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## General Neurolinguistics

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**Abstract:** General neurolinguistics is meant to correspond to the major revision of General Semantics that Alfred Korzybski mentioned on numerous occasions as most likely to occur within 25 years of his passing away (1950), and that naturally derives from it when the mental barrier caused by the unwarranted certainty that physical reality cannot be confirmed with certainty and cannot be objectively understood is removed. Interestingly, the analysis leading to this particular revision was carried out in the 1970's, that is, within the time frame that Korzybski expected, even though it was fully documented only much later due to the time required to localise all confirming formal references.

**Keywords:** General Semantics, neocortex, brain, conceptual thinking, objective reality.

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The objects of this method are the functional description of the verbal areas of the human neocortex, seat of conceptual thinking, and of the manner in which Nature allows optimal structuring and use of these areas.

The following question now comes to mind: "Do these verbal areas naturally structure optimally for each human being?"

The answer is definitely "No!" Despite the fact that all human beings naturally have the potential to fully develop all verbal abilities, only a handful of humans can be traced to have had such luck during the known history of mankind, and then only by sheer chance, since such optimal structuring always was dependent on a unique and seldom encountered combination of favorable family and social circumstances.

But now that the structuring process is fully understood, do the verbal areas of more humans more often end up optimally structured?

The answer is still "No!"... But why?

The reason lies in the very immensity of the intellectual potential of human beings. This potential is so huge that even the most complex everyday life situations and issues require only that this potential be developed and exerted at a relatively low level.

Rather early in life, based on how an individual confronts most issues of everyday life in relation to his own experience and on opinions, authoritative and otherwise, that he accepts from others, each individual eventually becomes convinced that his full intellectual potential has been reached, whatever level he objectively reached, and will then close his mind to any idea that his true full potential may not have been reached yet. Strangely, the more educated an individual becomes, the deeper this certainty will tend to be. This is why so few individuals succeed in overcoming this self-induced barrier, even today.

Interestingly, most individuals reading texts on this issue "know" with deep certainty that they belong to the very few who did not let such a barrier hinder their intellectual development!... but in reality, particularly in the more highly educated segment of the population, most have no idea how much more clearly they could think and understand; and there seems to be no way to cause them to reconsider. Such an unhindered development of

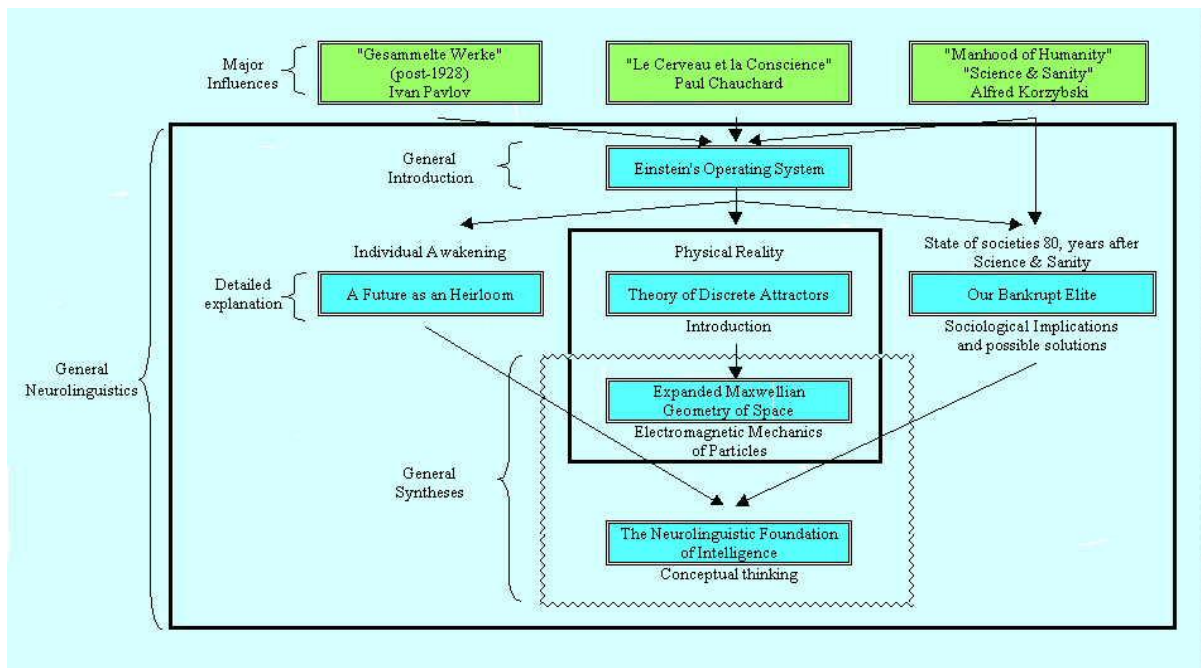
the intellectual potential of the largest possible number of individuals is however required for the wider ranging problems confronting humanity to be correctly apprehended and resolved.

It is observed that the extent of the period after birth during which complete and easy setting up of the proper neural basis for such optimal structuring can occur unhindered is limited to about 7 years, and that a complementary favorable environment is mandatory for complete intellectual awakening to occur. The first step for such optimal awakening involves learning to read fluently before the age of 7, age after which such training becomes more difficult and with lesser structuring benefits, due to the hindering permanent and irreversible myelinization process of the verbal areas of the brain which is genetically activated for all children at the approximate age of 7.

Research confirmed by experience shows besides that the younger the better. The ideal situation being when children learn to read at the same time as they learn to speak (children can easily start learning to read by the age of 3 and even earlier).

The diagram displayed below puts in relation the 6 books meant to progressively bring the interested reader to a clear understanding of the subject. Such a progression was deemed necessary given the effort required for an individual to question his own deep beliefs, as well as to increase his own awareness of objective physical reality, that only optimal conceptual thinking allows to correctly apprehend.

The first three books set up the various aspects of the extended reference frame required at the level of elementary popularization so that all readers have in mind a uniform base to properly assess the content of the last three books. The subject is so vast and abstract that there seemed to be no other way to completely describe it.



→ **Brief overview of the Comprehension process** ←

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