



Tactical Talk

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"Sooner or later, we all must die. Warriors choose to do so on their feet, weapons in hand, defiantly standing between their enemies and those they hold dear. Cowards do so on their bellies, unarmed."

—David Weber

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The Most Dangerous Cities in America

5. Memphis, Tenn.

Violent crimes per 100,000:	1,750.0
Population:	657,436
2012 murders:	133
Poverty rate:	27.2%
Pct. of adults with high school degree:	83.4%

Memphis had the third highest rate of aggravated assault in 2012, with 1,151.9 cases per 100,000 residents. This was up from the 1,032.3 cases per 100,000 in 2011. The city's murder rate of 20.2 per 100,000 people and robbery rate of 514.4 per 100,000 people were also up from 2011. The high levels of crime has people in the Memphis area feeling uneasy. According to a recent Gallup survey, roughly 43% of Memphis area residents reported feeling unsafe walking at night, the highest percentage of all the 50 largest metropolitan areas in the country and significantly higher than the 28% across the United States.



Church Security Notes

Every now and then, some astonished Sheeple will ask me, "You mean you'd wear a concealed pistol to church?". Well, duh... Anywhere there are people gathered, there is a potential for lethal violence. Consider these facts, from a recent church security conference I attended:

There has been a 200% increase in reported crimes against churches in the past five years.

From January 1999 through July 2010 there were 473 reported violent incidents in US churches, involving 200 fatalities.

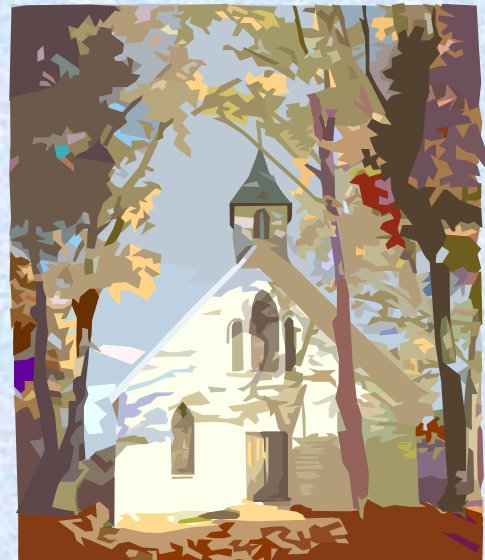
In one study of 335 church incidents, the causes were listed as:

Domestic violence	18%
Personal conflicts	27%
Robbery	27%
Gang related	10%
Random, or Other cases)	22% (this includes mental cases)

In these studied incidents, the weapons used were:

Firearms	60%
Knives	16%
Automobiles	20%

In these 335 studied incidents, there were 596 people killed or seriously injured. In these cases, 62% of the victims were male and 37% were female. In 446 reported incidents, the attacker was male 92% of the time.



Let's eat Grandma.

Let's eat, Grandma.

Commas save lives!



This is the oldest I've ever been, so far.





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Point Shooting vs. Sighted Fire, a Historical Perspective, *by Tom Givens*

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Among those who train in the defensive use of the handgun several debates have raged on for years. These include the "9mm vs .45" arguments, the "revolver vs autopistol" debate, and the "point shooting vs sighted fire" disagreement. In debates on any subject, one side often resorts to what is known as an "appeal to authority", especially if they don't have any factual basis for their argument. An "appeal to authority" typically goes like this, "My side is right, because (insert name here) said so, or that's the way he did it". One of the most commonly used appeals to authority among point shooting proponents is that "William Fairbairn used point shooting and taught it to his men in Shanghai in the 1920's and 1930's, and during WWII taught it to American OSS operatives". All that is true. One needs to know a bit more about the back story, however, to understand why Fairbairn used this method and why his reasons are no longer valid.



Modern sights are large enough and provide enough contrast to allow the shooter to pick them up very quickly, to verify alignment with the target before launching bullets.

First, perhaps a bit of history will help put matters into the proper perspective, so here goes. Shanghai is a port city on the coast of China. At the turn of the 20th century, European powers forced the government of China to give them control over certain ports, including Shanghai, where the Europeans built modern enclaves for their personnel, who oversaw vast trade empires with the Chinese. In addition to legitimate trade, these ports became centers for the opium trade and human trafficking. In 1936, Shanghai was one of the largest cities in the world, with a total population in excess of 3 million. Of those, only about 35,000 were European, but they controlled the city and lived in a modern settlement with race track, schools, and all the cultural amenities they desired. To keep order and protect the Europeans (mostly British, French and German) the Shanghai Mu-

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municipal Police were organized and run by the British. During the period of the 1920's and 1930's, there was a great deal of criminal violence, fueled by opium gangs and other smugglers, gangs that specialized in prostitution and gambling, communist party organizers, and regular criminal thugs. These groups were in constant combat with the members of the Shanghai Municipal Police (SMP).

William E. Fairbairn joined the Royal Marines Light Infantry in 1901. A few years later he joined the Shanghai Municipal Police, where he eventually rose to the rank of Assistant Commissioner. For many years during the period of the 1920's and 1930's, he was in charge of all firearms training for the SMP, and also routinely went on dangerous raids and other operations. This resulted in his personal involvement in literally scores of gunfights during his career. Working with his associate, Eric Sykes, they devised a hand to hand system known as "Defendu", as well as a firearms training program for all SMP personnel. As World War Two loomed in the immediate future, both Fairbairn and Sykes left Shanghai and returned to England. For the duration of the war, Sykes remained in England, teaching British Commandoes and members of the Special Operations Executive (SOE), the British equivalent of our OSS. Fairbairn was sent here to train US and Canadian Commando forces and operatives from the Office of Strategic Services (OSS), the forebear of the modern CIA.

Together, Fairbairn and Sykes wrote a book called Shooting to Live, first published in 1942. Paladin Press now offers a re-print of this excellent book, and it should be in the library of every history conscious gunman. One of Fairbairn's students in the OSS was Colonel Rex Applegate, who wrote extensively about Fairbairn's methods, and was largely responsible for propagating Fairbairn's teachings in the United States. Usually, if a point shooting proponent uses an appeal to authority, he will be referencing either Fairbairn, or Applegate.



**Shanghai Municipal Police markings
on Colt 1911 pistol made in 1927**

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When one delves a bit deeper into Fairbairn's experience in Shanghai, including reading Shooting to Live with a bit more critical eye, a number of disturbing tidbits of information emerge. First, Fairbairn had a very large force of officers who were unfamiliar with handguns when they joined the SMP and for whom he had an extremely limited amount of time and ammunition for training. Initial training was very brief, and by today's standards completely and utterly inadequate. After initial training, each officer was allotted 36 rounds of ammunition per year for training and requalification, a pitiful amount by any modern standard. Initial recruit training was conducted at 2 yards and 4 yards, and the "qualification" standard was 50% or more hits *anywhere on a life-size silhouette target!* Not too impressive.

So, how did this training regimen work on the mean streets of Shanghai? During the period 1929 through 1938, SMP officers fired a total of 3,329 pistol rounds in actual engagements with criminals. These 3,329 rounds accounted for 159 suspects killed and an additional 149 suspects wounded. Thus, the SMP officers fired 10.8 rounds for every criminal casualty they produced. The completely untrained Chinese bandits, during the exact same period, fired 789 rounds at SMP officers, resulting in 19 officers killed and an additional 67 officers wounded. Thus, the thugs fired 9.2 rounds for every casualty produced. So, the officers trained in Fairbairn's point shooting methods were actually less

effective than their untrained criminal foes.

This begs the question, "Why did Fairbairn persist with such an ineffective technique?" I believe the answer is quite simple, and can be readily illustrated. The SMP issued all sidearms used by its officers, and because they had both European (mostly British) officers and smaller stat-



Colt 1908 Model, showing the pathetic little sights on guns of the era.

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The sights on the 1927 Shanghai Colt are too small to see in anything but perfect light, and are useless for fast shooting. Modern sights are bigger, blockier, and offer more contrast, allowing a flash sight picture.

ured Oriental officers, they issued two types of handguns. European officers got Colt 1911's in .45 and the Oriental officers, who were much smaller, were issued Colt 1908 Pocket Autos in .380. All of these handguns were made by Colt in the 1920's and early 1930's. Fairbairn did not personally care much for the .380 Colts, but he thought they were the best he could do for Oriental men with hands far too small to operate a 1911 well.

I happen to have one of the SMP's 1911 pistols, SMP number 233. This is a commercial Colt Government Model, manufactured in 1928. It has the "Shanghai Municipal Police" roll mark on the frame, and the Number 233 mark on the frame, slide and barrel. This is a "transitional model" 1911, with some features of the 1911 and some of the 1911-A1. The changes from 1911 to 1911-A1 configuration started in 1927 but many guns built in the next couple of years were assembled from parts on hand at the factory, and these transitional models are seen from time to time. I also have a Colt 1908 Pocket Model like the ones issued by the SMP, although this one did not belong to them. Both pistols have sights that are abysmal from a shooting point of view. The front sight is tiny- low and very narrow. The rear sight has a very small notch, on both the 1911 and 1908 pistols. These sights are all but impossible to see in anything other than perfect lighting, and it is very difficult to line them up at any kind of speed.

Contrast the sights on the 1911 and the 1908 with those on my current carry handgun, a Glock 35. Fairbairn taught point shooting *because the sights on his guns were useless*. No further explanation is needed. If you have sights you cannot see, you learn to point the gun. Now that modern high visibility sights are industry standard, it's time to leave the 1930's behind.

Safe Places?

The July 20 edition of *The Commercial Appeal* contained an interesting article about a man who was shot 8 times by an armed robber in June. The victim runs a cellular phone store, and arranged to meet a customer from Craig's List for a sale. The salesman chose 3:30 in the afternoon at a McDonald's at Germantown Parkway and Trinity, a busy, "safe" location. On arrival there, the "customer" robbed him in broad daylight, then shot him 8 times, despite the presence of hundreds of other people at this busy and very public location. The victim survived, luckily.

The same Saturday that story appeared, a man was robbed and shot to death inside a gated apartment community in Cordova, off Highway 64, another "safe" area. The lesson—there are no "safe places" in public. You make yourself safe by being armed and aware and by remembering that where there are people there is the potential for violence.

"The budget should be balanced, the Treasury should be refilled, public debt should be reduced, the arrogance of officialdom should be tempered and controlled, and the assistance to foreign lands should be curtailed lest Rome become bankrupt. People must again learn to work, instead of living on public assistance."

—Cicero, 55 B.C.

Unarmed . . .but Dangerous!

During 2011, the latest year for which FBI statistics exist, 12,664 murders were committed in the United States. Of those, 8,583 involved the use of firearms, 1,694 were committed with knives or cutting instruments, 496 were committed with blunt objects, and 726 murders were committed with "personal weapons", which are defined as hands, fists, feet, and other body parts. Remember those 726 murders in a single year by "unarmed" attackers using their fists and feet the next time you hear of someone shooting an "unarmed" assailant.

These murders using "personal weapons" usually involve some huge disparity of physical ability between the combatants. For instance, a young, strong man attacking an older or frail person, or two or three attackers pounding on a single defender, or a male attacker vs a female victim. To lawfully use deadly force in defense against an attacker who does not have an artificial weapon, you must be in "reasonable fear" of death or serious bodily injury. Your fear of death or serious injury must be based on your reasonable perception of the event as it happens.

U.S. Domestic Gun Production

Every year the BATFE publishes a break-down of gun manufacturers and how many guns of each type are made by them. It takes a while to compile all this data, so the report on 2011 production just came out. It's interesting to see how the various gun companies are doing.

Maker	Pistols	Revolvers	Total
Ruger	612,970	193,025	805,995
Smith & Wesson	462,678	237,646	700,324
SIG	357,728		357,728
Kimber	104,303		
Beretta	101,757		
Kel-Tec	90,177		
Colt	46,363	1,454	47,817
FN	37,696		
Remington	35,137		
Springfield Armory	32,444		
Wilson Combat	2,723		
Ed Brown	2,196		
Nighthawk Custom	1,709		

Maker	Rifles	Shotguns	Total
Remington	646,008	345,715	991,723
Mossberg	55,451	423,570	479,021
Ruger	308,282	410	308,692
Smith & Wesson	156,705	14	156,719
Bushmaster	38,075		
Rock River Arms	33,781		
SIG	31,025		
Colt Defense Ind.	16,419		

The first five handgun manufacturers listed above made over two million handguns total, and the first five makers listed made made right at two million long guns.

TRAINING PRIORITIES

The following is from an interview of Tom Givens by Gila Hayes of the Armed Citizens Legal Defense Network, for the ACLDN Journal.

I doubt that armed citizens have ever before enjoyed such a smorgasbord of firearms training options! If you doubt it, just do a Google search for key words including “firearms training,” “gun training,” “self-defense gun class” or any combination of related phrases and count the links the search produces! With such a variety of training options so readily available, how is the armed citizen to select that which will provide the best results? We asked defensive firearms trainer Tom Givens how to prioritize our training and as always occurs in a discussion with Givens, the conversation provided action-oriented advice that will help members as they train to improve their defense skills.

eJournal: *How do you teach skills for armed self defense?*

Givens: I believe the first thing that must be done is to tailor the training to the student group. I do not teach the same program for law enforcement, military or civilian students, as their circumstances, equipment, mission and rules of engagement are so vastly different. With that in mind, the rest of this discussion will center on training private citizens.

In physical or mechanical skills, we generally emphasize a few common skills that are likely to be needed in just about any confrontation with an armed criminal:

1. Safe, efficient, fast presentation from the holster. In an armed confrontation, one MAY have to shoot, fix a malfunction, or reload, but you darn sure WILL need to produce your sidearm quickly, safely and efficiently! Private citizens have to be careful about brandishing or displaying a handgun without good cause, so the gun will probably start in the holster when the flag flies. The faster one can present his handgun, the more time he has left to make decisions or to fire accurately.
2. Solid hits with the first shot and with all successive shots. In the urban environment most of us live in there are no misses, only unintended hits. You will be held accountable for every round you fire, regardless of your intentions or the circumstances. The only good backstop on the street is your attacker.

Those two things are by far the most important, and we put a lot of effort into them. In addition, we feel the student should be familiar with these items:

1. The ability to shoot with both hands, or with one (either) hand. Given the choice, we will ALWAYS use both hands, to enhance control and retention of the pistol as well as to enhance accuracy and recoil control. The student must be familiar and comfortable, however, with shooting with only one hand, including the support or non-dominant hand.
2. Reloading the handgun quickly and efficiently. We teach the Speed Reload and the Emer-

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gency Reload (also called the Voluntary and Involuntary, Proactive and Reactive, and In-Battery and Out of Battery reloads). We do not waste time learning complicated “Tactical Reloads.”

3. Fixing common malfunctions. The student should be able to quickly remedy the common malfunctions, like a Failure to Fire, a Failure to Eject (stovepipe) or a Failure to Extract (double feed).

4. Shooting in reduced light. Although most pistol fights occur during “the hours of darkness,” they do not occur in the dark. In urban areas, real darkness is rare. What we commonly encounter is “low light” or “reduced light.” Students should be exposed to firing under these conditions.

Those are the primary physical skills. In higher level classes, we get into shooting from retention, firing at longer ranges, shooting from odd or compromised positions, and stress management, but the student should have a very solid foundation in the listed skills before these things are attempted.

On the mental side, as you know, we start very early on and place a great emphasis on the development of the proper defensive mindset. The best equipment and a high skill level won't do a lot of good unless one is aware they have a problem (criminal attack) and are willing to deal with it.

We educate the students on the actual threat level, which is higher than most people realize, and have them understand that personal security is their own responsibility. Police in this country are only allowed to arrest people for what they have done, not what they may do. Thus, the police will not be involved until after the incident. During the incident, you're on your own.

eJournal: *How much of your preparation focuses on shooting skill versus mental preparation?*

Givens: That varies according to class type. In our eight hour Tennessee handgun permit course, for instance, one full hour is devoted strictly to developing awareness and cultivating a defensive mindset. In higher level classes, mental preparation is developed through the use of appropriate anecdotes during range training, the use of graphic targets with realistic images of armed human beings as attackers, with man vs. man competition, as well as video clips and discussion of real shooting incidents. The goal is to produce a skilled, confident and self-assured shooter, who is aware of his environment, and is committed to taking action in defense of self or loved ones.

eJournal: *In light of that, how can students better prepare to recognize and react to danger?*

Givens: First, stop projecting your decent, civilized, normal values and judgements onto

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other people whom you do not know. Recognize that there are feral humans, who prey upon others. If it looks like a thug, dresses like a thug, walks like a thug, and acts like a thug, consider that it just might BE a thug, and start formulating a plan. That plan may involve avoidance or escape, or if that is not feasible, a more aggressive response, but any of those options will be a lot easier to pull off if you are already thinking about it when a thug begins an assault.

The most important thing is to put your damn cell phone away and stop texting in public. Get your head up, open your eyes and move them around! After being in law enforcement for only a very short time, I lost count of the victims who told me, "Jeez, it all happened so fast! He materialized out of nowhere! I never saw him."

eJournal: *Back to shooting skills: Do you teach specific shooting skills for specific situations?*

Givens: We try to keep things as simple as possible. If we can prune the decision-making tree down to as few branches as possible, we have a better chance of making a valid decision in the time frame available in a violent incident.

A few examples:

At two arm's lengths or less, shoot from retention. For ALL other distances, get the gun to eye level and visually index it, in two hands if possible, in one if necessary. Simple!

If a flashlight is needed, we generally use the Neck Index Technique or some variation.

Timing is critical. If we are presented with a smaller or more distant target, we must learn to slow down and refine the sight alignment and trigger control (mostly trigger!).

Rather than try to come up with specific shooting solutions for specific problems, we try to deeply ingrain the notion that only hits count, but faster hits count more. Our shooting drills are designed to reinforce this at every turn.

eJournal: *If a student receives 16 hours of training in which a dozen different techniques are presented, how can he keep that skill available for emergency use?*

Givens: That will be difficult, unless the student is willing to do the work after class. Notice that I only listed half a dozen core skills earlier in this discussion. I think those are about all we can reasonably expect a student who is not a recreational shooter to absorb and retain.

A small bit of dry practice, especially on the presentation from a concealed holster, once or twice a week will go a long way toward retaining these skills. In addition to the dry work, a monthly range session of 30-50 rounds would keep the skills fresh and sharp. I would much rather a student fire 30 rounds each month, than 500 rounds twice a year. Frequent small practice sessions mean it has never been too long since your last practice. Recent practice means the neural pathways from brain to fingers have been refreshed recently, and are more likely to fire reflexively when needed.

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eJournal: *What, in your opinion, is the biggest impediment the average armed citizen has to overcome in preparation for using a firearm in self defense?*

Givens: Perhaps the largest obstacle is the lifetime of cultural indoctrination to be a good victim. The nanny state constantly admonishes people, “don’t resist,” “don’t carry weapons here or there,” “just call 911, someone else will come fix it,” etc. Then, add the fear of lawsuits and frivolous prosecution, and we have people who are reluctant to act to even save their own lives.

Maybe the first step is to get a little righteous indignation going within yourself. The goons have no right to rob, rape, cripple or murder you. No, really, they don’t. On the other hand, YOU have the right to live free from being robbed, raped, crippled or murdered. But, who has to enforce your rights? You do.

An experienced psychologist who deals with police officers and others took some classes with us. During a break, he told me that he had figured out why our students have been so successful in defending themselves. He said, “You give them permission to defend themselves.” Of course, what he meant was we counteract that cultural indoctrination to be a victim, and develop within our students not just a willingness, but a commitment to defend themselves and their loved ones against unlawful predatory aggression. That is far more important than make of gun, brand of ammunition, and so forth.

At this writing, we have had 63 Rangemaster students who have found themselves in violent confrontations with dangerous criminals. Those are the ones I know of, there are probably a few more. The record is 61 wins, zero losses, and two forfeits. The two forfeits did not wear a gun on the day they needed it and died as a result. Both were killed in separate street robberies.

All 61 who were armed on the Big Day won their fights. This brings us to the final obstacle, understanding and accepting that to have the gun when you need it, you will need to routinely carry it, all the time. The two students who died made a decision not to carry on the fateful day, and both died as a direct result of that decision. The 61 who successfully defended themselves did not get up that day and say, “I better wear my gun today, because today is the day I will need it.” What they said was, “I better wear my gun today, because I might need it.” As a result, they are all alive. This is a big leap for an awful lot of people, but one simply does not get to make an appointment for an emergency. Be aware, be alert, be armed, be safe.

eJournal: *Those are words to live by, Tom. I thank you from the bottom of my heart for spending this time with us and helping us better understand the relationship between our training and practice and genuinely being ready to act in self defense. We appreciate your role as a member of the Network Advisory Board, and all that you do to help armed citizens be better prepared.*

The Concealed Carry Presentation

By Tom Givens

New students of the handgun have to learn a number of critical skills. One of the most important of these skills is the “presentation”, or drawing the handgun from the holster for use. Defensive shooters must be able to execute a swift, safe, and efficient presentation. Once the need for the gun has passed, the shooter must be able to re-holster the handgun safely. This entire process of drawing and re-holstering the handgun is the most hazardous process involved in using the pistol, unless one learns to do these things properly.

I have often read on internet discussion boards that a fast draw is seldom needed, and if trouble is brewing, one should have a gun in hand. This approach overlooks a couple of very real circumstances that we face in actual defensive gun uses. First, police officers often enter potentially dangerous situations with gun in hand. They are usually, however, responding to a radio call that forewarned them of a hazardous situation. The private citizen, on the other hand, is usually reacting to an immediate threat stimulus from an attacker, quite a different situation. Also, if the cop turns out not to need his gun, he holsters it and that’s the end of it. In many jurisdictions, a permit holder can be in serious trouble for drawing prematurely, or if it turns out the situation does not call for lethal force. Third, if firing is called for, the more time it takes you to get your gun out, the less time you have to make sound decisions and fire accurately. The ability to safely, quickly, and efficiently produce your handgun can be a life saving skill, and it’s one that requires some effort to master.

Let’s look at the requirements I mentioned. Presenting the handgun “safely” means getting the gun out without endangering the shooter, or any other innocent party in the process. Improper draw technique often muzzle sweeps the shooter’s own body or other persons in the immediate vicinity, and trigger finger discipline has to be ingrained as part of the drawstroke. Presenting “quickly” means getting the gun on target in the least amount of time possible.

An “efficient” presentation is one that gets the gun into a stable firing platform with minimal steps and motions, ready to deliver accurate fire.

A safe presentation depends on several factors. First and foremost is trigger finger discipline. All properly designed holsters will completely cover the handgun’s trigger guard, keeping a finger or other object from entering the trigger guard while the gun is holstered. Once the student starts the gun moving upward, though, the trigger will be exposed. Thus, the shooter’s trigger finger must be straight, and indexed above the trigger guard, alongside the pistol’s frame, where it remains until the gun is on target. Second, the motions involved in drawing the gun and moving it to the shooting position should not allow the muzzle to sweep over parts of the shooter’s body, or other persons. This is a real and constant problem with shoulder holsters, for instance. Third, the support hand must be positioned so that it is not in front of the muzzle at any time during the process. I suggest placing the support hand flat on the chest, at sternum height, thumb up, fingers together (see photos). Teaching the presentation in a “one step at a time” process at first helps to ingrain these proper hand positions and prevent accidents.

An “efficient” presentation requires as little motion as possible. Speed does not come from “hustle”, it comes from smoothness and economy of motion. Every unnecessary motion just adds time to the whole process. Ideally, the handgun will move through only two planes: straight up and straight out. To use a strong side belt holster as an example: the handgun is drawn straight up the shooter’s side until the thumb touches the pectoral muscle, at which point the muzzle is rotated toward the target, the support hand joins the gun hand, and the gun is thrust into the eye-target line and extended toward the target. This simple set of motions gets the gun on target as quickly as possible, in the line of sight, so visually indexed fire can be delivered immediately.

Here is the typical strong side belt holster presentation, broken down into four simple steps. As mentioned, learning these steps as “building blocks” helps the shooter absorb and replicate the correct motions.

Step One- The gun hand obtains a full firing grip on the gun, in the holster. This is critical. If you miss

your master grip, re-grip the gun first, then draw it. Once the gun is out of the holster, trying to shift your grip will eat up time and create the possibility of dropping the gun, so get your master grip in the holster. At the same time, the support hand moves to the sternum, thumb up, fingers flat on your chest. Both hands move simultaneously.

Step Two- The gun hand raises the pistol from the holster. Shooter should drag his thumb up his rib cage until it touches his pectoral muscle. This ensures that the gun is free from the holster and gets the gun closer to the eye-target line. When the shooter's thumb touches his pec', the muzzle is rotated up toward the target and the gun hand wrist locked. (In a bad breath distance confrontation, the gun can be fired from here. This is often referred to as a retention position, as a result.) Once the handgun is pointed toward the target in this position, the hands are only a few inches apart.

Step Three- Once the handgun is pointed toward the target in this position, the hands are only a few inches apart. The gun hand is moved toward the shooter's centerline, at the same time the support hand slides over toward the gun hand. As the fingers of the support hand overlay the fingers of the gun hand, a two-handed firing grip is established. We want to get both hands on the gun as early in the process as possible.

Both hands are now on the gun, and the gun is just below the shooter's line of sight. A straight line from the shooter's eyes to his intended target is called the "eye-target line". In Count Four, the gun is immediately brought up to the eye-target line and thrust toward the target.

Step Four- If the decision to fire has been made, as the gun moves to full extension the trigger finger contacts the trigger and the eyes visually verify that the gun is on target, by use of the sights or a rough gun silhouette on target, depending on the distance and the degree of precision called for by the circumstances. The first shot breaks just as the gun reaches full extension.

This simple four step process gets the gun out of the holster, under control, and on target as quickly and efficiently as possible. If the support hand is otherwise occupied or unavailable, the

same basic movement of the gun hand would still be used. Now, this was the process for the presentation from an exposed holster. When we add a cover garment, we have to add one step to the presentation. We're not going to change the process just described, we're only going to add one thing, which is getting the garment out of the way. How this is done depends on the type of garment worn to conceal the gear.

Garments that open down the front (jackets,



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vests, windbreakers, over-shirts) are swept out of the way with the gun hand on the way to the holstered pistol. The most efficient method seems to be to hold all the fingers of the gun hand as if holding a small ball in your fingertips. Stab the fingers into your chest on your vertical centerline. This ensures that we'll catch the edge of the garment on the first try. Use these fingers, dragged across the chest, to aggressively throw the garment out of the way, to allow a full, unimpeded grasp on the handgun. Once the garment is out of the way, proceed with steps 1-4, as described previously.

If your cover garment has a pocket at the side, like most jackets, put a couple of loose cartridges, your car keys, or a similar object in the gun side pocket for a bit of weight. This will help throw the garment out of the way, and cause it to hesitate briefly, giving you time to draw the gun before the garment swings back into place. If there is no pocket, consider sewing a couple of stainless steel washers into the bottom hem, to serve this same purpose.

Pull-over garments require a slightly different technique. The support hand is used to pull the garment up sharply and hold it out of the way until the gun is free from the holster. You want to pull

the garment upward hard, then toward your centerline, so that your support hand winds up in its proper place for Count Two of the drawstroke. Again, once the gun is out of the holster, proceed with steps 1-4.

Holstering your handgun is the exact opposite of the presentation. First, be sure we don't need the gun out any more. Beware the tendency to "speed holster". Come down to the ready and look, then holster deliberately. First, be sure your trigger finger is indexed properly, then retract your support hand to your chest, to the same place it goes to on Count One. Then bring the gun back to your pectoral index, turn the muzzle down, and holster. If you have an open front cover garment, the little finger of the gun hand can be used to move the garment out of the way as you holster. If using a pull-over, leave the gun out in front as you retract the support hand and pull up the garment. The gun is not brought back to the pectoral index until the support hand is back on the chest, holding the garment out of the way. Most accidental discharges involving working from the holster occur on re-holstering, not on the drawstroke. So, take care and be conscious of trigger finger discipline and muzzle direction while holstering.

The photos illustrate Step One and Step Two of the presentation.