



Close Combat Without and With Weapons As Taught At SOE STS 103

The curriculum presented here is the actual training syllabuses used at the Special Operations Executive (SOE) Special Training School 103 (STS 103) or unofficially called Camp "X" which was located between Whitby and Oshawa, Ontario Province, Canada.

The Special Operations Executive (SOE) (sometimes referred to as "the Baker Street Irregulars") was a World War II organization of the United Kingdom. Prime Minister Winston Churchill and Minister of Economic Warfare Hugh Dalton officially formed it on 22 July 1940, to conduct warfare by means other than direct military engagement. Its mission was to encourage and facilitate espionage and sabotage behind enemy lines and to serve as the core of the Auxiliary Units, a British resistance movement.

It was also known as "Churchill's Secret Army" or "The Ministry of Ungentlemanly Warfare" and was charged by Churchill to "set Europe ablaze."

The SOE directly employed or controlled just over 13,000 people. It is estimated that SOE supported or supplied about 1,000,000 operatives worldwide.

Camp X was established December 6, 1941 by the chief of British Security Coordination (BSC), Sir William Stephenson, a Canadian from Winnipeg, Manitoba, and a close confidante of Winston Churchill and Franklin Delano Roosevelt. The camp was originally designed to link Britain and the United States at a time when the US was forbidden by the Neutrality Act to be directly involved in World War II.

Before the attack on Pearl Harbor and America's entrance into the war, Camp X opened for the purpose of training Allied agents from the Special Operations Executive, Federal Bureau of Investigation, and American Office of Strategic Services to be dropped behind enemy lines as saboteurs and spies. However, even before the United States entered the war on December 7, 1941, agents from America's intelligence services expressed an interest in sending personnel for training at the soon to be opened Camp X. Agents from the FBI and the Office of Strategic Services (fore-runner of the CIA) secretly attended Camp X. Most notable was Colonel William "Wild Bill" Donovan, war-time head of the OSS, who credited Sir William Stephenson with teaching Americans about foreign intelligence gathering. The CIA even named their recruit training facility "The Farm", a nod to the original farm that existed at the Camp X site.

Camp X was jointly operated by the BSC and the Government of Canada. The official names of the camp were many: S 25-1-1 by the Royal Canadian Mounted Police (RCMP), Project-J by the Canadian military, and Special Training School 103 by the Special Operations Executive, a branch of the British intelligence service MI6.

However, very few people knew the true purpose of Camp X. The Minister of National Defence Colonel James Ralston, and RCMP Commissioner Stuart Taylor Wood, were let in on the secret, as was the head of the Canadian Broadcasting Corporation, since the public were told that the radio antennas dotting the property were CBC broadcast antennas. However, Prime Minister William Lyon Mackenzie King was left out of the loop since BSC feared he would shut down the camp as a violation of Canada's sovereignty by Great Britain, so not even the Prime Minister of Canada knew about Camp X.

Camp X trained over five hundred Allied units of which 273 of these graduated and moved on to London for further training. Many secret agents were trained here. The Camp X pupils were schooled in a wide variety of special techniques including silent killing, sabotage, partisan support and recruitment methods for resistance movements, demolition, map reading, use of various weapons, and Morse code.

Amongst the notable specialist instructors at STS 103 were Lieutenant-Colonel William Ewart “Dan” Fairbairn and Sergeant-Major George Frederick William de Relwyskow.

Col. Fairbairn was born February 28, 1885 in Rickmansworth, Herts, England. Prior to the Second World War, Fairbairn was the Chief Instructor at the Shanghai Municipal Police from October 1907 to March 1940. Fairbairn joined SOE in March 1942 with the rank of Captain, having previously been an instructor at the War Office Special Training Centre in Scotland in July of 1940. Immediately after joining SOE, he was posted to STS 103 (Camp X) as Chief Instructor and granted local rank of Major on June 8, 1942. Lieutenant-Colonel Fairbairn was fifty-seven years old when he accepted this assignment to physically train men thirty years his junior! Lieutenant-Colonel Fairbairn was unquestionably the most experienced and accomplished person at that time in the art of ‘silent killing’. The fact that Fairbairn was sent immediately to Camp X attests to the importance that the British Secret Service put on Camp X.

Sergeant-Major de Relwyskow, whose specialty was ‘small arms’ and ‘unarmed combat’, was a wrestler and two-time Olympic wrestling medalist. Rewelyskow was one tough man. He was afraid of nothing and was certainly one of the best choices for this important assignment at Camp X. De Relwyskow was the instructor who replaced W.E Fairbairn in teaching his specialty of Close Combat, Silent Killing and Small Arms.

For further assistance in understanding the SOE’s curriculum, I suggest the following books.

- ⇒ “**Get Tough**” and “**Scientific Self-Defense**” by William Ewart Fairbairn
- ⇒ “**Shooting To Live**” by William Ewart Fairbairn and Eric Anthony Sykes
- ⇒ “**Kill or Get Killed**” by Rex Applegate (1943 edition preferred)
- ⇒ “**SOE Syllabus: Lessons in Ungentlemanly Warfare**” by Denis Rigden

As well, check in at the following forums with any queries you may have.

- ⇒ **Dennis Martin's Combatives Community** <http://combatives.forumotion.com/>
- ⇒ **Integrated Close Combat Forum** <http://kilogulf59.proboards.com>

I.3.
October, 1943.

CLOSE COMBAT

SYLLABUS

- 1st PERIOD:
1. (Introduction to C.C.
(Object and Explanation of system.
 2. (Blows with the side of the hand.
(Practise with dummies.

2nd PERIOD: Other Blows.

1. How to kick.
2. Boxing blows.
3. The open hand chin jab.
4. The use of the knee.
5. Use of head and elbows.
6. Fingertip jab.

3rd PERIOD: Release from Holds.

1. Wrist.
2. Throat.

With One or Both Hands.

3. Body holds.
4. Having released, show subsequent attack.

4th PERIOD: Crowd Fighting.

1. Technique.
2. Practise with dummies.
3. "Mad" $\frac{1}{2}$ minute.

5th PERIOD: Knife Fighting.

1. Practise with dummy.

6th PERIOD: Special Occasions.

1. Killing a sentry.
 - a) If you are armed with a knife.
 - b) If unarmed.
 - c) Spinal dislocator.

NOTE: This last exercise requires great care when practising.

360 SOE SYLLABUS

2. Disarming.

Method A.

Method B.

3. Searching a prisoner.

4. Taking a prisoner away.

5. Securing a prisoner.

6. Defence against downwards or sideways blow.

7. Gagging a prisoner.

I.4
December 1943.

CLOSE COMBAT

PREFACE.

1. Designed to teach how to fight and kill without firearms. Since the course includes the use of the knife, "close combat" is not strictly correct. "Silent Killing" is a more appropriate description.
2. Time available to students is limited. It is essential, therefore, to confine the teaching to what is simple, easily learned and deadly. With that object, all holds, throws, etc., that do not merit this description have been rigorously excluded. The syllabus which follows must now be regarded as standard and instructors, therefore, will please not deviate from it in any way whatever. It is plainly undesirable that students should be taught one method in one place and another method somewhere else.
3. The syllabus includes various suggestions by instructors themselves. Further suggestions, if they constitute improvements, will be welcomed. Such suggestions must be put forward through the proper channels and must not be taught to students until sanction has been received.
4. Dummies are essential. Six should be provided, slung irregularly in a space approximately 10 or 12 feet square. In addition, each instructor must make a straw-filled dummy for practice with the knife.
5. Other Equipment. German steel helmets are available and each instructor should have one, for practice in sentry attacks. Dummy knives are useful but care should be taken that they are of some material which will not cause injury. Wood, for that reason, is not permissible. Rubber is unobtainable. The most practical solution appears to be short lengths of suitably thick rope.
6. Kit, etc. Ordinary P.T. kit is best though, at suitable intervals, students should practise in the kit that they are most likely to wear in the field. Students should not always be paired off in equal sizes. Sometimes, small men should be paired with big men.
7. When commencing the course with a class of untrained students, the instructor should make a short introduction, not necessarily in the same words but to the same effect as the following:

"This system of combat is designed for use when you have lost your firearms, which is something you should not do, or when the use of firearms is undesirable for fear of raising an alarm.

"At some time or other, most of you, probably, have been taught

at least the rudiments of boxing, under the Queensbury rules. That training was useful because it taught you to think and move quickly and how to hit hard. The Queensbury rules enumerate, under the heading of "fouls", some good targets which the boxer is not trained to defend.

"This, however, is WAR, not sport. Your aim is to kill your opponent as quickly as possible. A prisoner is generally a handicap and a source of danger, particularly if you are without weapons. So forget the Queensbury rules; forget the term "foul methods". That may sound cruel but it is still more cruel to take longer than necessary to kill your opponent. "Foul methods" so-called, help you to kill quickly. Attack your opponent's weakest points, therefore. He will attack yours if he gets a chance.

"There have been many famous boxers and wrestlers who time after time have won their contests with their favourite blows or holds. The reason is that they had so perfected those particular blows and holds that few could withstand them. The same applies to you. If you will take the trouble to perfect one method of attack, you will be far more formidable than if you only become fairly good at all the methods which you will be shown.

"Since this course of instruction is meant to teach you to kill, it will be plain to you that its methods are dangerous. Your object here is to learn how to kill but it is quite unnecessary to kill or damage your sparring partner, you will get no credit if you do. In learning and practising, therefore, you will avoid taking any risks of that kind. You must never disregard the submission signal - two taps on your opponent's body or on your own, or on the floor. It is the signal to stop instantly and that is a rule which must never be broken."

8. The syllabus is divided into six progressive sections. This arrangement is to be regarded, however, as elastic. Depending on such considerations as time available, progress made by students or their standard of knowledge, there is no reason, for example, why two or more sections should not be amalgamated.
9. One of the primary objects of the instructor is to make his students attack-minded, and dangerously so. No effort should be spared to realise this object, which should be regarded as one of the instructor's chief responsibilities. No instructor should be satisfied unless his students become thoroughly proficient in the performance of the few simple things enumerated in the syllabus. Dull as it may become, constant repetition is the only road to proficiency and constant repetition there must be, no matter how much students may complain of boredom. Their business is to learn, at any cost. By proficiency is meant the ability to execute all the requirements of the syllabus swiftly, effectively and neatly, without having to stop to think.

The SyllabusSECTION 1.

Blows with the side of the hand. Explain that the most deadly blows without the aid of weapons are those with the side of the hand. To deliver them effectively the fingers must be together, thumb up, and the whole hand tensed. The blow is struck with the side of the hand, all the force being concentrated in one small area, i.e. approximately half-way between the base of the little finger and the wrist joint, or where the hand is broadest. If striking sideways, the back of the hand must be uppermost. No force can be obtained if the palm is uppermost.

Explain that with these blows, it is possible to kill, temporarily paralyse, break bones or badly hurt, depending upon the part of the body that is struck. The effect of these blows is obtained by the speed with which they are delivered rather than by the weight behind them. They can be made from almost any position, whether the striker is on balance or not, and thus can be delivered more quickly than any other blow.

Having explained the blows, the instructor should demonstrate them on the dummies and get the students to practise after him. His main point here is to bring out the speed of the blows and to see that students deliver them correctly.

Students should now be shown where to strike, as follows, explaining the effect on each particular point:

1. On the back of the neck, immediately on either side of the spine.
2. From the bridge of the nose to the base of the throat.
3. On either side of the head and throat, from base of the throat to the temple area.
4. On the upper arm.
5. On the fore arm.
6. The kidney region.

Students should practise on the dummies again, keeping in mind the vulnerable points listed above. Strike with either hand.

SECTION 2.Other Blows.

How to kick. As a general rule, kick with the side of the foot and, unless you possess unusually good foot work and balance, don't kick above knee height. Never kick too foremost unless your opponent has both hands occupied. In that case, it is safe to kick to the fork. Once the opponent is down, kill by kicking the side or back of the head (not the top of the head).

The boxing blows.

The open-hand chin jab, fingers held back and apart ready to follow up to the eyes. Utilise the occasion to obtain some improvement in foot-work, explaining that the body must be properly positioned in order to obtain telling effect from either boxing blows or the open-hand chin jab. Explain, too, that neither can secure more than a knock-out, which should be followed up instantly by a killing attack.

Use of the Knee, often in simultaneous combination with other attacks (e.g. with the chin-jab). Show how, while being used for attack, it is an excellent guard for oneself.

Use of the head and elbows, for attack when the opponent is not in position for more effective blows.

Finger-tip jabs, to solar plexus, base of throat, or eyes, when nothing more effective can be done.

All the blows listed should be practised now on the dummies.

Conclude this section by telling students, as emphatically as possible:

- a) That they should never go to ground if they can help it. If they have to, they should get up again as soon as they can. While a man is killing his opponent on the ground, the opponent's friends could walk up and kick his brains out. Again, while on the ground, it is difficult to go on attacking.
- b) That if their knowledge of the subject is confined to the contents of Sections 1 and 2, they will have made themselves extremely dangerous, even to highly trained adversaries, if only they will attack first and keep on attacking. Don't stop just because an opponent is crippled. If you have broken his arm, for instance, that is only of value because it is then easier to kill.

SECTION 3.

Releases from holds.

Explain first that, in general nobody should be so slow in wits or body as to allow someone else to get a hold on him. In case of misfortune, however, show how to effect release from:

- A wrist hold, taken with one hand.
- A wrist hold, taken with two hands.
- A throat hold, taken with one hand.
- A throat hold, taken with two hands.

Show here how, instead of the customary wrist-and-elbow release or one of its variants, it is far simpler, quicker and more effective to attack, e.g. knee to the fork and fingers to the eyes, simultaneously.

A body hold, from front or rear, arms free and arms pinioned.
Police or "come-along" holds.

The whole idea of releasing yourself from a hold is to enable you to attack and kill your adversary. Whenever possible, the disengaging movement should form the commencement of an attack. In any case, there must be an effective and instant follow-up attack after every release. The instructor should demonstrate most carefully every detail to do with this Section and then insist on students practising until not only the mode of release but the subsequent attack becomes a matter of instinct, to be carried out at lightning speed. The instructor should emphasise the importance of footwork, and, where necessary, try to improve it.

SECTION 4.

Crowd Fighting.

One cannot always choose when one will fight and it may sometimes happen that one is faced with several opponents at once. On such occasions, unarmed yourself, your object is not so much to kill your opponents as to get quickly away from them so that you do not get killed. Pride is expensive if it entails defeat and death.

To escape from circumstances like these, a special technique is necessary.

For the technique, balance is essential and the instructor should now demonstrate how to keep on balance when swift movement is necessary in kicking while standing on one foot. Students can be paired off and, standing on one foot, arms folded, they should try to kick each other off balance whilst maintaining their own balance.

Once this is mastered, it should be explained that, surrounded by a crowd, your only chance of escape lies in continual movement. This is so because, after you have taken up a new position it requires a second for an opponent to turn and balance before he is able to strike you with any force. If one moves at least three feet in each second, there is obviously little chance of an opponent scoring an effective hit on you. At the same time, by the use of the blows previously learned, you will be able to do considerable damage while you are moving.

- NOTE: 1. In addition to forward, backward and lateral movement, move also at different levels, sometimes with the knees very much bent. It all helps, if done at speed, to bewilder your adversaries.
2. Of necessity, there will be little room for movement, so make room by moving against one opponent after another, attacking as you do so. Point out the value of the balance and foot work in which the students should have been practised at the beginning of this section.

The information contained in the two above notes should suffice to prepare students for the actual practice, which is now outlined.

366 SOE SYLLABUS

Six dummies should be suspended as indicated in the preface. One student at a time should enter the ring and, with all the speed of which he is capable, should then attack the dummies at random, using every kind of blow with hand, foot, knee, elbow and head, from any position.

The practice is very exhausting and it is difficult to keep it up for more than a minute.

The instructor must watch carefully for faults so that he can give advice afterwards.

Before the student tires he should be told to leave the ring and he will do so at speed, exactly as if he were actually making an escape.

To derive the maximum benefit from this exercise it should first be done both by the instructor and the student in slow time, paying careful attention to footwork.

It should then be followed by many short periods in the ring and only an occasional longer one. It must always be remembered that the aim is to get out of the place and not to fight any longer than necessary.

SECTION 5.

Knife Fighting.

The knife is a silent and deadly weapon that is easily concealed and against which in the hands of an expert, there is no sure defence, except fire-arms or by running like hell.

Students should be taught how to hold a knife, how to pass it from one hand to another, to thrust and how to use the disengaged hand to feint and parry. It is unnecessary to be ambidextrous to be able to use the knife with either hand.

Show the vulnerable points, emphasising that the abdominal region is the principal target. Show how to make an opening for a thrust in the region, e.g. by slashing across face, hands, wrist and fore-arms, by flinging gravel, a stone, a hat, a handkerchief, etc., in the opponent's face.

Explain the value of a really sharp point and edge, the latter, particularly with a double-edged knife, being as much to prevent the knife from being seized as for slashing.

Show the ham-string slash at the back of the knee.

Make students now practise thrusts at the straw-filled dummy.

SECTION 6.

For special needs and occasions:

1. Killing a sentry, if you are armed with a knife.
 Attack from the rear. With left fore-arm, strike violently on left side of opponent's neck and instantly transfer the left hand to cover his mouth and nostrils. Simultaneously with the blow on the neck, thrust the knife (held in the right hand) into his kidneys. If equipment interferes with the kidney thrust, bring the hand round to the front and thrust into the abdomen. Note that once the left hand covers mouth and nostrils, the adversary is dragged backwards and downwards.

2. Killing a sentry, if you are un-armed.
 Attack from the rear. With right fore-arm, strike violently on right side of adversary's neck. Go immediately into the head-hold and take him down on to your thigh. Keeping the hold properly (i.e., right hand open and tensed, fore-arm between adversary's jaw and temple, left hand grasping right wrist so as to apply pressure, lifting up and twisting adversary's head), sit down instantly with legs stretched out in front of you. Instructors will see to it that their students, when practising with each other, do not sit down while keeping the hold. With a little ingenuity, it should be possible to adapt one of the dummies for practice. All that is necessary is to sling the dummy on a pulley. The instructor could release the cord and so allow the student to take the dummy to the ground.

Needless to say, extreme speed is necessary for both methods of killing a sentry and both methods should be practised equally on right and left-hand sides.

3. Spinal Dislocator, opponent sitting, or at a much lower level.
 Approach from rear. Left hand under chin, drag opponent's head back completely under your right arm-pit. Drop your left hand on his left shoulder and, passing your right arm across the back of his neck, grip your left wrist from above. The finishing touch is a quick snap upwards and backwards. A very dangerous hold and requires great care in practising.

4. Disarming, if held up with a pistol.
 Explain first that only a fool would hold you up with his pistol within reach of your hands. Nevertheless, it is plainly evident that there are still a lot of such fools about and if you did not know how to deal with them it would be you who would feel a fool.
From the front:
Method A. Hands up, well above your head and wide apart. Don't look at the pistol. Bring your right hand down smartly on to his wrist, gripping it firmly with your thumb, preferably, above. Accompany the movement by a half turn to your left. Simultaneously, your left hand grips the pistol barrel from underneath and presses the pistol backwards. Note that while the pistol is being pressed backwards, its barrel should be parallel with the ground. This will break your opponent's trigger finger and give you possession of the pistol. Turning half right, attack, with foot or knee to the fork, open-hand chin-jab, butt with the top of your head or do anything calculated to knock your opponent out. Each movement has been described separately but, in

actual practice, the several movements should be performed so quickly that they appear to be almost one.

Method B. Hands up, well above your head and wide apart. Don't look at the pistol. Bring your left hand down smartly on to his wrist, gripping it firmly with your thumb, preferably, above. Accompany the movement by a half turn to your right. Simultaneously, your right hand grips the pistol barrel from underneath and presses the pistol upwards, backwards and over. This is practically the equivalent of the ordinary wrist throw and will give you possession of the pistol. Turning half left, attack, with foot or knee to the fork, open-hand chin-jab, butt with the top of the head, or do anything calculated to knock your opponent out. Each movement has been described in detail, but, in actual practice, the several movements should be performed so quickly that they appear to be almost one.

From the rear:

Method A. Hands up, well above your head and wide apart. Make up your mind which way you will turn. If to the left, look over your left shoulder, to make sure that it is the pistol which is touching your back. At the same time as you look over your shoulder, turn your right foot inwards. When you are ready to move, turn right round to the left, at the same time bringing your left arm down in a circular sweep over your opponent's pistol arm, continuing the sweeping motion until your opponent's arm is locked firmly under your left arm-pit. Simultaneously with your turning round, your right hand comes into position for a chin-jab or punch to the jaw and your right knee comes up to your opponent's fork. Finish the matter by turning smartly to your right, re-inforcing the movement with your right hand on the elbow of the arm which is still locked under your left arm-pit. This movement, if continued, will bring him across you, in position for either a smash to his face with your right knee or a side of the hand blow, with your right hand, on the back of his neck. All to be done with lightning speed.

Method B. Hands up, well above your head and wide apart. Look over your right shoulder, turning your left foot inwards as you do so. Turn right round, to your right, locking your opponent's pistol arm, as described above, but under your right arm-pit. Meanwhile your left arm is coming round for a side of the hand blow across his throat or face. You are also in position to use your knee. Finish as described above, by turning to your right, etc.

Disarming a man holding someone else up. If holding the pistol in his right hand, smash down with your left hand on his fore-arm at the elbow joint, simultaneously seizing the pistol from underneath with your right hand. Turn rapidly to your left until you are face to face with him, pressing the pistol upwards, towards him and finally to the left. Use your knee and butt with your head.

Students should become proficient in all these five methods of disarming.

5. Searching a prisoner, if you are armed.

Kill him first. If that is inconvenient, make him lie face to the

ground, hands out in front of him. Knock him out, with rifle butt, side or butt of the pistol or with your boot. Then search him.

6. Taking a prisoner away, if you are armed with a rifle or other firearm.

Get someone to cut the prisoner's belt or braces, or make him do so himself. March him away, one of his hands above his head, the other holding up his trousers.

7. Securing a prisoner for some time.

Using 15 feet of cord and any effective knot, show the conventional method, i.e. knock him out, place him face down on the ground, tie his hands behind his back, lead the cord round his throat, back to his wrists, round both ankles, back to his wrists. Students should be told not to forget to take the cord with them.

Having shown how to tie him up, show how to gag a prisoner. Almost anything will do to stuff in his mouth - turf, cloth, a forage cap, etc. For something to tie over his mouth, strips can be torn from the prisoner's clothing. It is useful if instructors will let students, once or twice during the course, go through the whole process of tying up and gagging, having handy some cord and strips of cloth for the purpose. It is not enough for students to be told how to do it; they must do it themselves.

8. Defence against a downward or sideways blow.

Presuming that you are utterly unable to get hold of any kind of weapon, no matter how crude, employ one of the following methods:

- a) Side-step and attack.
- b) Parry with the opposite fore-arm and attack.

Students should know, at this stage of the training, how best to attack.

Various Holds, Throws, etc.
(not to be taught)

This is a selection of holds, blows, throws, attacks, etc., which are known to every instructor. Sooner or later, some of the more knowing students are sure to ask the instructor if he knows this, that or the other hold, etc., and if so, why it is not taught. This list is intended to provide answers to such questions.

If obliged by such questions to show some of these holds, etc., the instructor should:

- a) Demonstrate the objections,
- b) Demonstrate the appropriate releases or counters.
- c) Warn students that against a trained adversary, many of these holds, etc., would be difficult, risky or impossible to apply.

d) Warn students of the unwisdom of assuming that their adversaries in this war will be untrained men. If students have mastered the far simpler and quicker methods of the syllabus, all the holds, etc., in the following list are entirely unnecessary. The (unarmed) defences against a rifle and bayonet are possibly the only exceptions.

e) Hold designed to keep a man captive or to take him away as a prisoner.

Point out that the man who attempts to use them for any purpose other than as a means to finish off an opponent should realise that he is running a considerable risk, a risk that is only justified if he has first crippled his opponent or if he possesses a marked and obvious superiority in physique or knowledge.

Defences against a rifle and bayonet.

Show particularly the one which consists of parrying the rifle or bayonet away to your left, using your right hand and making a simultaneous half left turn, stepping in immediately to your opponent's left-hand side and attacking at speed with hand, foot or both. Disregard the rifle once you are past the bayonet point.

Explain that all the defences against a bayonet are apt to be extremely effective if you, unarmed, are exceptionally quick and if your opponent doesn't know his job.

Bent-arm hold, as a defence against a downward blow.

Why waste time? You have got to parry, in any case, so parry with one fore-arm and attack simultaneously with the knee and disengaged hand (chin-jab or punch to the jaw).

Wrist and elbow hold, usually employed as a defence against a throat hold.

Why bother? Attack instead, knee to the fork, fingers to the eyes.

Thumb and elbow hold.

Difficult to apply unless your opponent has lost his senses. Show how to escape from it.

Head hold.

Excellent for dealing with a sentry if carried instantly to its full conclusion. Don't use it merely as a hold, however, for it gives your opponent an opportunity for a crotch throw that can finish you.

Arm and neck hold.

Effective but with a quick opponent you are most unlikely to get it.

Japanese strangle.

When the hand is in the correct position, i.e., almost on top of the head, you cannot prevent your opponent, if he is quick, from dragging your hand away. If the hand is held lower down, where it cannot be seized and dragged away, you are apt to lose the necessary

leverage and the hold becomes ineffective. Also, again if your opponent is quick, he can sink with his full weight and the hold cannot be applied. It can only be applied if secured and taken to its conclusion with extreme speed. A steel helmet would probably make it very difficult to secure the hold.

Rock-crusher.

Only effective if delivered in exactly the right spot and if there is no equipment in the way. Why not use one of the other methods of attack?

Grape-vine.

Useless as a means of keeping a man prisoner. It needs two men to apply it and if the prisoner does not escape (some men can), he may die before very long. If you want to kill him, do so, but don't torture him. If you want to keep him prisoner, tie him up.

Match-box blow.

Good, but you don't always have a match-box at the critical moment. Why not use the elbow, followed immediately by a chin-jab, side of the hand blow, or punch to the jaw?

Baton and spring cosh.

Open to the objection common to all forms of attack with the raised arm, in that they leave the attacker wide open. Directly the arm goes up (or sooner), step in close and use your knife. If you have no knife, step in closer and use chin-jab or punch, and the knee. If you yourself use a spring cosh and you miss your blow with the extreme end of the weapon, it is likely that you will only hit harmlessly with the spring. Both the baton and the spring cosh are a bit clumsy to carry about and it is doubtful if they are worth the trouble.

Safety-razor blade, or blades, in cap peak.

May be shown, in order that students may know what to expect, but the use of this device is not to be encouraged.

All the following, good as some of them are, are open to the objection that while attempting to apply them, you make yourself very vulnerable to attack. Also if you are in a position to apply them, you are equally in a position to make a killing attack on your opponent. Why not do so?

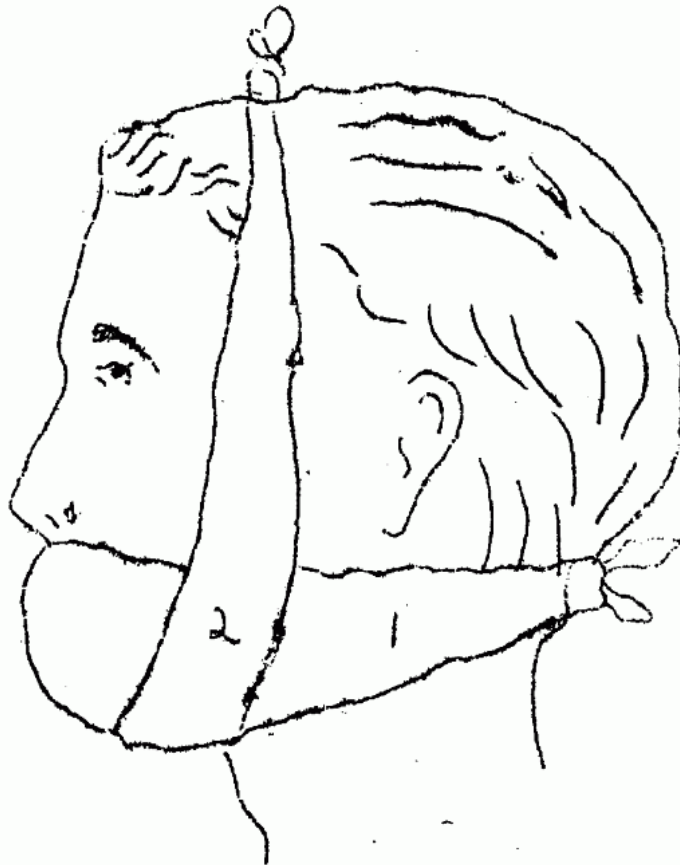
- Handcuff hold
- Handcuff hold for smaller opponent
- Wrist and neck attack
- Police or "come-along" holds
- Flying mare and variations
- Hipe or hip throw
- Wrist throw
- Japanese ankle throw
- Cross buttock

ADDENDUM

GAGGING A PRISONER

The following method should be used:

- a) Apply the gag - turf, cloth, handkerchief, forage cap, etc. - in the prisoner's mouth.
- b) Similar to the First Aid method of bandaging a broken jaw, place the centre of a piece of cloth over the mouth and round the chin and tie at the back of the head as shown in the diagram.
- c) Apply the centre of a second piece of cloth under the jaw, carry it in front of the ears and tie on top of the head.



February 1944.

ADDENDUM**ATTACKING A SENTRY**

Under "Killing a Sentry, with a knife or with hands alone", (Section 6), the methods there described are designed exclusively for use by one man acting entirely on his own. Those methods remain in force and will continue to be taught but it is necessary now to go further and to teach methods of attack by two men acting as a team, providing thereby for conditions where this is possible and preferable.

In making this addition to the training, two distinct sets of circumstances are envisaged:

- a) Merely to disarm, knock out, tie up, gag and, if necessary, remove a sentry out of reach of immediate discovery. It is extremely unlikely that one man alone could accomplish all this. That is why the Syllabus confines itself in this regard to the simpler task of killing.
- b) To disarm, kill and, if necessary, remove a sentry out of reach of immediate discovery. It is thought that one man alone is unlikely to do this as efficiently and silently as two men.

Essentials of both a) and b) are:

Extreme speed,
The utmost silence.

The first essential implies a complete understanding between the two attackers as to the part which each will play; the second refers particularly to the avoidance of noise from a dropped rifle or from the sentry's nailed boots on a stone pavement, gravel or hard ground.

For the practice of the following methods, the student who acts as sentry will have on nailed boots, wear a German steel helmet and carry a rifle. The attackers will wear rubber shoes. The practices will be carried out on a stone pavement, a gravel path or on hard ground.

- a) When the object is not to kill.

The "sentry", equipped as above, will take up his position, rifle slung over his right shoulder. The attacking team, having agreed upon their respective parts, will make the customary "stalk" approach, one immediately behind the other. The leading man will attack the sentry from the rear, using the fore-arm blow on the side of the neck and simultaneous kidney punch (left forearm and right fist respectively). Instantly, his left hand is transferred to cover the sentry's mouth and nostrils. Using his right arm to help, he now commences to drag the sentry backwards and downwards. The second attacker's job, working as nearly simultaneously as

possible with the first attacker, is to secure the rifle, administer a knock-out blow (chin-jab, punch to the jaw or solar plexus) and help to lower the sentry to the ground quietly. Once on the ground, the sentry is turned over on to his face, the first attacker, kneeling astride of the sentry, knees well under the latter's armpits, proceeds with the tying up. The second attacker, working opposite the first, can proceed with the gagging process. Once bound and gagged, the sentry is to be carried away a few yards, as if to put him out of reach of immediate observation by others.

Repeat with the following variations:

- Rifle slung over sentry's left shoulder.
- Rifle carried under one arm or the other.
- Rifle in sentry's right hand, in the "at-ease" position.
- Repeat in the dark.
- Aim at completing the job in two and a half minutes.

b) When the object is to kill (using the knife).

The First attacker can use the method described in Section 6, the second attacker being responsible for the quiet seizure of the rifle and for helping subsequently to carry the sentry away, presumably into the cover from which the attackers emerged. This may not always be necessary but there is no harm done by practising in as complete a manner as possible so that, if the need really arises, everything will then be carried out with the minimum of fumbling, half-understood whisperings, etc.

Alternatively, the first attacker can be responsible solely for seizing the sentry and keeping him quiet while the second secures the rifle and uses the knife (thrust in the abdominal region). This method appears to suit some men better than the first and there is no objection to their using it if they prefer.

Repeat in daylight and in the dark, with the sentry's rifle in the different positions referred to under a).

These methods are all based on the supposition that favourable conditions will be encountered, e.g., cover within easy reach of the sentry, darkness, opportunity for prior observation of the sentry's equipment, regularity or otherwise of his beat, etc. They teach what to do when within reach of a sentry but it must be pointed out to students that if they encounter circumstances different from those envisaged, it will be largely up to them to devise ways and means of getting within reach. Presumably, nature endowed them with some sense of strategy. If not, they had better not tackle this particular job. With this proviso, students should be encouraged to think out for themselves, and find means of dealing with, all sorts of different conditions. Such conditions, for instance, might be inadequate cover, two sentries instead of one (in which case two teams of attackers might be employed). It might be better for one man to try to bluff the sentry while another attacks. It might be impossible to attack from the rear, in which case resort might be

had to the old dodge of flinging a pebble to distract his attention and make him face the other way. If it is at all possible, time should be given for working out these and other problems which are sure to arise. Time so spent may well mean the difference between success and failure in the field.

It is reported that German Sentries have for some time been in the habit of carrying their rifles in such a way as to make the approved method of silent attack almost impossible. It would appear to be done as a protective measure.

The rifle is carried as though at the "slope" on the left shoulder but the left hand is carried out to the left (to an angle of approximately 45 degrees from the front) and raised slightly. This means that the rifle, while resting on the top of the left shoulder close to the neck, crosses behind the neck, the muzzle being slightly behind and above the right shoulder.

This, combined with the wearing of the German steel helmet effectively precludes the possibility of the forearm blow on the side of the neck, from either side.

It was found, however, that while the kidney punch was delivered, it was possible for the attacker to cover the sentry's mouth and nostrils with his left hand, dragging his head backwards.

In that position the rifle is locked between attacker and attacked and is in no danger of falling to the ground. Attacker No. 2 must, however, simultaneously catch the muzzle of the rifle with his left hand and press forward to prevent it striking the head of No. 1. He can then administer the knockout by punch to the solar plexus, but not chin-jab or punch to the jaw, as the latter is covered by No. 1's left hand.

It was found to be a benefit if No. 1 having administered the kidney punch with his right, then uses it to lock the right arm of the sentry, thus keeping it out of the way of No. 2 who can slip his left knee behind the sentry's legs.

As the latter is dragged backwards, his feet are automatically levered off the ground (by No. 2's knee), making a minimum of noise.

The only risk of noise, in this method, would appear to be the sentry's helmet hitting against his rifle at the moment of attack, but this noise must be of frequent occurrence in the course of walking with the rifle in this position.

With a rifle carried in the manner described, it considerably complicates the silent killing of a sentry by one man. Silence is almost an impossibility.

WEAPON TRAINING**INTRODUCTORY NOTES FOR INSTRUCTORS.**

It is not possible for every Instructor to be a tried Gunman. But it is possible to teach the Pistol successfully by acquiring a thorough knowledge of the principles involved and applying them in a practical way. The principles are based on natural body movements not unique to gun fighting and for that reason the instruction is simple, providing the imagination is used to the fullest extent to visualise the circumstances of Gun-fighting, to provide a background. Particular attention must be paid to instinctive body movements combined with the speed upon which depends survival.

A large percentage of students have had previous Revolver Training in the old style. It is not advisable to state bluntly that the old method is no good as it is possible that some of them have achieved considerable success using the pistol as a defensive weapon or in competition shooting. It is better to give a proper Introduction in which you paint a picture of the circumstances under which they might be using the pistol and to show them quite clearly that the method you propose to teach them is the only method of firing under these circumstances.

It shows a healthy interest in the subject if students are continually asking questions. Invariably the Instructor can give a satisfactory answer if he asks himself the question: "What would be the natural thing to do?".

With the time and ammunition available the aim is to turn out good, fast, plain shots. Time spent on teaching fancy or trick shooting is not justified

As with every sport, providing the principles taught are sound, practice makes perfect. Every endeavour should be made to build up the enthusiasm so that practice is carried out voluntarily. Dummy practice in front of a mirror is particularly beneficial and should be encouraged.

Instruction in firing the Machine Carbines follows exactly the principles of Pistol Instruction, i.e. Tremendous speed in attack with sufficient accuracy to hit the vital part of a man's body. The conditions are the same, i.e. Killing at close quarters, demanding aggression and extreme concentration.

The principle of firing and manipulation of the weapon is different inasmuch as you are dealing with a two handed weapon having a larger magazine capacity and capable of full automatic fire. Automatic fire is of no use unless it is controlled. In the excitement and stress

of close combat fighting it is difficult to fire from "Full Automatic" with complete control and therefore it is better to fire always from "single". With practice, shots are fired very fast and with accuracy in the same way as with the pistol.

The most accurate position for firing a two handed weapon is from the shoulder because the gun is in line with the eyes and you have natural control of your direction. The vital factor which governs the position in which the gun is fired is, of course, the speed with which you can get into the "firing" position from the "carrying" position. With the Thompson the position which gives the maximum speed for the normal man is the "under-arm" position. This is an accurate firing position providing the head is down close to the Gun. There are few people who find the butt of the Thompson suitable for obtaining an equally fast shoulder position but for those it does suit it must be the most accurate position.

The low hip position has been proved to be almost useless for fast close quarter work where you must be able to turn tremendously fast into position. The gun is held so low on the body and is so remote from the head and eyes that you can't control either your position or your elevation and direction.

Because of its weight and design the Sten is an ideal gun for very fast shoulder work. It can be brought into the shoulder as fast or faster than the hip, and, of course, it must be more accurate from the shoulder.

The tendency is to compare the Sten unfavourably with the Thompson. This is wrong, as the Sten is really the better weapon for the type of work with which we are concerned, as it fires Standard Continental Ammunition, it is lighter, more easily concealed and has a much more simple mechanism than the Thompson.

The tendency for stoppages to occur with practice Mark II weapons is to a certain extent exaggerated. Often these are due to bad filling of magazines or faulty manipulation of the Gun.

The Hand Grenade is a very deadly close weapon under certain circumstances. It should be taught as such and every endeavour should be made to make Live Throwing practices as practical as possible.

378 SOE SYLLABUS

INTRODUCTION TO PISTOL COURSE.

(Given immediately before the first two firing practices)

STORES: .22 Hi-Standard and .32 Colt (or any other Pistol/Revolver or Pistol Automatic required).

1. Proving. Demonstrate.

The first thing you do when you handle any weapon is to prove to yourself that it is not loaded.

To prove that an Automatic is not loaded, first remove the magazine. The magazine catch is situated at the base of the Pistol Grip. Using the thumb of the left hand, press the magazine catch to the rear and withdraw the magazine. Then, by grasping the slide with the fingers of the left hand, elbows close to the body, work the slide backwards and forwards two or three times by punching or thrusting forward with the right hand.

The source of food (the magazine) has been removed and any round which might be in the breech will be ejected by the action of the slide. The weapon is therefore safe.

2. Loading. Demonstrate.

a) Charge the Magazine.

Hold the magazine in the palm of the left hand with the thumb on the assisting stud. Using the right hand, feed in the rounds, base first, depressing the magazine platform by means of the assisting stud, to receive each round.

b) Insert the loaded magazine into the Automatic with the left hand, ensuring that it is locked into position by giving a final thrust with the thumb.

c) Cock the action and feed the first round into the breech by withdrawing the slide and allowing it to spring forward.

The weapon is now ready for firing.

3. To Unload. Demonstrate - As for Proving.

Note:

Speed in the handling and manipulation of the Automatic is essential. This speed is only obtained by handling the weapon correctly at all times. Each hand has a definite job to do. The right hand holds the weapon, with the forefinger inside the trigger guard. The left hand carries out the manipulations, i.e. Proving, Loading and Unloading. To assist the left hand in its work, the Automatic is turned over left or right to allow the magazine base and the slide to come naturally and easily into the left hand.

4. Firing. Introduction.

Get out of your mind the idea that the Pistol is a weapon of self-defence. It is not. It is a weapon of attack, in just the same way as the rifle, the machine gun or any other combat weapon.

The difference between the Pistol and these other weapons is that the Pistol has a short barrel; it fires blunt nosed pistol ammunition and is therefore a short range weapon. The normal combat range is not more than 12 - 15 yards. When you are attacking so close to the enemy you must be able to move with extreme speed, you must be able to kill from any position and in any sort of light - even in complete darkness.

Picture in your mind the circumstances under which you might be using the Pistol. Take as an example a raid on an enemy occupied house in darkness. Firstly consider your approach. You will never walk boldly up to the house and stroll in as though you were paying a social call. On the contrary, your approach will be stealthy. You will be keyed up and excited, nervously alert for danger from whichever direction it may come. You will find yourself instinctively crouching; your body balanced on the balls of your feet in a position from which you can move swiftly in any direction. You make your entry into the house and start searching for the enemy moving along passages, perhaps up or down stairs, listening and feeling for any signs of danger. Suddenly, on turning a corner, you come face to face with the enemy. Without a second's hesitation you must fire and kill him before he has a chance to kill you.

From this picture these facts are clear:

- a) You will always fire from the crouch position - you will never be in an upright position.
- b) You have no time to adopt any fancy stance when killing with speed.
- c) You have no time to use the sights.

Any method of firing which does not allow for all these factors is useless. Gun fighting at close quarters is a question of split seconds.

The best method of firing under these circumstances is by what is called "Instinctive Pointing".

5. What is Instinctive Pointing.

It is the natural way that any man points at an object when he is concentrating.

As an example: stand squarely in front of a man and point at the exact centre of his stomach, his right or left foot or his right

or left eye. You don't look down your finger and sight - you know you are pointing at the exact spot, instinctively. Analyse what you are doing. Your arm extended, with the finger pointing, comes into the centre of your body. In this position it is also right in the centre of your eyes and therefore what you are doing is to point straight down the centre of your line of sight. This is instinctive and you have natural control over your direction and elevation.

Try pointing quickly from the side of the body. You will find that there is no instinctive control over direction. The reason for this is obvious. Your line of sight and your pointing line are remote. Any fractional variation in your pointing line produces a large error on an object several yards in front of you.

The method we are going to use for firing the pistol is therefore by Instinctive Pointing, the pistol replacing the finger in pointing.

6. Holding.

The correct method of holding the Pistol is as follows:

- a) You always hold the Pistol with a tremendously strong grip. Grip it as though you were trying to squash the butt to pulp. This applies to any Pistol, large or small.
- b) The trigger finger is always kept inside the trigger guard with the finger nail resting against the front of the trigger guard. The finger is never kept running along the outside of the trigger guard; it reduces your speed in fast action.
- c) Try to get the thumb of your right hand running horizontally along the side of the Receiver, i.e. on the same plane as the barrel. This assists you in pointing naturally and also gives you lateral control of the Pistol.

7. Firing Position - Demonstrate.

A natural crouch position, the body balanced on the balls of the feet and pressed forward over the forward foot; shoulders square to the target. The right hand, holding the pistol, is brought into the centre of the body and reaches out towards the target until the arm is almost fully extended, in the natural pointing position. The barrel of the pistol is always parallel to the ground. In this position the right hand is turned slightly to the right to allow the barrel to point straight down the centre of the line of the sight.

This is the Firing Position.

It is impossible to hold the actual firing position throughout the approach to the enemy. It is a tense position, where every nerve is concentrated on killing with tremendous speed. In the

approach it is necessary to adopt a more relaxed position but it must be possible to come from this relaxed position to the "Firing Position" in a fraction of a second. This relaxed position is known as the "Ready Position" and is adopted from the "Firing Position" as follows:

Imagine there is a groove down the centre of the body. Lock the wrist and the elbow, then allow the arm, pivoting at the shoulder only, to slide down this groove until the pistol is pointing at the ground two or three yards in front of the body. Neither the wrist nor the elbow have relaxed and the downward movement from the shoulder is a minimum one. The return to the "Firing Position" is a fast, smooth movement from the shoulder. No adjustment of the position is necessary as the original correct position has been regained.

8. Practise Squad in Proving, Loading, Unloading and in adopting the "Firing" and "Ready" positions.

NOTE: Practice loading is not carried out with charged magazines. Practice in charging magazines is gained when student is preparing for firing practice. The Instructor is in the best position to check positional faults when standing in front of student, making himself the target. He must ensure that all safety precautions are observed and particularly that each weapon is proved.

FIRING PRACTICES.

PERIOD I.

The Recruit Target.

Recruit Target - Fig. 2 (Full Figure) - Field Grey - White Aiming Mark on Stomach.

Range - 3 yards.

Purpose of Recruit Target.

It is a large target very close to the firer. You can't miss it and consequently it is possible to see exactly what happens to each round fired. The aiming mark is the object on which you are concentrating. If you are pointing correctly from the centre of your body and your elevation is 100% correct, then every round fired must be in the aiming mark. If you are pointing from the centre of your body correctly but your elevation is slightly wrong, then your shots will be shown either above or below the aiming mark and they will form a line up the centre of the target. This is what we are looking for. If your shots are shown on the left of the target it is because the barrel is not pointing straight down the line of sight. To remedy - turn the hand slightly to the right.

If shots are shown on the right of the target it is because you are not firing from the centre of your body.

Shots consistently low - either the barrel is not parallel to the ground or you are firing on the way up.

Shots consistently high - barrel not parallel to ground.

To kill a man it is not necessary to put a shot through his heart. The vulnerable part of a man's body is from his crutch up to the top of his head. Two fast shots anywhere into that area are going to dispose of him permanently.

The object of Pistol Training is to obtain maximum speed in attack with sufficient accuracy to hit the vulnerable area.

Firing Practice No. 1. (.22)

Recruit Target.

Range - 3 yards.

No. of Rounds - 6 - fired under control.

Student charges magazine with six rounds and advances to Firing Point.

On Command "Load" he loads and adopts "Ready" Position.

Without firing, practise sliding smoothly up into the "Firing" Position whilst Instructor checks any fault.

Return to "Ready" Position.

On the Command "One" the student comes up to "Firing" Position, fires one round and returns to "Ready" Position.

Repeat.

On the Command "Two" student comes up to "Firing" Position, fires two rounds fast and returns to "Ready" Position.

Repeat.

Unload.

Student, with Instructor, examines position of shots on target, discusses their position in relation to any error in the "Firing" position.

Firing Practice No. 2. (.22)

Targets - Moving and/or bobbing targets at various ranges and elevation.

No. of Rounds - 8.

The Recruit Target represented a man standing at short range in front of you and it has been clearly shown how easy it is to control your shots into a vital part of the body providing you are concentrating, gripping correctly and pointing from the centre of your body.

We are now going to fire at Moving Targets.

Supposing you were asked to point with your finger at any target which appeared on the range in front of you. It would be ridiculous for anybody to suggest that you couldn't do so, with accuracy. It is going to be just as easy to point with the automatic, providing the correct position is adopted and you are concentrating intensely. There is one other thing to be considered and that is the correct method of turning left or right on the target.

It is ridiculous to try to make rules as to how a man should move his feet when turning. In fast close combat fighting, your feet move naturally and instinctively to balance your body, just as a boxer moves his feet. The vital thing in turning is that you must get round on to your target with tremendous speed. How you get round doesn't matter providing your position when you are round is correct, i.e. body balanced, shoulders square to the target and your pistol pointing correctly from the centre of the body.

The common fault in turning is to allow the arm to swing round faster than the body. With practice this tendency is easily cured. The arm does not move independently of the body; it stays in its original position in the centre of the body and is pulled round by the shoulders turning.

You will always fire two fast shots at every target. The reason for this is as follows:

1. You must kill your man. One shot may kill him but it is better to make absolutely certain by putting two shots into him.
2. If a man is advancing to attack you and you put one shot into a vital part of his body it rarely drops him in his tracks immediately; his nerve system doesn't collapse for several seconds. On the other hand, if you put two shots in quick succession into him, he will drop in his tracks because his nerve system breaks up immediately.
3. If you are just about to press the trigger to attack an opponent and you see a flash from his gun, you will instinctively "freeze" for a fraction of a second. Even if his shot misses you he will have a momentary advantage. It is this momentary advantage given to the man who gets the first shot that you must always obtain by training yourself to fire two shots at tremendous speed. Even if you miss with your first you will get him with your second.

Practise Squad in Turning.

In this practice your magazine will be charged with eight rounds; you will fire two fast shots at each target as it appears.

NOTE: Throughout this and every other practice, the Instructor observes closely every detail of body position, movement of the automatic and any effect on the destination of the rounds fired. The position of the shots on the target and the reason why any "misses" have occurred is discussed with the student and errors rectified.

PERIOD II. (1-1/2 hours)

Firing Practice No. 3. (.22)

Targets - Moving and/or Bobbing - at various ranges and elevations.

No. of Rounds - 8.

This practice is similar to No. 2 Practice. It is a warming up practice in which all that has been taught in the previous period is checked. Speed is again emphasised. Maximum speed comes from a fast, smooth movement into position and a very firm grip with tremendously fast trigger work.

Firing Practice No. 4. (.22)

Targets - Moving and/or Bobbing Targets, as before.

No. of Rounds - 8. Fired in the dark.

You must be able to fire equally well in the dark as in the daylight. It is not difficult. Again, you would have no difficulty in pointing with your finger at a shadow in the dark. It is just as easy to point with the automatic. You must, however, be on your toes, concentrating and peering into the darkness so that you will be able to pick out the movement of your target and kill it without a moment's hesitation.

NOTE: The way in which this practice is carried out on the range will depend on the lighting facilities available. Any of the following methods are good.

1. Complete darkness with a flickering dimmed light or alternatively, flicking the black-out curtain to admit flashes of light.
2. Complete darkness with the rays of a dimmed torch moving quickly backwards and forwards over the range area.
3. Using night glasses.

Firing Practice No. 5. (.22)

Targets - Moving and/or Bobbing Targets, as before.

No. of Rounds - 8.

In previous practices firing has taken place from a definite Firing Point. In actual combat you will invariably be moving in

to the attack. In practising movement, the important thing to remember is that however fast you are moving when you are actually killing the target, you must be in the 100% correct "Firing Position", body crouched and balanced, automatic pointing correctly down the line of sight and every nerve concentrated on forcing your shots deep into the belly of the target.

Imagine the range is a beer cellar containing a number of Germans. You are outside with your automatic loaded and you are going to burst in and kill them ruthlessly.

In the old-style shooting, an attack of this nature involved slow, stealthy movement, relying entirely on the enemy not hearing or seeing anything until the entry had actually been made. This is an impractical and dangerous method when you are dealing with an alert enemy.

The following is the better method as it involves that shock of surprise which freezes into immobility even the most dangerous individual for a few seconds:-

You have reached the doorway of the cellar by a stealthy approach, making no sound whatever. Your automatic is loaded and cocked. Very quietly turn the handle of the door as far as it will go and then, preparing yourself for the effort, you kick the door open and burst into the room with maximum speed and noise and kill your targets before they have a chance to realise what has happened.

NOTE: The old-style and the new methods are demonstrated by the Instructor, showing particularly how the body retains the balanced crouched position and the correct Firing Position irrespective of the movement of the feet. Also emphasise how the loaded automatic is held in the "Ready" position before and during the entry into the cellar.

Magazines are charged with eight rounds - two rounds to be fired at each target.

In the supervision of the firing the Instructor forces the speed of the student in every way possible.

If a student is wild in his movements and loses position altogether, then a slower controlled practice attack should be made which can be speeded up as progress is made.

PERIOD III.

Firing Practice No. 6. (.32 Colt)

Targets - Moving and/or Bobbing as before.
No. of Rounds - 6.

The manipulation of the .32 Colt is the same as the .22 Hi-Standard, except that the magazine has not an assisting

stud. The thumb of the left hand assists in the feeding of the rounds into the magazine by depressing the top round to facilitate the entry of the next round.

If you fire one Pistol you can fire any Automatic or Revolver, whether British, American or Foreign. The important thing to remember is that the barrel of your pistol is always parallel to the ground in the normal position.

Before firing a strange automatic always test your position. Get the feel of the weapon, adopt the Firing position, bring the barrel parallel to the ground and lock your wrist so that when you move into the "Ready" position and return to the "Firing" position it is still parallel.

Magazine charged with six rounds. Two shots to be fired at each target.

NOTE: Instructors should again emphasise the tremendously firm grip. When firing the .22 slight relaxing of the grip has probably not taken a shot off the target. With heavier calibre weapons the effect of relaxing the grip is greater and shots will not be "on".

Continue to build up aggression in attack. Aggression denotes complete concentration, which is so vital in practice. It also encourages the state of mind which would exist in actual combat.

Firing Practice No. 7. (.32 Colt)

Targets - Moving and/or Bobbing Targets, as before.
No of rounds - 6.

As for practice No. 4 - with poor lighting.

NOTE: Again emphasise speed and maintaining correct firing position. Speed up the targets.

PERIOD IV.

Firing Practice No. 8. - Outdoors. (.22)

Targets - Full figure - with aiming mark on belly of target.
Range - 20 to 25 yards.
No. of Rounds - 6.

So far we have been dealing with the normal firing position for close combat. There is the occasion, however, when it is necessary to take a long range shot. Firstly, the prone position: this gives you an ideal firing position and at the same time makes you a very difficult target to hit.

Demonstrate.

Lie down square to the target, right hand grasping the pistol, left hand gripping the right fist, thumb forward and clear of the recoiling slide; elbows on the ground and well apart; head well back from the sights.

Secondly, the long range firing position in the open. A position which can be adopted very quickly from the normal position.

Demonstrate.

Feet astride, body balanced and square to the target. Right hand, grasping the pistol, thrust straight out in front of the body. The left hand grips the right fist, thumb clear of the recoiling slide, and pulls back slightly against the fully extended right arm. In this position the pistol is in the centre of the body and held as though in a vice.

Thirdly, the long range firing position from behind cover. Utilising a lamp-post, a tree, the side of a house, the doorway of a house, in fact anything providing cover which presents a high support which will bear your weight. In this position you have an ideal firing position with maximum cover for the vital parts of your body.

Demonstrate.

Using a convenient tree, placing the left toe and left knee against the cover, right foot extended well to the rear until the right leg is straight and rigid. The ball of the thumb of the right hand rests against the right hand side of the cover, left hand grasping the right wrist, back of the hand downwards. The body is now supported at all points and lined-up behind the cover to give maximum protection. The pistol must be gripped very firmly and not canted over to the right.

Practise squad.

Magazine charged 6 rounds. Two aimed or rough aimed shots to be fired from the prone position. Rising quickly, adopt long range standing position in the open and fire two more shots. Then move quickly to a suitable tree and fire the last two shots from the Firing position behind cover.

NOTE: It should be emphasised that these positions will be adopted quickly. Use of the sights is permissible but there will not always be time to use them and necessity for quick rough aiming should be explained and practised.

Firing Practice No. 9. (.22)

Target - "Gallows" Target approx. 20 feet from ground. (See Appendix "A".)

Range from Tree - 8-10 yards.

No. of Rounds - 6.

The difficulty when firing "up" is to control your elevation. Generally you find that your shots are striking either above or below the target. The reason for this is because the arm and the body are elevating quickly and unless the movement of each is 100% correct the aim is not correct.

Demonstrate.

It is better to elevate the pistol by a movement of the body only which can be easily controlled with practice. At the same time as the body is elevating by bending back from the waist over the rear leg, the right arm is extended straight out.

It is impossible to fire in this way when you are right underneath the target, as, for example, if you were suddenly attacked from the top of a flight of stairs as you were going up. Under these circumstances the fastest and best method of dealing with the target is to thrust the right arm out towards the target just as though you were trying to thrust the muzzle into his stomach.

Practise Squad.

Magazine charged 6 rounds.

Adopt the normal firing position as though engaging a target on your own level underneath the "Gallows" target. On the command "Up" engage the "Gallows" target, firing two shots, and return to the normal position. Repeat. On the command "Advance" move quickly in the direction of the target; when you are almost underneath you will get the command "Up". Like a flash you must come up and fire two shots in the method you have been taught, arm straight as though you were thrusting the muzzle into the stomach of the target.

PERIOD V.

Firing Practice No. 10. - Outdoors. (.22)

Target - Fig. 3.

Range - From a platform between two trees 20 - 25 feet from the ground, or from a suitable cliff or similar ground where the target can be placed almost immediately below the firer.

Demonstrate.

Firing Down. As with firing "up" the difficulty is to control elevation when firing from the normal position. In addition, to see your target when firing down, it is necessary to expose a large part of your body. The best method under these circumstances is to stand sideways, stretch the right arm out

to the fullest extent in the direction of the target. The automatic is held as though it was an extension of the right arm, so that by turning your hand and looking straight down your arm the sights are lined on to the target.

You will find that it is possible to stand several feet away from the edge of the platform so that you are almost invisible to the person at whom you are firing.

This is the best method of sniping at a person below from the room of a house. If the window sill is high, you can stand on a table or a box several feet away from the window and you are getting maximum concealment. Also the flash and smoke from the discharge of your pistol is absorbed in the room, making the source of the shooting very difficult to trace unless it is observed at the exact moment of firing.

Magazine charged with 6 rounds.

NOTE: Before firing, the Instructor should demonstrate the extent of the concealment offered by this firing position. Students grouped underneath the platform, Instructor mounts the platform and adopts the correct position, aiming as though to fire into chest of each student in turn.

Firing Practice No. 11. - Outdoors. (.32 Colt)

Targets - Three full-figure and two hand and shoulders.

Range - Maximum 35 yards.

No. of Rounds - 6.

Attack in the Open.

The object of this practice is to develop speed in closing to attack the enemy.

The targets are in view from a distance of approximately 35 yards.

Magazine is loaded with 6 rounds.

The student advances two or three yards, adopts the prone position and fires one round at a full figure target: he then rises quickly runs to 20 yards, deals with another full figure target, from the standing long range position. Then, without hesitation, he moves very fast to close quarters and deals with the remaining two targets from the normal firing position.

NOTE: Speed in attack, shooting and adoption of Firing position must be emphasised throughout.

The sequence of this practice can of course be varied to suit the ground. If possible, the starting point should be in a position where the student can advance to cover for his first

390 SOE SYLLABUS

shot. The close quarter targets should be wide apart to give maximum right and left turn.

Firing Practice No. 12. - Outdoors. (.32 colt)

Targets - As for Practice No. 11.
No. of rounds - 6.

This practice is a repetition of Firing Practice No. 11.

PERIOD VI.

Firing Practice No. 13. - Outdoors. (.32 Colt)

Stalk Course - 6 Targets - No. of Rounds 14.

NOTE: The object of the Stalk Course is to provide targets at distances which would be involved in actual combat so that the student is forced to decide, immediately, the correct position for dealing with the target. The targets should also be on different levels.

In order to obtain the maximum benefit from the course, an endeavour should be made to present practical problems which will emphasise the principles already stressed throughout the pistol course. If the student deals with the situation presented satisfactorily, his successes will increase his confidence in his ability to overcome other situations. It will teach him to expect them and to find an immediate remedy.

The student who is "caught-out" or who does the wrong thing is shown what he should have done and why. He, also, will have an idea of what to expect and is encouraged to improve his ability.

In proceeding round the course the student will use his knowledge of Fieldcraft. He will have been previously taught the correct method of stalking in a preliminary practice under the Fieldcraft Syllabus.

There is a tendency to make the Stalk Course a test of Fieldcraft, where, if the student's powers of observation are not acute, he proceeds round the course without firing a shot. This is not the intention. The Stalk Course is a shooting practice where all the emphasis on speed in attack, control of position in wide fast turns, the necessity for alternative positions to deal with middle distance and awkward targets, is shown in a practical way. If necessary, he should be "frightened" on to a target which hasn't been seen so that he reacts almost without thinking. He must be forced to move fast in killing a target and prevented from deliberate aiming.

In the past, a system of scoring was used, where "hits" on the target received so many points. This is of no use in training as it encourages a man to aim deliberately so that he can return a good score.

The targets should be painted to represent Germans. A simple standard design, not involving the services of an artist, is easily obtained and is most practical from a maintenance point of view. After dealing with the first target, the student will know what he is looking for, as he would if he was actually dealing with a German in uniform.

When the students are grouped in the "Waiting Bay" before commencing the course, the object of the practice should be fully explained. It creates interest if a story is evolved around the course with particular emphasis on the imagination being used. They are not shooting at targets but at Germans, who are armed and lying in wait for them. They must kill the enemy before he has a chance to kill them.

Two Magazines charged with seven rounds in each. Two shots to be fired at each target. Reload with fresh magazine after disposing of three targets. Care must be taken when reloading; there is one round still in the breech. Remove empty magazine, insert full one and carry on. After dealing with the sixth target - unload, removing magazine and ejecting the round remaining in breech. When reloading you must get behind cover. For a few seconds you are virtually unarmed. The enemy will take advantage of this if you let him.

After completion of course Instructor discusses with student his performance, particularly the way in which he has attacked the targets and definite Fieldcraft errors which would have been fatal in actual combat.

PERIOD VII.

The balance of 10 Rounds with the .32 Colt is intended to be used on the Street Fighting course. Where this course is not available an additional indoor practice at moving targets should be given or, if time is available, an additional "Stalk".

NOTE: It is proposed to construct an outside Firing Bay in close proximity to all Ranges. The object of this Firing Bay is to cut out the "waiting" period whilst the principal Firing practices are being carried out. After a student has fired a practice he will fire a further practice with a .22 under another Instructor. He will then return to the original range. The Firing practices at the Firing Bay will be based on the practices being fired on the Main Range as shown on the appended list of Practices. In addition, drawing and firing from a shoulder holster will be incorporated.

Firing Bay.

It should be built in a 'safe' place as close as possible to the Main Range. All that is required is a back butt of banked turf or sleepers with side wings about 5 yards long constructed of sandbags or turf extending left and right.

Targets should be moving or bobbing but if this is not practical stationary targets will serve the purpose.

The method of carrying out a practice with Stationary Targets is as follows:-

The targets, head and shoulders and full length, are placed in positions giving as wide a turn left and right as possible. They are numbered from the left, in the presence of the student, either by actually marking the targets or by word of mouth. The targets are engaged on the word of command given by the Instructor. For example, on the command "Two" the student attacks No. 2 Target, firing two fast shots. The command "Four" follows immediately, he engages No. 4 Target, and so on. Whilst this method is not so efficient as a practice with moving or bobbing targets, it does make the student get "on his toes" waiting for the word of command. Another advantage is that the targets can be moved to any position.

In "movement" practices, to make the student familiar with a complete turn, he should be made to stand with his back to the target, charged magazine in the automatic, but not cocked. The Instructor engages him in conversation, trying to take his attention away from the targets. In the middle of conversation suddenly scare the student on to the targets so that he has to turn, cock and engage the targets in one movement. This is also a good practice for shoulder-holster training.

The battle-dress blouse does not allow for the proper use of the shoulder-holster, as it is designed for civilian clothes. In practice it should be worn with the jacket off or over the battle-dress blouse.

The use of Screens.

This is an innovation, contrived by a well known B.O. Instructor, and enables the range to be converted quickly into an alley-way where fast turns and surprise targets are easily arranged. The principle is very simple. Posts are erected at a distance of four or five yards apart on each side of the range up to the firing point. Wires are stretched from post to post across the range on which are hung screens made of split sand bags extending to the ground. By staggering these screens it is possible to form a corridor down which the student attacks. Targets are placed in any surprise position and the student can also be made to surmount obstacles on his way through. This is the most obvious use of the screens but they can also be arranged to form the walls of a room and by incorporating a door frame on two supports you can include practices involving an attack into a room.

Firing Bay Practices.

<u>Period</u>	<u>Practice</u>	<u>No. of Rounds</u>
I	.22 1 Turning Left & Right at Standing Targets, firing under control.	6
II	.22 2 Turning Left & Right at Standing Targets speeding up.	6
III	.22 3 Introducing Movement.	6
	4 Repeat - Using Door and Screens.	6
IV	.22 5 Long Range Firing.	6
	6 Firing Up, Prone and Long Range.	6
V	.22 7 Turning on to targets at wide angles with movement. Drawing from shoulder-holster.	6

There are a number of interesting points regarding care of weapons and Gun Fighting generally which can be incorporated in a short lecture towards the end of the course.

Unorthodox Lubricants.

Automatic weapons with fast moving mechanism and bearing surfaces must be kept slightly oiled to avoid overheating and seizing. It is more than possible that rifle oil will not be available to students on operations. In an emergency the following can be used to oil or grease the weapon:

1. Bacon Fat.
2. Tallow - Candles.
3. Graphite - Pencil Lead.

Holding-up.

Normally, when you are attacking into a room you will immediately kill everybody in it. There is the occasion however when for one reason or another you wish to hold the people under the threat of your gun whilst another member of the raiding party is perhaps obtaining rope to tie them up or the leader of party to interrogate them before they are disposed of.

The normal firing position is a tense position which cannot be held for long without fatigue and consequent relaxing of vigilance. The best way of holding up is to relax from the normal position until the feet are comfortably astride, at the same time bringing the pistol back until it is held in the centre of the body, barrel parallel to the ground with the elbow resting on the right hip. Then, herd the enemy into the far corner of the room on the same side as the door and then back away until you are against the wall opposite the door. In this position you are relaxed and at the same time you can turn your gun on to anybody who makes a move, simply by turning the body until it is square to the target. Also, in

this position you can't be surprised from the rear and you have the door in sight all the time.

Attack into a Room against Armed Opposition.

This is the occasion when the enemy is cornered in a room and has locked or barricaded the door. He is also armed. Assuming some of your party are armed with Stens, then two of them take up a position where they can crossfire through the door into opposite corners of the room. You blow the lock off and force the door open, working from the ground, underneath their crossfire. When the door is open make your way in on your stomach, engaging targets as they appear. When you are in the room, the Sten gunners maintaining their fire follow you in, at the same time spreading their fire round to the main part of the room.

In theory, perhaps faults can be found with this technique but it gives you an idea how weapons can be co-ordinated in an attack of this nature.

Escape Hints.

If you are cornered in a room with the enemy forcing an entry and you are armed, it is fatal to stay on floor level. As the enemy burst into the room, their gaze and fire will immediately sweep the floor level before they give their attention to any higher level. If you can get on top of a piano or pile of boxes, as high as possible on the same side of the room as the door, you stand a chance of escaping notice for a few seconds, which will enable you to concentrate accurate fire at the point where it is most likely to break up the attack.

The enemy have cornered you in a room and are forcing the door in. An old ruse was to get behind the door. As the enemy rushed in you were able to take them from the rear if you were armed, or dodge round the door if you were unarmed. This method is more or less worn out now, as police and other agents are often trained to fire through and behind the door as they are rushing in, to prevent anybody surprising them from that direction. A better and more effective ruse is to stand on the other side of the door where it opens. Get as close to the wall as possible. As the door is forced and the enemy rushes in, the force of their rush will carry them right past you and all you have to do is to slip out.

Firing in the Dark.

When firing in the dark never stay in the position from which you fired. The enemy will fire at the flash of your gun. If you are in the prone position "fire" and roll away to the side. Keep on doing this, never stay still.

General.

The methods you have been taught during this course have been proved to be the best methods in Gun Fighting. But it is impossible to give a ready-made solution to every problem which is likely to arise. With your knowledge of Gun Fighting you must use your initiative and, if necessary, vary a general practice to suit a particular situation.

As an example: You have been taught always to fire two shots into a man when you wish to kill. The reasons for this have been explained and are sound, but there is the occasion when you cannot afford to put two shots into a man. If you dive into a room with seven rounds in your magazine and there are five people to kill, obviously you can't give them all two rounds each without changing a magazine. You wouldn't have time for this and you would necessarily have to fire one shot at each man, keeping two to finish them off.

Remember, also, as soon as you have finished firing, before you do anything else, clear your gun and insert a fresh magazine.

You have been taught to ignore the safety catch on the automatic, always carrying a loaded magazine in it but with the action not cocked, so that you draw, cock and fire in one movement. The reasons for this are also sound, but again there is the occasion when to meet particular circumstances it would be better to have the action cocked with the safety catch applied. Again, you must use your initiative.

Always take great care of your magazines. If the magazine is distorted or treated badly the automatic will not function.

Never store your magazines fully loaded. When the spring is under full compression for any length of time it becomes weak.

NOTES FOR INSTRUCTORS ON PISTOL TRAINING

Introducing the Weapons and the Principles of Firing them Instinctively.

1. It must be left to the discretion of the Instructor whether the instruction in the weapons themselves, i.e. stripping, loading, unloading, etc. is carried out at the same time as the introduction to instinctive firing, or whether the introduction to the weapons and their mechanisms is done first and separately.

An advantage of giving, say, half-an-hour's instruction on the weapons themselves is that the student is familiar with the working parts of the weapon when he first attempts to practice instinctive firing positions, and the instructor is free to concentrate upon these only, and the students will know by that time all such points as correct handling of the pistol while cocking, loading, unloading, etc.

2. The principles of instinctive firing should always be introduced in the form of a short talk - either in a lecture-room or in the range. This talk should draw a picture of a man entering an enemy-occupied house or some similar circumstance, and should point out which of the actions involved in our methods are instinctive. The more amusing and the more dramatic this talk the greater its value, but the instructor must always ensure that while the weapon is in his hand he is practising what he teaches.

Practising the Student in Instinctive Firing Positions.

1. The student will naturally be required to practise the position before firing at the recruit target, and the instructor must make certain that the student has a grasp of what is required before he begins to fire. The instinct of many instructors is to put the student into position by hand. This should be avoided - let him do it himself by verbal instruction and repeated demonstration. Here again, the instructor must make certain that his own position is correct. The only handling of the student which may be necessary is that of the hand holding the pistol and of the left shoulder if the student shows a tendency to let it drop back.
2. At all costs guard against keeping the student in an uncomfortable position while his mistakes are being corrected verbally. Before the student is accustomed to it, the "ready" position is very uncomfortable if prolonged for more than a minute or so. Therefore always allow the student to rest if you have much talking to do.
3. It is unnecessary to dance round the student searching for mistakes. In the early stages of instruction always get in front of the student, and see him from the "target's eye" point of view.
4. The instructor should have a certain definite sequence in which he looks at a student whenever he has a weapon in his hands - just as an officer is taught to have a sequence when inspecting troops. Each instructor may have his own individual sequence which suits him best - but see that nothing is missed. Feet (balanced position), body (Crouch and shoulders square), firing arm (whether too bent or too straight), wrist (whether correct amount of cocking and correction and whether remaining rigid when the arm is moved), other arm (whether resting heavily upon the knee and thus making it difficult to turn the upper half of the body), hand (whether in the centre of the body and whether fingers and thumb in correct position) - is a specimen sequence.

Early Firing Practices.

1. Do not let a student fire while making an obvious error in position - unless you wish to prove to him that this particular error causes a certain inaccuracy. With the small amount of ammunition at disposal, every shot fired incorrectly is a waste. Therefore, if you see some fault when the student is in the "ready" position, correct it before he begins to fire. Do not be

afraid to stop the practice in order to correct a fault at once - but correct the fault quickly and do not go into a lengthy discussion. Every time a fault is made it becomes more difficult to eradicate.

2. When the student is firing, always stand on his right (unless he is left-handed) and slightly to the rear. Don't crowd him, and on no account shout in his ear - this is a common fault which flusters a nervous student.
3. ALWAYS WATCH THE STUDENT AND NOT THE TARGET AT THE MOMENT OF FIRING. By watching the student the instructor should be able to tell automatically where the shots have gone. If, instead, the instructor watches the target and it is missed, he is not in a position to tell the student the reason.

Analysis of Faults causing Consistent Error on the Recruit Target.

Right Error.

1. Hand not in centre of body at the moment of firing.
2. Hand in centre but over-correction with the wrist.
3. Elbow of firing arm pushed under and into the centre.
4. Hand and pistol canted over to the left.

Left Error.

1. Lack of correction with the wrist.
2. Elbow bent upwards and outwards.
3. Hand and pistol canted to the right.

Low Error.

1. Firing on the way up.
2. Wrist turned too much down.
3. The same, with the pistol brought so high that the pistol hand obscures the target.

High Error (Unusual)

1. Wrist turned too much up.
2. Pistol comes up too high.
3. Jerking from "ready" position to firing position - movement should be smooth and fast.
4. Jerking the body back, or raising the body as the pistol hand comes up.

Analysis of Faults causing Inconsistent Error on the Recruit Target.

1. Loose grip of the pistol.
2. Flinching, with closure of the eyes.
3. Feet off balance, causing staggering.
4. Hand not kept in centre of body.
5. A different hand elevation is reached each time.

398 SOE SYLLABUS

6. The pistol is "punched" towards the target with a movement of the elbow.
7. Pistol arm not straight enough - the arm should be almost fully extended, so that the bend is only just perceptible.

If a student shows an error which cannot be immediately traced to its cause, the points under the above analyses should be eliminated one by one until the instructor is certain of the reason.

Faults in Firing at Moving Targets, and at Targets in Varying Directions.

1. When changing direction from one target to another, the whole of the upper half of the body must be turned squarely to face the new target. In the majority of cases this requires a slight alteration in the position of the feet. This alteration should be a smooth natural action - "jumping" round should be discouraged at all costs.
2. Both the footwork and the movement of the upper half of the body are seriously handicapped when the left hand is rested heavily upon the knee, as this is tending to lock the body in the direction in which it was originally facing.
3. Most students feel that it is necessary to "aim off" a moving target. At instinctive firing ranges this is entirely unnecessary and will cause a miss in front of the target. The pistol should be pointed at the centre of the target as if it were stationary.
4. A miss is also almost certain if the pistol is pointed in front of the target and the firer waits to pull the trigger until the target has reached that point. Apart from other considerations, a live target might change direction and never reach that point.

Faults in Handling.

Magazines should be inserted with the fingers and thrust home with the thumb - it should not be banged into place with the base of the hand.

General.

1. Unteachables do exist, but they are one in a thousand. An instructor should never allow a student to leave his school as a bad shot - his life will probably depend upon how well he has been taught this subject. If the student is getting consistently bad results, first ascertain whether his fault is consistently in one direction. Then go through in your mind the errors causing that deviation, and eliminate them one by one until the cause is determined.
2. Upon the atmosphere which an instructor creates in his teaching of this subject will largely depend the amount of interest which a student will take in it. If an instructor is not himself

aggressive, he cannot expect his students to show aggression. If he himself is obviously not interested in the subject, he cannot expect his students to be keyed up to the desirable pitch. An instructor should try to create in the student's mind the impression that he is actually "killing" the targets, and should force him to shoot as though his life depended upon it.

3. An instructor should try to dispel the atmosphere of "Range Practices" where it is incumbent upon every man to try to get a good score, and should impress upon the students that during instruction it is the application of fast, instinctive methods that matters, and not the number of hits upon the target achieved by slower or less practical methods.

APPENDIX "A"

MACHINE CARBINE COURSE

PERIOD I. A. Introduction to Thompson Sub-Machine Gun.

Stores: Thompson Sub-Machine Gun. 2 Magazines.

A. 1. INTRODUCTION.

The Gun is known as the Thompson Sub-Machine Gun. Calibre .45. Rate of fire - 700 Rounds per minute and it weighs approximately 10 lbs.

There are two types of magazine: The Drum type holding 50 Rounds and the Box type holding 20 Rounds. You can forget about the Drum type. This is of no use for fast close combat work for the following reasons:

- a) It is too heavy.
- b) It is difficult to fill quickly and filling is noisy.
- c) The magazines are an awkward shape, making them difficult to carry without some special carrier.
- d) Attachment to the gun is insecure.

The box type of magazine is ideally suited for our purpose. It is light, easily filled and can be conveniently carried in the pockets or inside the blouse. You can carry eight or nine filled magazines distributed in your clothing without being inconvenienced in any way.

2. MAGAZINE FILLING.

To fill or charge the magazine, grasp it in the left hand with the ribbed side at the base of the fingers. Assisting with the thumb of the left hand, feed in the rounds with the right hand by pressing the base of the round on the magazine platform and thrusting downwards and forwards.

3. CHARACTERISTICS.

The "Tommy Gun" has a short barrel and fires blunt nosed pistol ammunition. It is therefore a short range weapon & by reason of the heavy calibre of the bullets and the high rate of fire it is a valuable weapon for any type of close combat fighting, such as Street and House Fighting, etc.

It is fired, from the hip up to a distance of 12 yards; from the shoulder standing up to 50 yards; the maximum effective range of the Gun is 175 yards fired from the shoulder in the prone position.

4. MANIPULATION. Demonstrate.

Proving: As you have been taught, the first thing you do with any weapon is to prove to yourself that it is not loaded. To 'prove' the Tommy Gun, firstly turn the Gun over on to its right-hand side and grasp the magazine with the fingers of the left hand. Then place the thumb of the left hand on the magazine catch, press upwards and withdraw the magazine. Turn the gun upright. Grasp the knob of the cocking handle with the fingers of the left hand and work the bolt backwards and forwards two or three times, keeping the trigger pressed throughout. Leave the knob of the cocking handle in the forward position. The gun is now "safe".

To Load: Hold the gun at the "carry", i.e. gun under the arm, right hand grasping the rear claw grip, muzzle pointing to the ground directly forward, at an angle of about 45 degrees.

See that the bolt is forward or, in other words, that the breech is closed.

Turn the gun over to the right, so that its left side is uppermost, and verify the positions of the change and safety levers. The former must be at "single-shot" and the latter in the firing position. If they are not in these positions, they are to be altered at once, without waiting for orders. The bolt must be pulled back until it locks before the alterations can be effected. The alterations effected, ease the bolt forward until the breech is closed again.

Left side of the gun still uppermost, lay the right forefinger along the right-hand side of the trigger guard. Take a 20-shot magazine in the left hand and using as a guide the tip of the right forefinger, which should protrude a little beyond the trigger guard, enter the magazine in its grooves and send it smartly home. Invariably, pull down on the magazine (with the left hand) to ensure that it is locked in position.

Turn the gun into the upright position. As there is nothing in the breech, the gun is perfectly safe and may be carried for an indefinite period without risk.

Note that in all the operations described so far, the gun

muzzle remains pointed at an angle of 45 degrees, at the ground directly to the front. To prepare for firing, draw the bolt back until it locks.

Unloading: On the cessation of firing, magazine wholly or partially exhausted, the bolt remains in the rearward or firing position. If firing is not to be resumed, remove magazine and ease the bolt forward. Work it back and forth two or three times and leave in the forward, or closed, position.

If the magazine is exhausted and it is desired to resume firing at once, remove the empty magazine and insert a filled one. The bolt being in the rear, or firing, position, firing can be resumed instantly.

Note: All operations described under Manipulation must be practised until they can be performed, in daylight or in the dark, smartly and without the slightest suspicion of fumbling. Instructors should show how to verify by touch, in the dark, the positions of the bolt, change-lever and safety-catch. Students should be shown and practised in the charging and uncharging of magazines. They should be informed also that while it is possible to put 21 rounds in a magazine intended for 20, a magazine so charged will sometimes not lock in position when inserted in the gun. Their attention should be drawn, therefore, to the necessity, before going into action, of testing each charged magazine in the gun to make absolutely sure that it will lock in position. If it is not noticed, as might be the case in a hurry, that the magazine is not locked, either it will drop out or the bolt will fail to take the cartridges into the breech.

5. THE FIRING POSITION. Demonstrate.

The 'Low Hip' Position.

A natural crouched position of the body, left foot forward. From the "Carry" position the gun is raised until the barrel is parallel to the ground, the butt pressed into and held in the hip by the right arm. The left hand grasps the foregrip, all the fingers engaged in the grooves provided, thumb to the rear; the left elbow is now brought inwards until it is locked in position, as far underneath the gun as possible. The body is then over the gun with the head well down in an aggressive attacking position. This position is known as the "Low Hip" position. It is not a satisfactory position for fast close combat work as it has been proved that you cannot maintain the forward elevation of the gun when turning tremendously fast on to a target. It is also such a low position that it is very difficult to deal effectively and quickly with high targets.

The 'Under Arm' Position.

The position of the body is the same as with the 'Low Hip' position. The gun, instead of being held into the hip, is held underneath the arm, left hand grasping the foregrip, left

elbow underneath the gun barrel parallel to the ground. Head in an aggressive position close to the gun. In this position the gun is much higher in the body so that the left elbow can easily "lock" under the gun. This enables you to maintain the forward elevation of the gun when turning fast on to a target. The head and eyes are much closer to the gun and you have naturally more control over your direction and elevation.

In the approach to the target the butt can be held "ready" underneath the arm, with barrel pointing towards the ground at an angle of 30 degrees, left hand grasping the foregrip. To go into "Action" all you have to do is to "snap" the barrel up until it is directed at the target, at the same time bringing the head down to the gun. Alternatively, if the butt permanently under the arm is an uncomfortable position to carry the gun, the gun can be held in the most comfortable two-handed position and "snapped" into position when "action" is required. This requires practice. The left elbow and right arm "lock" the gun simultaneously.

The Shoulder Position.

In this position the gun is used exactly as you would use a shot-gun. As the gun is brought into the shoulder the body is pressed forward towards the target. It is not fired from the upright position.

This position is ideal for the man who is used to a shot-gun or the man with very long arms. With practice the gun can be brought into the shoulder very fast and as the gun is in line with the eyes, it is the most accurate position. For a frontal shot it is slightly slower than the hip position but, with practice, it is just as fast when turning on to a target.

A variation of this method which allows the man with short arms to use the gun from the shoulder quickly, for close quarter targets, is as follows:

Butt in the shoulder, left hand grasping the foregrip, barrel pointing to the ground in front at an angle of 30 degrees, left foot forward. To fire, raise the gun into the shoulder until it is pointing at the target. This is a very quick and accurate snap shooting method and if need to the sights can be used conveniently. Its one disadvantage is that it is an uncomfortable way of carrying the gun for any length of time.

Note: Having demonstrated the various firing positions, the Instructor should assist the students in choosing the position which suits them best. All the positions should be practised but the low hip position should be discouraged as it has been proved to be an impractical position. It should be pointed out to those students who choose the Under Arm position that in normal combat they must be able to combine this position with a fast shoulder position to deal with targets at over 12 yards distance.

B. FIRING PRACTICE NO. 1.

The Recruit Target - Fig. 2 (Full figure) Field Grey - white aiming mark on belly.

Range - 3 yards.

No. of Rounds fired - 10

The Purpose of the Recruit Target.

The target is at close range so that you can't miss it. You will see exactly what happens to every shot fired and you should endeavour to control all your shots on to the aiming mark. The gun is not moved independently of the body. In the correct position it is locked, so that you depress your body to depress your shots. Similarly, when you wish to elevate, you ease your body slightly back. Shots right or left of the aiming mark are corrected by pressing inwards slightly with the left or right shoulder.

Student charges magazine with ten rounds and advances to Firing Point. On command "Load" he loads and adopts the "Ready" position. (Gun muzzle at 45 degrees to ground). Without firing, practise coming quickly into the Firing Position whilst the Instructor checks faults. On command "One" come quickly into the "Firing" position, fire one shot without hesitating and return to the "Ready" position.

Note: This repeated until six shots have been fired.

On the command "Two" come quickly into position and fire a burst of two rounds and return to the "Ready" position.

Repeat.

Student, with Instructor, examines position of shots on the target and discusses their position in relation to any error in the "Firing" position.

Note: Concentration on the aiming mark should be emphasised as the principal aid to instinctive firing. Any attempt to aim must be discouraged immediately.

FIRING PRACTICE NO. 2.Period I

Targets - Moving and/or Bobbing Targets at varying ranges and elevations.

No. of Rounds - 5

In this practice we are going to fire at Moving or Bobbing Targets. It is not difficult to hit them providing you are concentrating, adopting the correct position with the left elbow well under the gun, the head down and the body pressed

404 SOE SYLLABUS

in towards the target in an aggressive attacking position.

In turning on to the targets, the gun does not move independently of the body. It is brought on to the target by the body and feet moving. The feet move naturally to balance the body and the principal point is that you must get round on to your target with tremendous speed and when you are round your "Firing Position" must be correct.

Note: Jumping round is a poor substitute for neat, precise footwork and Instructors should not permit it.

Magazine charged with five rounds. One shot to be fired at each target as it is exposed.

Note: Throughout the practice the Instructor observes closely every detail of the student's actions in attacking the target so that he will know the reason why 'misses' occur and will be able to remedy faults.

Period II. 1-¹/₂ Hours.

FIRING PRACTICE NO. 3.

Targets - Moving and/or Bobbing - at varying ranges and elevations.

No. of Rounds - 5

FIRING PRACTICE NO. 4 - in dark.

Targets - As for Practice No. 3.

No. of Rounds - 5

FIRING PRACTICE NO. 5.

Targets - As for Practice No. 3.

No. of Rounds - 5.

Note: Practices Nos. 3, 4 and 5 are concerned with speeding up and teaching the students to attack fast and maintain their correct firing position although turning at wide angles. Practice No. 5 should involve an attack into the Range as used in the Pistol Instruction.

The most common faults are loose holding, failing to obtain position with the left elbow under the gun, keeping the head up and not forcing the body into the target. These points must be continually emphasised, also the necessity of aggression and concentration in attack.

The balance of 5 Rounds will be utilised as follows:

Assault course	- 4 Rounds
Aerodrome Scheme	- 1 Round

MACHINE CARBINE COURSE

STEN GUN

Period III.

Stores - Sten Gun - 2 Magazines.

A. 1. INTRODUCTION.

This gun is known as the Sten Machine Carbine. Calibre - 9mm. Rate of Fire - 500 rounds per minute; it weighs approximately 7 lbs.

The magazine is of the box type holding 32 rounds. The magazine is difficult to fill by hand but there is a simple magazine filler which allows the rounds to be fed quickly and easily into the magazine.

Demonstrate.

It is natural that you will compare the Sten with the "Tommy Gun" and principally because of the rough appearance of the Sten, your comparison will not be favourable.

This is wrong for the following reasons:

- a) It fires 9 mm. Luger (Parabellum) Ammunition.
- b) It is approximately 3 lbs. lighter than the Thompson.
- c) It has a very simple mechanism and the design allows for simple stripping.
- d) When stripped it is easily concealed.
- e) The Gun is fired dry. You do not have to keep the working parts oiled.
- f) Immersion in water, mud or sand does not interfere with the firing of the gun.

The advantages of all these points are obvious.

2. CHARACTERISTICS.

The Sten is ideally suited for all types of close combat fighting. The lightness and design of the gun enable it to be used with extreme speed from the shoulder at all ranges. The maximum effective range is approximately 175 yards.

3. MANIPULATION.

To Prove:

Hold the Gun at the "carry", i.e. gun under the arm, right hand round the pistol grip, muzzle pointing to the ground directly forward at an angle of about 45 degrees. Remove the magazine by grasping it with the fingers of the left hand and

at the same time pressing the magazine catch which is on the top of the magazine housing. Then, turning the gun over to the left, work the bolt backwards and forwards two or three times and leave it in the forward position.

To Load:

Gun in "carry" position. With the left hand draw back the bolt and engage the cocking handle in the safety notch. Then turn the gun over to the right so that the left side is uppermost and verify the position of the change stud. This should be at single shot. See that it is, by pressing the stud inwards from left to right. Turn the gun upright. With the left hand insert the loaded magazine into the magazine housing, sending it smartly home and invariably pull away to make sure it is locked in position. To prepare for firing, disengage the cocking handle from the safety notch and ease the bolt forward until it stops in the cocked or firing position.

Unloading:

As for Proving.

Stoppages:

Should a stoppage occur during firing, the first thing to do is to withdraw the bolt and engage the cocking handle in the safety notch. Then, remove the magazine and examine the breech to see the cause of stoppage. If there is an empty case or any other obstruction, shake it out, replace your magazine, ease the bolt into the cocked position and carry on firing.

Note: Before replacing magazine make sure that the top round is correctly positioned, otherwise another stoppage will immediately occur.

Firing Position:

Owing to the light weight and the design of the Gun the normal man can engage targets efficiently, at close quarters, firing from the shoulder. With practice the gun can be brought into the shoulder firing position as fast as into the hip and as it is the more accurate position, it should be used for firing at all ranges, except at very close quarters, when a fast hip position is the most convenient.

The shoulder position is adopted in the same way as the Thompson except that, as the Sten possesses no front grip, the left hand should grasp the cooling cylinder, taking care that thumb and forefinger are definitely in contact with the front edge of the cylinder or that the little finger bears hard up against the foresight. With any other grip the ejector cut is liable to be blocked by the hand, causing a stoppage and most probably damaged fingers. In prone shooting the left hand may be placed in front of the trigger guard but great care must be taken to keep the fingers below the line of travel of the recoiling cocking handle. On no account must this gun be grasped by the magazine during firing.

Practise Firing Position

Firing Practice No.1.

Targets - Moving and/or Bobbing Targets at various ranges and levels.

No. of Rounds - 6.

In this practice one round will be fired at each target as it appears.

Student charges magazine and advances to Firing Point.

On command "Load" he loads and adopts the "ready" position.

Targets are attacked with extreme speed as they appear.

Note: Emphasise speed in attack. The body must be pressed towards the target so that shots drive deep into the target.

Period IV.

Firing Practice No. 2.

Targets - As for Practice No. 1, in darkness.

No. of Rounds - 6.

This practice is carried out in the same way as Practice No. 1 except that it is fired in darkness, as in Pistol Practices.

Firing Practice No. 3.

Targets - As for Practice No. 1.

No. of Rounds - 6.

In this practice introduce movement by attacking into the range.

Period V.

Firing Practice No. 4.

Targets - Stalk Course, and Spraying Target.

No. of Rounds - Stalking - 8
Spraying - 7

The Stalk with the Sten is carried out in the same way as with the Pistol, emphasising fast attack and avoiding any attempt to take deliberate aim.

Two magazines are carried, one charged with 8 rounds and one with 7 rounds. The eight round magazine is used on the Stalk, on completion of which the student immediately gets down behind cover and changes his magazine, inserting the second one holding seven rounds. He then engages the Spraying Target.

Note: Spraying Practice.

The object of this is to practise the secondary purpose of the gun. Firing is to be done standing up, from the shoulder, at a plain white stream of painted canvas 7 yards long, 5 feet high, without aiming mark. The gun is traversed back and forth from one extremity of the screen to the other. Students should be warned of the tendency to shoot low at either extremity of the traverse and firing should be done as rapidly as possible.

Period VI.

Firing Practice No. 5.

Targets - Stalk Course.

No. of Rounds - 12

This is a further Stalking practice. Targets should be in a different position from the previous Stalk and students will be told to fire two fast shots at the close range targets in the same way as they fire double shots with the Pistol.

After a student has fired a practice he will proceed immediately to the Lecture Room or other convenient place, where he will carry out the following practice under another Instructor:

Period II.

Practice. Loading and Unloading with speed.
Magazine Filling Tests.

Note: Stripping will be demonstrated and practised during the general stripping period. Special worn springs will be kept and used solely for this purpose and on no account will good condition springs be used. Our own method of assembling should be taught and practised. It is faster and does not rely on the use of any tools or implements and is therefore the most practical method to teach students. As a secondary method only, for those students who are unable to cope with our own method, the use of a nail to assist the spring into position should be shown.

Period III.

Stripping and Assembling Tasks.

Note: As a variation and a test of knowledge, two or three weapons can be stripped by the Instructor and the parts mixed together. Student reassembles.

Period IV.

Further study of Foreign Weapons and spotting faults in sabotaged weapons.

Note: Instructor interferes with gun in some way so that it will not operate. For example, remove firing pin or assemble incorrectly.

Period V.

Spare for expenditure of balance of .22 Ammunition if necessary.

APPENDIX "B"

FOREIGN WEAPONS

This subject is of great importance, and in view of the large number of weapons and the difficulty of housing them, a special establishment has been opened at which a course is run designed to suit the particular nationality of the students. All students receive instruction in German Weapons and in the Weapons of their particular country, and in addition are taught how to recognise the various types of ammunition used on the Continent.

The object of the course is to teach students enough about the weapons which they are most likely to encounter in the field so that they can recognise them, select the correct ammunition, and put them into use immediately.

It is not intended to make students into Armourers.

During the course, students are given the opportunity of firing a number of the more common weapons.

FOREIGN WEAPON TRAINING SYLLABUS

PERIOD NO. 1 - 1-¹/₄ Hours

Introductory Talk to Students.

- a) Object of Foreign Weapons Training.
- b) Safety Precautions to be observed.

Lecture and Practical.

Foreign Automatic Pistol Calibres and Ammunition.

Recognition, characteristics, location and weapons using the following types of S.L. pistol ammunition.

- a)
 - i) .22" or FLOBERT, long and short.
 - ii) .25" or 6.35 mm.
 - iii) .32" a.c.p. or 7.65 mm.
 - iv) 7.65 Parabellum.
 - v) 9 mm. Parabellum.
 - vi) .30" or 7.63 mm. Mauser.
 - vii) 9 mm. Mauser Magnum.
 - viii) .380" a.c.p. or 9 mm. Short.
 - ix) 9 mm. Long or 9 mm. Browning.
 - x) .45" a.c.p. or 11 mm.
 - xi) .38" a.c.p.
 - xii) Any particular type peculiar to the nationality of the students.
- b) Methods of distinguishing from certain common obsolescent types.
- c) Continental commercial ammunition in 2 qualities; first quality and export quality - export quality often defective or unreliable - examples and general recognition.

PERIOD NO. 2 - 45 Minutes

Lecture and Practical.

German Army Pistols.

Characteristics, location, stripping and handling of:

- i) German Imperial Service Revolver.
- ii) Mauser Military Model, 7.63 mm. and 9 mm. Parabellum.
- iii) Lugers, all models.

PERIOD NO. 3 - 30 Minutes

412 SOE SYLLABUS

Lecture and Practical.

Other German Pistols.

- i) Government issues to Luftwaffe, Gestapo, etc.
- ii) Commercial types common to the Continent. (Specimens of almost all types available.)

PERIOD NO. 4 - 45 Minutes

Firing Practice - German Pistols.

- i) Army Pistols.
- ii) Representatives commercial and issue pistols as selected by students.
- iii) Demonstration by Instructor of effect of sawn-off shot gun as an emergency weapon.

PERIOD NO. 5 - 45 Minutes

Lectures and Practical.

German Machine Carbines.

Characteristics, location, stripping and handling of:

- i) Bergmann M.P. 18 I.
- ii) Schmeisser M.P. 28 II.
- iii) Mauser M.P.
- iv) Steyr-Solothurn M.P.
- v) Neuhausen M.P.
- vi) Erma M.P.
- vii) M.P. 38.

PERIOD NO. 6 - 30 Minutes

Lecture and Practical.

a) German Army Rifles.

Characteristics, location and handling of:

- i) Mannlicher Model '88.
- ii) Mauser Model '98 (rifle and carbine).
- iii) Mauser Einheitsgewehr.

b) Garand S.L. Rifle.

(As example of Military S.L. Rifle.)

PERIOD NO. 7 - 45 Minutes

Firing Practice - German Army Rifles.

- i) Model '98.
- ii) Einheitsgewehr.
- iii) Garand S.L. Rifle.
- iv) M.P. 38 Machine Carbine.

PERIOD NO. 8 - 30 Minutes

Lecture and Practical.

German Grenades.

PERIOD NO. 9 - 30 Minutes

Lectures and Practical.

German A/T Rifle PZ b 39.

PERIOD NO. 10 - 1 Hour

Lecture and Practical.

German Machine Guns.

- i) Spandau Maxim '08.
- ii) Spandau Maxim '08/'15.
- iii) M.G. 34.
- iv) M.G. 15.

PERIOD NO. 11 - 4 Hours

Lecture and Practical.

National Weapons of Students.

Specimen collections available for the following countries:

Belgium, France, Holland, Spain, Russia, Scandinavia, Poland, Balkans and Greece, Austria, Italy and Japan.

PERIOD NO. 12 - 30 Minutes

General Revision.

- i) Weapon Assembling Tasks.
- ii) Mounting and handling M.G.'s under practical conditions in the open.
- iii) Recognition of weapons and equivalent ammunition from assorted pile (carried out under supervision on Range).

Total No. of Hours - 11³/₄

CONSTRUCTION OF FIGHTING HOUSES

The houses are built of rough timber as near to scale as possible and are not normally of more than one storey in height owing to the shortage of material and labour. The situation is important as it must be possible for students to fire in any direction or at least through 270 degrees. It is an advantage if there is high ground overlooking the site or high trees adjacent so that a suitable control tower can be constructed.

Three houses are generally sufficient and they are placed as though forming a cul-de-sac. The impression of a street is achieved by building fences, gardens to houses, marking the roadway with sidewalks and erecting dummy lamp-posts, etc.

Targets are made to be either automatic in action or controlled from the adjoining tower. By using automatic devices the aim is to achieve as much realism as possible and particularly to force the student to use the technique of gunfighting that he has been taught. Incidents can be created which will show him in a practical way the advantage of this technique.

As an example of the foregoing, the following series of targets might be used:

HOUSE "A"

This house comprises one large room with two doors.

Three targets represent Nazi officers sitting round a table. The table is situated in the corner farthest away from the main door. All the targets are hinged so that they can fall backwards out of sight. In front of the main door there is a partition extending into the centre of the room and a wire is stretched from the wall behind the partition around the end of it to a position on the wall on the right of the main doorway. A running target is attached to this wire.

The operation of all the targets is by means of a series of weights actuated by a 'master' weight on a shelf behind the door.

As the student attacks into the room through the main door he sees the three targets sitting round the table and he proceeds to 'kill' them. As he is in the process of doing this, the running target races round the corner of the partition straight towards him and simultaneously the three targets at the table disappear from view.

The whole action from the time of entry has taken approximately $3\frac{1}{2}$ seconds and the student has had the task of 'killing' four targets during that period.

The lessons brought out are: firstly, the necessity for sheer speed, and secondly, the necessity to utilise to the fullest those first few seconds when your opponent is motionless through shock of surprise.

HOUSE "B".

This house also comprises one room, divided by a partition facing the door. There is a 'charging man' target which runs on a wire straight through the doorway into the street. This is weight-operated and controlled from the control tower. When the student is about to approach the door, the target is released and the door opened so that the target rushes out with considerable force straight at the student.

Having dealt with this target the student enters the house. The partition faces him and on his right is a doorway which he has been told to investigate. This doorway leads to an underground tunnel which in turn leads to an underground chamber. There is a steep stairway leading down and in the tunnel there are various 'horror' devices: see-saw flooring, spring flooring, objects hanging from the roof, etc. As the student goes down the stairs the door behind him automatically closes, leaving him in almost complete darkness. The depth of the tunnel varies so that there is the impression of going deeper underground. As the student moves along the tunnel a glimmer of light discloses a man standing at the end. He fires at him and the target disappears through the roof, leaving the student in darkness again. At the end of the tunnel, steps lead to the chamber. As he proceeds up these a trap door about ten feet above his head opens and a man looks down. As the student fires the man disappears and the trapdoor slams back into the place.

The chamber is dimly lit by a hurricane lamp, and as the student pulls aside a curtain at the entrance he sees a 'prisoner' bound to a chair, with a Nazi standing beside him. He 'kills' the Nazi and releases the prisoner. (The prisoner is an S.K. dummy).

There are steep steps leading out of the chamber, and the student, carrying the dummy over his shoulder, makes his way up these and eventually arrives back on the ground floor of the house through a narrow doorway. As he is coming through this doorway he finds two Nazis waiting for him and it is necessary to 'kill' them immediately despite his burden and his cramped position. Having dealt with these opponents he deposits the 'prisoner' and prepares to attack the third house.

This brings out the student's ability to handle the pistol or Sten efficiently although scared and in complete darkness and the ability to shoot effectively under all circumstances even when he is carrying a heavy object and in a cramped position.

HOUSE "C".

This house also comprises one room with one door. Upon entering the

door there is a full-length target standing beside an armchair against the opposite wall. The target is hinged to a post so that it can swivel. The chair is attached to a pulley overhead which is mounted on an inclined wire, which runs across the room to the wall on the right of the doorway.

Against the right hand wall there is a double-tier bunk containing two figures as though asleep. When a central control is released the bottom figure throws back the bedclothes and the top figure sits up.

There is also a trap-door in the floor. To the underside of the trap a head and shoulder figure is attached so that it appears when the trap is raised.

On the left of the doorway there is the entrance to an enclosed staircase. From this two control wires run to the control tower. One when pulled causes a noise, as though somebody was running downstairs, the other causes a head-and-shoulder figure to look round the corner of the entrance to the staircase.

All the targets, with the exception of the staircase figure, are controlled automatically from a release on the door.

As the student attacks into the room he is confronted by the figure standing by the armchair. He kills this figure and then turns to deal with the men in bed; as he turns, the chair is thrown violently across the room in his direction and at the same time the trap-door is raised to disclose the figure underneath. After several seconds the noise of somebody running down the stairs is heard and the figure of a Nazi is momentarily shown at the foot of the stairs.

Here the student is required to get right inside the room and fight fast, using his footwork to dodge missiles and at the same time to shoot efficiently whilst turning fast and engaging targets at different levels.

STREET TARGETS.

Whilst crossing from house to house the student is called upon to deal with running targets representing men escaping and running across his front or running away from him. He also gets a momentary glimpse of targets looking out of windows. As he is leaving a house he might find a man waiting on the other side of the door. All the running targets are operated by weights controlled from the control tower.

GENERAL.

To add realism to the exercise and at the same time to practise the students in forming a proper plan of attack, a short narrative is generally given in which the houses are represented to form an enemy Battle H.Q. House "A" becomes Staff H.Q., House "B" partly disused - full occupation unknown but to be investigated, House "C" the Guardroom.

The plan of attack is discussed and possible faults to be avoided brought out, e.g. forgetting to change magazines, attacking into a house with a half-empty magazine, standing in the doorway and not getting right inside, etc.

From the control tower the behaviour of the student can be watched and his faults noted. After having fired, students are allowed to watch and criticise other students from the control tower.