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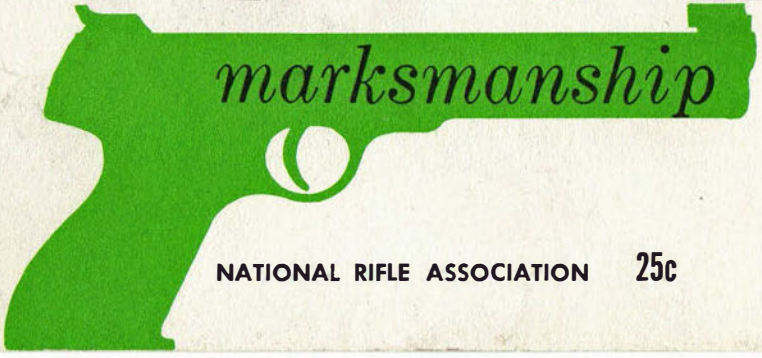
INSTRUCTOR'S GUIDE

basic

PISTOL

marksmanship



NATIONAL RIFLE ASSOCIATION 25c

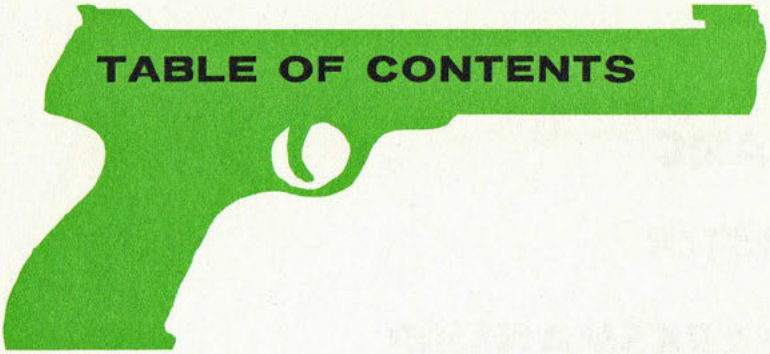
BASIC PISTOL MARKSMANSHIP

FOREWORD

The National Rifle Association of America was organized in 1871 for the specific purpose of giving marksmanship training. Today, although the NRA has many other activities, marksmanship training is still a basic function.

This course is fundamental to the objectives of the Association, and will interest the new pistol shooter and the more experienced shooter as well. The instructor is the key to the quality of the course.

The opportunity to direct your students into safe and proficient use of firearms lies ahead! Only your best effort will do the job.



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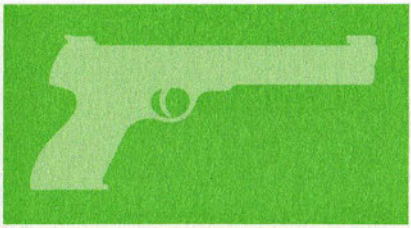


INTRODUCTION

This guide for instructors is intended as an aid in teaching the fundamentals of firearm safety and pistol marksmanship. The companion booklet is TRAINING COURSE ORGANIZATION. The student text is BASIC PISTOL MARKSMANSHIP. The three books, with the set of pistol instruction charts, makes up the instructor's kit for basic pistol markmanship. Supplementary helps such as the NRA Pistol Rule Book, and pistol qualification courses should also be at hand.

This guide is divided into three sections:

SECTION I Suggestions for preparation and instruction

SECTION II Plan of instruction

SECTION III Supplementary helps for the instructor

THIS IS A BASIC COURSE! It is intended to provide a sound foundation in the fundamentals of good pistol marksmanship with safety a constant consideration. It is important that the *why* accompany the *how* in this instruction. The student should finish the course with good shooting habits, sound techniques and know the reason for them. He may not necessarily be an expert shot, but with application of what has been learned real improvement will soon follow.

And it ought to be fun! This does not mean a relaxation of necessary discipline; but if the experience is pleasant as well as informative, teaching and learning are both much easier. There's a much better chance, too, that the novice will want to continue.

COURSE OUTLINE

FIRST SESSION

Introduction & orientation
Guns and ammunition (parts)
Safety & range discipline
Position & grip
Sighting & aiming
Trigger squeeze
Practice firing

SECOND SESSION

Review—position & grip, sighting & aiming, trigger squeeze
Breathing
Practice firing

THIRD SESSION

Follow through
Calling the shot
Loading & moving into position
Rhythm
Practice firing

FOURTH SESSION

Review—follow through, calling the shot, rhythm
Timed and rapid fire
Practice firing

FIFTH SESSION

Review—timed and rapid fire
Care of guns and ammunition
Practice firing
Examination

SIXTH SESSION

Qualification firing
Award ceremony

SECTION I

Suggestions for preparation and instruction

Getting Ready for Instruction

The quality of any training enterprise is determined largely before the first meeting begins. It is determined by the amount of planning and preparation which are done before the instruction begins. Even the best instructor will fall short of his potential as a teacher when he has given little thought to what he is doing and when he doesn't have proper equipment and teaching aids available when he needs them.

Prepare yourself

1. Take instructor training if it is available. If it isn't, study those parts of TRAINING COURSE ORGANIZATION and this guide related to instruction very carefully.
2. Study "Explanation of the course" in this guide in detail.
3. Become thoroughly familiar with the student text, BASIC PISTOL MARKSMANSHIP.
4. Review your teaching aids.

Prepare your assistants

1. Decide what jobs need to be done and recruit assistant instructors with the specific skills necessary.
2. Decide how many people you will need and recruit them well in advance. The size and skill of the staff will determine how many students can be taught properly.
3. Meet with the staff.
   Make specific assignments. Explain each job thoroughly. (It isn't safe to assume they know what you want done, or how, regardless of their past experience).

Prepare for instruction

1. Plan the instruction with your staff. Study the lesson plans, pages 7-17 for sequence, time schedule and equipment. Make instruction assignments.
2. Be sure to plan safety comment at all appropriate places and not restrict it to the lecture early in the course.
3. Review other literature. (see reference, page 25.)

Prepare the meeting place and the range

1. Do a "Walk through" with the staff to make certain the instruction will run smoothly and that each instructor is completely familiar with the facilities.
2. Check for adequate heat, light, ventilation, seating and other physical facilities. And CLEANLINESS!
3. Arrive early for class sessions. The instructor is on time only if he arrives well ahead of the first student.
4. Lay out displays, equipment. The first student to arrive should find the finished product —and the staff relaxed and ready to welcome him.

Prepare your equipment

1. **For each staff member:**

   TRAINING COURSE ORGANIZATION
   BASIC PISTOL MARKSMANSHIP
   BASIC PISTOL MARKSMANSHIP INSTRUCTOR'S GUIDE
   SHOTS HEARD AROUND THE WORLD
   NRA PISTOL RULE BOOK

2. **For each student:**

   BASIC PISTOL MARKSMANSHIP booklet
   Registration card
   Certificate
   Instructor's report card
   Examination
   Notebook
   Pencil
   ammunition—22 caliber
   Targets—B-2
   B-3
   or targets B-12 and B-13 for outdoor course.

3. **For each pair of students:**

   Firing point—complete with target carrier or frame
   Loading Block
   Spotting scope (if available)
   Pistol

4. **For the class regardless of size**

   Pistol cleaning equipment
   Bulletin board
   Desk, or table, and chair
   Scoring gauge
   First Aid kit (simple items for scratches, blisters and such)
   Reserve supply of targets
   Reserve supply of ammunition
   Basic course progress chart
   Trigger Weight—if possible

5. **For teaching:**

   Charts, posters
   Triangulation equipment
   Paige and other sighting devices
   Blackboard or drawing pad
   Pointer
   Thumbtacks, stapler, scotch tape
   Individual teaching aids (mechanical gimmicks and props)

SUGGESTIONS ON INSTRUCTION

This is a basic pistol course. The instructor is reminded that because of the shorter barrel and the one-hand grip, the safety disciplines are of extreme importance. The novice must be instructed very carefully in this regard. The NRA does not recommend pistol instruction for juniors.

Coach and pupil system

Students are paired up at first session. They learn much more quickly than by themselves since both hear all instructions given to either one. They can also help each other. Student pairs stay together.

Keep it simple

Simplification is the mark of skill in an instructor. Remember—the student can only learn if he understands. Highly technical matter and language should be avoided.

Repeat it

Repetition goes hand-in-hand with simplicity. Say, or do, it repeatedly and simply. The instructor should remember that, regardless of the number of times he has said or heard a certain piece of information it is all new, fresh and interesting to the student.

Know the individual student

Although instruction may be given to a group, learning is an individual process. The temperament, background, intellect and physical structure of each student will probably be a little different. Each one may need a different slant, a little difference in treatment.

Make it "by the book"

The fundamentals of good pistol shooting as shown in BASIC PISTOL MARKSMANSHIP are an accumulation of the best that is known on the subject. While it is true that many good shooters differ on individual techniques, it is suggested that the instructor start the novice according to the book, the standard techniques. Changes from "standard" may then be made as they are indicated by the instructor's increased knowledge of the student.

Make it visual

Visual aids go far beyond actual pictures. Anything that can be added to the spoken word that will appeal to the other senses—sight, touch and others—will increase the probability of learning.

YOU said it

No matter *what* you said, the thing the student *thought* you said is what counts. Language used must be clear, non-technical, informal. If it was heard wrong it must have been said wrong. It probably doesn't need saying, but, certainly, NO profanity.

BE SURE

you have everything you need—every prop and piece of equipment—to get your story across. "I forgot", or "I meant to", is not a legitimate excuse.

SECTION II

Plan of instruction

Explanation of Course

FIRST SESSION—Two hours

NOTE: Times given for complete sessions and individual subjects can only be approximate. They are based on the experience of other instructors but will vary with the instructor and the size of the class.

Reference

NRA BASIC PISTOL MARKSMANSHIP, pages 2-22

Equipment

Instruction charts

Safety posters

Paige sighting device—1 per firing point

Pistol—1 per firing point

Triangulation set—1 per firing point

Notebooks, pencils

Registration cards

NRA BASIC PISTOL MARKSMANSHIP—1 per student

Before the meeting

All Equipment ready

Displays in place

Pistol check-in—check for light trigger and proper functioning

Registration

Introduction—15 minutes

Introduce total staff

Call roll—check for proper pronunciation of names and question any open spaces on registration cards.

Tell of the NRA and its activities
Instruction, qualifications, competition

Stress need for cooperation and obedience to range commands.
Plenty of fun but no "foolishness"

Explain coach and pupil plan.
Arrange students in coach and pupil pairs. Assign students to assistant instructors.

Purpose of course—5 minutes

Point out this is a BASIC course

Stress need for safety precautions

Tell why the 22 pistol is used
Less noise, less recoil, less cost per round
But not a toy
Show previously prepared penetration samples—wood, soap, magazines

Tell why fundamentals are so important

Guns and ammunition—explain and demonstrate—20 minutes.

Check "History of the pistol", pages 4-5

Point to and name major assembly groups—explain functions

Use charts and actual revolver and self-loader

Point out differences and similarities between the two
Point out individual parts by name

Show safeties and what constitutes safe condition
Point out possibility of failure of mechanical safety

Explain a round of ammunition
Show .22 caliber rimfire and center-fire
Explain components
Use charts—show individual components or cutaway if available

Show how to load revolver and self-loader
Use dummy ammunition
Stress safety

Safety and range discipline—15 minutes

Discuss and demonstrate safety rules

Mention fine safety record of NRA program due to range discipline and adherance to rules—responsibility of each individual for maintaining it

Safe handling determines the expert

Explain range procedure—
Give commands. If instruction room is close to range, move instructors to line and have them demonstrate. Dry fire.
Explain malfunction procedure.

Position and grip—10 minutes (demonstration)

Emphasize importance of hand position on pistol grip

High hold—firm grip—alignment of barrel with forearm—thumb high—trigger finger position

Be sure each student understands the thumb safety position in gripping the revolver

Be sure each student understands that the trigger finger is not in the trigger guard until the self-

loader is extended toward the target

Body position (Explain and Demonstrate)
- Body erect but not stiff
- Arm fully extended but not locked
- Feet comfortably apart and on a line approximately 30 degrees from line of fire
- "Other" hand position. Shouldn't dangle.
- Eye level position of pistol

Sighting and aiming—10 minutes

- Explain sight alignment
- Explain front and rear sights and their purpose

Explain sight picture
- Six o'clock hold—imaginary clock face
- Both eyes open if possible

Illustrate with charts

Use Paige sighting device for exercise
- Coach and pupil with assistant instructors in charge

Trigger squeeze—10 minutes

Stress importance of trigger squeeze
- It is most likely of all elements to disturb sight alignment and sight picture
- Illustrate by using eye dropper to get one drop. Show what happens when dropper is squeezed hard
- Comment on flinch and its relationship to trigger squeeze
- Stress continuous trigger squeeze in the beginning
- Control—on and off pressure—desireable after more experience
- Use Squeeze Meter to illustrate
- Stress importance of finger position
- End joint only is on trigger
- Finger does not touch pistol frame
- Trigger finger *only* squeezes—hand grip does not change

Practice—30 minutes (targets at 25 feet with 50 foot targets)

Assistant instructors take students to line . . . coach and pupil

Aiming exercise with triangulation and dry firing. Trade off coach and pupil

Grip and position should be practiced repeatedly. Trade off coach and pupil.

Assistant instructors giving close supervision and help

Finally—five rounds actual firing

Only one student per point (It may be desireable to use sandbag rest for first firing)

Assistant instructors single load for student and adjust gun so it is ready to fire. No "dummy" loads at this stage. Firing by range command

Conclusion—5 minutes

Check all pistols "clear"

Announce next session—stress promptness

Collect and identify all targets
- They should be kept until course is completed

Explain grading and progress chart

Clean up

SECOND SESSION—Two hours

Reference

NRA BASIC PISTOL MARKSMANSHIP, pages 12-23

Equipment

Instruction charts

Paige sighting devices
Revolver and self-loader for demonstration
Ammunition
Targets

Before the meeting

All equipment ready
Display and demonstration material in place
Pistols checked in
Attendance checked as students arrive
Students group with their student partner and assistant instructor

Review—45 minutes

Safety (5 minutes)
Give basic rules
Stress keeping pistol pointed down range at all times
Show why special care must be taken during loading
Repeat range commands and safety reasons behind them
Position and grip—(5 minutes)
Reemphasize all points made previously
Stress thumb safety position with revolver
Stress relaxation—straight but not stiff
Shifting feet to correct position—(5 minutes)
Show arm extended for firing (pointing finger)
Then demonstrate:
Close eyes for several seconds
Unless arm still points within 6" or so of target, shift feet
Try again until position is correct
Then note position of feet for all future shooting
Have students practice using objects in room
Group review and practice—15 minutes
Assistant instructors take their students to pistol rack or storage
Check to see if cylinders are opened and slides locked open
On firing line—coach and pupil
Practice grip, position, dry practice

NOTE: Keep the "coaches" on their toes by pointing out they are graded as coaches as they are on progress as a shooter.

At end of exercise replace pistols in racks or storage.

Trigger squeeze, sighting and aiming—(15 minutes)

Reemphasize—the objective is to get proper sight alignment and sight picture and hold it as nearly as possible until the shot is fired. Use Squeeze Meter and eye dropper.

Trigger squeeze of utmost importance

Straight through—or continuous-squeeze

Remind the students that the arm cannot hold the gun perfectly still.

Remind student to get sight alignment as quickly as possible to cut down on waver—but not to hurry the trigger

Show how time can be saved by placing finger on trigger (no pressure) and breathing control established while pistol is being brought down to aiming point

Answer questions and review demonstrations where indicated but don't let the class push on to something they are not ready for.

Breathing—5 minutes

Point out this is another element that disturbs sight alignment and sight picture. Give instruction for proper breathing.

Larger than normal inhalation when gun is being extended.
Normal exhalation with slight extra pushing out of air as sights come on target.
Breath held until shot is fired.

Demonstrate. Show arm movement when breathing is continued.

Point out what happens when breath is held too long.

Practical application—60 minutes

On firing line—coach and pupil
Again check students closely when they get pistols from storage.
Be sure those who need reminding are reminded of all safety precautions.
Review—dry practice.
Give the students a mental check list to follow:
Foot position—body erect—arm straight—"other" arm—elbow—grip high—grip firm—thumb high—trigger finger position—trigger finger clear—sight alignment—sight picture—breath control—squeeze. This is the check list from foot to fire. Coaches should remind pupils. Instructors should remind both until doing the right thing becomes habit without necessity to remember routine item by item.

Review—practice firing—25 feet with 50 foot target
First relay fires five rounds
Rounds are loaded by coach. Stagger loading may be used in revolvers and occasional dummy rounds or "load and no load" in self-loaders (self-loaders single loaded in later technique).
If it is to be done explain to students in advance and point out it will show up flinching and jerking trigger
Relays change after five rounds
Each student fires a total of ten rounds
Explain value of dry practice at home—emphasize safety precautions

Conclusion—10 minutes

Check all pistols "clear"
Announce next session
Collect and identify all targets
Questions and answers
Clean up
Collect instructor Progress Charts

THIRD SESSION—Two hours

Reference

NRA BASIC PISTOL MARKSMANSHIP, pages 24-27

Equipment

Instruction charts
Revolver and self-loader for demonstration
Ammunition
Targets

Before the meeting

All equipment ready
Pistols checked in
Attendance checked as students arrive
Students grouped as before

Follow through—5 minutes

Mention follow through in other sports
Continuing swing of bat, tennis racket or golf club

What is follow through in shooting?
It constitutes continuing to do what was being done before the shot was fired.
Position is maintained—trigger squeeze continued—breath control maintained.

Explain why follow through is important to good shooting

Haste may waste the shot—follow through slows and regulates pace.

Follow through makes it possible to call the shot.

Calling the shot—10 minutes

Explain why calling the shot is important

Ability to call the shot gives the shooter a means of knowing what his mistakes are.

It is an important self-discipline, along with follow through.

It gives the shooter confidence.

How to call the shot—

The call is specifically related to sight alignment at time of firing and, of course, to sight picture.

If there is flinching—which generally includes closing the eyes—the shot cannot be called.

Ability to call the shot depends on remembering the sight picture, as it was when the gun fired and calling where it should have gone.

Diagram clock face in relation to target. .Explain call, such as "an eight at five o'clock".

If the call is wrong there are several things that may be wrong—student still doesn't "see" properly when gun fires or something happened to throw the shot off or sight adjustment may be needed.

Explain rule for sight adjustment and show why it works.

Remind the student that from this time on he should practice calling every shot—dry or live.

Rhythm—5 minutes

What is rhythm in shooting?

Rhythm—doing same thing, the same way, in the same order, and in the same relative amount of time always.

With experience "rhythm" can almost be changed to "habit".

Why is rhythm important?

It creates habits and makes possible doing right thing without conscious thought. Remember the "check list" mentioned in the last session. That was to begin rhythm and habit.

Rhythm essential to timed and rapid fire in order to get shots in allotted time and still maintain good form. Good form means good scores.

Rhythm essential to slow fire as well. It should be carried even to approaching the bullseye in the same way every time.

Loading and moving into position—15 minutes

Demonstration by selected assistant instructor

Move whole class to firing line so that loading and firing may be done.

Show loading technique with revolvers

Reverse foot position

Barrel down loading position so rounds may be "dropped" in.

Cylinder in and hammer back.

Thumb in safety position—grip taken

Feet reversed to firing position—thumb removed—revolver extended for firing.

Five rounds fired—range commands used at proper time.

Chief instructor points out fundamentals of all elements, of good firing position, grip, aiming, trigger squeeze, breath control, follow through, calling the shot, rhythm.

Point out rest between shots—even to releasing grip entirely.

Show loading technique with self-loader.
Reverse foot position
Slide locked open
Magazine removed
Follower plate depressed
Rounds eased, not forced in
Magazine replaced in pistol
Pistol rested on bench while feet are reversed to firing position.

Five rounds fired—range commands used at proper time.
Chief instructor points out fundamentals as he did with revolver.

Practical application—75 minutes

Review—dry practice
Complete practice—coach and pupil—five minutes for each student.

Review—live firing—5 rounds per student (at 25 feet with 50 foot target)
Complete practice beginning with loading.
Coach and instructors should pay close attention and correct any violation of safety procedures immediately. This is the first time the student has loaded his own pistol.
Caution student to go slow and make each shot count. The loaded magazine or cylinder is a temptation to hurry.
This should take about 15 minutes.

Review—live firing—blank targets—10 rounds per student (at 50 ft)
Switch coach and pupil after each five rounds.
Targets should be reversed so blank side faces shooter.
Instruction should cover:
Nothing to worry about now but sight alignment and trigger squeeze.
Aim to be at approximate center.
Single loading by coaches—stagger or "ball and dummy".

Review—live firing—bullseye targets—10 rounds per student (at 50 feet)
Switch coach and pupil after each five rounds.
Students load own pistols.
Close observation for safety.
Close observation of those who tighten up now that they have a target again.
Remind students of dry practice.

Conclusion—10 minutes

Check all pistols clear.
Announce next session.
Collect and identify all targets.
Questions and answers.
Clean up.
Collect instructor Progress Charts.

FOURTH SESSION—Two hours

Reference

NRA BASIC PISTOL MARKSMANSHIP—pages 24-29

Equipment

Instruction charts
Revolver and self-loader for demonstration
Ammunition
Targets

Before the meeting

All equipment ready
Pistols checked in
Attendance checked as students arrive
Students grouped as before

Review—20 minutes

Follow through

Explain that it means continuing to do what you were doing before shot was fired.

Importance to good shooting—slows and regulates pace—makes it possible to call the shot. Haste makes wasted shots.

Calling the shot

Stress importance because it makes it possible to know what mistakes are being made—self-discipline — confidence — review how they are actually called.

Rhythm

Emphasize that it means doing same thing, same way, same order—habit—

Important because it make possible doing all things involved in good shooting without individual memory of each item—

Essential to sustained fire (timed and rapid) because it makes possible doing things at greater speed properly.

Timed and rapid fire—20 minutes

Describe what it means

Timed fire—how many rounds and in what time

Rapid fire—how many rounds and in what time

Stress added importance of fundamentals.

No concession should be made to speed.

It's easier to make the time by doing the fundamentals correctly than not.

Grip now more important than ever since it will be held throughout the string. Mention what happens in larger caliber handguns when grip is bad. Comment same thing happens with 22 pistols to lesser degree.

Explain cocking the revolver

Smooth motion important

Grip not disturbed

Thumb pulls hammer spur straight back—eliminates necessity of getting new grip.

Only the thumb moves.

Cocking done while pistol is being brought back to aiming point.

Explain sighting and aiming.

Six o'clock hold still works but some shooters find it easier to use center hold in timed and rapid fire—larger area of aim.

Demonstration by assistant instructor—use revolver

Accentuate grip—high hold

Show straight back cocking motion.

Only thumb moves.

Finish by dry firing timed and rapid against clock.

Practical application—70 minutes

Dry practice timed and rapid fire—coach and pupil.

Two strings of ten per student.

Brief reminder to squeeze—not hurry—use all the time.

With self-loaders coaching must count completed trigger squeeze.

Coaches to watch for all common mistakes as before.

Watch revolver shooters particularly for excessive movement and bent elbow during cocking motion.

Practice firing—10 rounds per student—timed fire (50 foot targets at 25 feet)

As before—check closely for mistakes in fundamentals—especially jerking trigger and other signs of haste.

Repeat—*use all the time*

Reemphasize safety precautions.
Remind shooters of procedure when malfunction occurs.
Targets should not be turned or shooters stopped at end of time. Tell them how much time was used after the last is finished.
The purpose of firing practices in sustained fire is to achieve a smooth speeding up of all elements of good shooting not necessarily making the required time. Later, time may be counted aloud to help students achieve rhythm and pace.

Practice firing—10 rounds per student—slow fire (at 50 feet)
Emphasize mistakes in fundamentals discovered in timed fire.
Additional firing if time allows.
Check pistols clear.

Conclusion—10 minutes

Review remarks concerning timed and rapid fire.
Detail fundamentals and what mistakes from slow fire are highlighted in timed and rapid.
Remind students of benefits of dry practice at home to get timing and strengthen good habits.

Announce next session.

Collect and identify targets.

Questions and answers.

Clean up

Collect instructor progress charts

FIFTH SESSION—Two hours

Reference

NRA BASIC PISTOL MARKSMANSHIP—pages 28-31

Equipment

Instruction charts

Revolver and self-loader for demonstration.

Ammunition

Targets

Cleaning equipment

Before the meeting

Demonstration equipment ready

Pistols checked in

Attendance checked as students arrive

Students grouped as before

Review—10 minutes

Demonstration by assistant instructor
Review timed and rapid fire

Care of guns and ammunition —30 minutes

Point out non-corrosive qualities of ammunition.
Emphasize that 22 pistols need little cleaning—show points that need most attention.
Emphasize that too much cleaning of barrel is as bad as not enough.
Frequent disassembly unnecessary.
Comment on lubricated ammunition—ammunition that shows case corrosion — ammunition that has been dropped in dirt.

Shooting box
Show advantages in keeping pistols unscratched.
Ammunition storage
Scope storage and use on the line.
Show pistol cover or case and comment on need for at least this type of cover.

Home storage
Safety the biggest factor.
Comment on exposure of people who know nothing of pistols.

Comment on fact that many children can't tell the real one from toy.

Pistol and ammunition stored separately—and locked.

Practical application—50 minutes

Dry practice—timed and rapid fire—coach and pupil.

One ten round (dry) string of each per student.

Close attention to fundamentals as before.

Practice firing—timed fire—ten rounds per student (at 25 feet with 50 foot targets)

Close attention by coaches and comment after each ten round string.

Practice firing—rapid fire—ten rounds per student (at 25 feet with 50 foot targets)

Check as in previous string.

Practice firing — slow fire — 20 rounds per student (at 50 feet)

(Students who are not hitting at 50 feet should be returned to 25 feet.)

More or less rounds may be fired according to time available.

Check pistols clear.

Score and check targets.

Examination—20 minutes
Conclusion—10 minutes

Review corrections for mistakes most frequently noted.

Remind students of benefits of dry practice at home when done properly.

Announce next session

Collect and identify targets

Questions and answers

Clean up

Collect instructor progress charts

SIXTH SESSION—Two hours

Reference

NRA BASIC PISTOL MARKSMANSHIP—all

Qualification folder—SHOTS HEARD AROUND THE WORLD

NRA PISTOL RULES

Equipment

Instruction charts

Revolver and self-loader for demonstration

Ammunition

Targets

Qualifications awards order form

Samples or illustrations of qualification awards

Awards for competition

Before the meeting

Display materials ready

Pistols checked in

Attendance checked as students arrive

Students grouped as before

Qualification awards—10 minutes

Describe indoor and outdoor qualification courses

Explain that students will fire for appropriate Marksman qualification at this session

Explain that there will also be a 40 round two man team competition in connection with the firing, and give conditions.

Point out applicable rules.

Practical application—80 minutes

Qualification firing—40 rounds per student—slow fire

Coach and pupil—alternate after each ten rounds

Coaching to be allowed by both "coach" and instructor

Remind shooters of range commands—point them out in rule 10.1

Assistant instructors to score targets and post as they are fired.

Check pistols clear

Award ceremony—30 minutes

Announce any who qualified as Marksman

Make awards to winning teams

Award certificates for course

Thank instructors

Invite all students to join the club and the NRA

Explain advantages—there isn't any better place to continue to use the skill they have just acquired.

Mention qualifications firing again—competitions—further instruction—explain classification.

Clean up

Dismiss

NOTE TO INSTRUCTOR: There is great likelihood that both instructors and students will wish to continue beyond the six sessions outlined here. If that is the case it would be wise to prolong the slow fire practice over several sessions before doing any timed and rapid fire. Extension of practice in these two types of sustained fire is also desirable if much proficiency is to result. The lesson plans for additional sessions will be duplicates of the firing portions of sessions 3, 4 and 5 with such preliminary review as is indicated.

Now, Mr. Instructor, Where Do We Go From Here?

On page 32 and the inside back cover of BASIC PISTOL MARKSMANSHIP there are several paragraphs titled, "What now?" The chances are that the new graduate from your basic pistol course will look to you for some of the answers. You'll do him, or her, a great service if you're able to give some practical replies to the question asked. Where can he go?

Competition lies as a wide open field ahead—especially if you have injected the competitive idea into parts of the shooting done during the course. There need not have been awards—certainly not fancy ones—but people thrive on the satisfaction of reward for achievement. A registered tournament program operates throughout the year. Leagues may be registered for summer or winter shooting. The NRA has many other organized competitive programs as well. Shooters are eligible if they are individual NRA members or members of an affiliated club.

Quite obviously that brings up the matter of such membership. Your students definitely should be told the advantages of individual NRA membership. They should be given information on how a club is organized as well. Certainly, they should have continuing qualifications programs. This is again competition but this time against a standard which has been a challenge to thousands of shooters.

There are many awards to be won for indoor or outdoor pistol shooting. The folders entitled NRA COLLEGIATE QUALIFICATIONS AWARDS and SHOTS HEARD AROUND THE WORLD list these programs. In addition, there is the FBI Practical Police Pistol Course for those shooters who have responsibilities in law enforcement, civilian defense or plant security work.

And, as a further incentive to continuing interest on the part of your new shooters, there are two pistol instructor ratings available. Obviously, the new graduate will not be ready for such a rating but he can certainly be told about it.

There are many achievements and pleasant hours to which your graduates may aspire in the pistol shooting sport, but they will look to their instructor to start them on the way. YOU are the one who can help!

SECTION III

Supplementary helps

Suggested student examination questions

It is suggested that the instructor may want to use all or part of the following questions in examining his students. Examinations already printed are also available from NRA and may be ordered on the regular order form.

T F **1.** The .22 caliber long rifle cartridge has a range of approximately one mile.

T F **2.** The primer explodes but the smokeless powder burns.

T F **3.** If you are certain a gun is not loaded it is all right to hand it, muzzle first, to another person.

T F **4.** The six o'clock hold is the only way to achieve correct sight picture.

T F **5.** The triangulation exercise is a test of the beginner's ability to aim properly.

T F **6.** Slow fire is taught first because it allows maximum concentration on sight alignment and trigger squeeze.

T F **7.** The breath should be let out slowly and steadily until the shot is fired.

T F **8.** The chamber is the place the bullet emerges from the barrel.

T F **9.** The important groups in the revolver are: frame, barrel, cylinder, action.

T F **10.** If the bullets are striking to the left of the bullseye, the rear sight should be moved to the left in order to hit the bullseye.

T F **11.** The sight picture should be the same for every shot.

T F **12.** The beginner's goal should be to make a small group of shots rather than to have a larger group and hit the bullseye occasionally.

T F **13.** Rhythm is as important

in slow fire as it is in timed and rapid fire.

T F **14.** There is not time to squeeze the trigger in rapid fire.

T F **15.** Good position can best be attained through relaxation.

T F **16.** The principles learned in this course apply to all pistols regardless of caliber.

T F **17.** Rust in a pistol barrel does not affect its accuracy.

T F **18.** The best way to keep a gun from rusting is to keep it clean and lightly oiled.

T F **19.** The sight setting of a pistol means the way the sights were set when it left the factory.

T F **20.** Dry firing is a valuable form of pistol practice.

T F **21.** It is dangerous to attempt to shoot heavy grease or any foreign matter out of a gun.

T F **22.** It is possible to become a good pistol shot without being physically strong.

T F **23.** Pistol competition rules are established by the National Revolver Association.

T F **24.** When a shot hits the target directly above the bulls-eye it is called "out at 3 o'clock".

T F **25.** It is a good idea for the beginner to rest the shooting hand on some object in order to be more certain of hitting the target.

T F **26.** A good shooter can hold the pistol absolutely steady.

T F **27.** Handgun shooting is important in time of war but is not organized as a peacetime sport.

T F **28.** The .22 caliber pistol is excellent for basic training because it is essentially the same as every other pistol regardless of caliber.

T F **29.** The frame of the revolver is the place where the hand grasps it for shooting.

T F **30.** The action of a pistol is the way it recoils when fired.

T F **31.** A round of ammunition is one complete cartridge.

T F **32.** Acting as though every gun is loaded until you personally examine it indicates that you have sense enough to be trusted with a firearm.

T F **33.** When you hear the command "Cease Fire" you should complete the trigger squeeze but not load again.

T F **34.** In getting correct sight picture the front sight is more important than the rear sight.

T F **35.** Keeping the cylinder out or the slide locked back will prevent any possibility of the pistol firing accidentally.

T F **36.** The first thing to do when picking up a pistol is to look at the end of the barrel for possible obstructions.

T F **37.** The four major components of a cartridge

are: case, primer, powder and bullet.

T F **38.** The main difference between the revolver and self-loading pistol is in the mechanism that brings the fresh cartridge to firing position.

T F **39.** Calling the shot means telling the scorer where the shot hit the target after checking it through the spotting scope.

T F **40.** Proper trigger squeeze is not as important in pistol shooting as it is in firing other types of guns.

T F **41.** A minimum of four 10-shot targets must be fired to earn the Pistol Marksman Qualification rating.

T F **42.** There is no rule concerning how much force must be exerted to squeeze a pistol trigger in competition.

T F **43.** The exact terms and sequence of range commands are specified in pistol competition rules.

T F **44.** In case of a malfunction during a string of shots the shooter should reload and start over again.

T F **45.** The word "pistol" comes from an old French word meaning "short".

T F **46.** The barrel of a pistol has grooves in it which are called "lands".

T F **47.** There is no difference in the shooter's position in relation to the firing line whether he is loading or firing.

T F **48.** In firing a pistol the grip should be "high".

T F **49.** It is best to sight and aim a pistol with one eye closed.

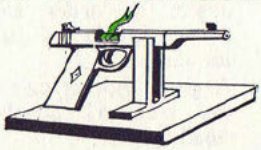
T F **50.** A minimum of ten members is needed to organize an NRA Senior Club.

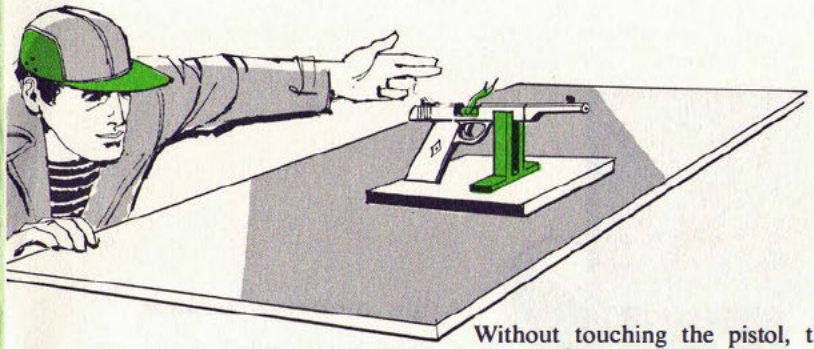
TEACHING AIDS

Sighting and Aiming

TRIANGULATION

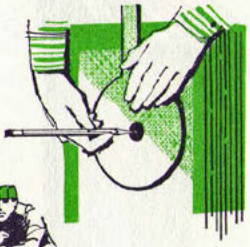
Although triangulation exercise in helping to teach sight picture is normally associated with rifle shooting it can also be very helpful to the pistol student. A cardboard box or a support similar to that which holds the guns in a pistol box may be prepared so the pistol will stay in place on the shooting pedestal or bench without being touched by the shooter. It should be the same distance from the eye as when it is held in the aiming position. THE CYLINDER MUST BE SWUNG OUT — OR — THE SLIDE DRAWN FAR ENOUGH BACK FOR A ⅜" DOWEL, PAINTED RED, TO BE INSERTED AS A SAFETY. A SHORT STREAMER OF CLOTH SHOULD BE FASTENED TO THE DOWEL SO THE "MARKER" CAN SEE THAT IT IS IN PLACE.





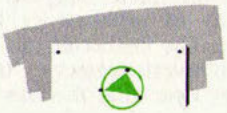
Without touching the pistol, the "shooter" directs the "marker" to move the bullseye until correct sight picture is achieved.

When the shooter has good sight picture he orders, "Mark". Pencil mark is made on paper through center hole in bullseye.

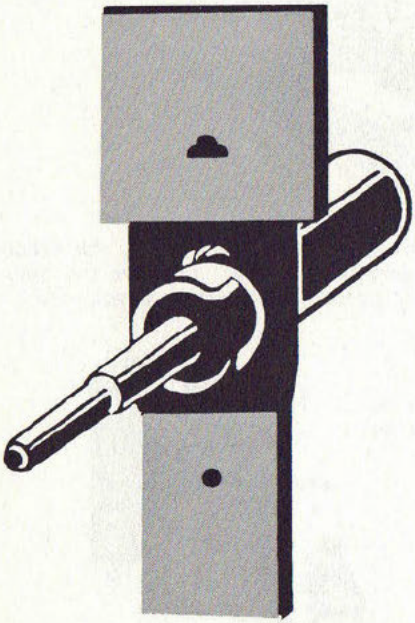


The "Marker" moves the bullseye away and is directed back for another mark by the "shooter". This is repeated three times.

The smallness of the triangle indicates the degree of understanding of sight picture.



NOTE: This exercise should be used only with the instructor present. Safety precautions—cylinder swung out or slide braced open with red stick and flag, firearm unloaded, magazine removed, trigger untouched throughout.



PAIGE SIGHTING DEVICE

Pistol made "safe" in the same manner as described under triangulation.

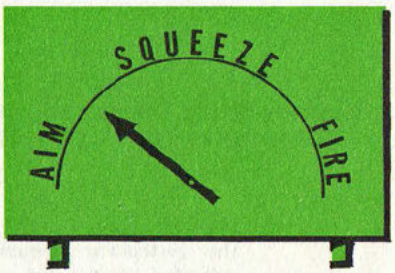
After assembly of the device, the small spindle is placed in the muzzle of the pistol. While seated in front of shooting stand or table, the student extends the pistol forward and rests it on the stand. His "coach" then changes the artificial bulls-eye according to his instructions until correct sight picture is secured. Instructors should then check. After this exercise check carefully to be sure spindle has not broken off in barrel.

Available from NRA. Price, $1.00.

Trigger Squeeze

SQUEEZE METER

The squeeze meter may be made quite easily of plywood or heavy cardboard. The instructor can show the continuous-pressure trigger squeeze by operating the handle in the rear so that the indicator hand moves without interruption from "AIM" to "FIRE". Jerking will also show since when it is done the whole board moves.



NRA

RANGE INSPECTION CHECK LIST

GENERAL:

1. Name of range? _____
2. Location of range? _____
3. Nearest fire alarm? _____
4. Nearest telephone? _____

5. Is range convenient to:	Yes	No
a. Public Transportation?	.....	.....
b. Center of population?	.....	.....
c. Easy access?	.....	.....
6. Are adequate gun racks available?	.....	.....
7. Are sanitary facilities adequate?	.....	.....
8. Convenient sanitary drinking water?	.....	.....
9. Is first aid kit handy?	.....	.....
10. Is range kept clean and painted?	.....	.....
11. Trash receptacles?	.....	.....
12. Containers for brass?	.....	.....
13. Container for cigarette butts?	.....	.....

Indoor

14. Are target carriers in good repair?	.....	.....
15. Is range well lighted?	.....	.....
16. Is ventilation adequate?	.....	.....
17. Comfortably heated?	.....	.....
18. Sound proofed?	.....	.....
19. Is room free of coal or illuminating gas?	.....	.....
20. Are there two or more exits including emergency exits?	.....	.....
21. Are exits easily accessible?	.....	.....
22. Are they marked and illuminated?	.....	.....
23. Do all doors swing out?	.....	.....
24. How far from door to outside exit?	.....	.....
25. If stairs, are they:		
a. In good repair?	.....	.....
b. Well lighted?	.....	.....
c. Wide enough for two people?	.....	.....
d. Equipped with hand rail?	.....	.....
26. Are adequate fire extinguishers available?	.....	.....
27. When were they last inspected?	.....	.....
28. Does the club conduct a fire drill?	.....	.....
29. Are there any oily rags, etc., which might cause spontaneous combustion?	.....	.....
30. Is floor under stoves protected from overheating?	.....	.....

Outdoor

31. Is firing line properly graded and topped with asphalt, grass, etc.? ....
32. Is firing line covered? ....
33. Is each firing point clearly numbered? ....
34. Are target carriers, frames or turning mechanism adequate and in good repair? ....
35. Is storage provided for target materials and frames? ....
36. Is there telephone communication between range and pits? ....
37. Is direction of fire to the north? ....
38. If there is storage or other building:
    a. Is lighting adequate? ....
    b. Is it rat proof? ....
    c. Are there adequate fire extinguishers? ....
    d. When were they last inspected? ....
    e. Is ventilation good? ....
    f. Are there oily rags, etc., which might cause spontaneous combustion? ....
    g. Is storage orderly? ....

SAFETY OF RANGE

Indoor

39. Is adequate space provided behind the firing line? ....
40. Is backstop tilted 45 degrees toward firing line? ....
41. Does backstop show signs of dents, bulges or penetration? ....
42. Is there sand pit or sawdust pit to catch bullets deflected from backstop? ....
43. Are all windows covered or protected? ....
44. Are lights protected from stray shots and ricochet? ....
45. Locked storage for ammunition? ....

Outdoor

46. Is backstop of adequate height? ....
47. Is it free of rocks, spikes, boltheads, etc. ....
48. Is a safety zone cleared to facilitate detection of stray animals and people? ....
49. Are danger signs posted to warn the public? ....
50. Are there flagpoles for warning flags in clear view? ....
51. Is ready line properly designated? ....
52. Does the range officer have a clear view of the entire firing line? ....
53. Do pits provide adequate protection for target detail? ....

REFERENCES

Materials available from:

National Rifle Association
1600 Rhode Island Avenue, N.W.
Washington 6, D. C.

NRA MANUALS

TRAINING COURSE ORGANIZATION	.25
BASIC PISTOL MARKSMANSHIP	.25
BASIC RIFLE MARKSMANSHIP	.25
BASIC RIFLE MARKSMANSHIP—Instructor's Guide	.25
HUNTER SAFETY HANDBOOK	.10
HUNTER SAFETY INSTRUCTOR'S GUIDE	.25
PISTOL MARKSMANSHIP (from THE AMERICAN RIFLEMAN)	.75

BOOKS

THE PISTOL SHOOTER'S BOOK—Charles Askins, Jr.	6.00
EXPERIMENTS OF A HANDGUNNER—Walter F. Roper	4.50
THE HI-STANDARD PISTOL GUIDE—Burr Leyson	1.95

CHARTS

PISTOL INSTRUCTION CHARTS—set of 5 in color	2.00

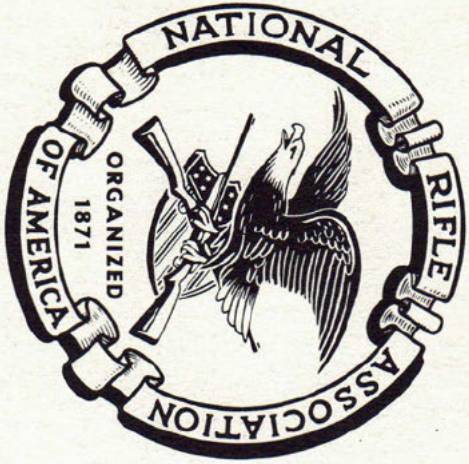
CIRCULARS AND INFORMATION PIECES

HOW TO ORGANIZE AN NRA RIFLE & PISTOL CLUB
MARKSMANSHIP INSTRUCTOR CERTIFICATION PLAN
INSTRUCTOR RECOGNITION PLAN
FIREARM SAFETY PRESENTATION OUTLINE
REGISTERED BASIC TRAINING COURSE PLAN

FILMS

TRIGGER HAPPY HARRY*
PISTOL BULLS EYES*

*Order from: Ideal Pictures Corp.
58 East South Water Street
Chicago 1, Ill.



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