of marksmanship are the same with all weapons. It does not matter if a trainee is carrying a revolver or a semi-automatic pistol and the instructor does not have to repeat himself by presenting this to both weapon type shooters at the same time.

The presentation on the weapon, fundamentals of drawing, is presented next. In the past, weapon presentation, was instructed as draw your gun keeping the barrel pointed down range. The recruits would then draw their weapons to the best of their ability. There are four distinct steps involved in presentation of the weapon and they are shown and explained in detail. These steps are:

1. Grip - obtain a shooting grip on the weapon, and release any securing devices
2. Clear - draw the weapon out of the holster until the barrel is clear of the holster
3. Smack - hands meet about chest high
4. Look - bring the weapon up to eye level and focus on the front sight

This explanation and demonstration gives the recruits an understanding of what is occurring when the weapon is drawn from the holster. Presentation of the weapon is the same for both revolvers and semi-automatic pistols and it is demonstrated to all trainees at the same time.

Finally, the recruits are put in a good shooting stance. Each recruit is worked with individually to find a good comfortable stance for them. Foot placement is very important so that the recruit does not put his body in a bind while he is shooting. Prior to each recruit being helped, all weapons are checked to make sure they are empty. The

recruits then practice weapon presentation under instructor supervision. Each step is called by the instructor until all recruits are performing it properly. Upon completion of each step being called, presentation practice is continued in one motion. Dry firing of the weapons is then introduced to the recruits so they can practice drawing and firing in one motion. Fundamentals of marksmanship and weapon presentation are all practiced to start the muscle memory process.

### **RANGE TRAINING**

The range is then introduced to the recruits. Range safety rules and regulations are again given. This reinforces the importance of safety and what is expected of the recruits on the range and the firing line.

Once the recruits are on the range, all weapons are checked to make sure they are empty. Weapon presentation and dry fire practice is again given. This dry work before one shot is ever fired helps build confidence in the handling of the weapon by the new shooter.

The shooters are assigned relays for when they will be firing on the line. For optimum instruction to be given, no more than three relays of six to eight shooters should be conducted during basic firearms instruction. Three to four instructors are also needed to work the line during the week of firearms in the basic academy. This allows for faster identification and help to be given to students who need additional help. It is also easier to identify marginal shooters and give them individual attention from an instructor on the line.

Initially, all weapons on the firing line are loaded with a total of eighteen rounds of ammunition. Revolver shooters load two speed loaders with six rounds each and put six rounds in a pocket. Semi-automatic pistol shooters load three magazines with six rounds in each magazine. This allows all weapons, regardless of weapon type to be loaded, reloaded, and holstered at the same time at the beginning of firearms training. This also builds muscle memory for loading, reloading, and unloading the weapon that the shooter will be carrying in the performance of his job. As training progresses, the semi-automatic pistol shooters load their magazines to capacity and revolver shooters carry extra ammunition on their person. This is determined by the progress of the recruit class as a whole.

An inexpensive target to start beginning shooters involves a nine inch paper plate. The cheapest paper plate that can be purchased in a local grocery store will suffice for instruction purposes. When it is placed on cardboard backing, at approximately chest height, they stand out and give the shooter a definite target compared to the standard silhouette target that is used in police firearms training. The paper plates also help the shooter to concentrate on a specific area and this helps the shooters grouping to improve from the first day. Any shot that hits the paper plate is considered to have hit the target. The paper plate target is used from up close to back to the twenty-five yard line.

In order to build confidence to a beginning shooter's ability to shoot accurately, it is recommended that range work begin at the fifteen foot line. The shooters are able to see where their shots have hit on the target and the instructors are able to identify marginal shooters and start working with them in a short time period. Time limits are

not placed on the shooters in the beginning. This is because well placed shots are the desired result. This also helps the shooter to build muscle memory in that his weapon goes to the same place every time he draws and fires. The same mechanics are used in drawing and firing the weapons no matter what weapon system is being used by the shooter. The only difference is in the type of weapon a shooter may be using. The instructor is concentrating on what the shooter is doing while he is firing and not the weapon that is being used.

The courses of fire are designed to provide the beginning shooter with repetitive drills. They start out with one and two shot drills (Appendix I). As time progresses, the number of rounds fired can be increased depending on the progress on the class. They do not have to be followed exactly as the attached courses of fire were conducted. These courses of fire were from a North Central Texas Council of Governments Police Academy Basic Firearms Course. They simply represent the type of courses that are taught and the types of targets that are used. They are also dependant on how the recruit class progresses. If additional time is needed in one area, then it is provided.

The result is that muscle memory is programmed into the shooter's muscles and he does not have to conscientiously think about what he is doing. This allows the shooter to think tactically after he has graduated from the academy if he is ever exposed to a deadly force situation.

There are times that revolver shooters and semi-automatic pistol shooters are separated. These times are when instruction and practice is provided for the particular type of weapon a shooter is using. One such area this occurs in is immediate action

drills. The steps a person carrying a semi-automatic pistol has to go through to get it running after a stoppage are different than what a revolver shooter has to do. Another area is reloading, both speed reloading and tactical reloading. Demonstrating and practicing these types of drills separately are important in that the shooters are receiving instruction with their weapon type. They are also able to ask questions regarding the topic that is being discussed concerning their weapon type that other people in the class with that weapon type may also have. This also provides for maximum instruction in the allotted time for firearms instruction.

During the firearms training, the TCLEOSE requirements are being met. These requirements include barricade, kneeling, prone, and distance shooting. The courses of fire that are attached cover all of the TCLEOSE requirements for basic firearms training.

## **MANAGEMENT OF TWO-WEAPON TRAINING PROGRAM**

An administrator who is faced with a two-weapon training system has a need to find the best qualified firearms instructor he can to be the primary firearms instructor. If the administrator is unable to find such a firearms instructor, it is important that he provide the best possible and recurrent training to his designated firearms instructor. Once the administrator has found the primary firearms instructor, he should turn the operations of basic firearms training over to the primary firearms instructor. This includes allowing the primary firearms instructor to find additional firearms instructors

to help him. These additional firearms instructors should be people the primary firearms instructor knows and has a good working relationship with. The administrator should then monitor the program and provide any assistance the primary firearms instructor needs.

One area that an administrator should be aware of is the ever changing training world of firearms training and thinking. Once a firearms instructor has attended a basic firearms instructor school, it is important that he continue his own firearms training. Additional firearms schools are required of the firearms instructor to qualify him as a competent instructor. Such schools include Semi-Automatic Pistol Transition Instructor, Revolver Instructor, Shotgun Instructor as well as other firearms schools. In addition, this training can include sending the firearms instructor to nationally known firearms schools that are taught by nationally known firearms instructors. Such schools may be out of state and constitute an expense to the administrator and his agency. The return in such an investment is such that the firearms instructor is able to keep up with the ever changing techniques and thoughts in firearms training. If this is not possible, the administrator should honor the requests of his firearms instructor to attend schools taught by other firearms instructors who have been to these schools. A firearms instructor will know when schools are coming up and he is always looking for ways to improve his instruction techniques and knowledge.

An additional area that an administrator should be aware of is sending the firearms instructor to armorers schools that are conducted by the major firearms manufacturers. This enables the firearms instructor to have an additional knowledge

about how the weapons function and how to repair them if the weapon malfunctions and repairs are needed. Even if the firearms instructor does not work on a particular weapon on a regular basis, he will have a more thorough understanding of how that weapon functions. This is beneficial to the program that trains all of the major firearms makes. These armorers schools are put on around the country by the manufacturers and they can be sponsored by a local police agency to provide this training.

A third area that the administrator needs to be aware of is the firearms budget. Items that need to be budgeted for include ammunition, targets, hearing and eye protection, and other equipment that may be needed for running the range. The primary firearms instructor can provide equipment needs to the manager. If the manager is unable, due to budget constraints, to provide requested equipment, the primary firearms instructor will have to do without or adapt his program with the equipment he has available.

## CONCLUSION

There has been a change in the type of duty weapons that Police Officers are carrying in the performance of their jobs. The duty weapons have gone from revolvers to the current generation of semi-automatic pistols. Police Officers and Police Departments alike are changing to a weapon that has increased defensive and offensive firepower.

With this change, it is important that a police academy train with both revolvers and semi-automatic pistols if it trains officers whose departments authorize both weapon types. For the administrator, this type of training is cost effective. It allows basic

firearms training to be conducted one time with the weapon type a recruit will be carrying. This training can be done safely and at the same time. It does not require training a recruit first with a revolver, then having the recruit transition to a semi-automatic pistol if that is the weapon type the recruit will be carrying in the performance of his duties. It also allows recruits to obtain a basic familiarity with the weapon type that they will not normally carry as a Police Officer.

Firearms training is an important part of a police recruit's training while he is in the police academy. This training needs to be comprehensive and thorough to meet his needs. The instruction provided needs to be the best possible. It needs to acquaint the recruit with not only his duty weapon type but also that of another recruit who is carrying a different weapon type.

**APPENDIX I**

**A COURSE OF FIRE  
FOR  
FIREARMS TRAINING**

DAY ONE

**FIRST HOUR:** Discuss range rule, drawing, stance in classroom and practice with empty weapons.

**RANGE WORK**

PRACTICE LOADING AND UNLOADING

**TARGET 9 INCH PAPER PLATE**

3 - 4 TIMES

**FIFTEEN FOOT LINE**

LOAD AND MAKE READY

18 ROUNDS

GUN AT GUN READY POSITION

(NO TIME LIMIT) FIRE 2 TIMES

FIRE ONE WELL PLACED ROUND

GUN READY POSITION

18 ROUNDS

FIRE TWO WELL PLACED ROUNDS

(NO TIME LIMIT) FIRE 2 TIMES

GUN READY POSITION

18 ROUNDS

FIRE TWO WELL PLACED ROUNDS

(NO TIME LIMIT) FIRE 2 TIMES

(1 ROUND IN CHAMBER, 1 DUMMY ROUND)

LUNCH BREAK

**FIFTEEN FOOT LINE**

GUN READY POSITION

18 ROUNDS

FIRE TWO WELL PLACED ROUNDS

(NO TIME LIMIT) FIRE 2 TIMES

FROM THE HOLSTER

18 ROUNDS

DRAW AND FIRE ONE WELL PLACED ROUND (NO TIME LIMIT) FIRE 6 ROUNDS

**SEVEN YARD LINE**

DRAW AND FIRE TWO WELL PLACED  
ROUNDS

(NO TIME LIMIT) FIRE 12 ROUNDS  
FIRE 2 TIMES

**TEN YARD LINE**

18 ROUNDS

DRAW AND FIRE ONE WELL PLACED ROUND

6 ROUNDS

**SEVEN YARD LINE**

DRAW AND FIRE TWO WELL PLACED ROUNDS

12 ROUNDS

FIRE 2 TIMES

**HOMEWORK:** READ RELOADING SECTIONS FOR YOUR PARTICULAR WEAPON TYPE.

DAY TWO

**TARGET:** 9 INCH PAPER PLATE

**FIRST HOUR:** SPEED RELOADING DEMONSTRATIONS AND PRACTICE WITH EMPTY WEAPONS AND MAGAZINES. (REVOLVERS HAVE DUMMY ROUNDS IN SPEED LOADERS. REVOLVERS AND SEMI-AUTOMATICS ARE SEPARATED FOR DEMONSTRATION AND PRACTICE)

**RANGE WORK:**

**SEMI-AUTOS:** TWO ROUNDS PER MAGAZINE, POCKET OF AMMUNITION

**REVOLVERS :** SPEED LOADERS FULL, POCKET OF AMMUNITION

**FIFTEEN FOOT LINE**

FIRE 2 ROUNDS, RELOAD, FIRE 2 ROUNDS, RELOAD, FIRE 2 ROUNDS, HOLSTER AN EMPTY WEAPON (REVOLVERS LOAD 6, FIRE 2)  
(SECOND TIME, START GIVING WHISTLES FOR AN IDEA OF TIME. SECOND WHISTLE AT 15 SECONDS FOR SEMI-AUTOS, THIRD WHISTLE AT 20 SECONDS FOR REVOLVERS.) FIRE 4 TIMES

**TWO SHOT DRILLS:**

ONE TIME

**FIFTEEN FOOT LINE:** 5 SECOND TIME LIMIT 6 ROUNDS

**SEVEN YARD LINE:** 5 SECOND TIME LIMIT 6 ROUNDS

**TEN YARD LINE:** 1 ROUND IN 5 SECONDS 6 ROUNDS

**REVOLVERS AND SEMI-AUTOS SEPARATED**

REVOLVERS PRACTICE SPEED RELOADING WITH DUMMY ROUNDS AND DISCUSS IMMEDIATE ACTION WITH A REVOLVER.

SEMI-AUTOS ON RANGE: DISCUSS AND DEMONSTRATE IMMEDIATE ACTION PROCEDURES THEN ON FIRING LINE FOR LIVE FIRE PRACTICE.

**FIFTEEN FOOT LINE**

FAIL TO EXTRACT/DOUBLE FEED

ONE DUMMY ROUND IN THE CHAMBER ONE ROUND IN THE MAGAZINE

CLEAR THE PROBLEM - INSERT NEW MAGAZINE WITH THREE ROUNDS AND FIRE TWO TIMES WITH NO TIME LIMIT; FOUR TIMES WITH 15 SECOND TIME LIMIT  
FAIL TO EJECT (STOVEPIPE)

ONE PIECE OF BRASS IN THE EJECTION PORT; THREE ROUNDS IN THE MAGAZINE

CLEAR THE PROBLEM AND FIRE THE THREE ROUNDS

TWO TIMES WITH NO TIME LIMIT; FOUR TIMES WITH 5 SECOND TIME LIMIT

**REVOLVERS AND SEMI-AUTOS TOGETHER**

**FIFTEEN FOOT LINE**

**ONE HAND SHOOTING:** DISCUSS AND DEMONSTRATE BOTH STRONG AND SUPPORT HAND SHOOTING.

ON THE LINE PRACTICE WITH EMPTY WEAPONS THEN LOAD AND MAKE READY

STRONG HAND: 1 ROUND; 2 ROUNDS; 3 ROUNDS ONE TIME

1 ROUND STRONG HAND; 1 ROUND SUPPORT HAND ONE TIME

2 ROUNDS STRONG HAND; 2 ROUNDS SUPPORT HAND ONE TIME

1 ROUND STRONG HAND; 1 ROUND SUPPORT HAND 7 SECONDS ONE TIME

2 ROUNDS STRONG HAND; 2 ROUNDS SUPPORT HAND 9 SECONDS ONE TIME

**SEVEN YARD LINE**

2 ROUNDS IN 3 SECONDS

THREE TIMES

3 ROUNDS IN 4 SECONDS

TWO TIMES

**FIFTEEN FOOT LINE**

3 ROUNDS IN 10 SECONDS

TWO TIMES

**FIFTEEN YARD LINE**

FIRE TWO WELL PLACED ROUNDS

NO TIME LIMIT

SIX TIMES

**SEVEN YARD LINE**

FIRE TWO WELL PLACED ROUNDS

NO TIME LIMIT

THREE TIMES

**HOMEWORK:** READ KNEELING AND PRONE SECTIONS

DAY THREE

WITH EMPTY WEAPONS, PRACTICE DRY FIRING

**TARGET:** PAPER PLATE

**TWO ROUND DRILLS**

**FIFTEEN FOOT LINE**

FIRE SIX ROUNDS

ONE TIME

NO TIME LIMIT

**SEVEN YARD LINE**

FIRE SIX ROUNDS

NO TIME LIMIT

**FIFTEEN YARD LINE**

FIRE SIX ROUNDS

NO TIME LIMIT

**DEMONSTRATION:** KNEELING POSITIONS - ONE KNEE AND TWO KNEE PRACTICE DRY FIRING IN KNEELING POSITIONS - FIND THE MOST COMFORTABLE POSITION.

**FIFTEEN YARD LINE:** FIRE SIX ROUNDS FROM KNEELING. THREE TIMES

**SEVEN YARD LINE**

THREE ROUNDS

2 TIMES

NO TIME LIMIT

**TEN YARD LINE**

THREE ROUNDS

2 TIMES

NO TIME LIMIT

**FIFTEEN YARD LINE**

SIX ROUNDS

1 TIME

NO TIME LIMIT

**SEVEN YARD LINE:** 2 ROUNDS, RELOAD, 2 ROUNDS 2 TIMES

**FIFTEEN YARD LINE:** 2 ROUNDS STANDING, RELOAD, 6 ROUNDS KNEELING  
FIRE 1 TIME

NO TIME LIMITS

**DEMONSTRATION:** DISCUSS AND DEMONSTRATE TACTICAL RELOADING FOR BOTH REVOLVERS AND SEMI-AUTOS.

**FIRE TACTICAL RELOAD COURSE**

**FIFTEEN FOOT LINE:** 2 ROUNDS, TAC RELOAD, 2 ROUNDS; 2 TIMES NO TIME LIMIT

FIRE COURSE UNDER TIME (SEMI-AUTO 12 SECONDS; REVOLVER 15 SECONDS)  
FIRE FIVE TIMES

LUNCH

**COURSE OF FIRE**

ONE TIME

**SEVEN YARD LINE**

2 ROUNDS

THREE TIMES

NO TIME LIMIT

**FIFTEEN YARD LINE**

2 ROUNDS

THREE TIMES

NO TIME LIMIT

**TWENTY FIVE YARD LINE**

2 ROUNDS

THREE TIMES

NO TIME LIMIT

**COURSE OF FIRE**

ONE TIME

**FIFTEEN YARD LINE**

ONE LIVE, ONE DUMMY ROUND

TEN TIMES

**TWENTY FIVE YARD LINE**

ONE LIVE, ONE DUMMY ROUND

EIGHT TIMES

(REVOLVER EVERY OTHER ROUND DRY)

**TIMED COURSES OF FIRE** THINK TACTICAL

**NINE FOOT LINE (ONE HAND)**

1 ROUND IN 2 SECONDS

TWO TIMES

1 ROUND STRONG HAND; 1 ROUND SUPPORT HAND 7 SECONDS

ONE TIME

**SEVEN YARD LINE**

2 ROUNDS IN 3 SECONDS

ONE TIME

1 ROUND IN 2 SECONDS

ONE TIME

3 ROUNDS IN 4 SECONDS

ONE TIME

**FIFTEEN YARD LINE**

2 ROUNDS IN 4 SECONDS

ONE TIME

2 ROUNDS STANDING, RELOAD, 2 ROUNDS KNEELING  
(12 SECONDS)

ONE TIME

**TWENTY FIVE YARD LINE**

3 ROUNDS IN 10 SECONDS

TWO TIMES

FIRE A PRACTICE QUALIFICATION COURSE  
(SILHOUETTE TARGET)

DAY FOUR

**FIRST 1 1/2 HOURS:** EXPLAIN SHOTGUN SAFETY, NOMENCLATURE, CARRY, STANCE, ETC.

**RANGE:** DUMMY ROUNDS; ONE LINE WITH SHOTGUNS FOR HANDLING PURPOSES.

**TARGET:** SILHOUETTE.

**DEMONSTRATION:** OF SHOTGUN BY INSTRUCTOR

<b>PRACTICE WITH SHOTGUN</b>	(6 ROUNDS OF BIRDSHOT)
<b>SEVEN YARD LINE - 2 ROUNDS</b>	NO TIME LIMIT
<b>FIFTEEN YARD LINE - 2 ROUNDS</b>	NO TIME LIMIT
<b>TWENTY FIVE YARD LINE - 2 ROUNDS</b>	NO TIME LIMIT

**FIRE SHOTGUN QUALIFICATION COURSE**

<b>HANDGUN</b>	<b>TARGETS:</b> PAPER PLATES
<b>NINE FOOT LINE</b>	
PRACTICE DRY FIRING	
1 ROUND 2 SECONDS	THREE TIMES
<b>SEVEN YARD LINE</b>	
2 ROUNDS 3 SECONDS	ONE TIME
1 ROUND 2 SECONDS	ONE TIME
2 ROUNDS 3 SECONDS	ONE TIME
<b>FIFTEEN YARD LINE</b>	
2 ROUNDS 4 SECONDS	ONE TIME
2 STANDING, RELOAD, 2 KNEELING 14 SECONDS	ONE TIME
<b>TWENTY FIVE YARD LINE</b>	
2 ROUNDS 8 SECONDS	TWO TIMES

**FIRE QUALIFICATION COURSE**

**DISCUSSION:** WEAPON RETENTION (DRAW WEAPON SHOVE GUN FORWARD LOCK ELBOW ABOVE HOLSTER. STRAIGHT FOREARM PARALLEL TO THE GROUND.)

**TARGET:** SILHOUETTE

<b>SIX FOOT LINE</b>	DRY FIRE TWO TIMES
LOAD AND MAKE READY	
FIRE ONE ROUND	ONE TIME
FIRE TWO ROUNDS	ONE TIME
FIRE THREE ROUNDS	ONE TIME
1 ROUND 2 SECONDS	ONE TIME
2 ROUNDS 3 SECONDS	ONE TIME
3 ROUNDS 4 SECONDS	ONE TIME

**DISCUSSION:** CHALLENGE DRILL

<b>SEVEN YARD LINE:</b> FIRE 12 ROUNDS	ONE TIME
--	----------

<b>DISCUSSION:</b> FAILURE DRILL (MOZAMBIQUE DRILL, BODY ARMOR DRILL)	
<b>FIFTEEN FOOT LINE</b>	SEVEN TIMES

2 BODY SHOTS, 1 HEAD SHOT

DINNER

**DISCUSSION:** LOWLIGHT SHOOTING; DEMONSTRATE DIFFERENT FLASHLIGHT USAGE TECHNIQUES. (HARRIES, MODIFIED HARRIES, FBI, TRAFFIC STOP) PRACTICE WITH EMPTY WEAPONS (FIND WHAT IS COMFORTABLE FOR YOU)

**SIX FOOT LINE**

TRAFFIC STOP POSITION	2 ROUNDS 2 SECONDS	TWO TIMES
-----------------------	--------------------	-----------

**NINE FOOT LINE**

SEARCH POSITION	1 ROUND 2 SECONDS	EIGHT TIMES
-----------------	-------------------	-------------

**FIFTEEN YARD LINE**

2 ROUNDS 4 SECONDS	TWO TIMES
--------------------	-----------

2 STANDING, RELOAD, 6 KNEELING	ONE TIME
--------------------------------	----------

**TWENTY FIVE YARD LINE**

3 ROUNDS 10 SECONDS	TWO TIMES
---------------------	-----------

**SEVEN YARD LINE**

2 ROUNDS 3 SECONDS	TWO TIMES
--------------------	-----------

1 ROUND 2 SECONDS	ONE TIME
-------------------	----------

3 ROUNDS 4 SECONDS	ONE TIME
--------------------	----------

NIGHT QUALIFICATIONS WITH HANDGUNS AND SHOTGUNS

DAY FIVE

**TARGET:** SILHOUETTE

**ROLLOVER PRONE:** DISCUSSION AND DEMONSTRATION 18 ROUNDS  
PRACTICE AND DRYFIRE WITH AN EMPTY WEAPON

**TWENTY FIVE YARD LINE**

18 ROUNDS NO TIME LIMIT ONE TIME

SEMI-AUTOS LOAD MAGAZINES ALL THE WAY, REVOLVERS LOAD SPEED LOADERS  
AND A POCKET FULL OF AMMUNITION.

**MULTIPLE TARGETS:** DISCUSSION AND DEMONSTRATION  
**SEVEN YARD LINE**

1 ROUND EACH TARGET CENTER MASS	THREE TIMES
1 ROUND EACH TARGET CENTER MASS	
1 ROUND EACH TARGET HEAD	THREE TIMES
2 ROUNDS EACH TARGET CENTER MASS	TWO TIMES

**DISCUSSION:** USE OF COVER/CONCEALMENT

**FIFTEEN YARD LINE**

6 ROUNDS, RELOAD, 6 ROUNDS, RELOAD, 6 ROUNDS ONE TIME

WRITTEN TEST AND CRITIQUE

# PISTOL QUALIFICATION COURSE

9 ft. line	1st stage--One hand shooting	
	1 rd strong; 1 rd support x 7 sec(1 rep)	
	Draw and fire	
	2 rds strong, 2 rds support x 9sec(1 rep)	6
	draw and fire the required # of rounds strong hand only, transfer the weapon safely to the support hand, and fire the required # of rounds support hand only	
	2nd--Two hand shooting	
	draw and fire 1 rd in 2 seconds x 6 reps	6
7 yd. line	Two hand shooting--On each sequence, draw and fire the required number of rounds in the time shown below.	18

Sequence of fire: 2-2-2 and 3-2-1 and 3-3  
time: 3-3-3 and 4-3-2 and 4-4 seconds

15 yd. line	1st stage--2 rds x 4 sec x 3	6
	2nd stage--	
	2 rds standing; 6 rds kneeling x 22 sec	8
	On the start signal, draw and fire 2 rds., do a mandatory reload, drop to a kneeling position, and fire 6 rds. kneeling	
25 yd. line	3 rds x 10 sec x 2	6
	(Find cover if available	50
	If cover is available, move behind cover on the start signal, draw, and engage the target with the required number of rounds.	

Possible score: BASED ON TARGET UTILIZED  
Qualifying score: 70%

## NIGHT PISTOL QUALIFICATION COURSE

### NO LIGHTS ON RANGE; FLASHLIGHT HELD ON SHOULDER AND BEAM ON

6 ft. line	The flashlight will be on the shoulder as if making a traffic stop with the beam on. On the signal, draw and fire 2 rds in 2 sec using one hand. (3 reps)	6
------------	---	---

### NO LIGHTS ON RANGE; FLASHLIGHT ONLY

9 ft. line	2nd stage--flashlight search position 1 rd x 2 sec x 6 reps Start in a flashlight search position with the light off. On the start signal, bring the weapon up to a firing position and fire 1 in 2 seconds x 6 reps. As soon as you fire, turn the light off, and return to a flashlight search position making the weapon safe and maintaining a straight trigger finger.	6
------------	---	---

### FULL LIGHT ON TARGET ONLY

7 yd. line	Two hand shooting--On each sequence, draw and fire the required number of rounds in the time shown below.	18
------------	---	----

Sequence of fire: 2-2-2 and 3-2-1 and 3-3  
Time: 3-3-3 and 4-3-2 and 4-4 seconds

### FULL LIGHTS ON RANGE

15 yd. line	1st stage--2 rds x 4 sec x 3	6
	2nd stage-- 2 rds standing; 6 rds kneeling x 22 sec On the start signal, draw and fire 2 rds., do a mandatory reload, drop to a kneeling position, and fire 6 rds. kneeling	8

### FULL LIGHTS ON RANGE

25 yd. line	3 rds x 10 sec x 2 (Find cover if available) If cover is available, move behind cover on the start signal, draw, and engage the target with the required number of rounds.	$\frac{6}{50}$
-------------	--	----------------

Possible score: BASED ON TARGET UTILIZED  
Qualifying score: 70%

### SHOTGUN QUALIFICATION COURSE

7 yd. line	2 rds. from the shoulder x 5 sec. x 2	4
15 yd. line	1 rd. from the shoulder x 4 sec. x 4	4
25 yd. line	1 rd. from the shoulder standing and 1 rd kneeling x 10 sec.	<u>2</u>
		10

### NIGHT SHOTGUN QUALIFICATION COURSE

#### FULL LIGHTING ON TARGET/MINIMAL LIGHTING ON RANGE

7 yd. line	2 rds. from the shoulder x 5 sec. x 2	4
------------	---------------------------------------	---

#### FULL LIGHTS ON RANGE

15 yd. line	1 rd. from the shoulder x 4 sec x 4	4
-------------	-------------------------------------	---

#### FULL LIGHTS ON RANGE

25 yd. line	1 rd. from the shoulder standing and 1 rd kneeling x 10 sec.	<u>2</u>
		10

Scoring is determined from pellet count in ammunition. Example: 00 buck has 9 pellets per load x 10 rounds = 90 pellets. Each pellet in the silhouette is worth 1 point for a maximum of 90 points. 70% or (63 points) is the minimum passing score.

### ALTERNATIVE SHOTGUN QUALIFICATION COURSE

7 yd. line	1 rd. from the shoulder x 3 sec	1
15 yd. line	3 rds. from the shoulder x 10 sec.	3
25 yd. line	1 rd. standing: 1 rd kneeling x 10 sec.	2

## APPENDIX II

### TRAINING REVOLVERS AND SEMI-AUTOMATIC PISTOLS IN A BASIC POLICE ACADEMY

- I. Introduction
  - A. Purpose of Paper
  - B. Need for this type of paper
- II. History of basic police firearms training
  - A. Primarily double action revolvers
  - B. Few semi-automatic pistols in academies
  - C. Bulls eye shooting
  - D. Silhouette shooting
- III. Trend in Police Firearms
  - A. Semi-automatic pistol accepted
  - B. Switch from revolvers to semi-automatic pistol
  - C. Semi-automatic pistols are authorized for carry
  - D. Fewer officers carrying revolvers
- IV. Training needs for the recruit
  - A. Most firearms training received is in the academy
    - 1. Officers do not practice on their own
    - 2. Departments do not send officers to advanced training
    - 3. Qualifications are once or twice a year
  - B. Proficiency with firearm is necessary
  - C. Accomplished by
    - 1. Repetitive drills
    - 2. Build muscle memory
    - 3. Increase confidence with weapon
- V. Advantages
  - A. Both weapon types trained at the same time
    - 1. Exposes semi-auto shooter to revolver
    - 2. Exposes revolver shooter to semi-auto
  - B. Semi-auto shooter
    - 1. Does not need transition school after academy
    - 2. Can receive advanced training after academy with his weapon
  - C. Saves department money by
    - 1. Not paying recruit twice for basic firearms
    - 2. Firearms instructor does not have to teach a transition school
    - 3. Not paying firearms instructor twice for teaching basic firearms
    - 4. Recruit does not learn one weapon in the academy then a second weapon after graduation
  - D. More likely to practice
  - E. Marksmanship doesn't suffer
  - F. How program works

- G.
  - 1. Classroom
  - 2. Exposure to weapon
  - 3. Firearms safety
    - a. Cardinal rules of firearms safety
    - b. Work safety
    - c. Home safety
  - 4. Stance
  - 5. Presentation (draw)
  - 6. Put students in stance
  - 7. Presentation work

- H. Range
  - 1. Loading and unloading weapons on line
  - 2. Courses of fire
  - 3. Train to meet TCLEOSE standards during range work
  - 4. Separate revolvers and semi-auto
    - a. Immediate action drills
    - b. Reloading
  - 5. Qualifications
  - 6. Written test

VI. Conclusion

## BIBLIOGRAPHY

- Barber, Daniel L. Law Enforcement Firearms Training: Techniques and Tactics for Police and Security. Arizona: Copy Wiz Printing, 1991
- Clede, Bill Police Handgun Manual. Pennsylvania: Starkpole Books, 1985
- Geller, William A., Michael S. Scott Deadly Force: What We Know. Illinois: Police Executive Research Forum, 1992
- Teske, Raymond H.C. Jr., Phd., Ronald J. Niksich, M.S. Firearms Training For Law Enforcement Personnel. (Survey Research Program Texas Criminal Justice Center Sam Houston State University, 1979), 16pp
- Beretta U.S.A. The Semi-Automatic Pistol In Law Enforcement. Maryland: 1993
- Adams, Ronald J., Thomas M. McTernan, Charles Remsberg Street Survival: Tactics For Armed Encounters. Illinois: Calibre Press, 1983
- Skillen, Charles R., Mason Williams American Police Handgun Training. Illinois: Thomas Books, 1977
- D. Barrett, "Police Firearms Training." Law and Order (February 1972) p 82-84
- F. Sadowski, "Firearms Training - How Important is Firearms Training." Law and Order (October 1972) p 26-30
- D.E. Tange, "Model Firearms Training Program For All Police Agencies Can One be Devised." National Institute of Justice, 1974
- Officer Tom Albers, North Central Texas Council of Governments Regional Police Academy Firearms Instructor
- Deputy Constable Jim Womack, North Central Texas Council of Governments Regional Police Academy Firearms Instructor
- Cpl. James E. Dunn, Rangemaster Fort Worth Police Department