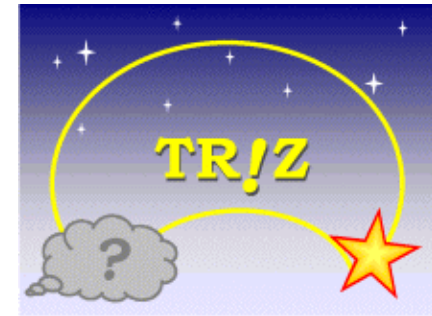
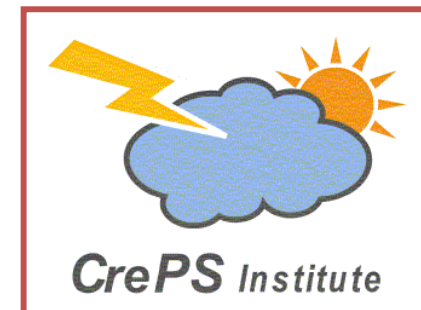


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**'Liberty vs. Love':**  
**The Principal Contradiction of Human Culture**  
**(2) The 'Liberty vs. Love' Contradiction and 'Ethics'**  
**at the Personal Level**

**Sept. 21, 2017**  
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## Introduction and Outline

**This is the 2nd report of applying the TRIZ/CrePS Methodology to a complex social problem and of revealing the root contradictions underlying the Human Culture.**

### **(1) Last year, I applied TRIZ/CrePS to the problem of 'Poverty in the Japanese society'.**

Using the book "The Low-living Elderly" (Takanori Fujita, 2015), its logic was visualized. At the root of the poverty problem, there are arguments blaming the poor themselves for their poverty, opposing mutual help and rescue by social welfare. I realized that the philosophy of Liberty does conflict with the philosophy of Love at the root.

### **(2) Basic Hypothesis: 'Liberty vs. Love' is the Principal Contradiction of the Human Culture and left unsolved in the Human History.**

- Liberty (and its extension) is the First Principle of the Human Culture.
- Love (and its expansion) is the Second Principle of the Human Culture.
- 'Liberty vs Love' is the Principal Contradiction of the Human Culture.  
(containing the contradictions inside Liberty as well as inside Love)
- Both Liberty and Love are based on Ethics and may be motivated and coordinated by it.
- Causes making the solution of Principal Contradiction so difficult:  
The real and ideal situations of 'Liberty vs. Love' are not revealed yet.  
(at the personal level as well as at the social system level)  
The social winners, after winning with any ethical or non-ethical means, govern the society by setting new social rules favorable for them.

**(3) In the present study, the Basic Hypothesis has been investigated further. The relationships among 'Liberty, Love, and Ethics' are investigated mainly at the personal level**

They are studied in relation to the growth stages of persons.

(baby and child, kid at schools, youth, middle, and elderly)

By use of a visual diagram method, relationships among various relevant keywords are studied to reveal the inner structures of 'Liberty, Love, and Ethics'.

**(4) The Basic Hypothesis has been revised and extended:**

- **Ethics (and its deepening) is the 0th Principle of Human Culture.**  
Ethics tells what is Good and what is Bad, and serves as the inner principle for guiding the basic desires toward Good will instead of Bad will.  
The concepts of 'Essential Equality as a human' and the Fundamental Human Rights are revealed as the core of Ethics through the history.
- The First Principle Liberty guides to reformation and innovation and also to government and conservatism by the winners.
- The Second Principle Love mainly serves for help and coordination but generates conflicts for protecting against attacks from outside.
- There exist various types of contradictions inside Liberty, inside Love, and between Liberty and Love.
- When Ethics is insufficient (or under the intention of Bad Will), Liberty as well as Love are ruined in their essence.
- **Penetrating the Ethics into every action and social rules is the genuine directions for overcoming the Principal Contradiction of Human Culture 'Liberty vs. Love'.**

## **What I thought (in the former report).**

Underlying the people's arguments about the Poverty problems, there exists an big unsolved issue in the psychology and understanding by the people.

### **The issue related to the ideas of 'Win or Lose' and 'Mutual Help' in competitive societies has not been settled.**

'Win or Lose' and 'Loser themselves are responsible for their results' are natural in the competitive societies, on one side, while 'Mutual Help', Cooperation, Social security, and Social welfare are necessary, on the other hand.

These two ideas are not compatible in the people's understanding of the society.

The compatibility of the two ideas has not been established well in the social thoughts and social ethics.

At the root of the two ideas, we find the two important slogans of 'Liberty' and 'Love'.

### **The principle of Liberty and the principle of Love do conflict at the root, without shared understanding how to coordinate them, in Japan and in the world.**

This conflict is not the matter of specific cases but a much deeper philosophical issue.

The conflict between Liberty and Love is actually the 'Principal Contradiction of Human Culture', and how to solve the contradiction is the 'Principal Problem of Human Culture'.

# **Basic Hypothesis: 'Liberty vs. Love' is the Principal Contradiction throughout the history of Human Culture**

Toru Nakagawa, Japan TRIZ Symposium 2016

## **(1) The Human Culture takes Liberty as its First Principle and pursues extending it.**

Liberty is for every person to decide, to act, and to live for oneself.

Liberty aims at Winning various, natural or social, Competitions.

Liberty of a person necessarily collides (Contradicts) with Liberty of another person.

## **(2) The Human Culture takes Love as its Second Principle and pursues spreading it widely.**

Love is for every person to help and protect one's children, one's family, and one's neighbors.

Love aims at Self-controlling one's Liberty and at eliminating collisions among Liberty in one's Family.

Love, for helping and protecting the Family (or Insiders),

tries to counter the (attacking) actions from Outsiders.

Considering the Family (or Insiders) as a social Activity Unit,

Love generates Liberty and Competition at a higher social level.

## **(3) 'Liberty vs. Love' is the Principal Contradiction throughout the history of Human Culture.**

There are various forms of contradictions

inside Liberty, inside Love, and between Liberty and Love.

**(4) As the guidelines for motivating both Liberty and Love and coordinating them, the Human Culture has been acquiring Ethics, i.e., Moral, Conscience, in plain words.**

The core part of Ethics is supposedly installed already in our DNA; and for the same reason it is too obvious and difficult to write it down clearly.

\*\*\* It is difficult to distinguish inherence (genetic and common for the humans) from acquired (educated).  
I obtained a new understanding in the present study (to be discussed later). \*\*\*\*

**The concept of Fundamental Human Rights is a clearly-stated part of Ethics.**

**(5) Humans have built various social systems and generated much advanced culture:**

Economy, Politics, ··· , Languages, Religions, Social thoughts, Science and Technology, Arts, ···

**However, 'Principal Contradiction of Liberty vs. Love' has not been solved yet.**

Principal Contradictions exist everywhere, emerge everywhere, grow bigger, and get more severe.



## Investigations in the present study:

The relationships among 'Liberty, Love, and Ethics' are investigated from the viewpoints of the Principal Contradictions and their solutions especially at the personal level.

**(Preparation 1) Corresponding to the stages of human growth, the relationships among 'Liberty, Love, and Ethics' are considered.**

Growth stages		General	'Liberty, Love, and Ethics' Situations	'Liberty, Love, and Ethics' Remarks
(1) Baby & Child period	(1a) Baby	Grows from the new-born status to the stage capable to walk and utter words.	On the basis of inherent ability, the basic capabilities of heart (Ethics), motion (Liberty), communication (Love), etc. grow gradually.	What ability is inherent? Acquired abilities depend on the culture and develop through the history.
	(1b) Young child	With much curiosity, tries to do various things and learns/is taught.	Tries to do various things and learns what may do, what must not do, how to communicate with others, basics of good/bad, etc. (discipline)	Since the contents to teach contain various contradictions, it is desirable to develop how to teach the basics of 'Liberty, Love, and Ethics' to young children.



<b>Growth stages</b>	<b>General</b>	<b>'Liberty, Love, and Ethics' Situations</b>	<b>'Liberty, Love, and Ethics' Remarks</b>
<b>(2) Kid at schools</b>	<b>(2a) Child at elementary school</b>	Learns about Rules and 'Win in the Competitions'. Through the contact with teachers and friends, learns about human relationships. Learns what may do and what must not do, through real experiences.	School education of Rules and Lessons is apt to put stress on obedience, and suppress pro-activeness (Liberty). Competitions are also apt to deform the formation of personality during the school period. The school education need to be reconsidered.
	<b>(2b) Kid at junior high school</b>	Has a lot of experiences of studies, sports, human relations, etc. With the growth of self-recognition, increases in inner conflicts and often emerges the opposing reactions against parents' protection	Necessary to gradually become independent of the parents' guidance and protection (Liberty). Children parting from parents and parents parting from children.
	<b>(2c) Kid at Senior high school</b>	Experiences of successes and failures in studies (esp. for entrance exams), in club activities, relationships with friends, etc. A period of sensitive emotion.	Emotionally moved with feelings of excitement and achievements as well as failures, inferiority, oppression, etc. Sometimes doing/suffering from delinquency and bullying. Learning the society and recognizing the gaps between the ideality and reality existing in the society and inside oneself.



Growth stages	General	'Liberty, Love, and Ethics' Situations	'Liberty, Love, and Ethics' Remarks
<b>(3) Youth Period</b>	<b>(3a) Early Youth</b> Starting different courses of life, e.g., university, professional school, etc. University gives opportunities of studying 'Liberty, Love, and Ethics' deeply.	Courses of life start to diverge much. Even though people have tried to choose their desirable courses, not a few people had to take unwanted ones. At university one can study 'Liberty, Love, and Ethics' deeply besides some specific subjects.	While studying society, history, and some specific subjects, one can study the ideality and reality of 'Liberty, Love, and Ethics' deeply, with the reflection of oneself. The period when the skeleton of one's personality is formed.
	<b>(3b) 20s of years</b> Strat of one's career as a member of the society. A period of training oneself.	Having a passion in the job, one should acquire necessary knowledge and skills for the jobs through practices. Even though one may suggest new ideas and proposals, they may often not be accepted. One is often requested to be obedient and cooperative. Get married and have home, hopefully.	In spite of being fresh and passionate, the working conditions are sometimes poor and one is often requested to be obedient to the boss, without enough chances of performing one's Liberty. It is necessary to clarify desirable working environment for extending youth's Liberty.
	<b>(3c) 30s of years</b> A period suitable for good performance of jobs with new viewpoints, fresh mind, and good skills. in the society	Having obtained sufficient capabilities and skills, one can propose new solutions, and work in cooperation with other team members in the jobs. Being married, raising children, and enjoying a family life. On the other hand, however, some people have to live a severe life without having desired jobs nor family.	In one's real life, one's personality (which reflects one's understanding of 'Liberty, Love, and Ethics') is getting formed. It is important how one can make it desirable and reflecting ideality.





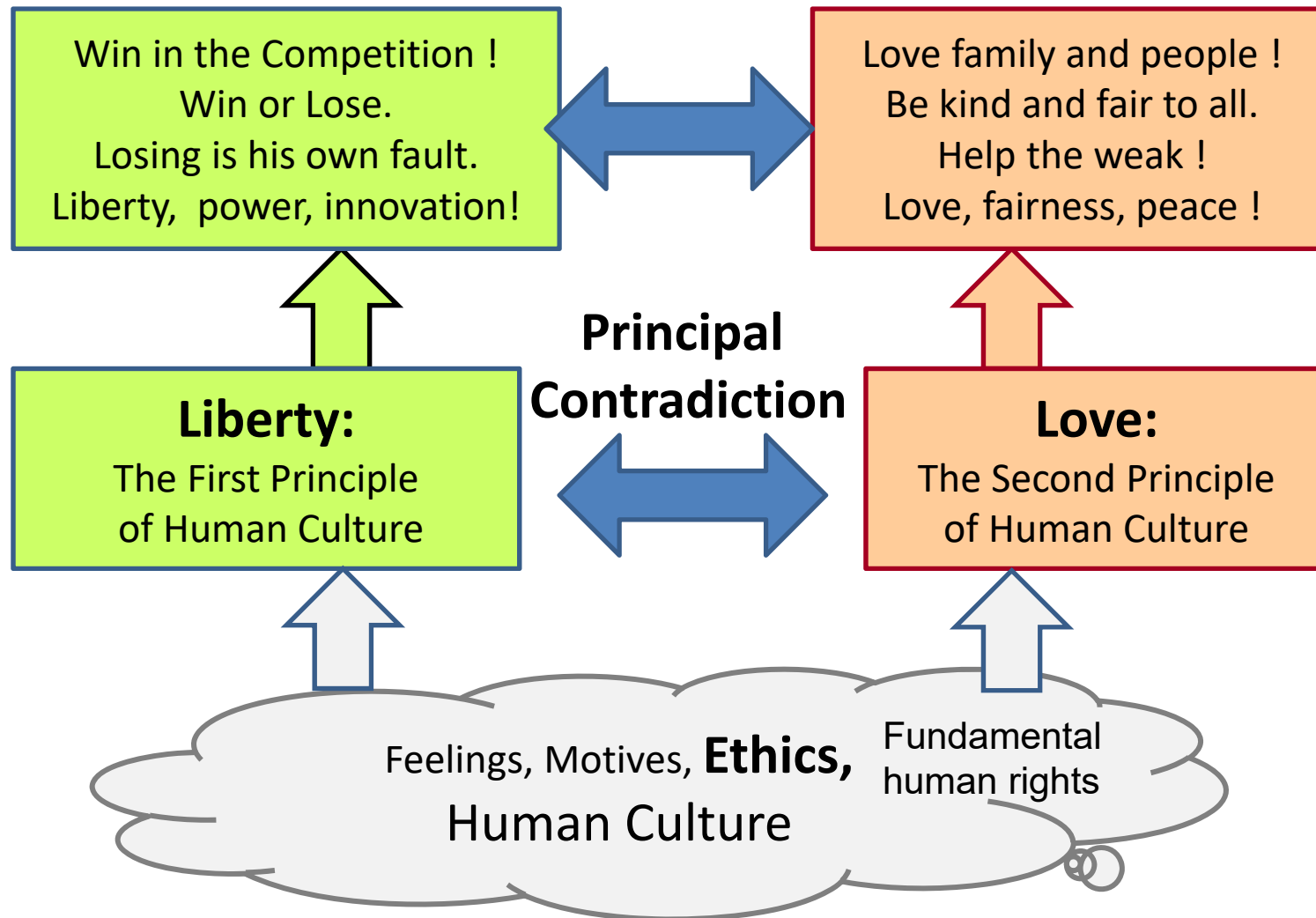
Growth stages		General	'Liberty, Love, and Ethics' Situations	'Liberty, Love, and Ethics' Remarks
(4) Middle Age Period	(4a) 40s of years	<p>Work in the job leading some group of people or organization.</p> <p>In the middle of conflicts between idealism and realism.</p>	<p>In the job, one is expected to consider things for oneself, and to decide and make actions in coordination with people get involved.</p> <p>Work becomes important and the responsibility heavier.</p> <p>At home, one is required to raise children and keep family happy (Love).</p>	<p>Due to the constraints set by the bosses and environments and risks for the expected results, one often has to make difficult decisions.</p> <p>In the middle of conflicts between idealism and realism.</p>
	(4b) 50s - 65 years old	<p>Work in the real situations of the society taking some heavy responsibility.</p>	<p>Having knowledge and experiences concerning to the jobs and the society in general, one is responsible to decide and make actions in the job.</p> <p>At home, while children have grown up and leaving home, one may have to take care of one's elderly parents.</p>	<p>One is expected to improve the real situations concerning to jobs and society, with some good balance of 'Liberty, Love, and Ethics'.</p> <p>Often one has shifted from idealism to realism in the understanding of 'Liberty, Love, and Ethics'.</p>



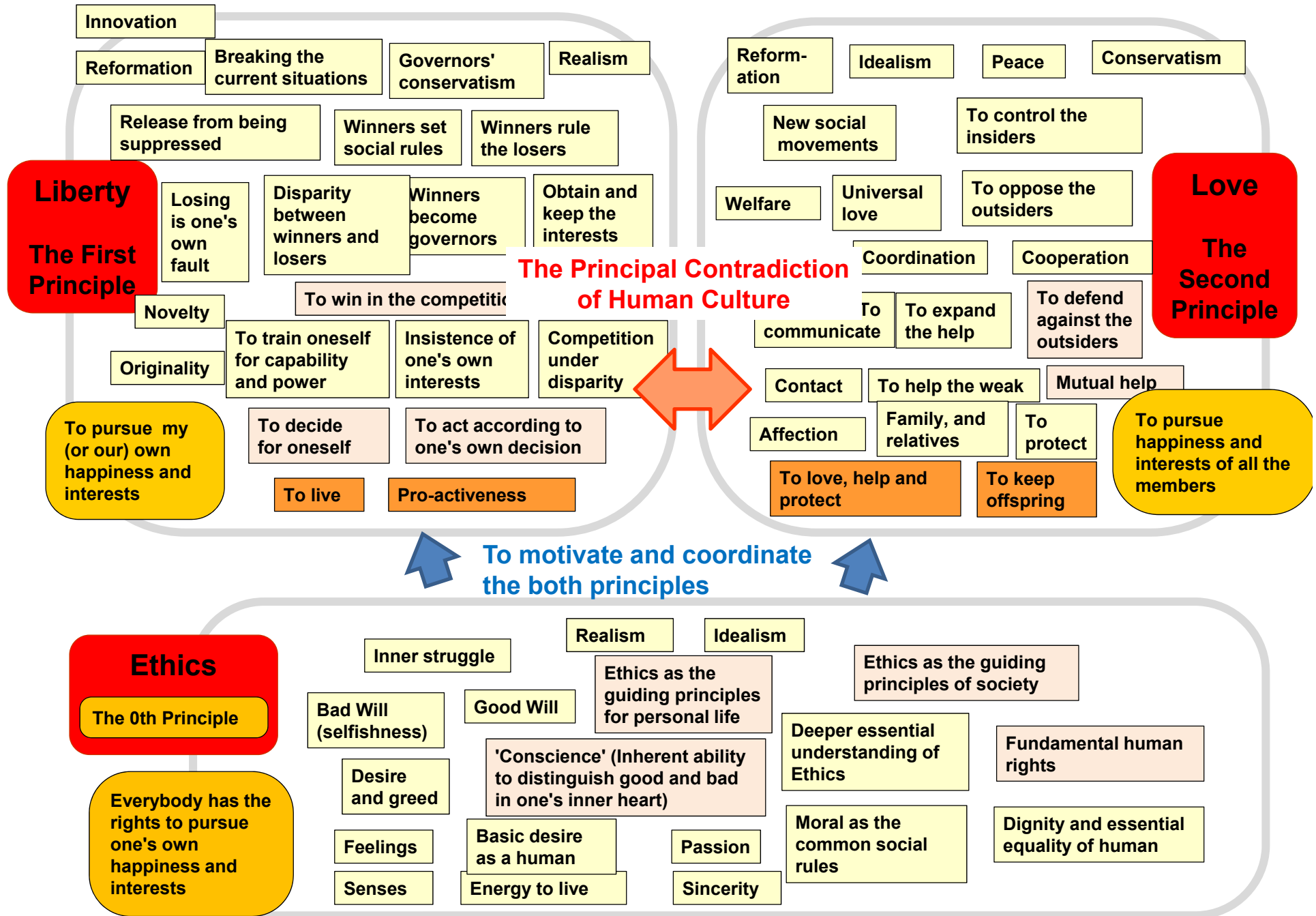
Growth stages		General	'Liberty, Love, and Ethics' Situations	'Liberty, Love, and Ethics' Remarks
(5) Elderly period	(5a) 66 - 75 years old	Retiring from jobs and shifting to activities in a smaller community	Retiring from jobs. Desirable to participate some activities which contribute to neighbor community and people in younger generations. Still mostly good in health and physicals, but sometimes gradually losing in active minds.	Often becomes softened in personality with reduced desires, but sometimes gets stubborn due to a severe lonely life.
	(5b) Over 76 years old	Entering a quiet life with declining health with age. Sometimes being under a care or ill in bed for long years.	Declining of health with age typically appears around 75, and rather many people over 85 suffer from dementia. Taking an easy life with hobbies and leisure is a desire. Enjoying volunteer activities and communication with grandchildren. . Activities are naturally limited while living under care.	Having a balance of 'Liberty, Love, and Ethics' in a small nearby community. May feel lonely from time to time. Feeling one's own end of life, and accept it eventually.

# The Principal Contradiction Inherent in the Human Culture

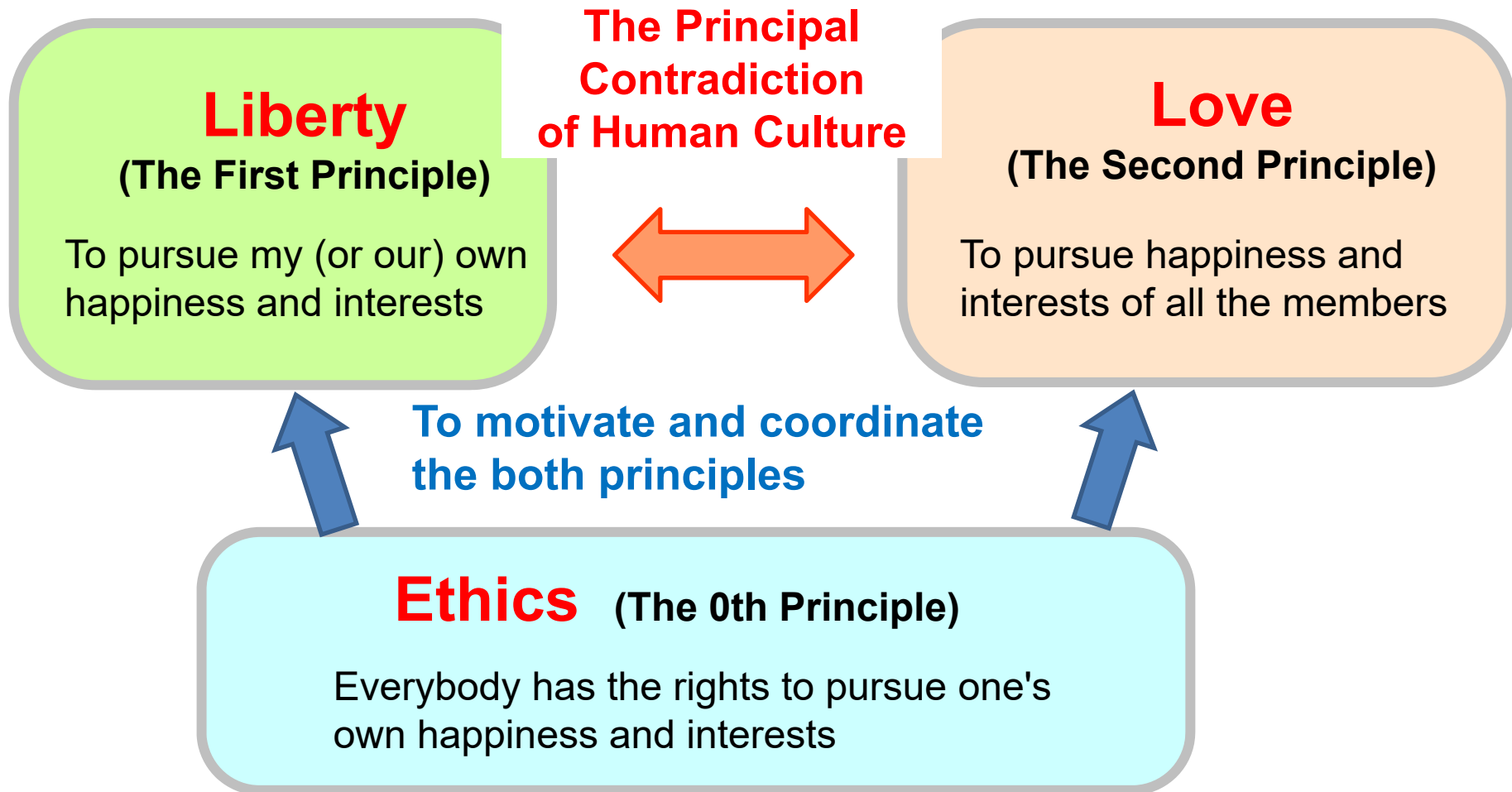
Toru Nakagawa (ETRIA TFC 2016)



**The Principal Contradiction of Human Culture: Structure of 'Liberty, Love, and Ethics'** (Mainly at personal level)



# The Principal Contradiction of Human Culture: Structure of 'Liberty, Love, and Ethics'



# Principal Contradiction 'Liberty vs Love' and Ethics

## -- Basic Hypothesis and Discussions

### 1. The 0th Principle of Human Culture: Ethics

#### 1.1 Ethics: Deep inside the human heart, serves to distinguish good from bad and as the guiding principles for personal life and for society.

At the bottom of human heart, there exist the senses and feelings and also basic desires and greed.

They form the bases of 'Good Will' as well as 'Bad Will'.

Ethics shows what are Good and what are Bad.

#### 1.2 Ethics is acquired after birth depending on history and society, whereas the 'Conscience' is inherent for humankind.

Contents of Ethics (i.e., what are Good and what are Bad) have been different depending on the history and on the society.

Ethics is set and taught to people by the society.

Ethics evolves in the history of the Human Culture.

**'Conscience' = 'Ability to distinguish Good from Bad in the depth of human heart'.**

**This ability is supposed to be intrinsic and common for human kind.**

Conventionally, 'Conscience' means Good Will in the human heart.

But I redefined it as above.

Cf. Human babies, wherever raised, start to speak (quite different) mother tongues.

### **1.3 Ethics is the real foundation of Human Culture, thus named as 'The 0th Principle of Human Culture'.**

Human Culture has been based on Ethics and pursuing to extend Liberty and expand Love.

Thus the footing basis for coordinating and solving various conflicts/contradictions of 'Liberty vs. Love' is 'Ethics'.

### **1.4 The core concept of Ethics is 'Fundamental Human Rights. '**

The term 'Moral', used conventionally, has the strong nuance of 'Obedience' to social rules reflecting hierarchical human relationships.

However, the history of Human Culture has obtained the concept of 'Essential Equality of Humans'.

The Fundamental Human Rights, having this Equality concept at its core, is the current status of thoughts on Ethics in the world.

### **1.5 Essence of the 0th Principle: Ethics = ' Everybody has the rights to pursue one's own happiness and interests'.**



## **2. The First Principle of Human Culture: Liberty**

Human Culture takes 'Liberty' as its First Principle and aims at extending it further.

### **2.1 'Liberty' = 'To decide for oneself, to act according to one' own decision, and to live'**

Every action makes different influences and results, and it sometimes succeeds while other times fails.

Knowing such situations, one has to think, decide, and act as one thinks best.

This way of thinking and acting at ones' best is supposed to result in maximizing the possibility of survival and newly developing the Human Culture.

### **2.2 Liberty conflicts mutually: 'Competitions' emerge inevitably, and 'Liberty' makes efforts 'to Win in the competitions'.**

Since people want common things, and the resources are limited, people's desires inevitably collide, and there emerge competitions.

Liberty aims at 'Winning in the Competitions'.

One has to train oneself to get intellects, experiences, physical strengths, resources, etc. beforehand, and to think, decide, and act in proper ways.

Winners obtain the things they wanted while Losers fail in obtaining them and may even lose their own lives.

Survival of the stronger (with higher capabilities) in the Competitions is the natural rule in the world of living things.

### **2.3 In the Competitive Society, the disparity between Winners and Losers expands.**

People's desires 'To Win in the Competitions' make the Competitions more and more severe. (E.g., Entrance exams, Pricing down, Earning money and getting rich, etc.) In the society with severe competitions, people apt to live in awkward relationships. As the results of repeated competitions, the gaps between the Winners and the Losers expand gradually and become as a more-or-less fixed disparity.

### **2.4 Ruling by the Winners: Setting new 'Social Rules' and their Maintenance.**

The Social Winners who won the competitions repeatedly start to rule the whole Society. The Winners build new Social Rules which are favorable for them.

(E.g., A naughty boy among a group of children)

The Winners try to maintain their own ruling relationships.

Thus, realism and conservatism prevail among the Winners (and also in the society).

### **2.5 Movements for the release from the ruled situations and for reformation**

The Social Losers under the situations of being ruled and oppressed want to be released. Breaking the current unfavorable situations, and Reforming the current Social Rules become the targets of new movements aiming at Liberty.

Standpoints of Reformation and Idealism.

Such Reformations have made new epochs in history.

## **2.6 Reformation in Human Culture: Significance of Liberty**

In the fields of Science & Technology, Arts, etc., 'to decide and act for oneself' often generates the epoch-making developments of Human Culture.

It is the source of originality and novelty in Science, Technology, Arts, etc.

I.e., Liberty is the origin of Innovation.

This fact is the basis that Liberty is regarded as the most important principle for developing Human Culture.

## **2.7 Essence of the First Principle: Liberty =**

**'To pursue my (or our) own happiness and interests'.**

### **3. The Second Principle of Human Culture: Love**

Human Culture takes `Love' as the Second Principle and aims at expanding it widely and universally.

#### **3.1 Love = 'to love one's children, one's family, and one's neighbors, and to help and protect them**

The prototype of Love is the affection by mothers to their children.

It originates in the instinctive behavior, for human (just like other living things) to protect and raise their children, for leaving offspring.

Apply Love to one's family and neighbors, and to everybody around and further to everybody in the world.

Expanding Love universally is a final target for Love as the Second Principle of Human Culture.

#### **3.2 Love is 'to Help each other', 'to Serve', and 'to Cooperate'.**

Love helps the weak and the people in trouble.

'To help one another widely' is the original target for Love as the Second Principle.

For this purpose, Love wants to make contact and communicate with people, and to cooperate with people under mutual understanding.

### **3.3 Love seeks for harmony and try to coordinate people sometimes by suppressing a part of Liberty of some people in the group.**

Love seeks for harmony in the group.

Achieving harmony becomes rather difficult when the members' insistence of Liberty is strong and different.

One solution is to conciliate the member who was insisting his Liberty to stay in cooperation in the group.

Another solution is to approve the opinion of the person who is insisting and to ask other members for their understanding (or to conciliate them).

In these two solutions, Love is trying to find some compromise among the group members' Liberty for the sake of harmony in the group.

### **3.4 Love tries to find Cooperation of a diversity of Liberty while keeping their mutual respects.**

Each member of the group understands the differences in members' opinions and interests, and while keeping mutual respects all the members cooperate in coordination as a group.

This is possible when the group members understand that the differences can compensate the weakness of individual members and can make the group better /stronger as a whole.

In cases when an opinion (Liberty) of some members is new and meaningful, such member(s) may be separated from the original group to form a new group independent but having a (loose) relationship with the original group.

### **3.5 'Philanthropy': Aiming at giving Help to the weak and reducing the disparity, Reformation of society as a movement**

To Love every one (i.e. Universalization of Love, Philanthropy) is the genuine goal of Love.

Love aims at giving Help to all the people especially who are in poor situations (the Weak) in the social disparity.

Trials to change the society in such a direction are the movements of Reformation and Idealism.

When such movement has the international world-wide scope, it becomes the movement for Peace in the World.

### **3.6 For the purpose of protecting the Family (or Insiders), Love tries to resist/defend against the Outsiders.**

Love tries to define the members to protect (Family, or Insiders), and to build a Wall around and to defend against Outsiders.

For banding the Insiders together, Love sometimes tries to control the opinions and actions (Liberty) of the members.

This becomes the positions of Conservatism and Realism.

### **3.7 Love, trying to defend the Insiders, generates a Conflict at a higher social level.**

(E.g., Patriot Love of the people in one country and Patriot Love in the neighboring country caused wars often.) .

### **3.8 Essence of the Second Principle: Love = 'To pursue happiness and interests of all the members'**

The range recognized as 'all the members' (i.e., Family in a wider sense, Insiders) is crucial in this concept.

## **4. Conflicts and Contradictions between Liberty and Love**

Conflicts/Contradictions emerging inside Liberty and inside Love are mentioned already. Here we discuss on Conflicts/Contradictions between Liberty (pursuing My/Our own happiness/interests) and Love (pursuing happiness/interests of all the members).

### **4.1 A person has made up his Decisions and Actions (Liberty), but some other persons around try to stop him for the sake of Love.**

Persons around, especially in the leading/protecting position, think that the decisions and actions of the person are wrong or risky.

The person think "though my decisions and actions are risky, it is necessary to takes the risk for the success in future".

But some other persons advise (for the sake of Love) "Stop them, or you would certainly fail and get a big damage".

Which position is appropriate? It depends on the situations.

### **4.2 Love asks for Mutual help and Cooperation, but Liberty refuses them.**

Love asks for Mutual help and Cooperation for the sake of happiness and interests for all the members, but some member refuses them because they do no match his/her own happiness/interests (Liberty).

Since Liberty pursues one's own happiness/interests at maximum, this type of conflicts emerges very often.



### **4.3 Liberty wants to finalize an issue by Competition or Fighting, but Love wants to settle the issue in a more peaceful way without Fighting.**

It is natural for Liberty to finalize any issue by means of Competitions or Fighting to decide which wins.

Love does not want Fighting but wants to achieve coordination, harmony, and peace among the members.

For settling the issue, Love needs to be respected as a mediator by the both sides, and the Mediating solution must convince both of them.

### **4.4 When the Social Winners build new Social Rules, Love sometimes protests against the new rules.**

Social Winners are going to build new social rules and to start ruling the society (Liberty).

Love sometimes protests against the new social rules and the way of ruling claiming that they would violate the happiness and interests of all the members.

Love sometimes starts a new movement with the claim.

### **4.5 Against a movement (Liberty) of release from the oppression, Love sometimes opposes.**

Social Losers sometimes raise a Reformation movement for the release from oppression (Liberty).

Love usually agrees with the purpose of the movement but sometimes opposes against the means and processes of the movement, claiming that they violate the happiness and interests of all the members and philanthropy

#### **4.6 Love, for the purpose of making bands of the members, tries to restrict the Liberty of the members.**

In order to defend against the threats and attacks from outside, Love wants to strengthen the bandage of the members and tries to control and restrict the opinions and behaviors (Liberty) of the members.

#### **4.7 Love, having the sense of distinguishing the Insiders from Outsiders, sometimes excludes the opinions and actions of Outsiders (Liberty).**

When Love has a strong sense of distinguishing the Insiders from outsiders and is narrow-minded, the people other than the Insiders are often excluded from the circle of Insiders and hence their opinions and actions (Liberty) are not approved; this causes conflicts between the Insiders and the Outsiders.

## **5. The Role of Ethics to Liberty and Love**

Ethics motivates both Liberty and Love, and coordinate to solve/reduce the Principal Contradiction 'Liberty vs. Love'

### **5.1 The understanding of Ethics itself has been developed in the History of Human Culture.**

Ethics indicates 'What is Good and What is Bad' and serves as the principles for guiding from Bad to Good.

The contents of Ethics differ depending on history and society, and has been evolving with the history of Human Culture.

Ethics is NOT Inherent, but is learnt after birth (are taught by the society).

Conscience (the ability to distinguish Good from Bad deeply in the heart) is Inherent.

### **5.2 It is important that Ethics is understood properly in the heart of individuals and is practiced properly.**

Ethics should be understood properly in the heart of individuals and practiced properly; this is crucial for Liberty and Love to be practiced by individual and by society in their genuine spirits as the Principal Principles of Human Culture.

Ethics is the key to reduce/resolve the conflicts/contradictions existing inside Liberty, inside Love, and between Liberty and Love.

### 5.3 Insufficient understanding/practice of Ethics ruins the spirit and Practice of Liberty

Ruin the pro-activeness <== Being passive, enervated, irresponsible, following others blindly, etc.

Ruin the originality, novelty <== Following precedent cases, ordinary, copying, imitation, etc.

Ruin the challenging <== Seeking safety, shrinking, avoiding the responsibility, etc.

Make Competitions inappropriate <== backdoor admission, doping, judgement juggling, hiding rule violation, corruption, bribery, etc.

Obtaining one's interests unfairly <== Threatening, corruption, falsification, fraud, robbery, killing, etc.

Building new social rules improperly <== Slavery, class system, restricted voting rights, colonial system, etc.

Misleading the Movement of breaking the current ruling <== Terrorism, armed uprising, suppression, media control, etc.

## **5.4 Ethics as the foundation of Liberty: Fundamental Human Rights and Concept of 'Essential equality'**

For Liberty to be respected, the thoughts and actions in the name of Liberty should be in accordance with Ethics, namely they come from not Bad Will but Good Will of the person. Practical guideline for ensuring this point is to keep following the Fundamental Human Rights in the claim of Liberty and in the field of Competition. Reserving the Fundamental Human Rights for all the people involved should be the prerequisite for claiming and pursuing Liberty.

The word Moral has the nuance of old Ethics which put much stress on Obedience, reflecting some class system. We should leave such an old Ethics and proceed to the modernized Ethics which is based on the concept of 'Essential Equality as a human'. It is important to understand 'Essential Equality as a human' instead of 'Uniformed Equality', and practice it.

## **5.5 Insufficient understanding of Ethics ruins the spirits and practices of Love.**

Ruins the affection <== Indifference, dislike, cruelty, abusive treatment, etc.

Ruins the help <== Neglect, disregard, etc.

Ruins the protection <== Disregard, closing the eyes, etc.

Ruins the coordination <== Non-cooperation, lack of understanding, cold heart, selfish, insistence, rejection, etc.

## **5.6 Ethics as the foundation of Love: Affection in the heart and open-mind**

Love is based on the tender heart (an aspect of Ethics) of everybody.

With such a tender heart, one can help, cooperate, and coordinate with others.

With a tender heart, one may avoid claiming selfish Liberty and hence reduce the factors causing the conflicts between Liberty and Love.

Love aims at widening the scope to the goal of universal Love.

Barrier against the widening exists inside Love itself.

I.e., the sense of specifying the Insider members (to love).

It is important to have the Ethics based on the concept of 'Essential Equality as a human', to communicate with people widely, and try to understand the history and current situations of the society and the world.

## **5.7 Recognition of the problem of economical disparity and the issue of re-distribution of wealth.**

One more point we should note particularly is the fact that Greed of human, especially the desire for money, is endless.

In the current world, money is the biggest factor for distinguishing the Social Winners.

The rich people are the Social Winners and the current social system is made favorable for them.

That is the capitalist economy and the capitalism social system.

The capitalism social system has generated big disparity and various serious problems in Japan and in the world.

We should make efforts for reforming the social system in this point to incorporate the redistribution of wealth more widely.

This is the important issue of Liberty, the issue of Love, and the issue of Ethics as well.

## 6. Discussions

Nakagawa, Japan TRIZ Symp. 2016

### (6) Causes which make the Principal Contradiction even more difficult to solve:

#### (a) At the most basic level of individual person(s), actual and desirable relationships among Liberty, Love, and Ethics are not clear yet.

The issue of Desire/Greed and Evil in the Human Nature,  
People are very often moved by their feelings rather than their intellect.  
Personal feelings and thoughts are formed/influenced/educated through different experience since one's birth and through out

#### (b) For various types/levels of social organizations, actual and desirable relationships among Liberty, Love, and Ethics are not clear.

Groups, companies, political parties, communities, countries, etc.  
Understanding of desirable relationships (i.e. Social Ethics) is not shared globally.

#### (c) Individuals and organizations may insist on their Interests (Liberty), may act against (Social) Ethics, and can become the Social Winners.

Such social Winners (re-)build the Social Systems in a way favorable for themselves.

#### (d) Situations of (c) exist everywhere, in the scales from tiny to huge, and are accumulated in many layers in the Human History.

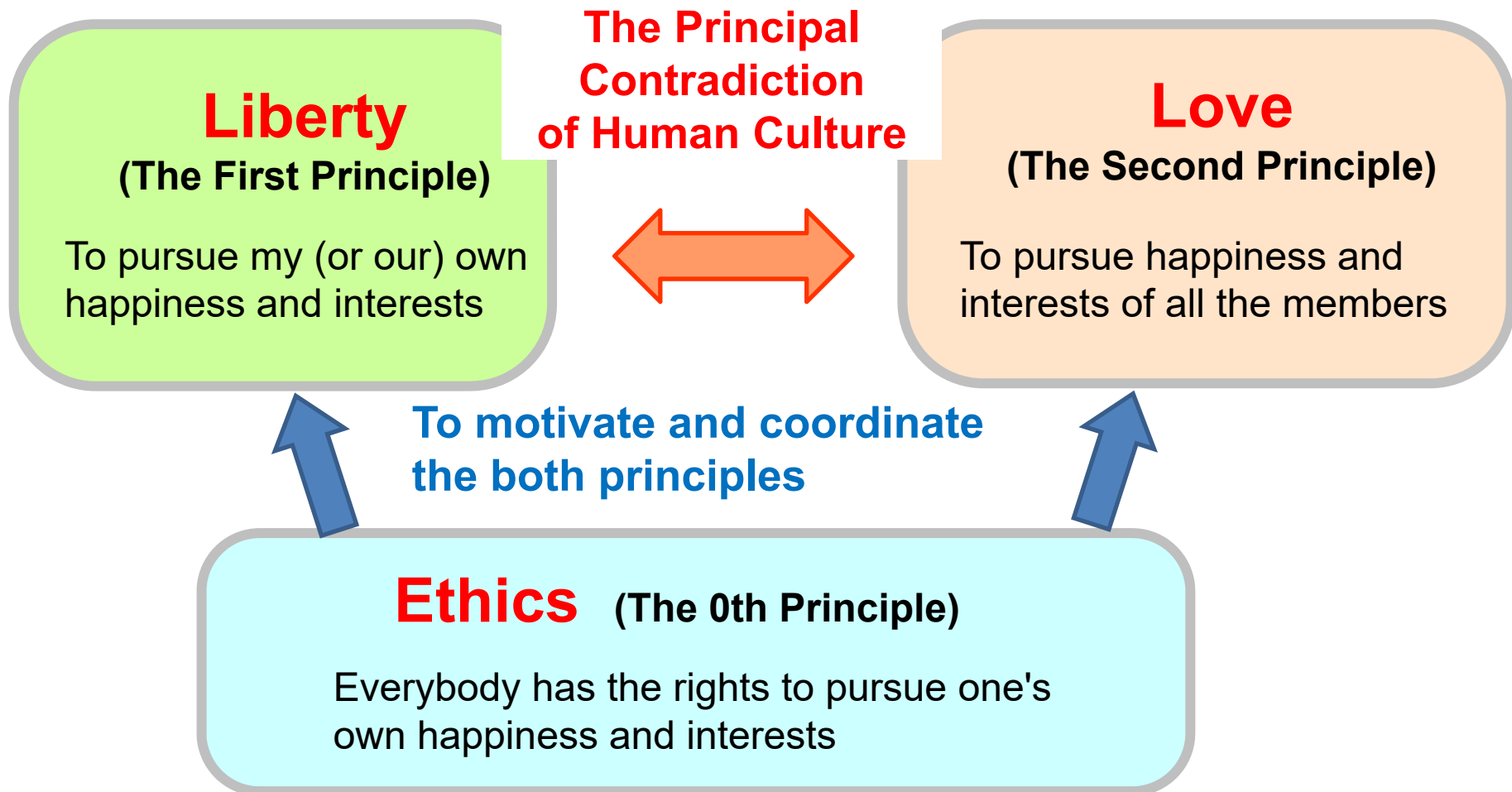
(At any time) Social Systems do not meet the (Social) Ethics in some aspects,  
and some people who were oppressed raise the action (c) and start the conflicts/fights.

### (7) Future tasks of investigation:

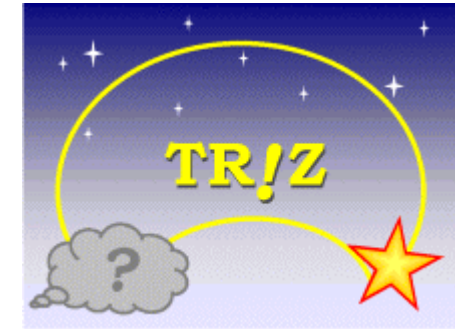
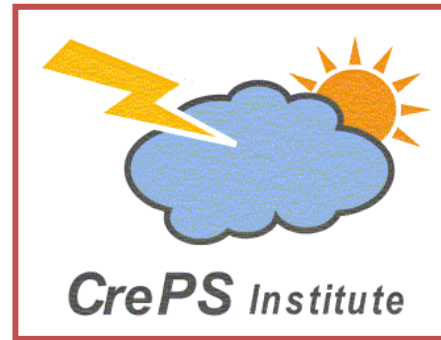
Investigate the issues in (6) in the steps (a) ==> (b) ==> (c) ==> (d). Especially in the personal level (a.).

## 7. Conclusion:

Applying the TRIZ/CrePS methodology to a social problem of poverty, the Principal Contradiction of Human Culture has been revealed:







Thank you  
for your attention

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