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NRA training courses for instructors, the submachine gun school called for a proficiency rating of 90% on a structured, 6-shot course of fire. To receive certification on the range segment, class members were required to fire at least 270 out of a possible 300 points. But shooting well was not the sole criterion—classroom instruction and drills on mechanics, disassembly/assembly, maintenance, and marksmanship fundamentals were also part of the package. Class participants were also introduced to the NRA TG-15 target, scored on a 5-4-1 basis for hits from the central scoring area outward to the perimeter.

Previous student experiences with submachine guns varied greatly among class members. While some were versed in firing a wide range of models, others claimed varied exposure, or even none. To provide continuity in range work and disassembly/assembly sessions, the Heckler & Koch MP-5 submachine gun was used exclusively in training exercises in this school.

The HK MP-5 is a delayed blow-back principle, utilizing breechblock-machined roller "cams" that retard the opening of the bolt until chamber pressures drop. In 9 mm Parabel/Inferior cal. the closed-bolt MP-5 has won a reputation for reliability with elite counter-terrorist units like West Germany's GSG-9. Classroom variations on the standard, fixed-stock MP-5 included the MP-5A3, with a retractable stock, and sound-suppressed MP-5SD. Other versions cataloged by HK include the MP-5A1, equipped with a buttstock—but no stock—and the MPT, designed to fire only plastic training ammunition and thus marked with a blue dot on the receiver.

The overriding concern of the instructors was simply safety. Often instruction came from Recknor, who, drawing upon his experience with the U.S. Secret Service, emphasized the importance of knowing the correct operating procedures for any arm. On the street, knowing whether a submachine gun has a gap safety that must be depressed prior to firing, or even to open the bolt, might be the difference between life or death. Recknor was quick to remind the class that mistakes in operation are often fatal.

The class was divided into two-man teams for basic assembly/disassembly familiarization drills. Since several suppressed MP-5s were furnished for class use, the students were also able to learn take-down procedures for the silenced submachine guns as well as the conventional models.

Disassembly of the arms is simple—removing out a frame-mounted receiver pin, then separating out sub-assemblies. In addition to merely taking an assembly like the bolt group down forrote cleaning, class participants were taught to examine parts for wear, to check welds that might develop cracks, and to attend to lubrication.

AMERICAN RIFLEMAN

MAY 1988
SUBMACHINE GUN COURSE OF FIRE

<table>
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<tr>
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<th>Position</th>
<th>Mode</th>
<th>Shots</th>
<th>Time (seconds)</th>
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<td>S/A</td>
<td>6</td>
<td>2 (2 shots)</td>
</tr>
<tr>
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<tr>
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<tr>
<td>50</td>
<td>Prone (B)</td>
<td>S/A</td>
<td>6*</td>
<td>30</td>
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CHANGE TARGETS

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<tr>
<td>15</td>
<td>Standing</td>
<td>F/A</td>
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<td>7</td>
<td>Standing</td>
<td>S/A</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>

Fired on the NRA TG-15 target; 60 shots with maximum score of 300. (B) indicates firing from barricade. S/A (semi-auto), F/A (full auto), *indicates magazine change. Kneeling stages of fire commenced from the standing position.

contrary, firing a submachine gun would not often be a "spray and pray" proposition—aimed, center-of-mass hits were what students were after.

The remainder of the first day, after lunch, was spent at the range with dry-fire and live-fire exercises. One problem that surfaced early on involved the proper use of the HK rear sight. To get a correct sight picture, each shooter had to adjust the variable sight ring to give a narrow "halo" outline of light around the front sight post. Choosing just the right aperture size for individual eye relief needs was a matter of trial and error.

Paired off as shooter-coach teams, the class followed a series of range drills that went from as close as 3 yds. out to the 50-yd. line. Close-in work (under 10 yds.) was handled by an "assault" stance in which the MP-5 was held above waist level, tucked under the firing arm and fired. As the yardage increased in the exercises, use of the sights came into play.

Both kneeling and standing positions, as well as prone position, received attention, especially in combination with the use of cover or a barricade. The 25-yd. and 50-yd. positions called for precise concentration on sight alignment, taking care to align the front sight (with halo) within the concentric confines of the rear sight.

Shooters of the suppressed MP-5s soon found that they had to allow slightly greater elevation to compensate for velocity lost.

In the course of this shooting session and the others that were to follow on succeeding days, coaches were aggressive in pointing out shooter errors. If a shooter made an improper trigger manipulation, within seconds his "coach" would inform him of the infraction, then suggest a substitute method that would produce better results. After switching roles, many "shooters" used insights from their own firing exercise to help their partners choose advantageous tactics for each firing stage. Shooters and coaches also worked together to score the targets and post new ones for the next relay.

Classroom work the following day found instructors Pellegrino and Vivritio working on correcting the faults observed in class members at the range the preceding day. One common enough error involved trigger control; several shooters were lashing into allowing their fingers.
needs for moving parts at friction points—all part of preventive maintenance.

Utilizing factory manuals and training from HK's own Armor School, Viviotta led the class through the steps of takedown and assembly. Putting the components back together correctly did not come naturally to all the class members, who were required to check each function by cycling the bolt over an empty chamber through safe, semi-automatic, and full-automatic selector positions. Viviotta also introduced the class to the specialized procedure for cleaning a suppressor MP-5, as well as the use of the HK sight tool, nearly indispensable for making windage or elevation adjustments.

Having covered the "ins" and "outs" of what would be firing, the class moved on to marksmanship. As many participants in this school were already NRA-certified pistol or rifle instructors, the fundamentals were familiar ground—sight picture, breath control, trigger control and follow-through, with a submachine gun masy of the basic ground rules for rifle marksmanship could and would be used. Despite Hollywood's best efforts to the contrary, firing a submachine gun would not often be a "spray-and-pray" proposition—sighted, center-of-mass hits were what students were after.

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In the course of this shooting session and the others that were to follow on succeeding days, shoots were aggressive in pointing out shooter errors, if a shooter made an improper trigger manipulation, withdrawing fingers from the trigger guard, or a multitude of "this way" and "that way" approaches. Several instructors indicated this freedom of choice inclined them to use a similar approach in instructing their own classes.

Classroom work the following day focused on instructional techniques. Small group work in pairs or threes, correcting the faults observed in class members at the range the preceding day. One common enough error involved trigger control; several shooters were lapsing into allowing their fingers to move out of the trigger guard after each shot. Firing the submachine gun, trigger control requires special attention, particularly so in full-auto stages of fire. "Freezing" on the trigger in full-auto could lead to obvious problems. Manipulating the trigger to give short, controllable two- or three-shot bursts in full-automatic mode was the favored technique.

All of the techniques and instruction provided by the NRA instruction team were offered on a "supermarket" basis—that is to say, the shooters were encouraged to experiment, choosing whichever method worked best for their needs without a doctrine "this way is the only way" approach. Several instructors indicated this freedom of choice inclined them to use a similar approach in instructing their own departments.

The HKMP-Submachine gun was utilized for both range and classroom exercises.

Instructor's note: The MP-5 was utilized as a carrying strap, a quickly improvised "betsy" sling contributes greatly to all shooters' stability. At the longer ranges, many class members found using the sling allowed them to fire groups comparable to those achieved without the sling at closer distances. Even the sling, continued on p. 88.
DRESSING & COOKING WILD GAME
The Hunting & Fishing Library, 1987

Wild game is a priceless treat, not available in butcher shops or supermarkets. DRESSING & COOKING WILD GAME may be one of the most exciting books to come along in quite awhile on the subject. And the spectacular, full color photography makes the how-to sequences and food dishes real enough for you to be an active participant... and hungry.

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Most importantly, the chapters on cooking big game, small game, upland birds and waterfowl contain more than 140 tested recipes and how-to sequences offering key cooking techniques. All provided by the talents of many of the country's top authorities: Annette and Louis Joan Cone, Billy Joe Halazon and Jim Schneider, along with William Gregoire and Bill Stevens; text by Teresa Marrone. 160 pages

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Shooters of suppressed MP-5s found that a neck point-of-aim hold was required at 100 yds. to place hits in the center-of-mass scoring area of the "TQ-15 target.

In-class work each day had included as a matter of course disassembly and reassembly drills. But for the final maintenance session, individuals were chosen out of the group to lead the class in specific takedown procedures, an impromptu test of instructional capability that all managed to complete with little difficulty and some merriment. After cleaning and reassembling the guns for the last time, the class's attention turned to individual presentations.

With less than a week to prepare, some classmates evidenced more than a little nervousness, but once out in center stage most performed with professional ease—citing references and making use of overhead projectors or models to illustrate important points. Evaluation of these efforts was to be by their classroom peers and the NRA instructors.

The final lecture was liability, an area that many classmates cited as a primary reason for their attendance. Unlike some other instructional offerings in the educational marketplace today, NRA schools provide documentation of each student's range and classroom proficiency that can be made available in the event a law enforcement officer is called to court. All too often documentation of training activities is treated cavalierly, but not in this or any other NRA law enforcement school!

While preparing to get under way, NRA's Recknor asked the traditional question of the class—"How many of you are NRA members?" Almost to a man, class members were members. The lone individual who was not quickly filled out an application form for membership.

Covering this school provided the opportunity to talk with many classmates about what they felt or thought about this school. With no exceptions, all expressed their opinion that NRA had once again provided a most valuable training session in one of the newer tools in law enforcement work.

Several also felt that the in-class presentations were highly useful "tests" of their teaching ability, with many vowing to strive for improvement. Perhaps most of all, the chance to meet with peers in an intense learning environment was the strongest motivation that could have been offered.

For more information on attending NRA's submachine gun instructor school, contact NRA Law Enforcement Activities Division, 1600 Rhode Island Ave. N.W., Washington, D.C. 20036.