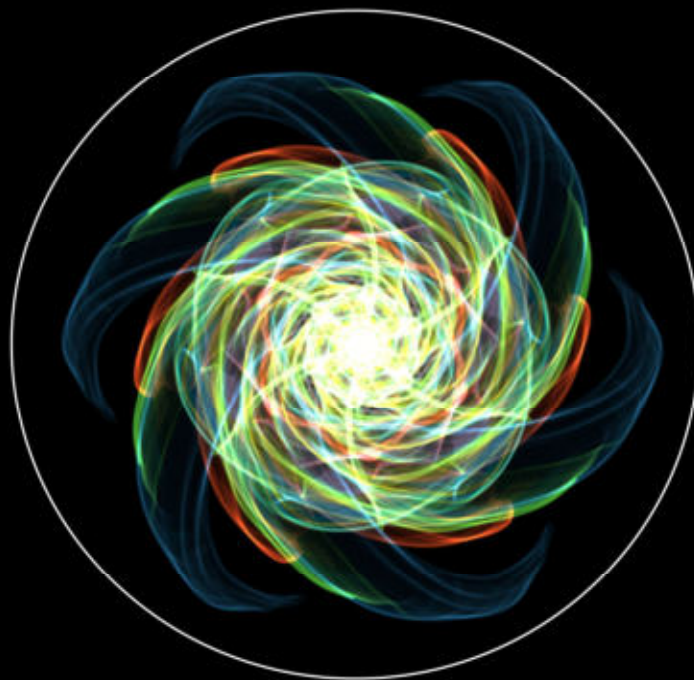


META-MODAL METAPHORS IN COGNITION INTELLIGENCE



AROOKA

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

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Meta-Modal Metaphors In Cognition Intelligence

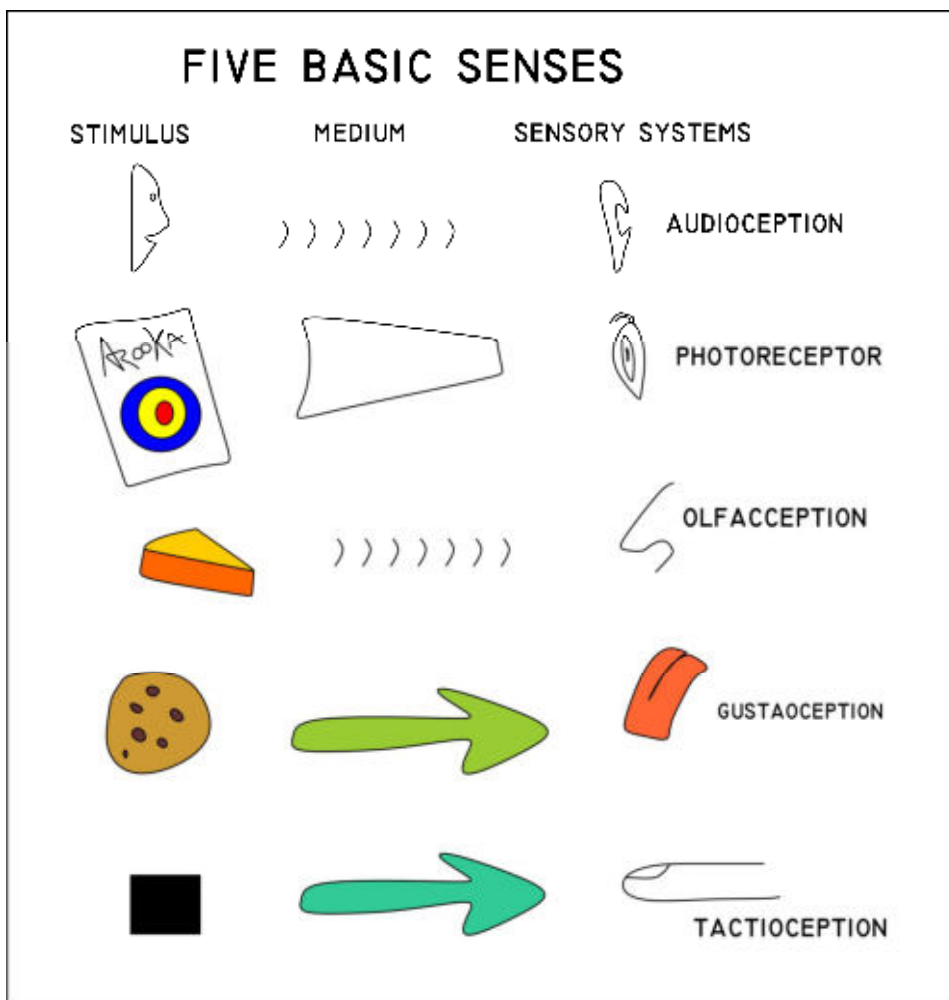
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META-MODAL METAPHORS IN COGNITION INTELLIGENCE

channeling of energy (which gives unique abilities – such as the ability to be held aloft [levitation and/or flying]); apparitional experience (sensing of something, ie. a person or thing, which is only quasi-perceivable) and others, may also be possible. These senses, can be sensed individually or in groups, such as with nerve response being activated by cognitive, visual, auditory, tactile, olfactory, or other stimuli. In addition, the senses may occur on a conscious and/or unconscious level. Some of the senses may not be available for all and therefore are considered extra-sensory perception. If an individual senses something beyond their ‘traditional’ five senses, they are considered to have a ‘sixth sense’ – the sixth sense could be any one of the other senses, or a sense unknown. Also an individual may interpret sensory information differently, such as with Synesthesia (synaesthesia; synaesthesia; ‘union of the senses’) where one may taste sound or see sound as specific shapes or colours.

In a typical sense the five senses are the most easy for people to understand. Senses which are not well discussed, considered to be non-existent, or a cause of a mental illness tends to cause those who possess such abilities to hide or deny the natural development of those abilities. However abilities which occur in the ‘unconscious’ realm, will still exist and develop, even despite the will of the person to deny themselves of such.



META-MODAL METAPHORS IN COGNITION INTELLIGENCE

What is Cognition?

Cognition is the sum of and also the compartmentalized parts of the internal (or external) processes which take sensory information and turn it in to knowledge. Due to the wide range of beliefs on these processes, there is a large range of definitions and focus on individual components of parts, or parts of parts in the processes. Many fields of study spawn from these individual components and parts and/or attempt to explain the sum of cognition in their own methods, terms and processes. These including psychology, psychiatry, neuroscience, anesthesia, biology, anthropology, education, computer science, linguistics, philosophy, epistemology, etc.

The word Cognition is derived from Cognitus (male; cognita [female]; cognitum [neuter]; meaning 'becoming acquainted with') is within the family of Cognōscere (Latin; meaning 'with' [con] and 'know'[nōscō]; *cognoscere*) and cognosco which may mean 'becoming acquainted with', 'acquiring knowledge', 'ascertain', 'perceive', 'understand' and/or 'know'.

Modern 'main-stream' thoughts on Cognition, models the physical structure of the brain as a computer and individual sensory components, such as the eyes, as peripheral hardware/device. Knowledge is stored within 'memory' and processed via cognitive processing systems and stored in other memory modules as reason, problem solving, comprehension, thoughts, etc. There is also the belief that cognition takes place at different levels, conscious (aware) and unconscious (unaware) levels.

In Epistemology, the study of 'justified belief' (and/or knowledge) breaks down sensory information from its source, to either information gained through experience (A posteriori [arrived at afterward]; empirical) or information gained through non-experience (A priori [arrived at beforehand]; non-empirical). Where the source of information comes from can directly affect the quality of the information and the outcome of action (or inaction) from the introduction of that knowledge.

In the context of a belief, one chooses to believe in information which they gained either through experience, which others may or may not, also have had and/or through information gained through a non-experience.

Examples of Knowledge gained through experience

Touching Fire and discovering it is hot
Touching Ice and discovering it is cold
Being stabbed with a fork will cause blood to gush out.
Falling and discovering it can cause pain
Communicating via body language when not sharing a common language
Seeing something in the sky which you can not identify
Seeing an animal which you can not identify
Being bitten by an animal



Description: *“This item consists of a black and white photograph taken from the surface of the moon during the Apollo 14 mission.”*

Source: http://media.nara.gov/southeast/3620290/255_012_042.jpg

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

Let's take a closer look at this nonsense: Why is it nonsense? It is only nonsense because you are measuring it against logic. And where has your logic got you to date? Not so good is it? Logic has let you down and now you are looking for something to help you. Why has your logic let you down? Because your logic is based on what you were taught in your childhood, and that knowledge is false.

In those early days you had no experience with which to check the truth of what you learnt. You have tried to build your life on this unfounded information, so is it any wonder that you have not been able to solve the many problems that life poses?

Source: The Dark Side of the Moon: A complete course in Magic & Witchcraft by Basil E. Crouch (1987)

Lu Ban (Traditional Mandarin: 魯班; Simplified Mandarin: 鲁班; Pinyin: Lǔ Bān ; Other Name: Lu Pan, Lu Ban, Gong Shuzi (公輸子), Gongshu (Gong shu Ban); 507–440 BC) asking Mo Di (Traditional Mandarin: 墨翟; Simplified Mandarin: 墨 ; Other Name: Mozi ,Mòzǐ, Mo Tzu, Mo-tze, Micius; c. 470 – 391 BC) questions, as recorded in the 春秋 (Simplified Mandarin: The spring and Autumn period; pinyin: Chūnqiū; Also called ‘Spring and Autumn Annals’; Traditional Mandarin: 麟經; Simplified Mandarin: 麟经) which is a chronological narrative of the history of the State of Lu, covering 722 – 468 (or 481) BC. In the Mozi section, which spans 15 volumes, volume 13 ‘Lu's Question’, Section 22 has the following text:

魯問: 公輸子削竹木以為鵲, 成而飛之, 三日不下, 公輸子自以為至巧。子墨子謂公輸子曰: 「子之為鵲也, 不如匠之為車轄。須臾劉三寸之木, 而任五十石之重。故所為功, 利於人謂之巧, 不利於人謂之拙。

“Lu ban, who is a craftsman makes a magpie out of wood and let it fly in the sky , it keeps flying in the sky for three days . Lu ban think that is the cleverest thing. Mozi told Lu ban, "your magpie is not as good as the scotch block i make for the cart, i use only three inches of wood material and in no minute it is done and it can carry 3000kilo goods, " that is effect. do something beneficial is called clever, do something without any benefit to people is called stupid.”

Translated by 黃海平(Haiping Huang [Aiya]), Sept 25th 2014.

GEOINT	aerial photography	
GEOINT	mapping/terrain data	
Imagery Intelligence (IMINT)	gathered from satellite and aerial photography	
Measurement and Signature Intelligence (MASINT)	gathered from photographs and other sensory data	
MASINT	Electro-optical	
MASINT		Airborne Electro-Optical Missile Tracking
MASINT		Tactical Counter-mortar Sensors
MASINT		Infrared
MASINT		Optical Measurement of Nuclear Explosions
MASINT		LASER
MASINT		Spectroscopic
MASINT		Hyperspectral Imagery
MASINT		Space-based Staring Infrared Sensors
MASINT	Nuclear	
MASINT		Radiation survey and dosimetry
MASINT		Space-based Nuclear Energy Detection
MASINT		Effects of Ionizing Radiation on materials
MASINT	Geophysical	
MASINT		Weather and Sea Intelligence
MASINT ACOUSTINT /ACINT		Acoustic/ Acoustic phenomena
MASINT		Seismic
MASINT		Magnetic
MASINT		Gravimetric
MASINT		Radar
MASINT		Line-of-Sight Radar
MASINT		Synthetic aperture radar (SAR)
MASINT		Inverse Synthetic Aperture Radar (ISAR)
MASINT		Non-Cooperative Target Recognition
MASINT		Multi-static Radar
MASINT		Passive Covert Radar
MASINT	Materials	
MASINT		Chemical Materials
MASINT		Biological Materials
MASINT		Nuclear test analysis
MASINT	Radiofrequency	
MASINT		Radiolocation
MASINT		Radiometry
MASINT		Frequency Domain
MASINT		Electromagnetic Pulse
MASINT		Unintentional Radiation

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

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Cognition Emotion

A part of cognition is called an emotion (Latin: Emoveo, meaning away, remove, dislodge, expel, protrude). Emotions are not clearly understood and widely debated, however the most common description is that of a 'feeling'. The arbitrary nature of the description is accurate, as emotions tend to be arbitrary and dependant on those experiencing the emotion.

There is a great desire to fully understand emotions and how to control them. Great efforts have been made to trigger emotions in order to get desired results. With all methods of communication, there are methods which can trigger emotions.

Types of Emotions

Love	Arousal	Lust	Desire
Anger	Hatred (Enmity)	Shame	Indifference
Fear	Confidence	Hope	Anticipation
Benevolence	Pity	Indignation	Envy
Emulation	Contempt	Curiosity	Urgency
Outrage	Fulfilled	Confusion	Inspiration
Relaxed	Delight	Sad	Disgust
Suprise	Jealousy	Envy	Amusement
Euphoria	Silly	Embarrassment	'Furor brevis'

Notes:

- Likely many more terms which describe an emotion
- All forms have varying degrees (from intense to limited)
- All forms can vary in length (ie. very short to long term)
- May be positive or negative in nature (ie. happiness or anger)
- May blend into different types
- May have different symptoms depending on the individual
- Can be triggered by conscious or unconcious cognitive processes
- Can be directed to something external (not necessarily an internalized event)
- Can cause physical comfort or discomfort (ie. Orgasm to pain)
- May be the result from rational thought and/or additional sensory information

The power of words

Writing is a powerful communication tool. However it has not always been the way, as the ability to communicate via reading and writing is relatively new to the general population, as this previously was the domain of the rulers (and/or their advisors) of others.

*“True, This! —
Beneath the rule of men entirely great
The pen is mightier than the sword. Behold
The arch-enchanters wand! — itself is nothing! —
But taking sorcery from the master-hand
To paralyse the Cæsars, and to strike
The loud earth breathless! — Take away the sword —
States can be saved without it!”*

Source: Richelieu (The Conspiracy; 1839) by Edward George Earle Lytton Bulwer-Lytton (May 25th 1803 – January 18th, 1873)

When words are used, they can be used as cues and triggers to represent an underlying emotion or evoke an emotion that drives action, such as desire or lust driving a need for fulfillment, empathy to have the reader see a certain point of view or anger to have the reader act in a certain way. It is important to evoke the correct emotion for the desired action, just as it is important to convey the right message. It is also important to use words which the reader will understand as being overly complicated provides little benefit for the reader’s ability to understand, leading to confusion which results often in no action or results.

Examples of Emotions evoked by a Word or Phrase

Emotion	Word/phrase			
Curiosity	Confidential	Banned	Hidden	Blacklisted
	Controversial	Censored	underground	No one talks about
	Secret agenda	Concealed	Insider’s Scoop	Behind the Scenes
	Secret story	Confessions	Intel	Underground
	Cover-up	Unbelievable	Insider	What no one tells you
	Forbidden	Covert	Off-the record	Have you heard
Urgency	Immediately	Instantly	Quick	Strongly agree
	Imminently	Missing Out	Startling	Strongly Recommend
	Superb	Superior	Worthwhile	Strongly suggest
	Urge	Left behind	Tremendous	Jackpot
	Deadline	Should	Truly	Reduced
	Limited	Discount	Trustworthy	Instant Savings
	Seize	Explode	Fortune	Skyrocket

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

	A cut above	Bargain	Certain	Certainly
	Confident	Convenient	Definitely	Delighted
	Easy	Ecstatic	Effective	Emphasize
	Introducing	First ever	Investment	conscientious
	approving	honored	privileged	adaptable
	relaxed	Astonishing	Astounded	assured
	humility	genuine	authentic	self-sufficient
	effective	likely	sure	Satisfied
	Extremely	Freedom	Guaranteed	
Relaxed	calm	at ease	comfortable	content
	quiet	certain	relaxed	serene
	bright	blessed	balanced	grateful
	carefree	fulfilled	genuine	authentic
	forgiving	sincere	uplifted	unburdened
	unassuming	trusting	supported	fluid
	light	spontaneous	aware	healthy
	meditative	still	rested	waiting
	laughing	graceful	natural	steady
	centered	placid	Clear	Stoic
	confident	self-sufficient	glowing	radiant
	beaming	reflective	smiling	grounded
	unhurried	open-minded	efficient	non-controlling
Delight	Marvelous	Magical	Miracle	Great
	Wondrous	Magnificent	Fantastic	Cool
	Fantabulous	Supercalifragilisticexpialidocious		Amazing
	Fabulous	Wonderful	Spectacular	Super
	Sexy	Sweet	Delicious	Orgasmic
	Good	Great	Terrific	Excellent
	Beautiful	Fab	Marvelous	Gay
	Awesome	Happy	Alive	Joyous
	wonderful	funny	intelligent	exhilarated
	spunky	youthful	vigorous	tickled
	creative	constructive	helpful	resourceful
	at ease	comfortable	pleased	encouraged
	surprised	content	serene	bright
	blessed	Vibrant	Bountiful	Glowing
	jubilant	joyful	fun-loving	lighthearted
	glorious	innocent	child-like	gratified
	euphoric	on top of the	world	playful
	courageous	energetic	liberated	optimistic
	frisky	animated	spirited	thrilled
	blissful	joyous	delighted	overjoyed
	gleeful	thankful	festive	ecstatic

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

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Metaphor

A metaphor (Meta [Greek: μετά; ‘After, with, across’] and phérō [φέρω; ‘I bear {bearer of}, carry {thing/part of} - {After, I bear}; Metaphérō [Greek: μεταφέρω; ‘I apply, transfer’]) is a method (figure of speech, trope [visual, written], etc.) in which one thing is suggested (or implied) to resemble or to be something else, which it is not actually (note: ‘thing’ is used to represent something, but it does not have to be a physical ‘thing’). Other definitions include describing of one thing as something else; two unlike things are explicitly compared to be the same thing; an object or form represents something quite different than it actually is; Makes (transfers scope, logic, inter-relations) the ‘target’ understood as if it were (or like) the ‘source’.

In simple usage terms ‘One thing’ (1 or A) is a ‘second thing’(2 or B).

For example, “Mary Jane is the most lovely of all flowers” (1=2; A=B). In this case, Mary Jane (1 or A), the name of a woman, is implied to be a flower (2 or B).

The ‘second thing’(2) does not have to be something physical, it can also be a thought, an action or an emotion. Depending on the consumer of the metaphor, they may be activated or drawn to a particular behaviour or emotional state, due to the metaphor.

*An endless sea of love,
which moves in long, drawn out tides –
in to the heart, than out of the heart,
back and forth.*

*Sometimes a mighty tidal wave
will crash upon the shores,
sometimes tiny lapping waves
gently caresses the shores.*

*When the tide is out,
the shores feel the trickle of the streams,
but when the tide is in,
there is a total covering
which makes all the streams seem inconsequential.*
- Arooka

A	B
1	2
first subject	second subject
tenor	vehicle
target domain	source domain

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

Multi-Modal Metaphors

The concept of Multi-Modal Metaphors is from the ‘Conceptual (Cognitive) Metaphor Theory’ which is the idea that, thought is done in metaphoric manner (compared to that of a literal one). When one presents the concept of a multi-modal metaphor, they only need to provide a ‘working theory’ (or demonstration) of the idea, and that the ‘proof’ can be explained away that ‘metaphors are automatically and/or consciously made sense of’.

Modal (sometimes the term modalities is used) is a term used to describe Forms of Communication (see above) and the term ‘multi-modal’ would suggest that ‘one thing [1 or A presented in one mode] is another thing [2 or B presented in another mode]’, in other words, the modes of communication are different between the two parts, but together form a metaphor.

For example, if you see a short video which displays a logo that has an arrow which quickly wraps around the earth, giving a sense of fast movement, with the voice over of ‘FastTax is Fast’ and an acoustic ‘swoosh’ sound, this could be interpreted as a Multi-modal metaphor (with three modes).

Another example would be a picture of an dog which is dressed up as a panda, eating a bamboo shoot and a written text saying “When a panda is not a panda”. The visual metaphor of a dog dressed as a panda, is re-enforced with the visual cue of it eating bamboo, and the written metaphoric text postulated that this can be interpreted as a Multi-modal metaphor (with two modes).

When the modal is in a form that is not written, the ‘thing’ (1 or 2; A or B) needs to be interpreted to a written form, in order to discuss it via written text. The interpreted form must be as accurate as possible in order to give clear understanding of the metaphor. Changes in interpretation of the meaning will alter the meaning of one or both components, resulting in something which is either not a metaphor or a metaphor with a different meaning than intended.

Multi-Modal Metaphors vs Meta Modal Metaphors, Comparing Carbonated Beverage Commercials

In the 1890s, Coca-Cola released the print advertisement ‘Drink Coca-Cola 5 cents’ which presented a wide-eyed ‘sophisticated’ young woman complete with a victorian style flurry dress, feathery hat, white gloves, pearls, seated at a table with a vase of yellow roses. In her right hand, she held, in a manner similar to that of holding tea, a fanciful glass of coca-cola. On the table, a picture stand held a sign indicating coca cola costs 5 cents. There is a hand written note which states “Home Office The Coca-Cola Co. Atlanta, Ga. Branches: Chicago, Philadelphia, Los Angeles, Dallas.” The background has a green plant and what appears to be billowing smoke.

While on the surface it appears just of a woman drinking a beverage, but as one looks deeper into the advertisement, different features will come out, which can have metaphorical meaning behind them, which are designed to alter your perception of the product. The title ‘Drink Coca-Cola 5 Cents’ is a crafted advertisement in itself, which depicts the use of the product, the brand name and the cost.

Metaphors in the ‘Drink Coca-Cola 5 cents’ advertisement

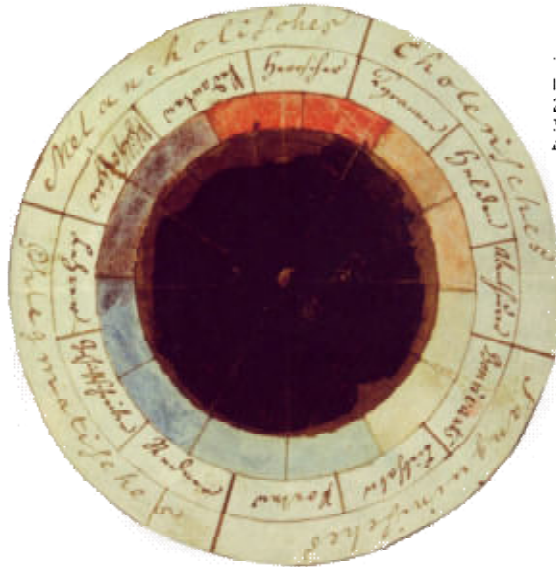
The wide-eyed expression of the eyes is a metaphor for enlightenment.
The sophistication of the woman, with her lavish look, is a metaphor for the opulence of the product.
The fanciful glass (a podstakannik [silver melchior]) is designed to further associate the product as lavish. It re-enforces the opulence metaphor.
The price is designed to indicate that opulence can be purchased for a small amount. It is a metaphor that poor are rich (when they use the product).
High Tea, a light meal which is enjoyed by the wealthy, typically involving a fine tea. The picture suggests that the fine tea can be replaced by the coca-cola – a metaphor that coca-cola is a fine tea.
The Hand written note lists the locations in which coca-cola currently is in. It a clever metaphor designed to show that coca-cola spans the nation, in other words, coca-cola is america.
Yellow is associated with the Sun, the source of light and warmth. Words of joy, wisdom and power are also associated. A Yellow Rose is associated with friendship, platonic love and appreciation. (Note: In 18 th century europe, a yellow rose represents jealousy and dying love, due to their unpleasant smell, before hybridization.) A bouquet of yellow roses represents sunny, warmth, joy, happiness and cheerful feelings – a metaphor to brighten one’s day.
The billowing smoke can be seen as the Opium smoke which was common place in the Victorian age. While the smoke is all around her, she chose the Coca-Cola. This makes the metaphor that Coca-Cola is a recreational drug. [Note: While initially they advertised this fact, with the indication of the alcohol and cocain in the product, in modern times this is disregarded].

Despite the multiple metaphors within the advertisement, it can not actually be considered a multi-modal metaphor, due to the fact that the medium is simply visual in nature. Without additional mediums, it can not be construed as being multi-modal. However, the advertisement can be seen as Meta-Modal, as it contains metaphors within metaphors.

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

Colour Comparison

Depending on the dominant wavelength of light, a certain attribution of colour, or hue, is created. This hue can influence perceptions and interpretations of a viewer. Sometimes this is called the ‘Meaning of Colour’, ‘the Psychological Properties Of Colour’ and/or ‘Color psychology’.



TEMPERAMENTS (COLOUR): CHARACTER TRAITS
 1. CHOLERIC (RED/ORANGE/YELLOW): TYRANTS, HEROES, ADVENTURERS
 2. SANGUINE (YELLOW/GREEN/CYAN): HEDONISTS, LOVERS, POETS
 3. PHEGMATIC (CYAN/BLUE/VIOLET): PUBLIC SPEAKERS, HISTORIANS, TEACHERS
 4. MELANCHOLIC (VIOLET/MAGENTA/RED): PHILOSOPHERS, PEDANTS, RULERS

THE TEMPERAMENT ROSE: STUDY ON COLOUR THEORY BY JOHANN WOLFGANG VON GOETHE AND
 PROFESSOR JOHANN L. ARNOFF. ORIGINAL DOCUMENT: http://www.woelke.de/temperamentrose.html
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EDITED BY AROOKA

Consider the usage of colour by a well known carbonated beverage company. They utilize a very dark blue (RGB: R:34; G:50; B:107; HEX:#22326B) on their main product line.

Very Dark Blue Hue Perceptions (keywords)

knowledge	power	integrity	seriousness
depth	confidence	loyalty	stability
wisdom	heaven	sincerity	tranquility
intelligence	masculine	piety	calmness
truth	expertise	faith	soothing

Very Dark Blue Hue Perceptions

Red-Yellow-Blue: High Impact Scheme
Slows metabolism
Acceptable to males
Purity of Sky and Sea

When one views the blue from their product, they may think metaphorically “Brand is Power”. Using the multi-modal metaphor scheme, additional elements around the product, such as a written sign indicating “Brand is Power” would be necessary. Using the meta-modal scheme, the one metaphor would be enough, as it can be considered as it’s own category of metaphor. Having a written sign, would add to the total meaning.

META-MODAL METAPHORS IN COGNITION INTELLIGENCE



SOURCE: POLLICE VERSO (1872) BY JEAN-LÉON GÉRÔME (1824-1904)
https://upload.wikimedia.org/wikipedia/commons/c/c5/Jean-Léon_Gerome_Pollice_Verso.jpg

EDITED BY AROOKA

META-MODAL METAPHORS IN COGNITION INTELLIGENCE

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Metaphors in Cognition Intelligence

One way to determine perceptions of an individual is to study their use of a language. Linguistics typically studies language as a whole, rather than studying an individual's use of that language – however there are manned programs, as well as software which has been designed to do this exact thing, specifically with metaphors.

“The Metaphor Program will exploit the fact that metaphors are pervasive in everyday talk and reveal the underlying beliefs and worldviews of members of a culture...the program will characterize differing cultural perspectives associated...of interest to the Intelligence Community...will identify the...metaphors used by the various protagonists, organizing and structuring them to reveal the contrastive stances.”

Source: <http://www.iarpa.gov/index.php/research-programs/metaphor/baa>

“The Socio-cultural Content in Language (SCIL) Program intends to explore and develop novel designs, algorithms, methods, techniques and technologies to extend the discovery of the social goals of members of a group by correlating these goals with the language they use...Language is used to do more than share information; people use it to reflect and establish social and cultural norms. The SCIL Program is attempting to exploit this fact and automatically identify social actions and characteristics of groups by examining the language used by the members of the groups. SCIL researchers are working in multiple languages, and machine translation is not permitted.”

Source: <http://www.iarpa.gov/index.php/research-programs/scil>

When you ask someone to describe their culture and their cultural beliefs, they tend to do so with only surface information without delving deeply – this may be for simplicity, lack of conscious knowledge, conscious or unconscious interference (ie. not willing to disclose to foreigners, false information designed to highlight accomplishments).

Extracting shared concepts, behaviour patterns of a culture, underlying beliefs and worldviews via the use of metaphor usage is the hope of current military projects. There is an effort to promote the idea that metaphors are the root to thought, and by understanding metaphors of a culture, it is possible to not only understand the culture deeper, but also understand those individuals which use certain metaphors and the way they will act and think.

The fallacy of the idea, is that metaphor usage may be used but in an unknowing way (ie. the person using the metaphor doesn't know the meaning in a conscious way, and proving they know it on an unconscious level is difficult [if not impossible]) – the metaphor may not even be from their own cultural group and may be transplanted from another cultural group, such as the borrowing of language, culture and habits from a third-party.

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Propaganda

The process of spreading communication is called propagation, and the act of spreading is called Propaganda (from 'propagare'; Latin, meaning to spread). The first modern group to use the term is the 'Congregatio de Propaganda Fide' (Latin meaning 'Congregation for Propagating the Faith') which was established in 1622 and spread the Roman Catholic faith. Little by little, the term entered into wide spread use, and now is often associated with militaries, governments and the political sphere. To a lesser extent it is considered a part of marketing and advertising, this is due to negative connotations of the term, and not wanting to be associated with the term.



Description: "Formed on April 2nd 1794, *compagnie d'aérostiers* (French: company of aeronauts) was the first modern airforce. By June 2nd, 1794 the balloons were engaged in war, providing reconnaissance, signalling and the distribution of propaganda. By January 15th 1799 the company was disbanded, though still was active in the foreign service until 1802."

Source: Intelligence: Kites, Aerostats, Aerodynes, Robotics and Spacecrafts

One of the most famous government run propaganda ministries was the Reichsministerium für Volksaufklärung und Propaganda (Deutsch, meaning Reich Ministry of Public Enlightenment and Propaganda) and its Minister, Paul Joseph Goebbels (October 29th, 1897 - May 1st, 1945 {Contested theory of suicide}) which was successful in mobilize people in support of the government and its activities. The ministry used art, music, theater, films, media organizations (ie. press), mass rallies/demonstrations and modern technologies, such as radio to spread (and protect) the government's messages. It was considered to be highly successful in modern historical thought and is often used as a model for running successful campaigns.

While not intentional, the media may hinder the investigation by releasing information that may cause public panic or compromise law enforcement sources. Public health officials and law enforcement officials need to develop a working relationship with the media to help ensure timely and useful information is shared with the media to keep the public accurately informed but not overly alarmed. This can be accomplished by issuing public announcements. It is paramount that public health officials and law enforcement authorities coordinate their media information and have one lead spokesperson (from either agency) to deal with the media. The designated lead spokesperson will help to ensure the accuracy of the information being disseminated to the public; based upon the expertise of the lead spokesperson to answer technical questions specific to either medical or law enforcement issues, the lead spokesperson may also help avoid the release of sensitive information. With the public fear and the psychological impact of a biological attack, the media will aggressively seek information from the investigators. Establishing a Joint Information Center (JIC) with a lead spokesperson will aid both the public health and law enforcement officials in dealing with the media and providing timely and accurate information.

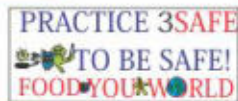
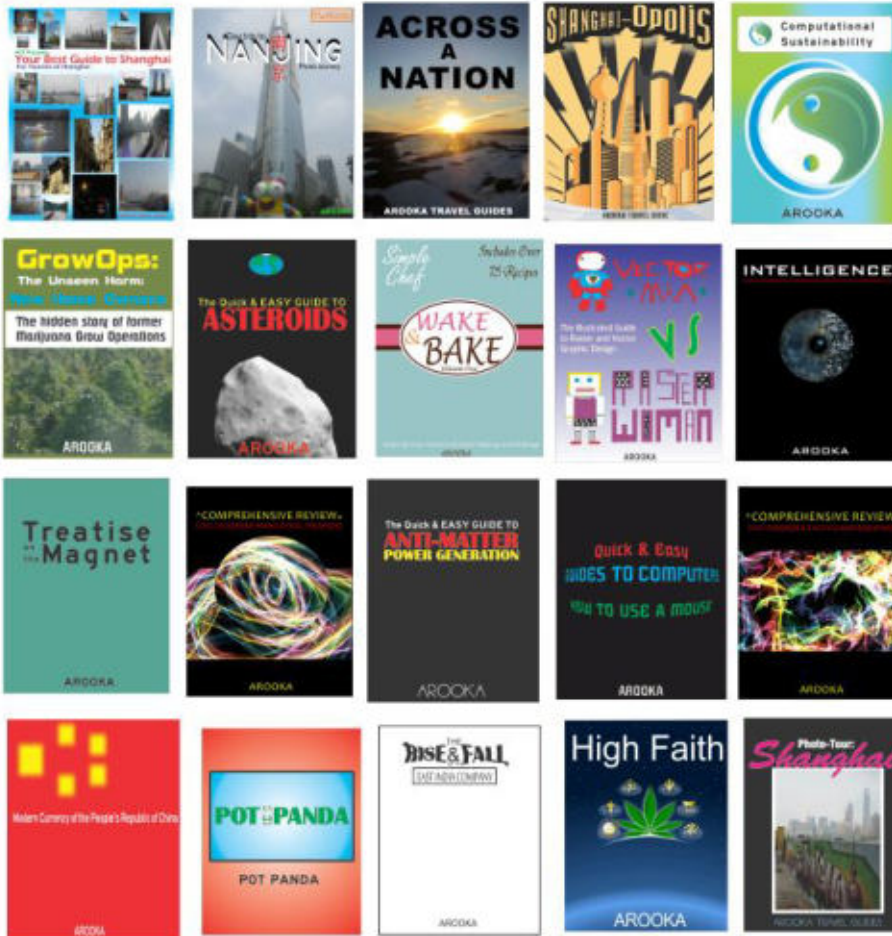
Source: Criminal and Epidemiological Investigation Handbook by US Department of Justice, the Federal Bureau of Investigation, and the US Army Soldier Biological Chemical Command (2003)

Thank you for Reading “Meta-Modal Metaphors In Cognition Intelligence”.

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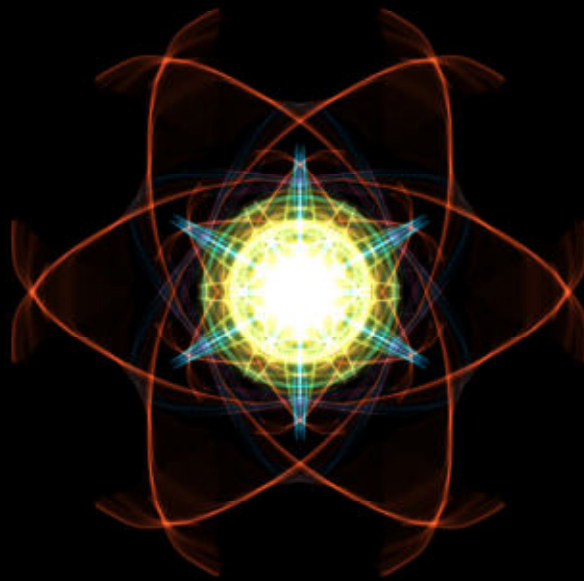


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