

A Policy for Universal Military Training

The following is excerpted from a policy paper issued by Lyndon LaRouche on Aug. 15, 1979, and reprinted in the May 19, 2006 issue of EIR.

The historical precedent for the internal design of this universal military training program is the French Ecole Polytechnique under Lazare Carnot and Gaspard Monge during the period of 1793-1804. This approach was emphasized at West Point during 1818-28, where it was associated with the work of Commandant [Sylvanus] Thayer. . . .

The error infecting even many of the best among modern West Point graduates is a loss of connection to the notion of a republican military policy, the substitution of the notion of efficient service of a poorly-defined sense of United States' "state interest"—thus tolerating the crucial flaw of both Napoleon and Clausewitz.

What has been forgotten to that extent is the principle of Machiavelli: A modern republic committed to principles of scientific and technological progress has a potentially decisive strategic advantage. If the beneficial influence on citizens caused by an environment of technological prog-

ress is employed as the basis for developing the whole of that citizenry as a well-equipped, well-trained military force in-depth, dimensions of warfare are opened up which give such a state a decisive, qualitative, advantage over the forces of any well-matched adversary. . . .

The point on which Napoleon failed, where Carnot succeeded, is Napoleon's excessive emphasis on the military side of service to mere state interest. In the longer sweep of warfare, in the developments which bring developed in-depth capabilities into play, the military potentials of forces are developed on the foundation of the cultivated republican potentials of those persons.

1. The individual soldier-citizen must have a developed advantage in cognitive powers.

2. The individual soldier-citizen must have a developed sense of the sensuous reality of "theoretical" knowledge—he should be an acting physicist, not a "pure ivory tower mathematician."

3. The individual soldier-citizen must define his or her life as the meaningful mediation of the continuing development of society toward higher levels of knowledge and practice.

For these reasons, the best military training is that which is based on the training of young engineers of a nation which is itself an ongoing experience of technological progress.