

*Nagoya University*

**Tertium comparationis (2)**

**Legal Visualisation  
as a TC  
Tertium Comparationis**

*Friedrich Lachmayer*

*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

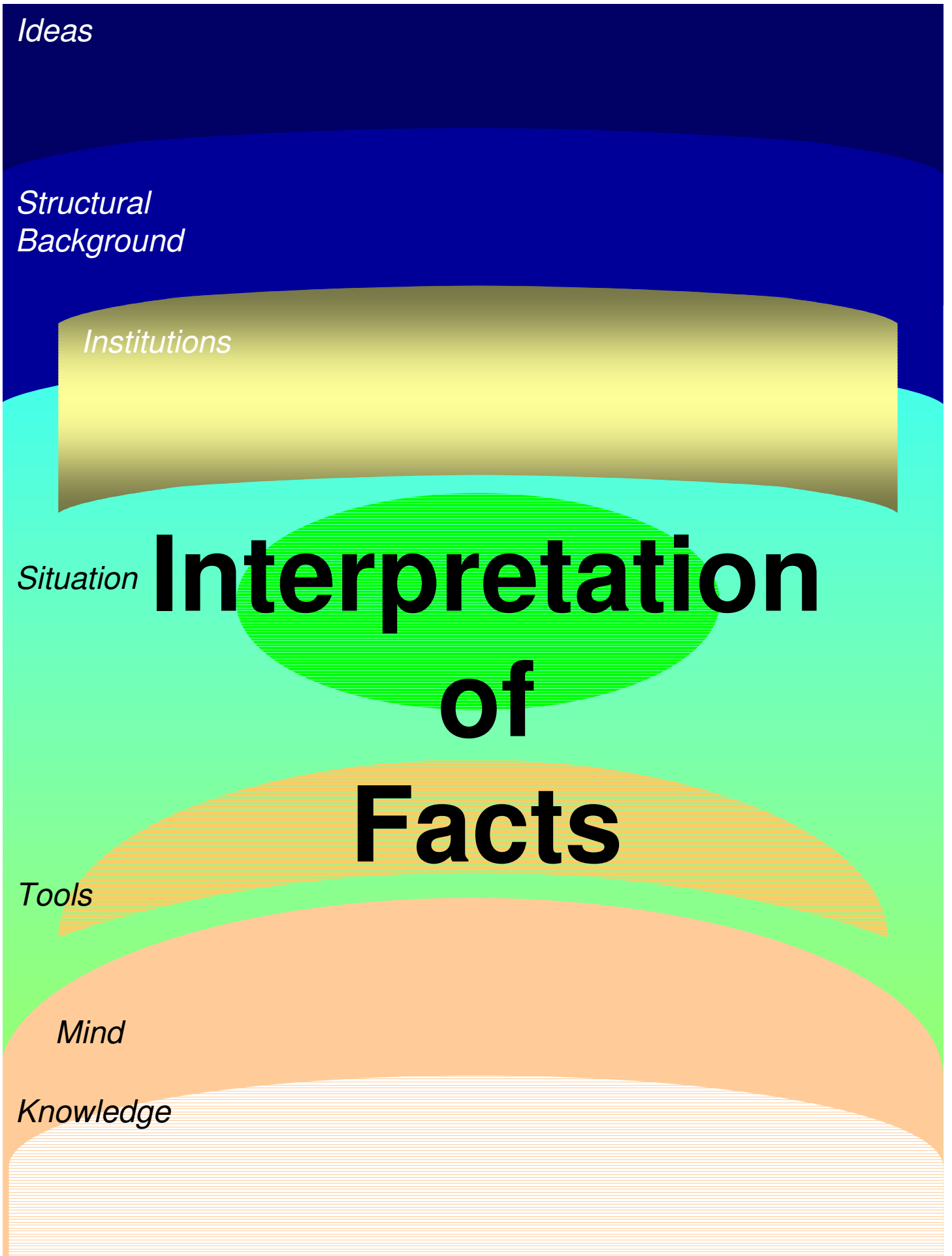
**Interpretation  
of**

**Facts**

*Tools*

*Mind*

*Knowledge*

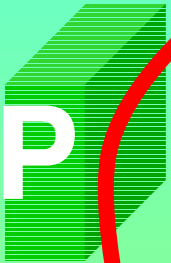


*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

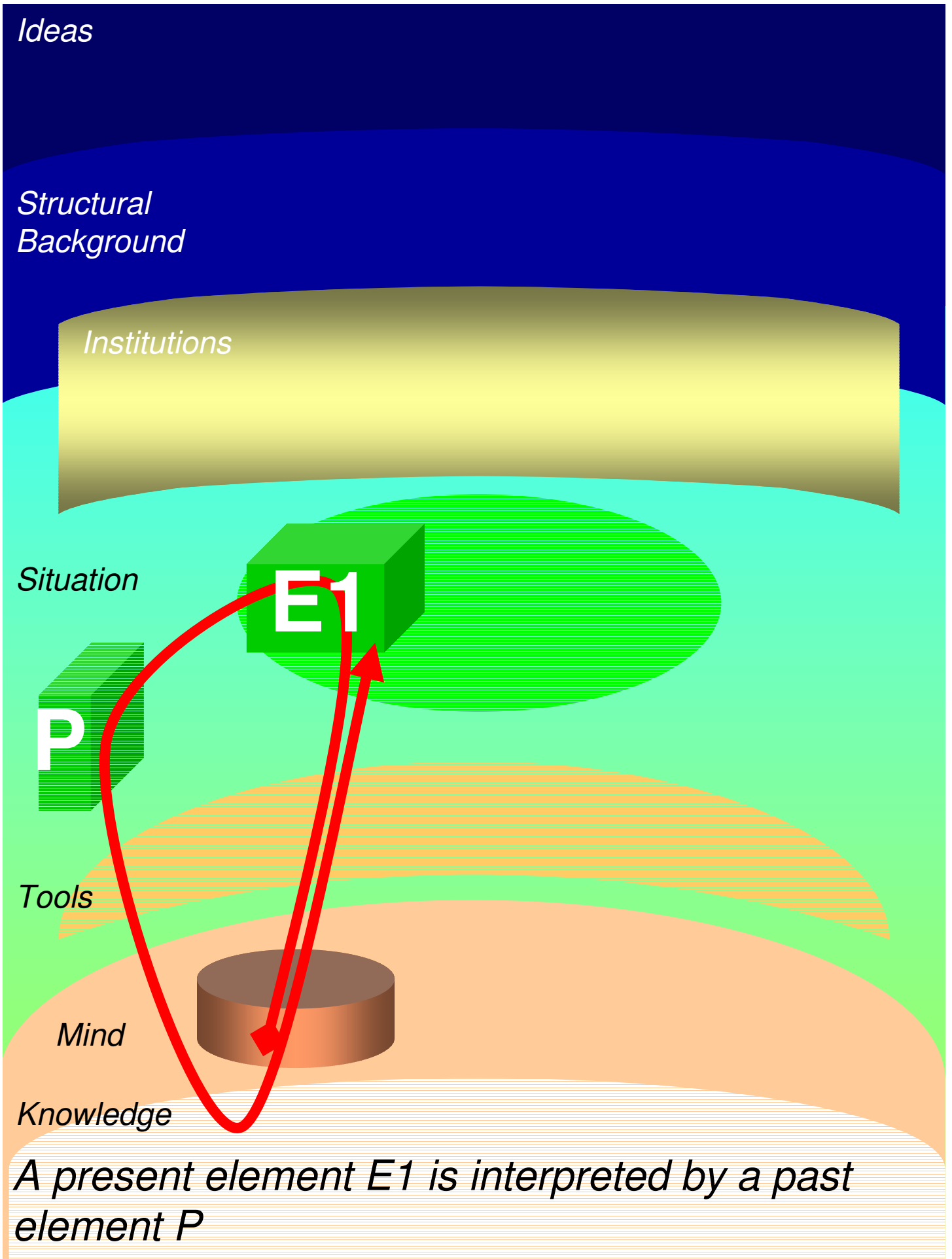


*Tools*

*Mind*

*Knowledge*

*A present element E1 is interpreted by a past element P*

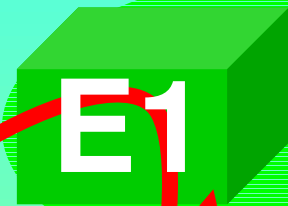


*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

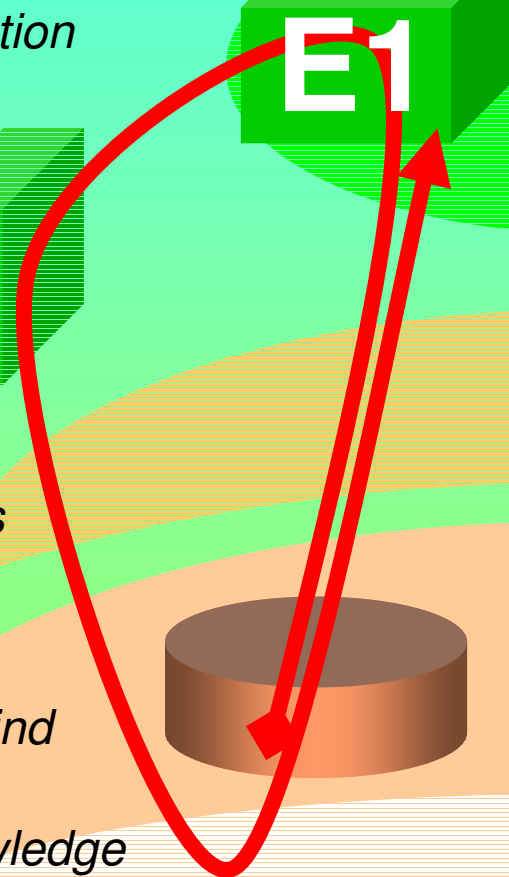


*Tools*

*Mind*

*Knowledge*

*This could happen consciously or subconsciously*

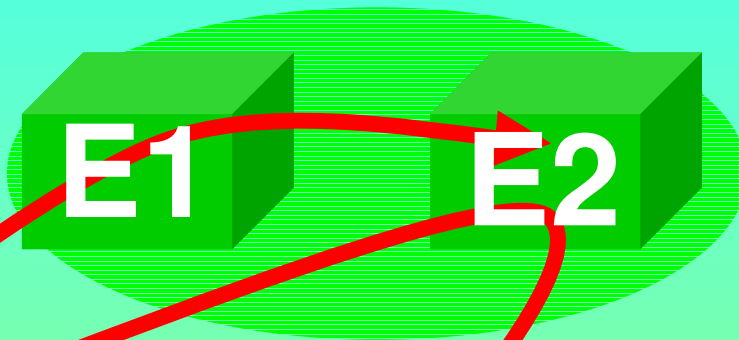


*Ideas*

*Structural  
Background*

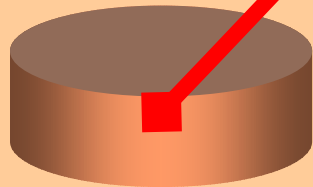
*Institutions*

*Situation*



*Tools*

*Mind*



*consciousness #  
subconsciousness*

*Knowledge*

*The two present elements E1 and E2 are  
compared and interpreted by a past element P*

*Ideas*

*Structural  
Background*

*Institutions*

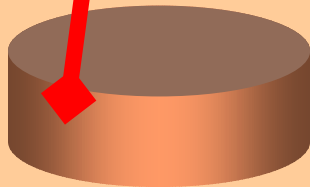


*Situation*



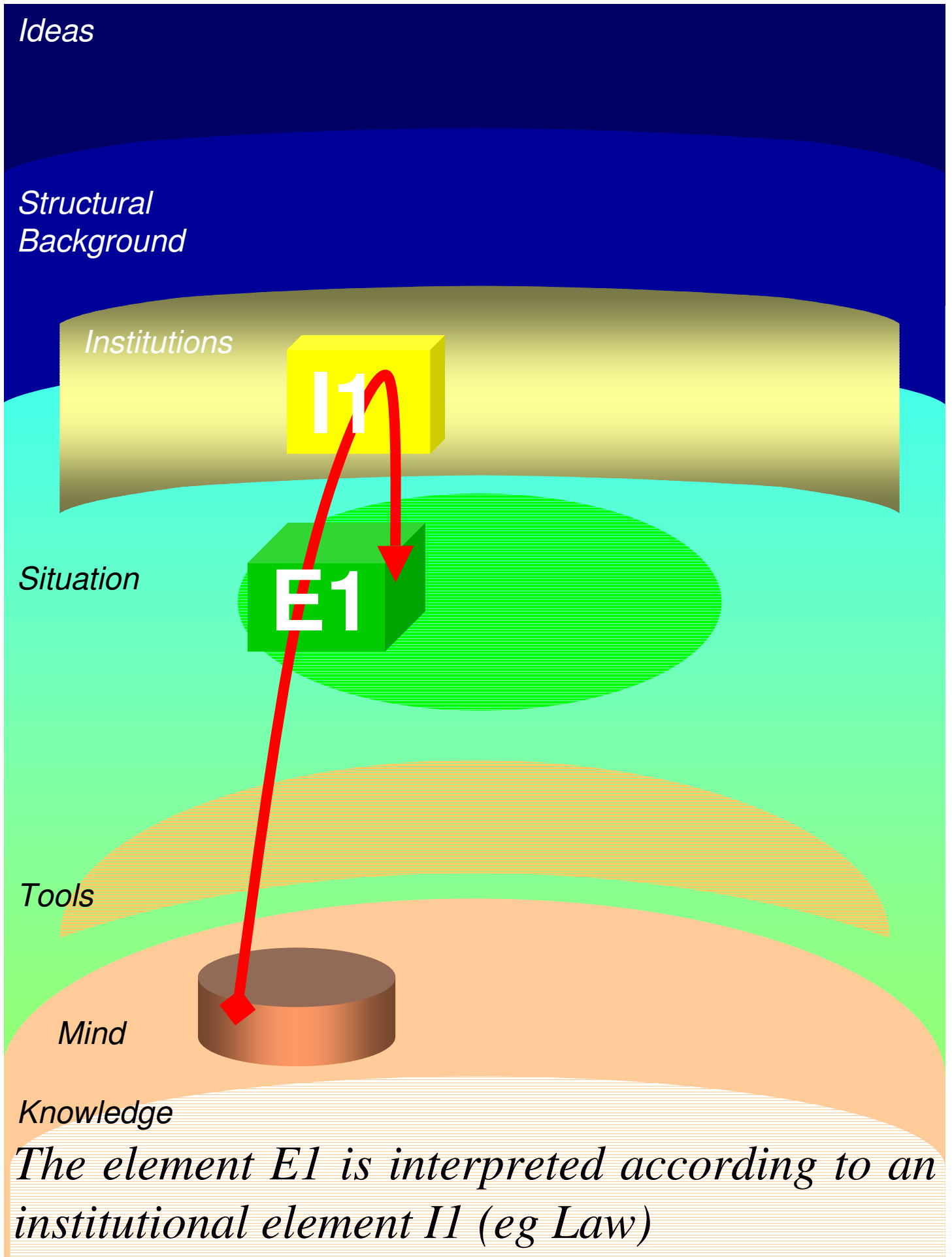
*Tools*

*Mind*



*Knowledge*

*The element E1 is interpreted according to an institutional element I1 (eg Law)*



*Ideas*

*Structural  
Background*

*Institutions*

**I1**

*Situation*

**E1**

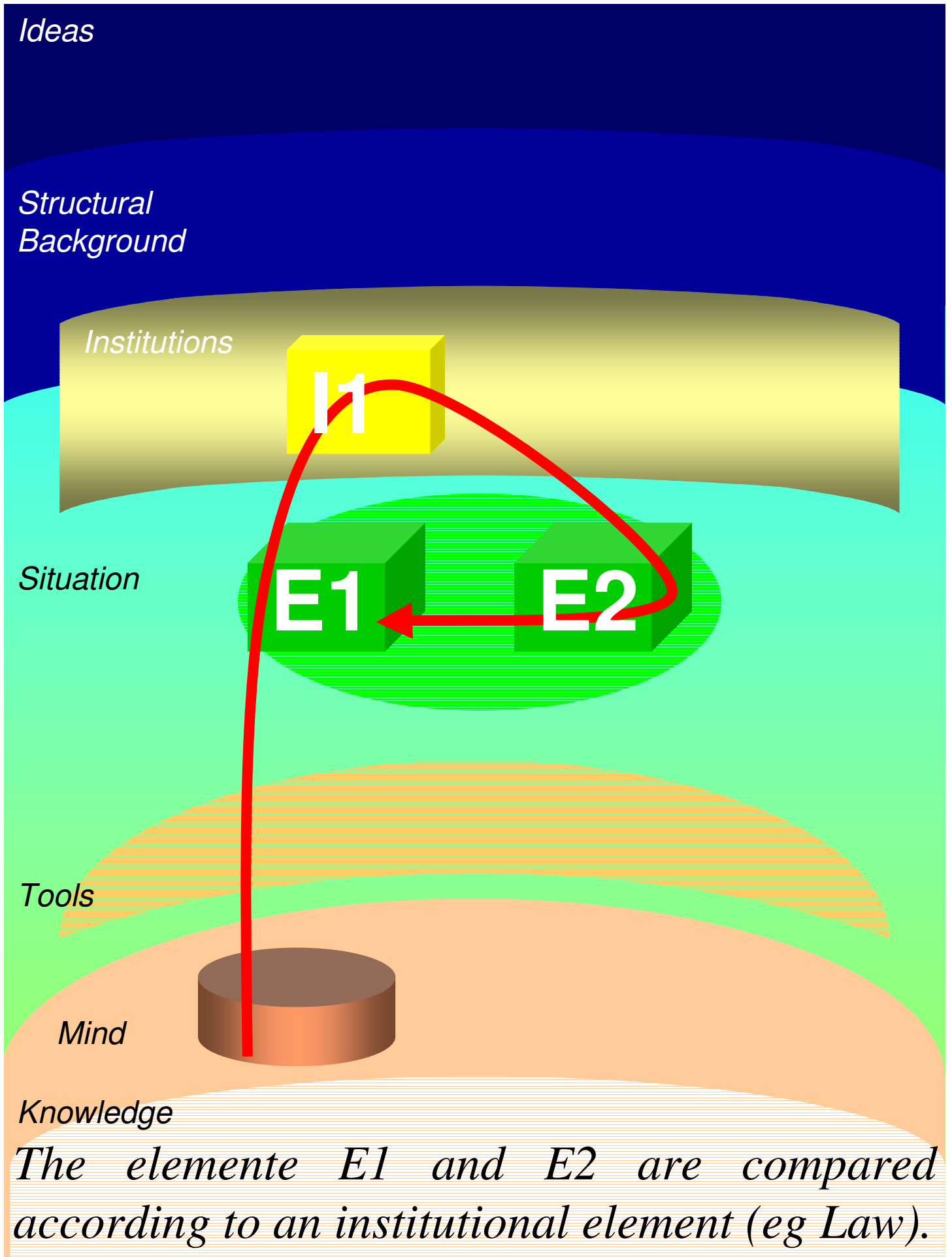
**E2**

*Tools*

*Mind*

*Knowledge*

*The elements E1 and E2 are compared according to an institutional element (eg Law).*



*Ideas*

*Structural  
Background*

*Institutions*

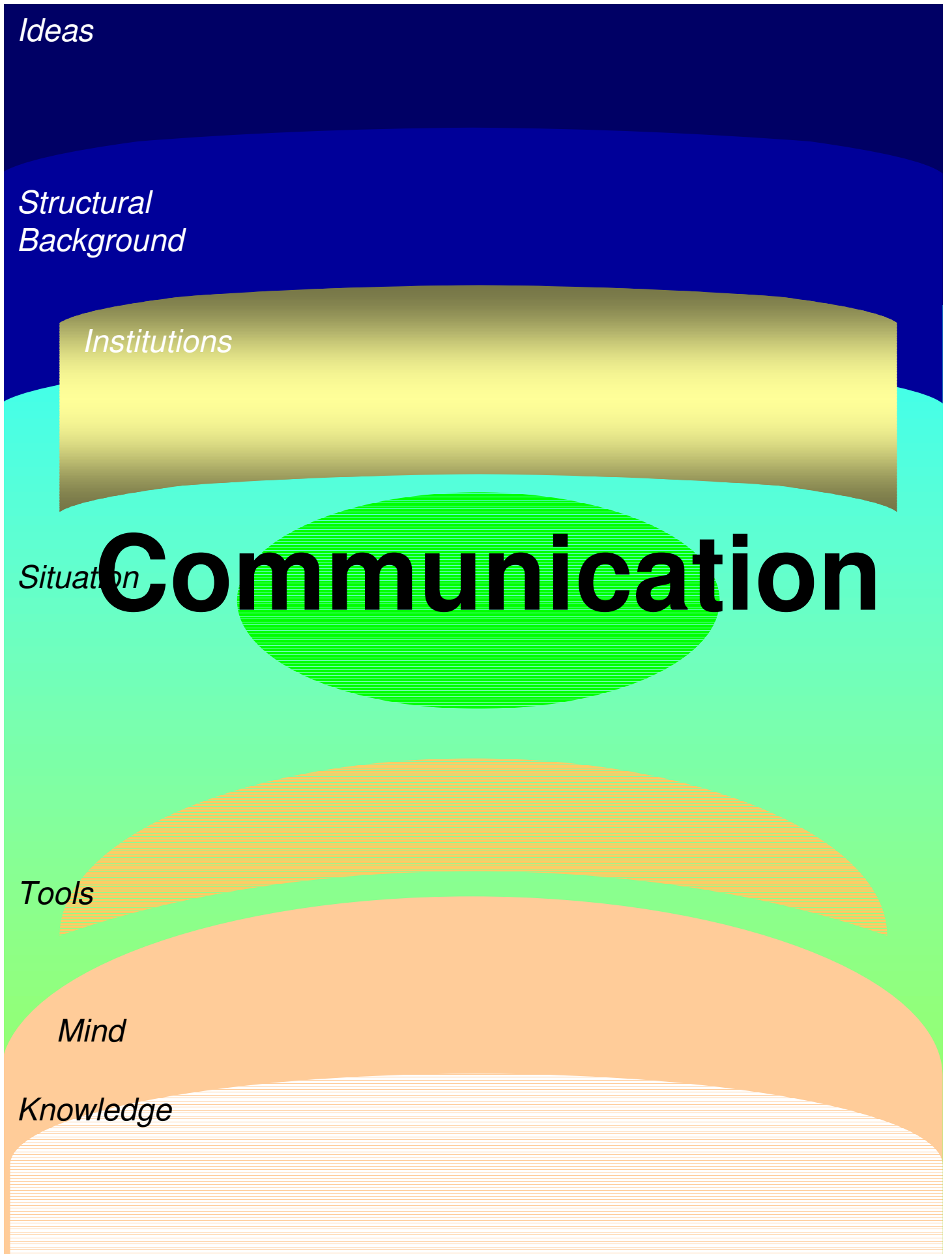
*Situation*

# Communication

*Tools*

*Mind*

*Knowledge*





*Ideas*

*Structural  
Background*

*Institutions*

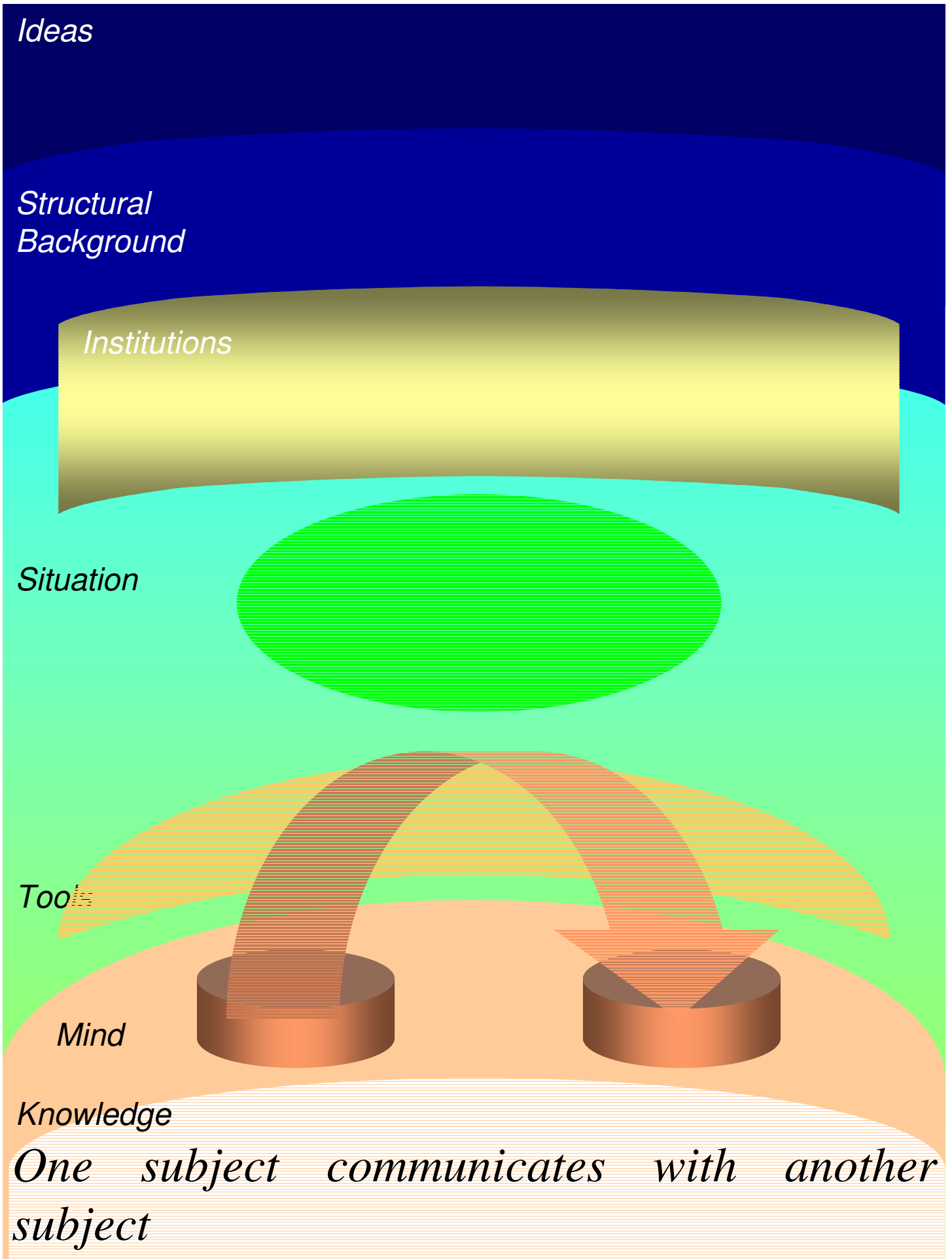
*Situation*

*Tool*

*Mind*

*Knowledge*

*One subject communicates with another  
subject*



*Ideas*

*Structural  
Background*

*Institutions*

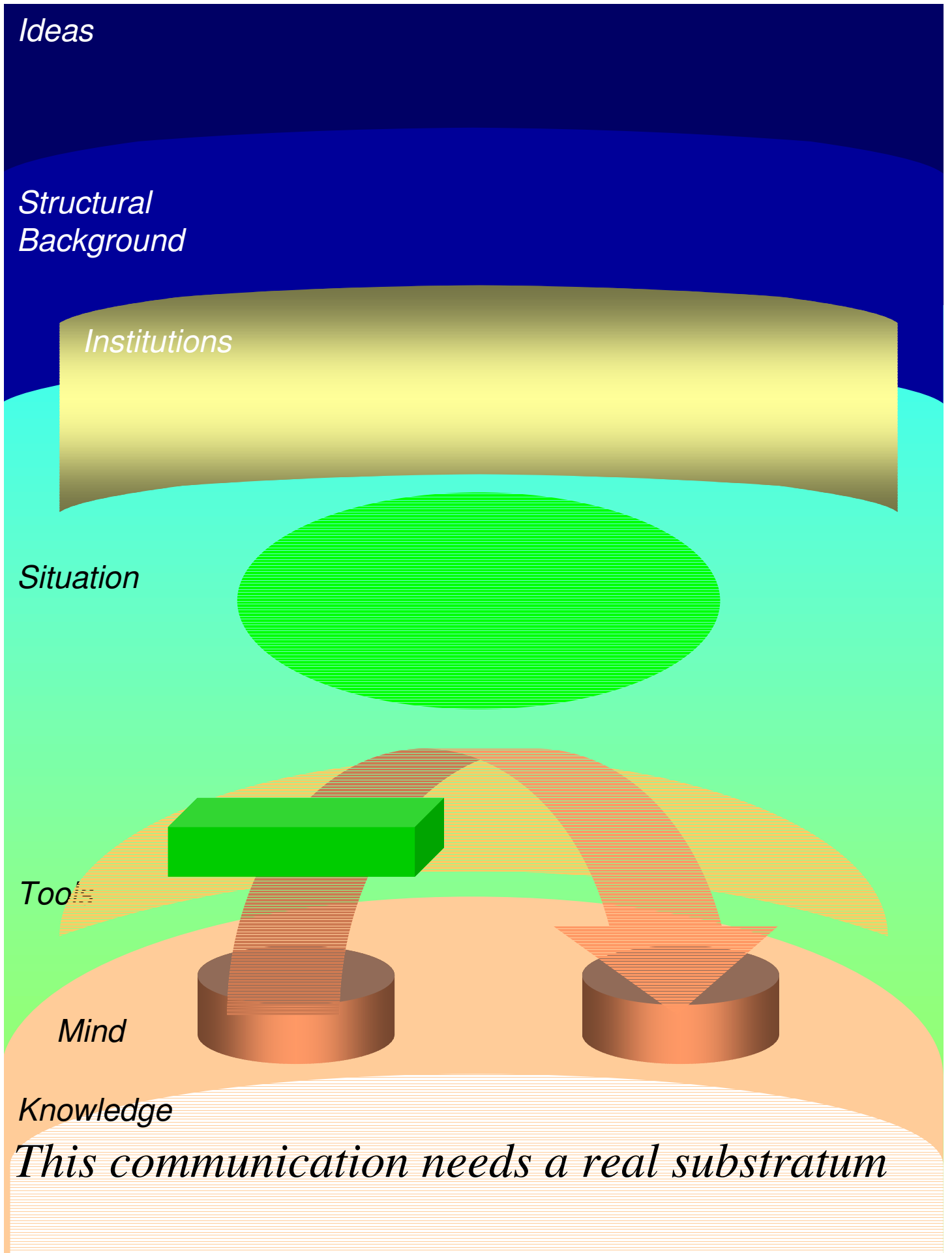
*Situation*

*Tools*

*Mind*

*Knowledge*

*This communication needs a real substratum*



*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

*Tool*

*Mind*

*Knowledge*

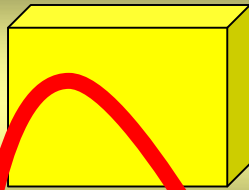
*with a gestic, an acoustic, a textual or a visual  
or another syntax (code)*

ge ac tx vi x

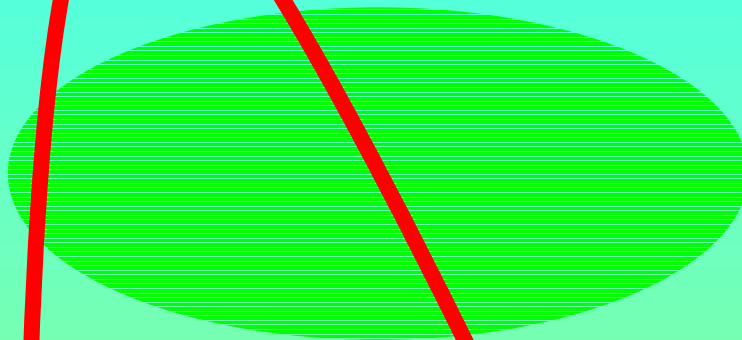
*Ideas*

*Structural  
Background*

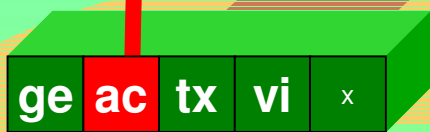
*Institutions*



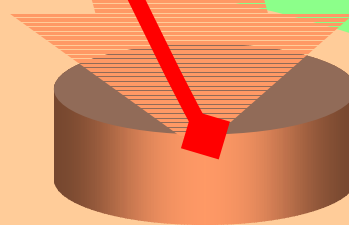
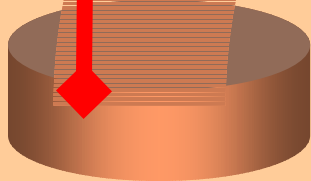
*Situation*



*Tool*



*Mind*



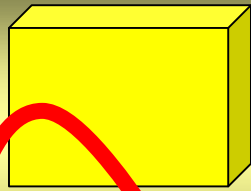
*Knowledge*

*Both subjects interpret this message  
according the institutional standards*

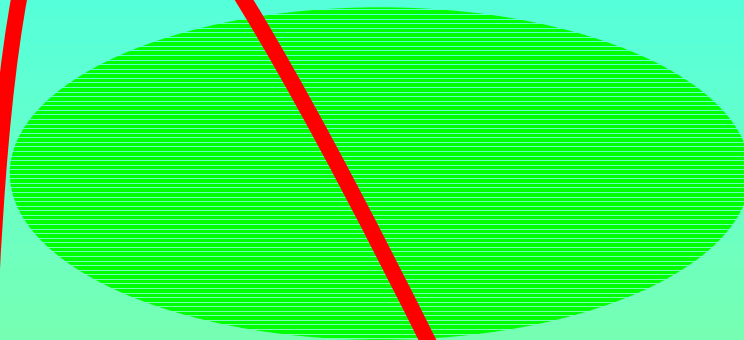
Ideas

Structural  
Background

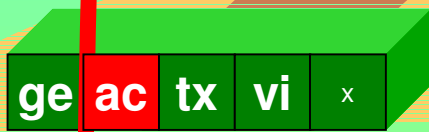
Institutions



Situation



Tools

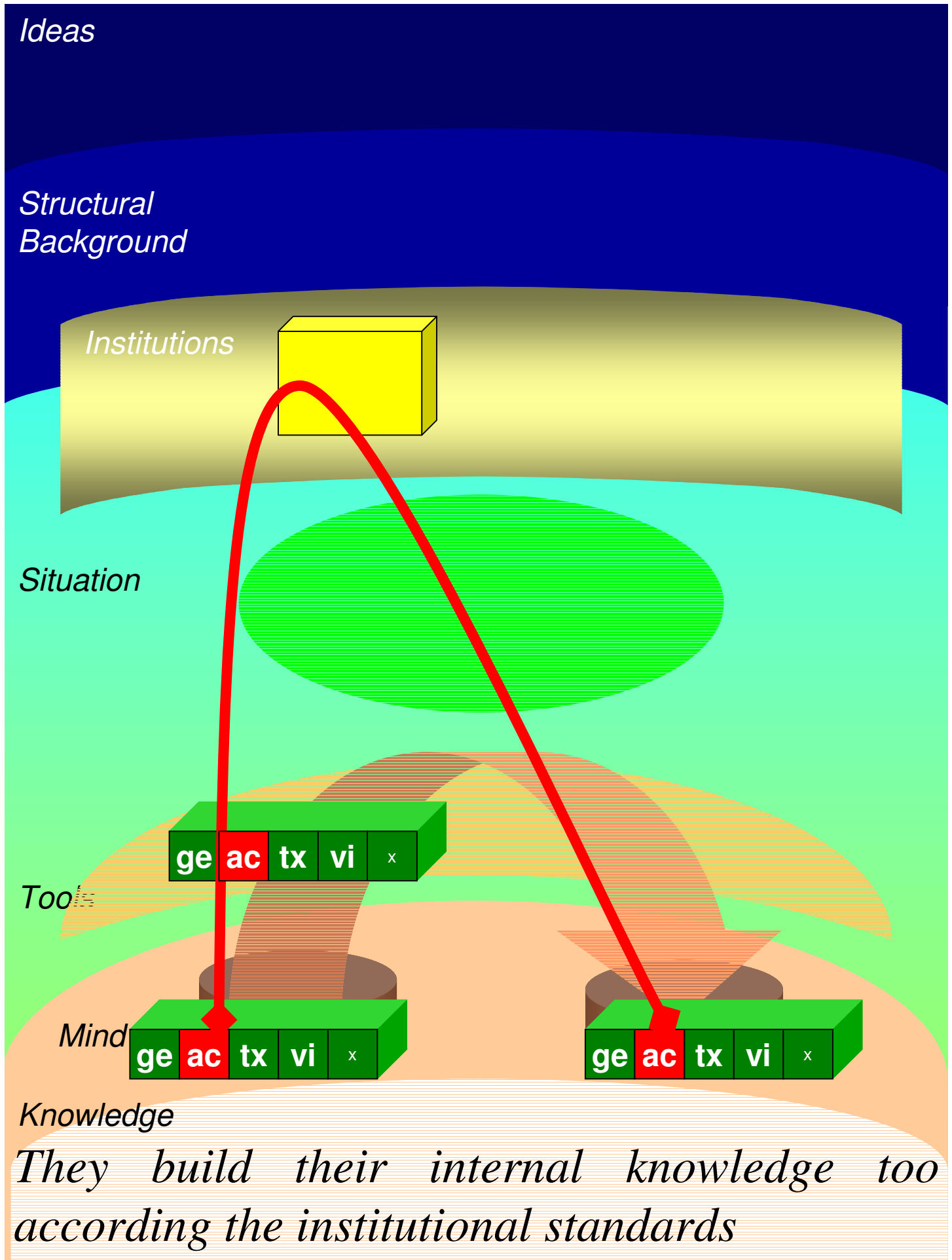


Mind



Knowledge

*They build their internal knowledge too according the institutional standards*



*Ideas*

*Structural  
Background*

*Institutions*

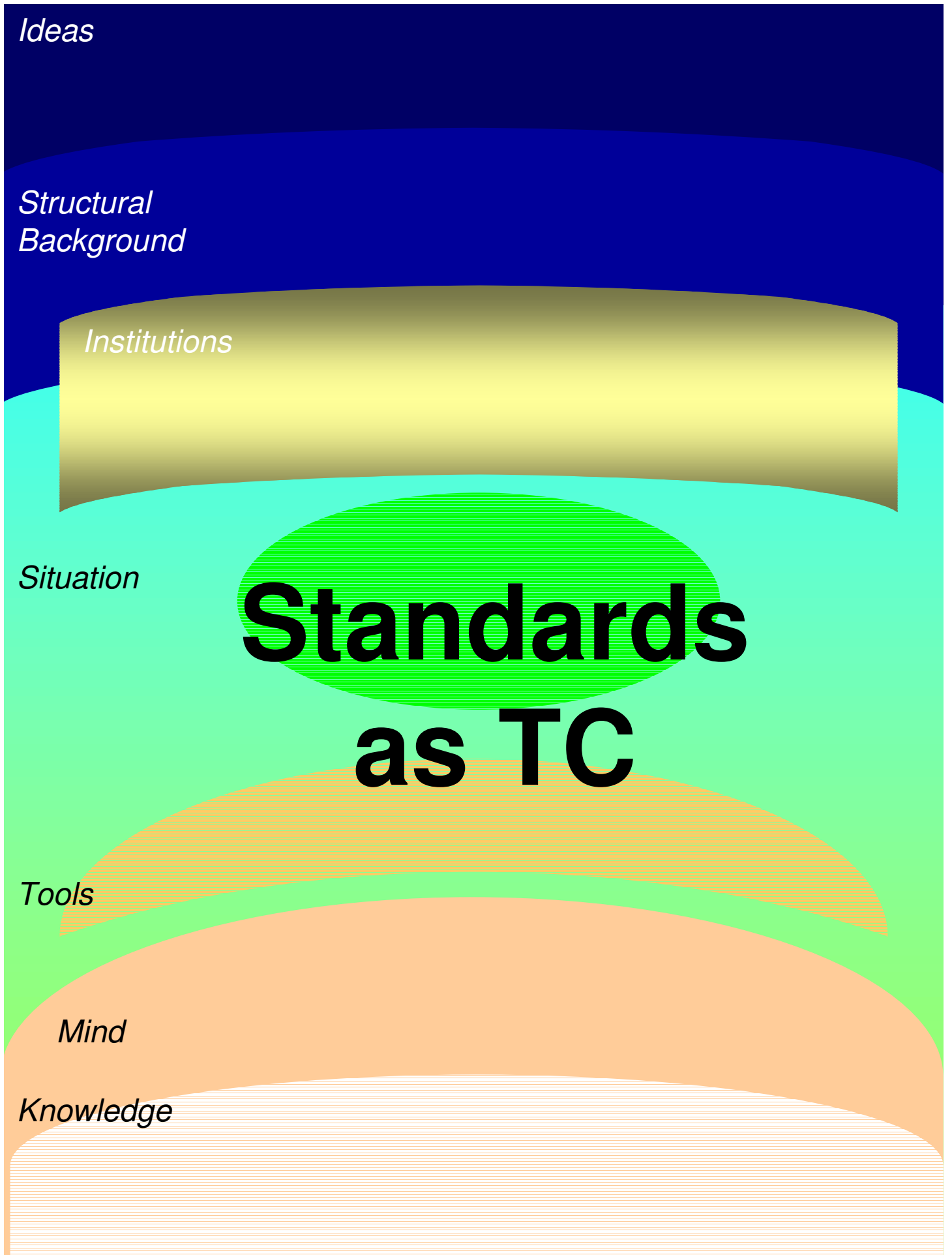
*Situation*

# **Standards as TC**

*Tools*

*Mind*

*Knowledge*



Ideas

Structural  
Background

Institutions

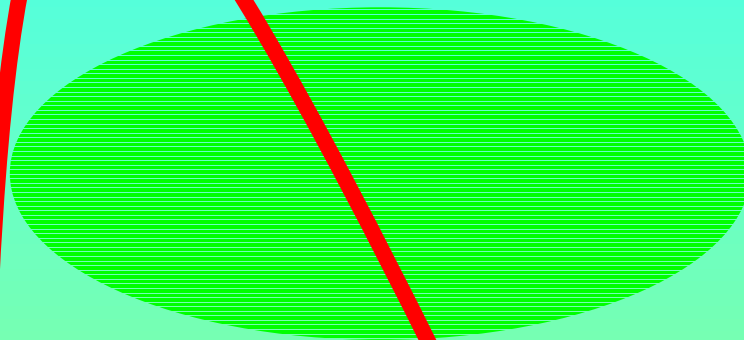
St/ge

St/ac

St/tx

St/vi

Situation



Tool

ge ac tx vi x

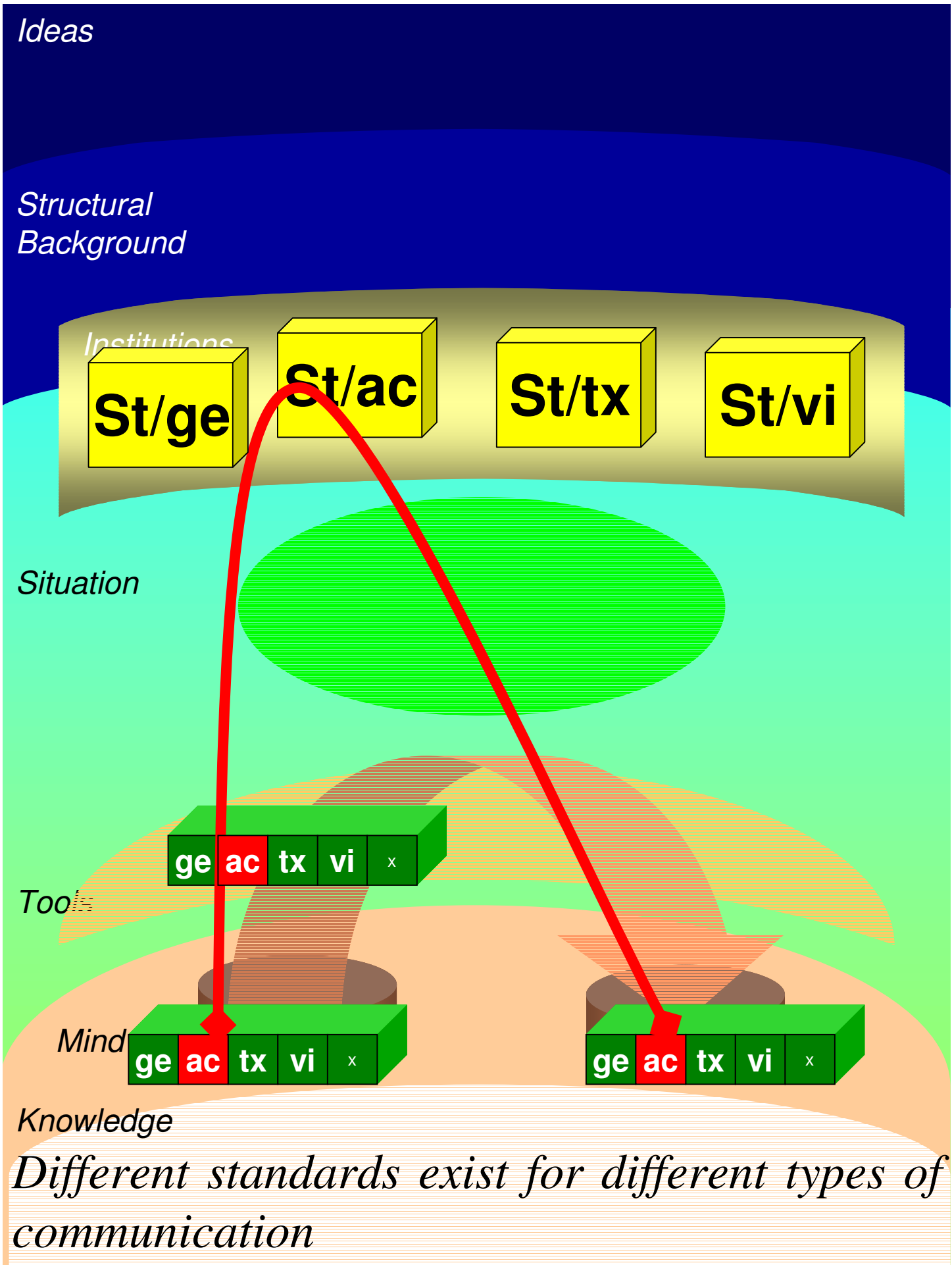
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*Different standards exist for different types of communication*



Ideas

Structural  
Background

Institutions

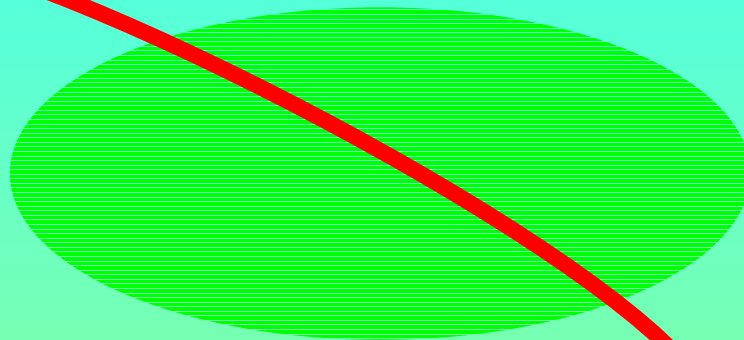
St/ge

St/ac

St/tx

St/vi

Situation



Tool

ge ac tx vi x

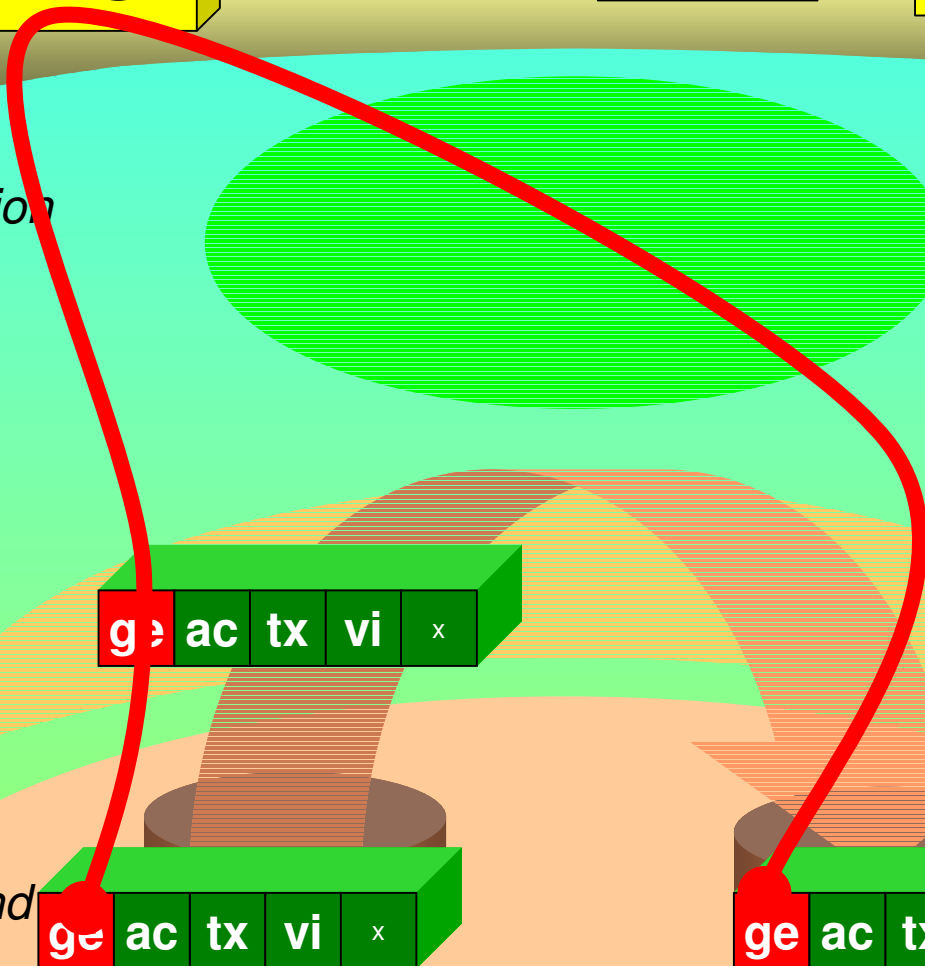
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*for gestic communication*





Ideas

Structural  
Background

Institutions

St/ge

St/ac

St/tx

St/vi

Situation

Tools

ge ac tx vi x

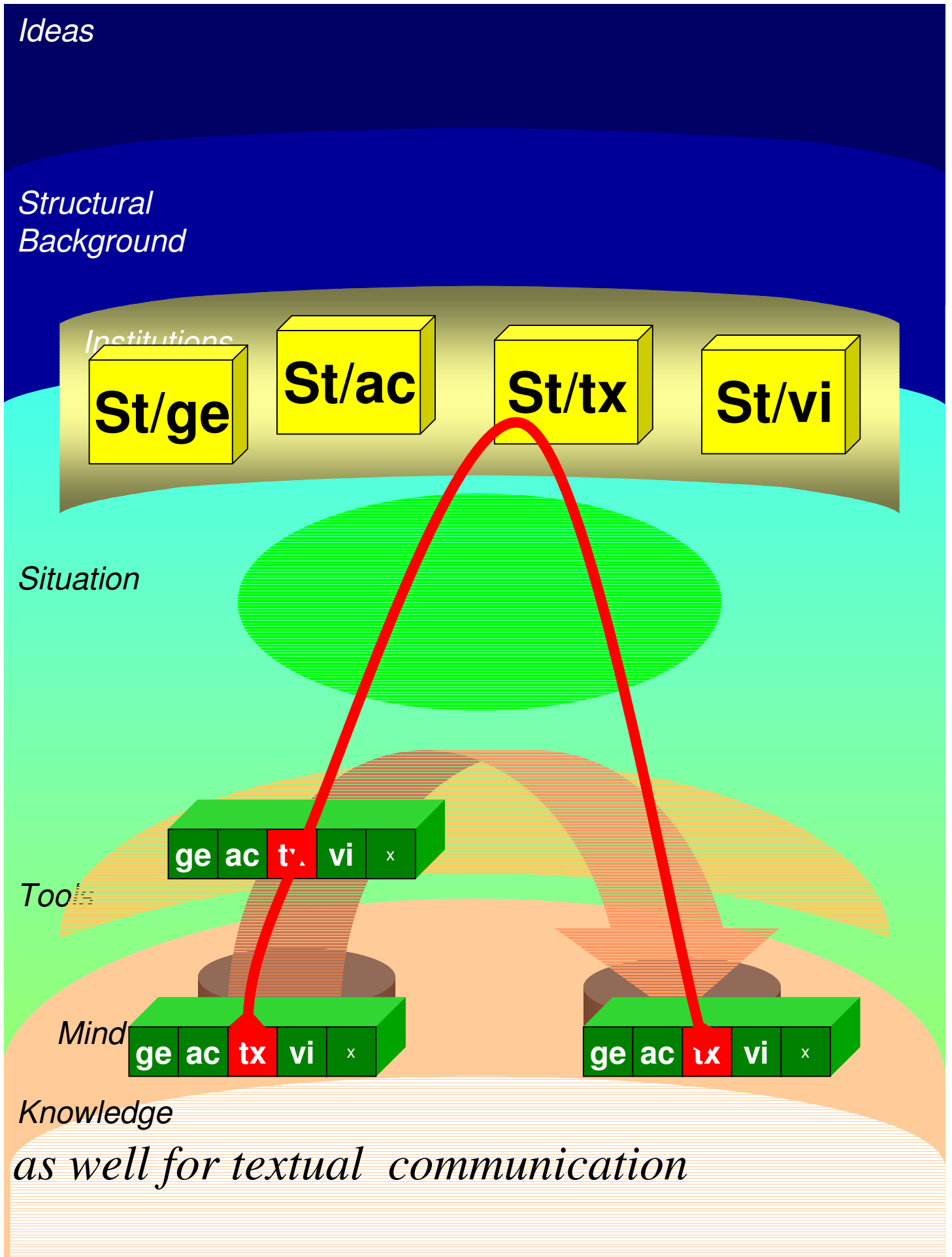
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*as well for textual communication*



*Ideas*

*Structural  
Background*

*Institutions*

**St/ge**

**St/ac**

**St/tx**

**St/vi**

*Situation*

*Tool*

ge ac tx **vi** x

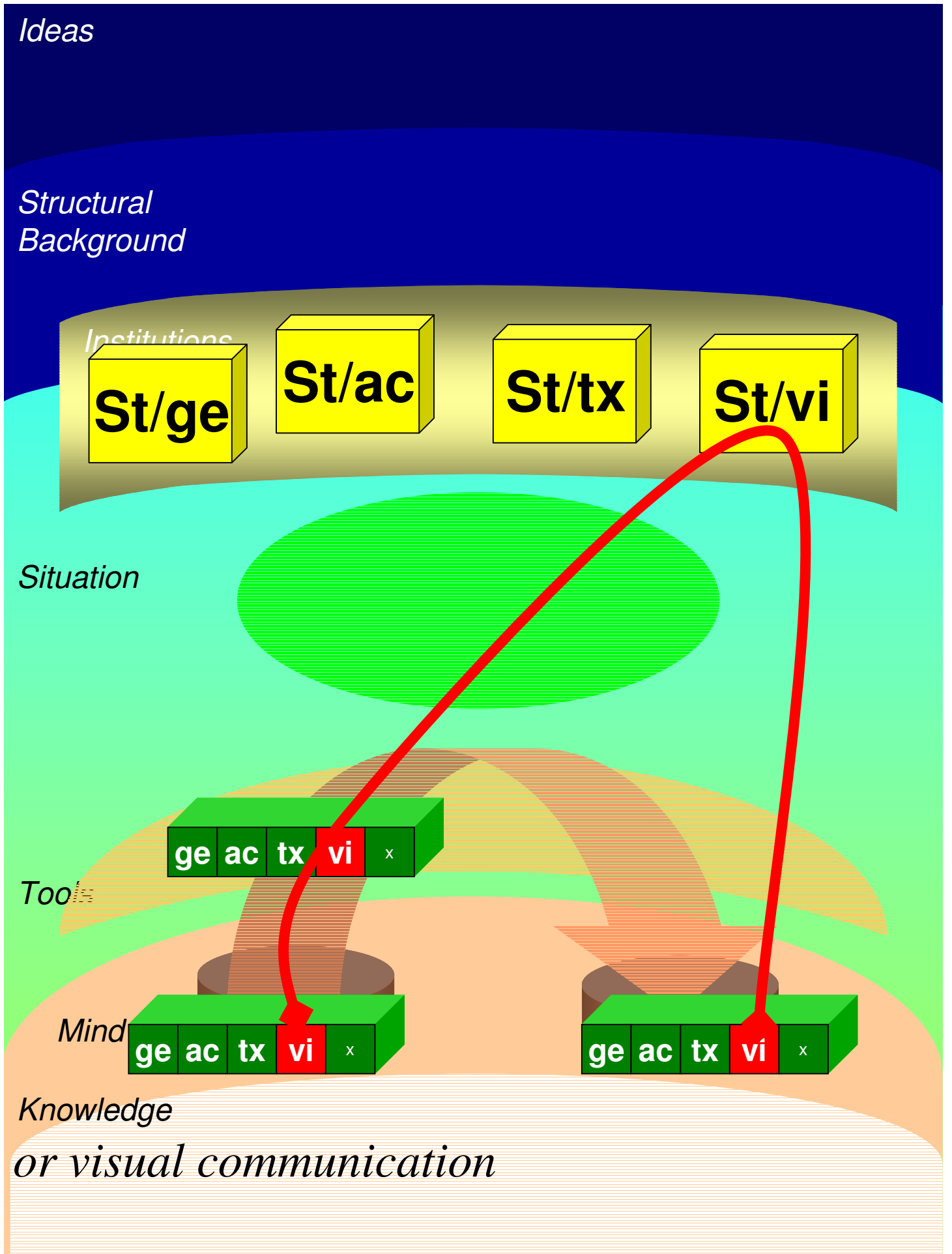
*Mind*

ge ac tx **vi** x

ge ac tx **vi** x

*Knowledge*

*or visual communication*



Ideas

Structural  
Background

Institutions

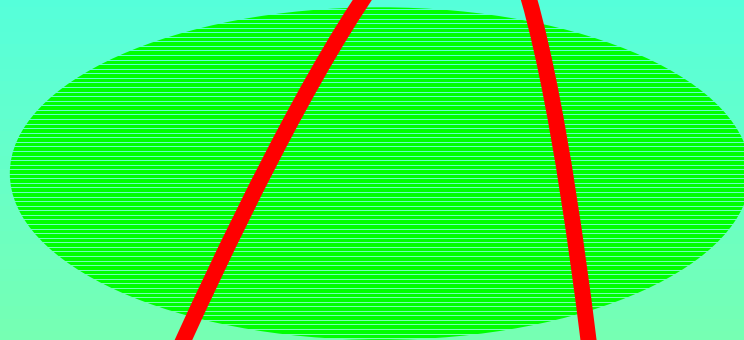
St/ge

St/ac

St/tx

St/vi

Situation



Tool

ge ac tx vi x

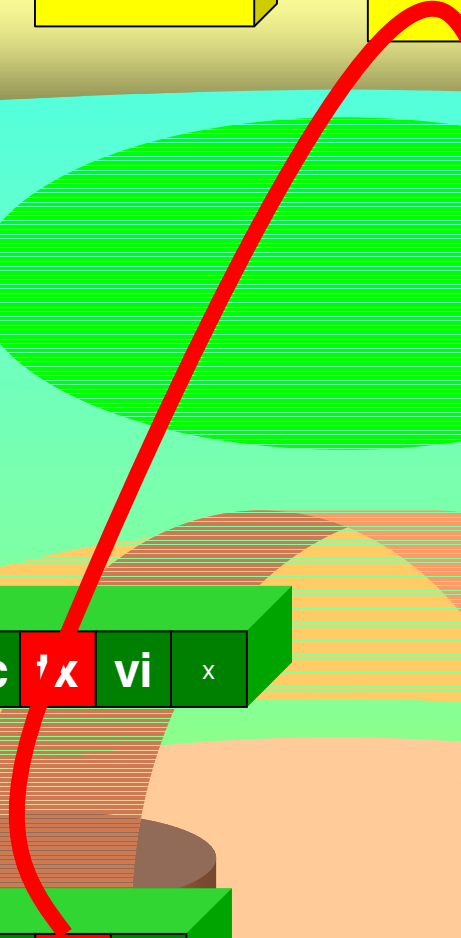
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*Situations can be more complicated:*



Ideas

Structural  
Background

Institutions

St/ge

St/ac

St/tx

St/vi

Situation

Tool

ge ac tx vi x

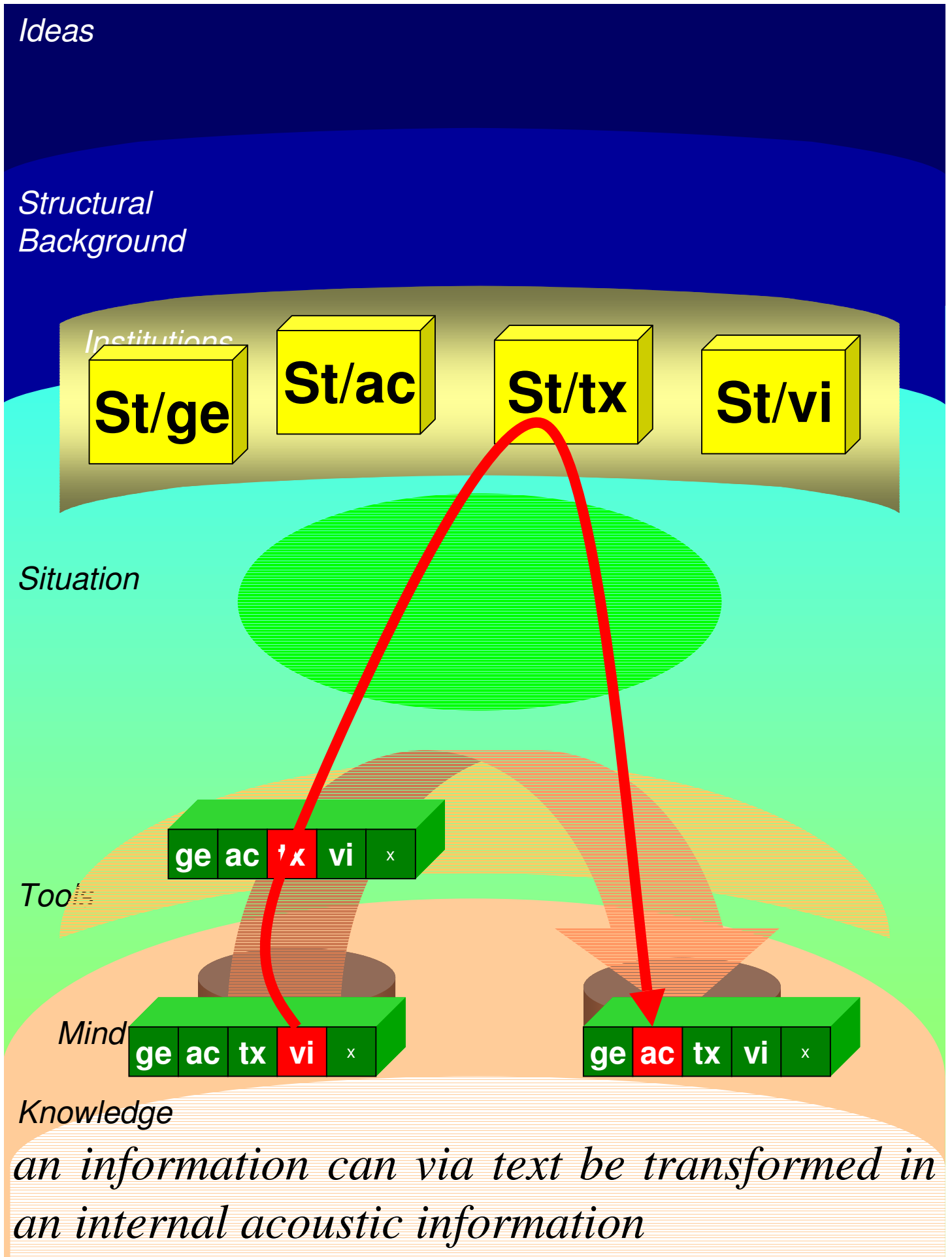
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*an information can via text be transformed in  
an internal acoustic information*



Ideas

Structural  
Background

Institutions

St/ge

St/ac

St/tx

St/vi

Situation

Tools

ge ac tx vi x

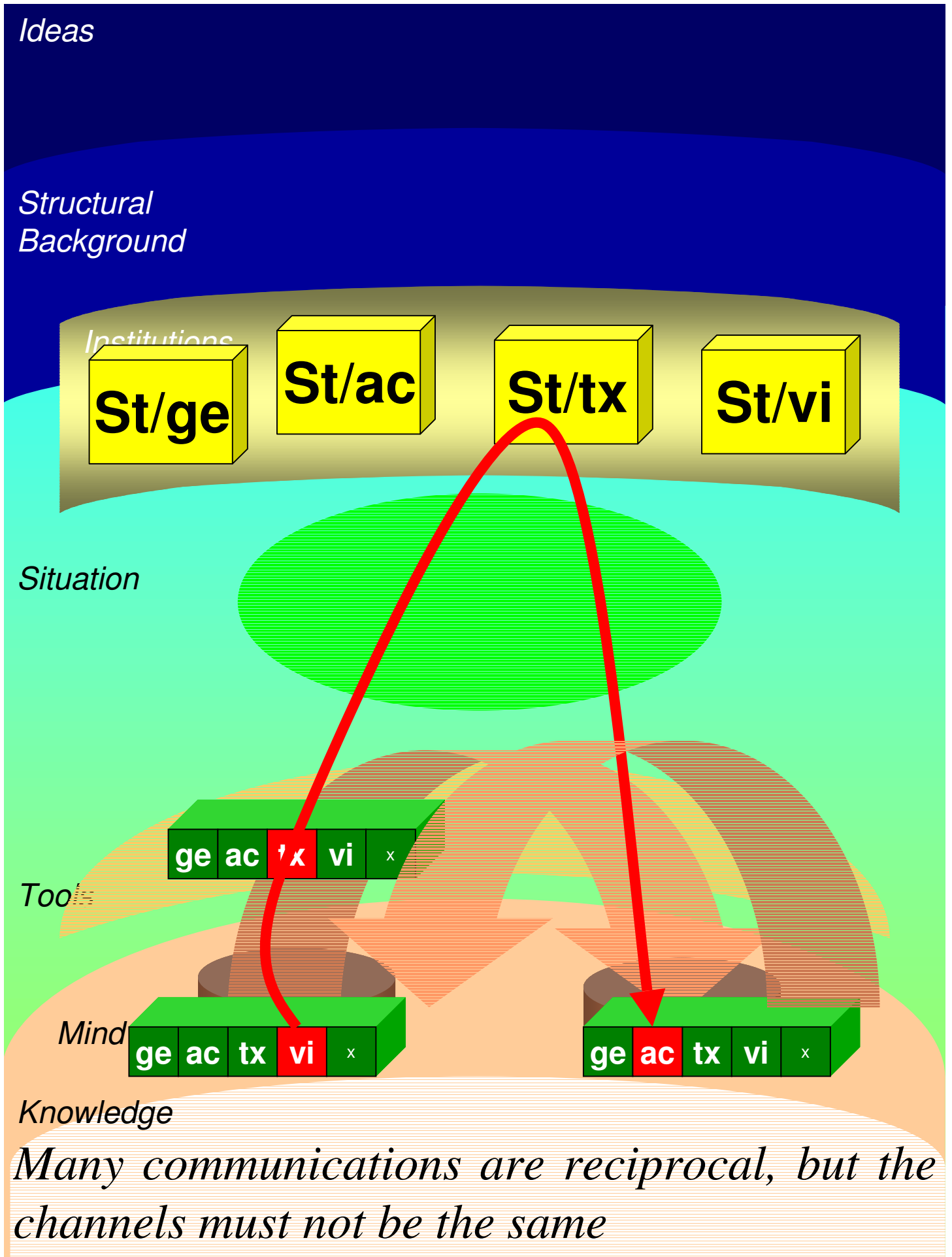
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*Many communications are reciprocal, but the channels must not be the same*



Ideas

Structural  
Background

Institutions

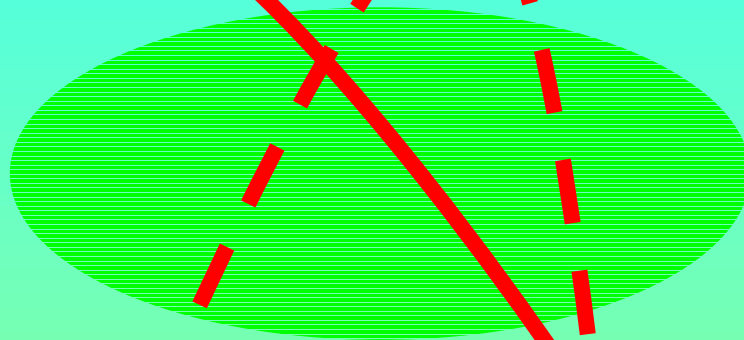
St/ge

St/ac

St/tx

St/vi

Situation



Tools

ge ac tx vi x

ge ac tx vi x

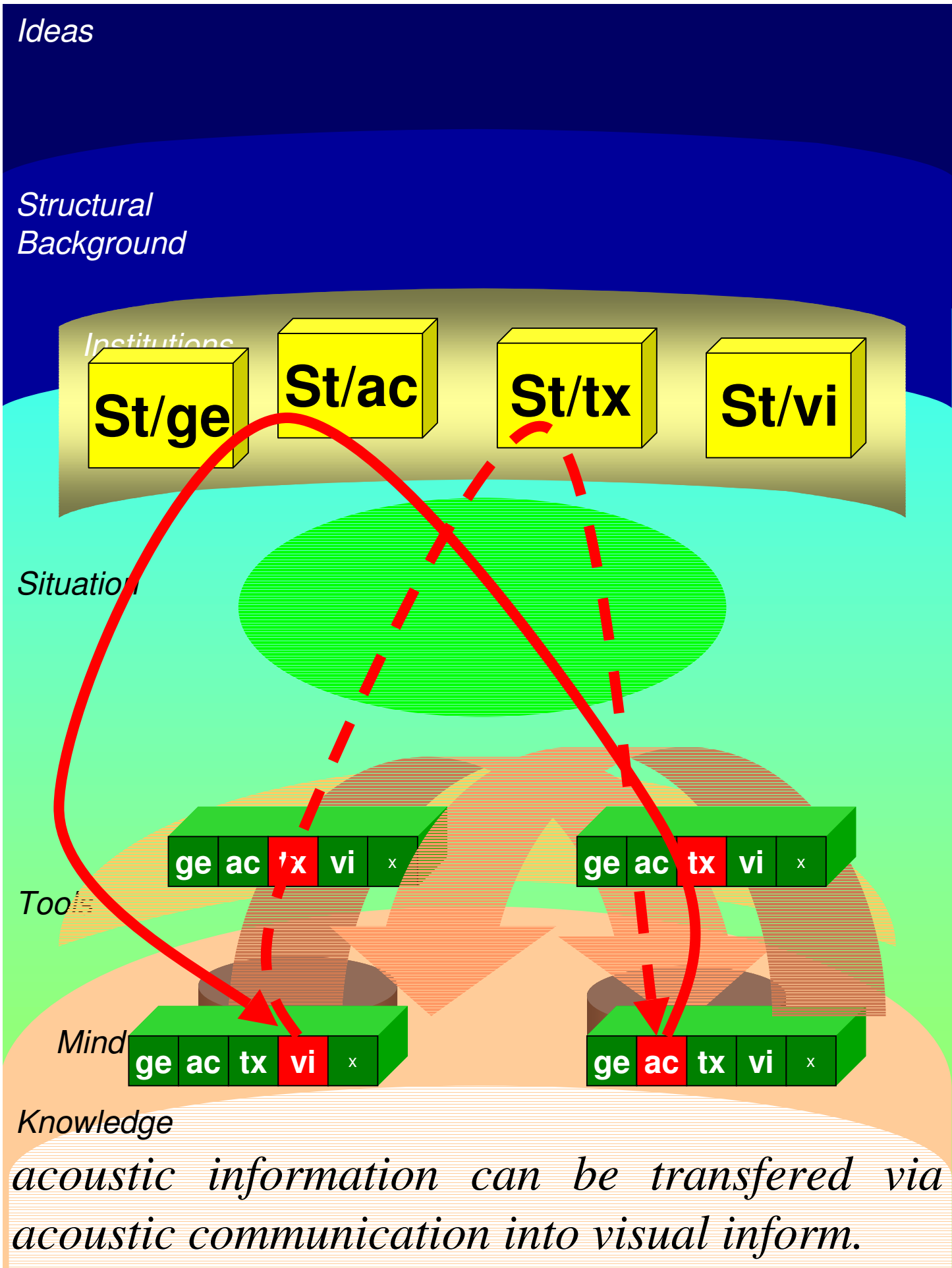
Mind

ge ac tx vi x

ge ac tx vi x

Knowledge

*acoustic information can be transferred via  
acoustic communication into visual inform.*



*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

**Structural  
Background  
as TC**

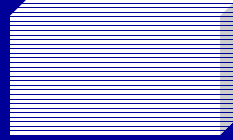
*Tools*

*Mind*

*Knowledge*

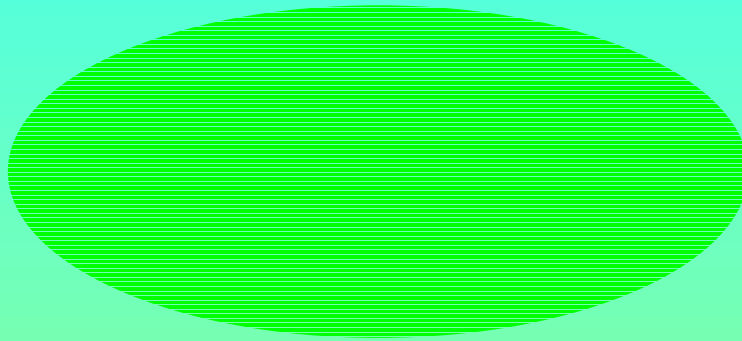
*Ideas*

*Structural  
Background*



*Institutions*

*Situation*



*Tools*

*Mind*

*Knowledge*

*A structural background exist „behind“ the institutions*



*Ideas*

*Structural  
Background*

**Science**

*Institutions*

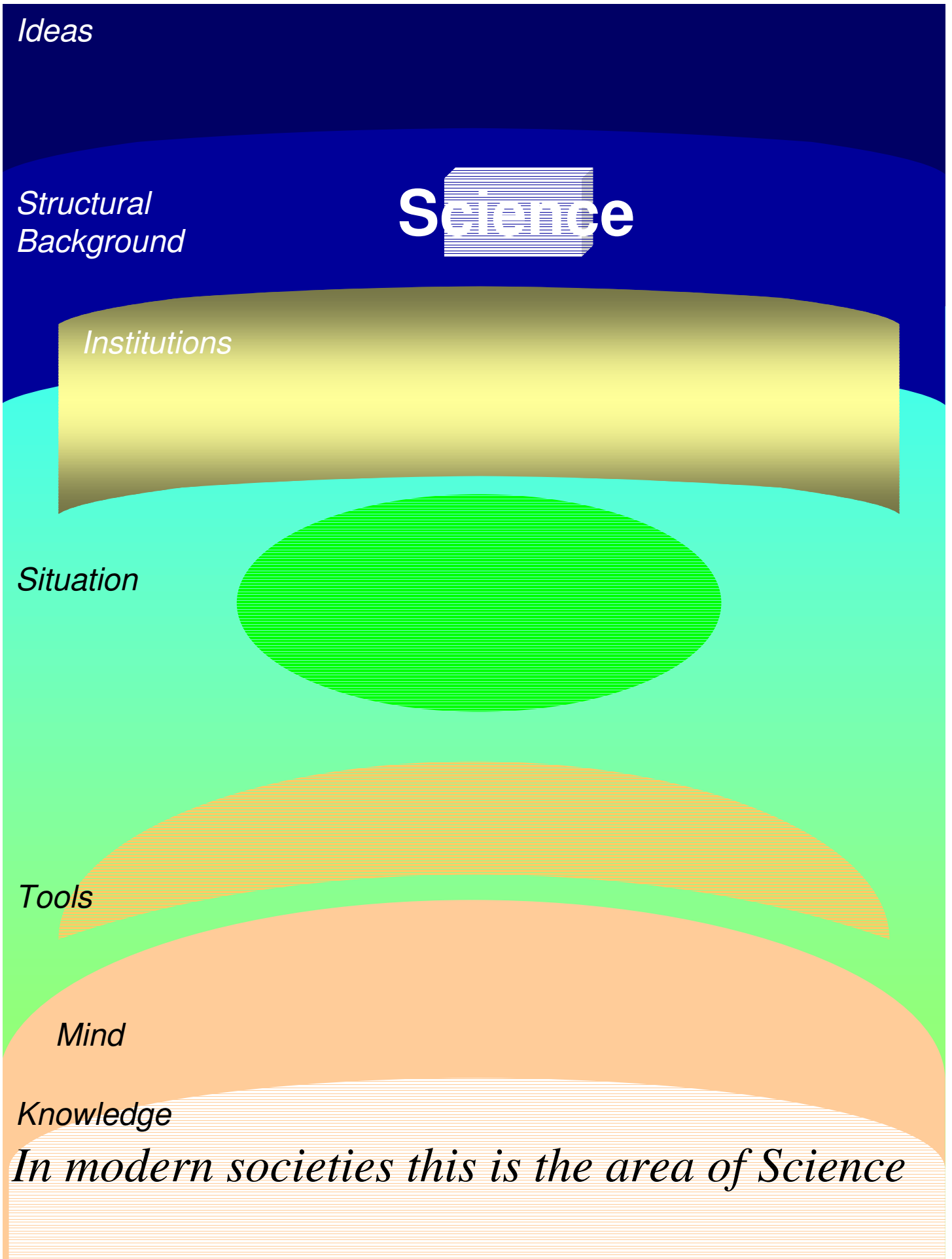
*Situation*

*Tools*

*Mind*

*Knowledge*

*In modern societies this is the area of Science*



*Ideas*

*Structural  
Background*

# Terminology

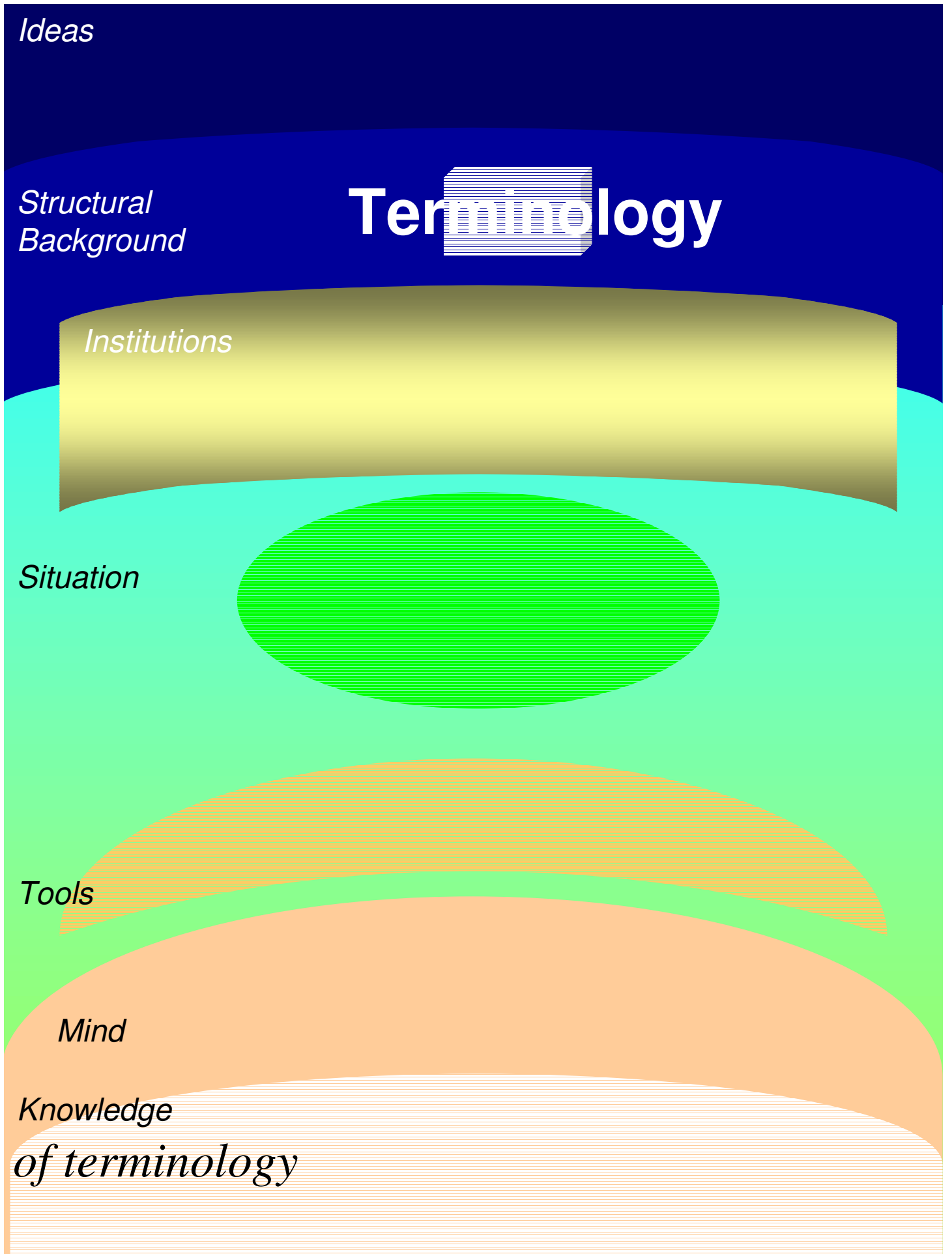
*Institutions*

*Situation*

*Tools*

*Mind*

*Knowledge  
of terminology*



Ideas

Structural  
Background

Structural TC

Institutions

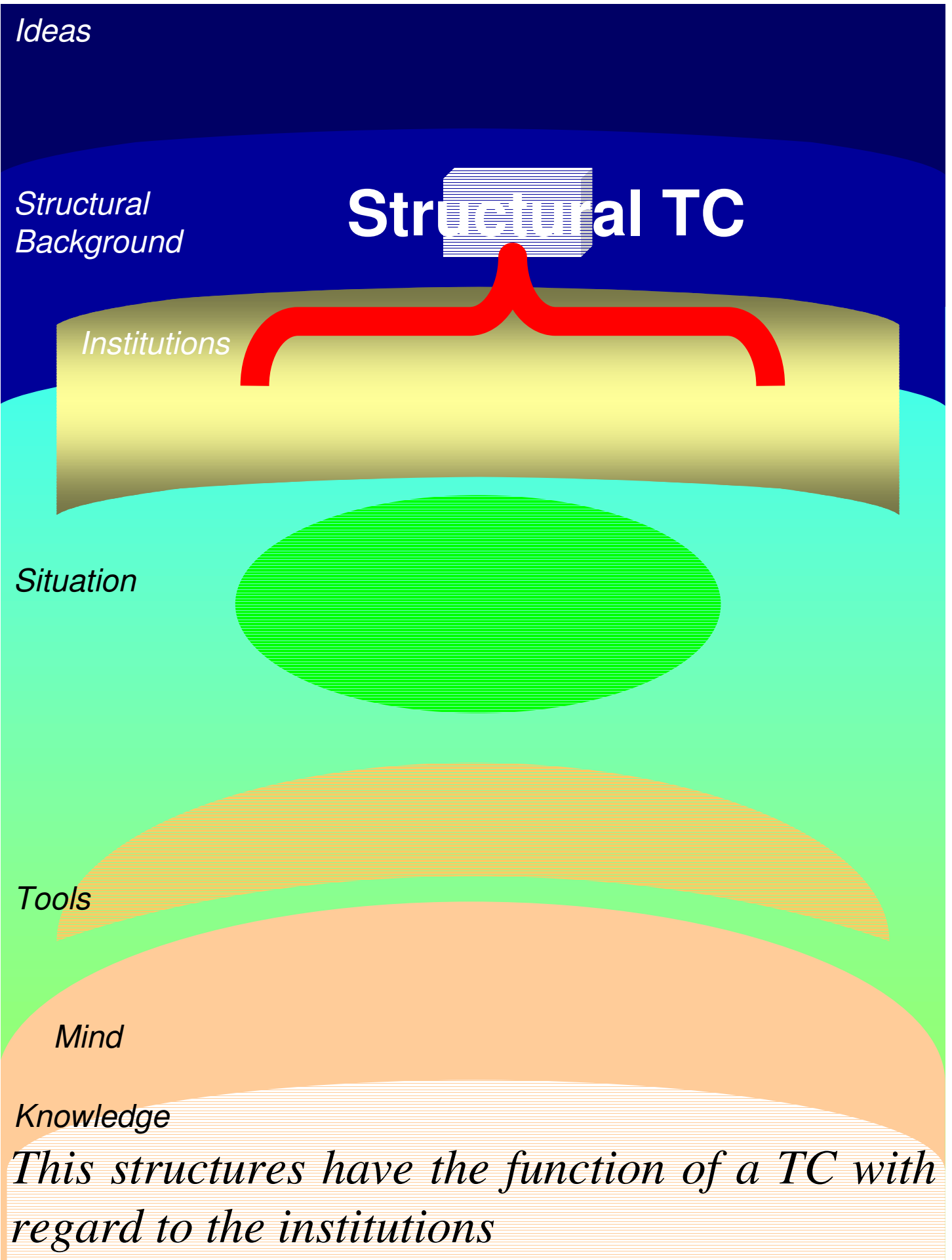
Situation

Tools

Mind

Knowledge

*This structures have the function of a TC with regard to the institutions*



*Ideas*

*Structural  
Background*

# societal Knowledge

ge ac tx vi x

*Institutions*

*Situation*

*Tools*

*Mind*

*Knowledge*

*These structures are also represented in  
different kinds of Syntax*

*Ideas*

*Structural  
Background*

# societal Knowledge

ge ac tx vi x

*Institutions*

*Situation*

*Tools*

*Mind*

# personal Knowledge

*Knowledge*

ge ac tx vi x

*Knowledge is not only societal but also personal knowledge*

Ideas

Structural  
Background

Institutions

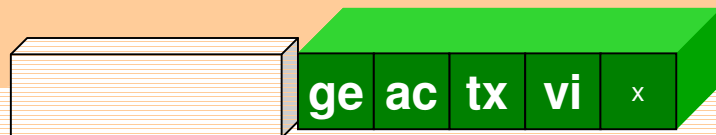
Situation

Tools

Mind

personal Knowledge

Knowledge



*Personal Knowledge is also a TC within the  
subject relating external entities*

*Ideas*

*Structural  
Background*

*Institutions*

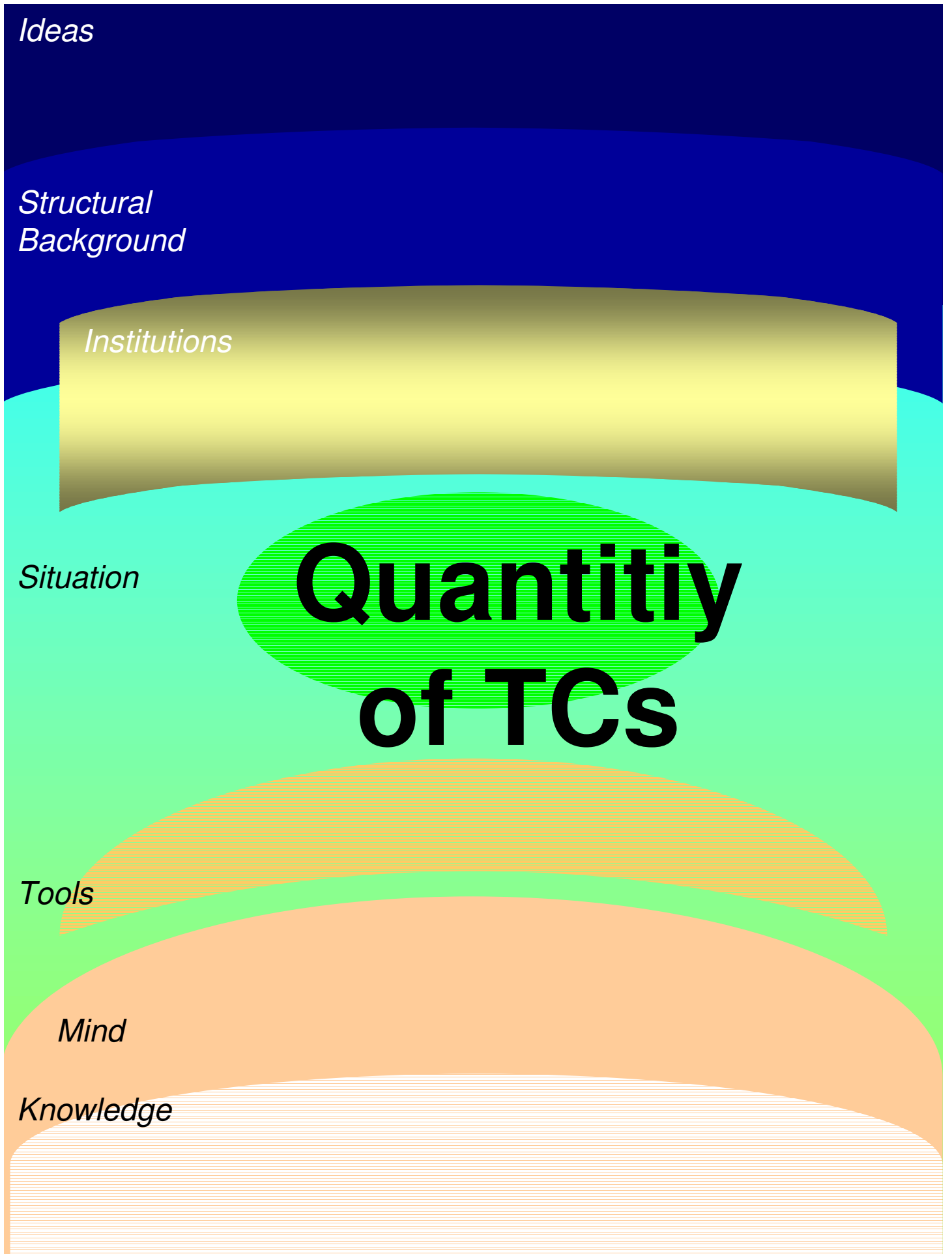
*Situation*

# Quantity of TCS

*Tools*

*Mind*

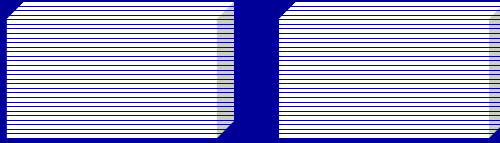
*Knowledge*



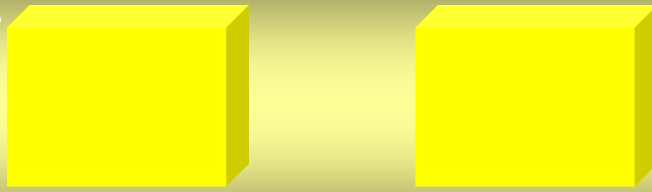
*Ideas*



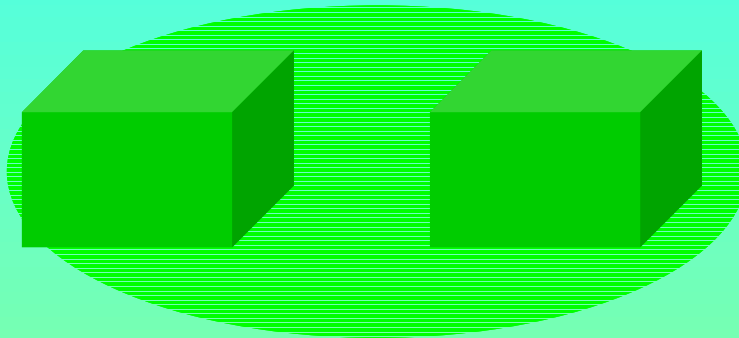
*Structural Background*



*Institutions*



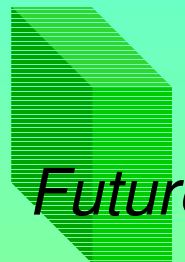
*Situation*



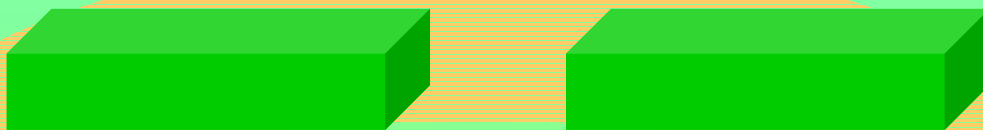
*Past*



*Future*



*Tools*



*Mind*

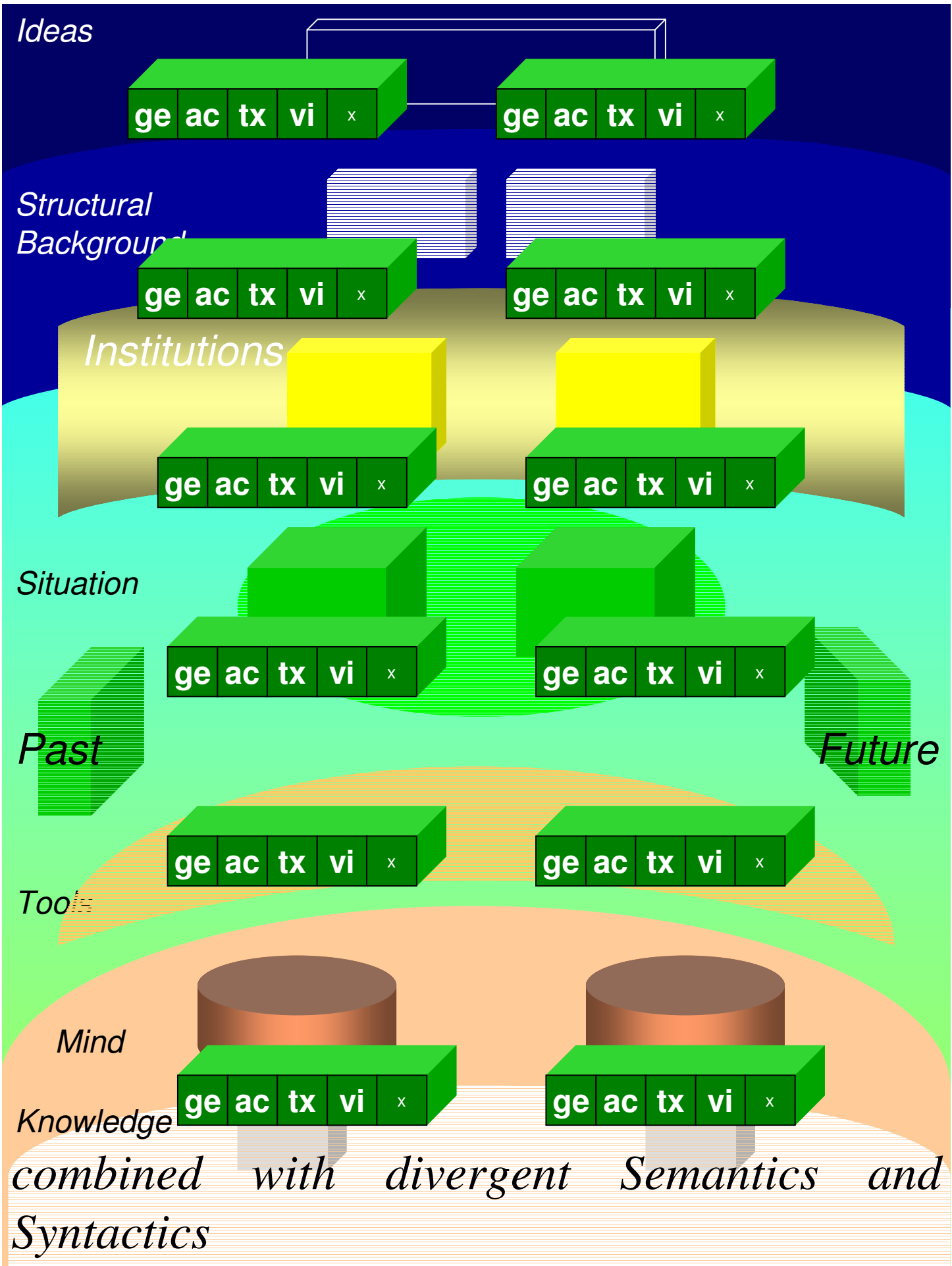


*Knowledge*

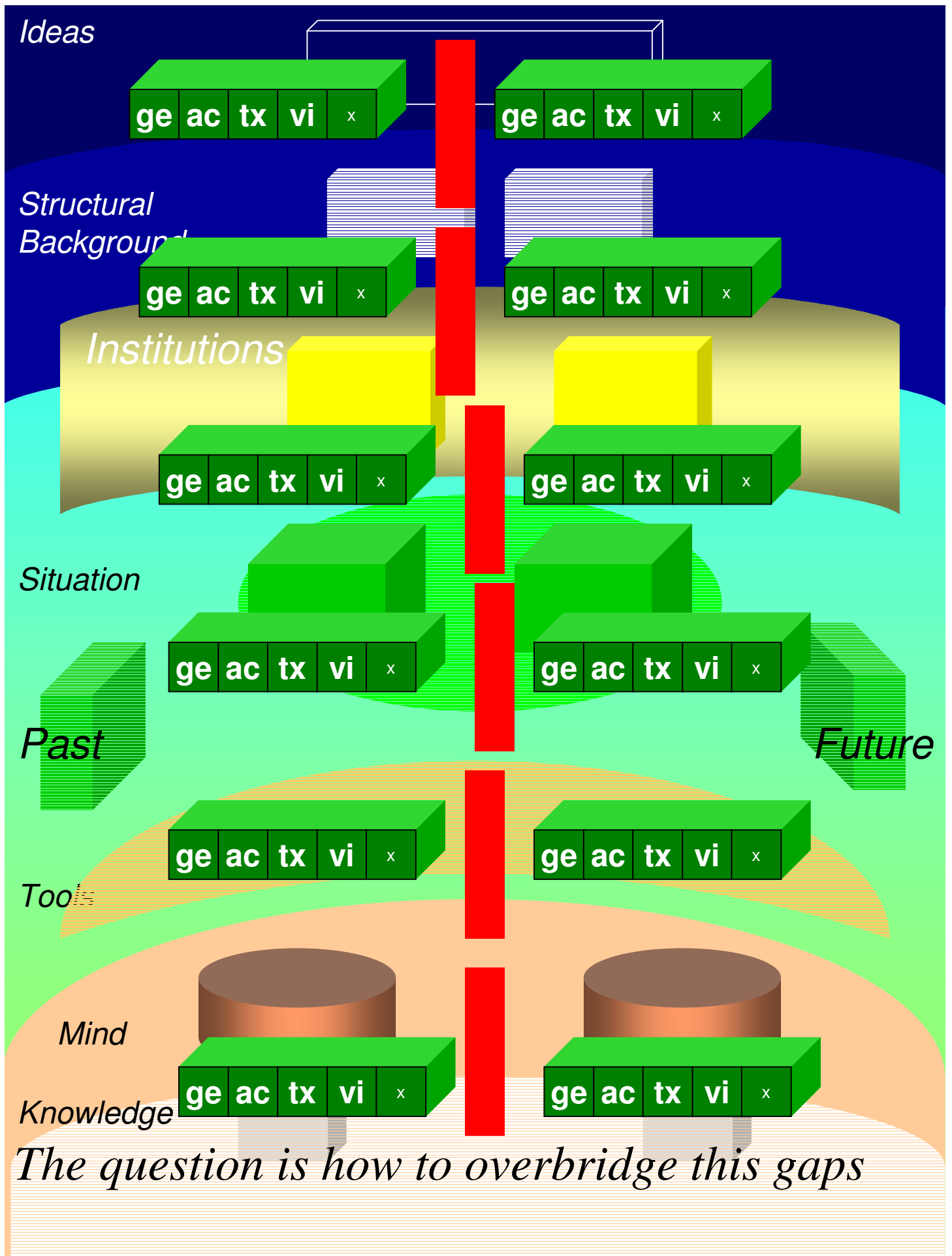


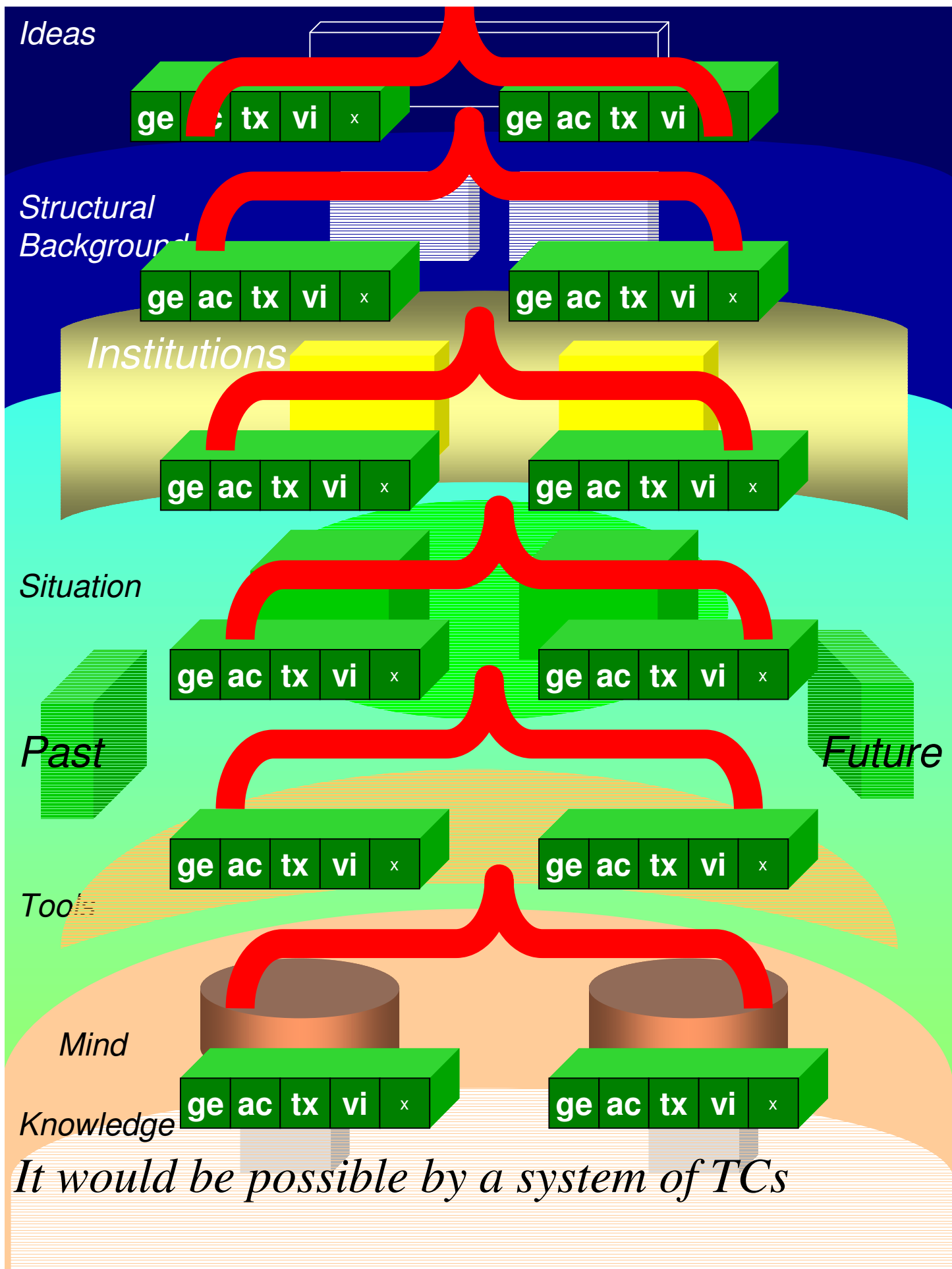
*Different subjects, groups and societies have their own TCs*





*combined with divergent Semantics and Syntactics*





*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

**Legal System**

**TC**

*Tools*

**of Interpretation and**

*Mind*

**Regulation of**

*Knowledge*

**Legal Behavior**

*Ideas*

*Structural  
Background*

*Institutions*

**Laws**

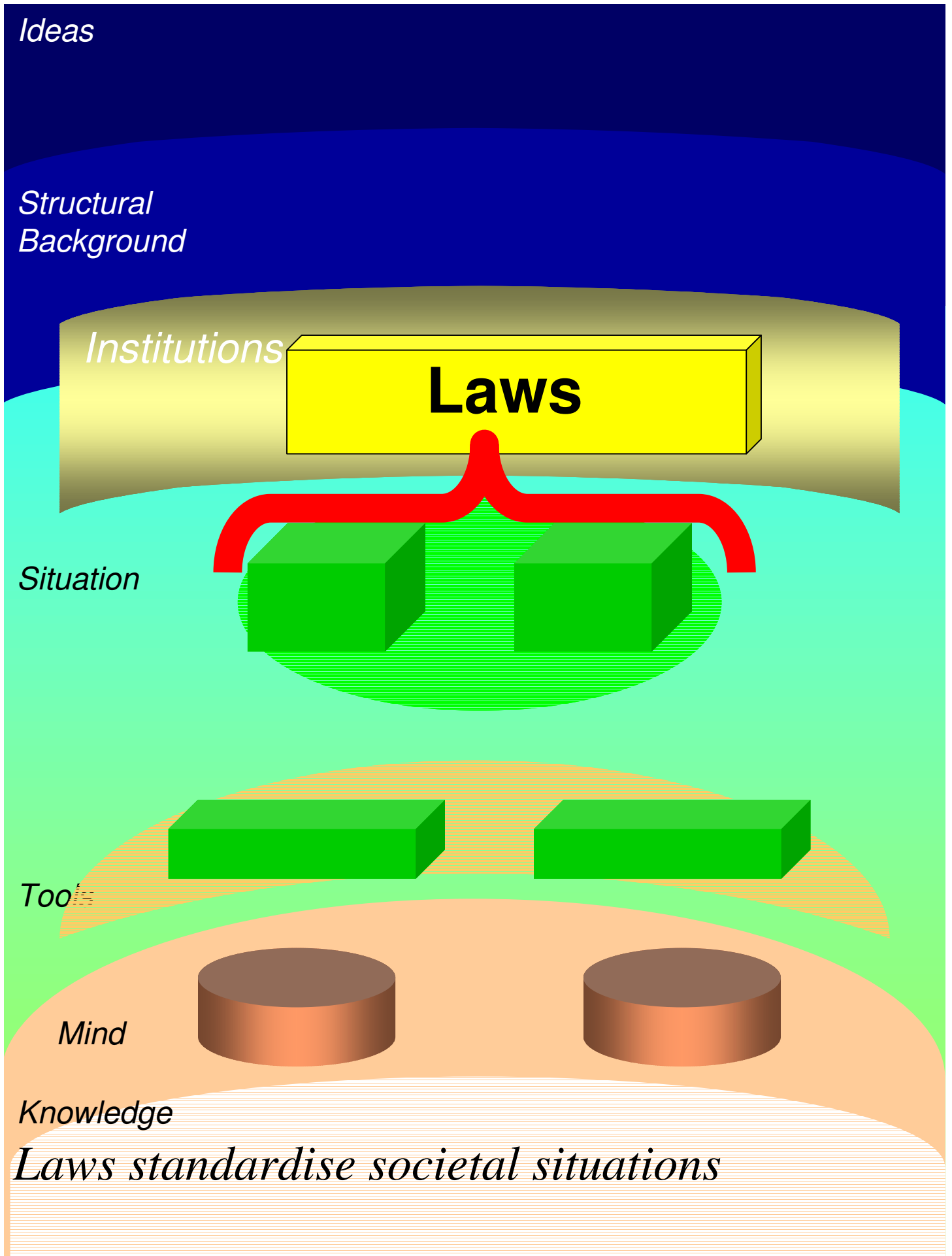
*Situation*

*Tools*

*Mind*

*Knowledge*

*Laws standardise societal situations*



*Ideas*

*Structural  
Background*

*Institutions*

**Laws**

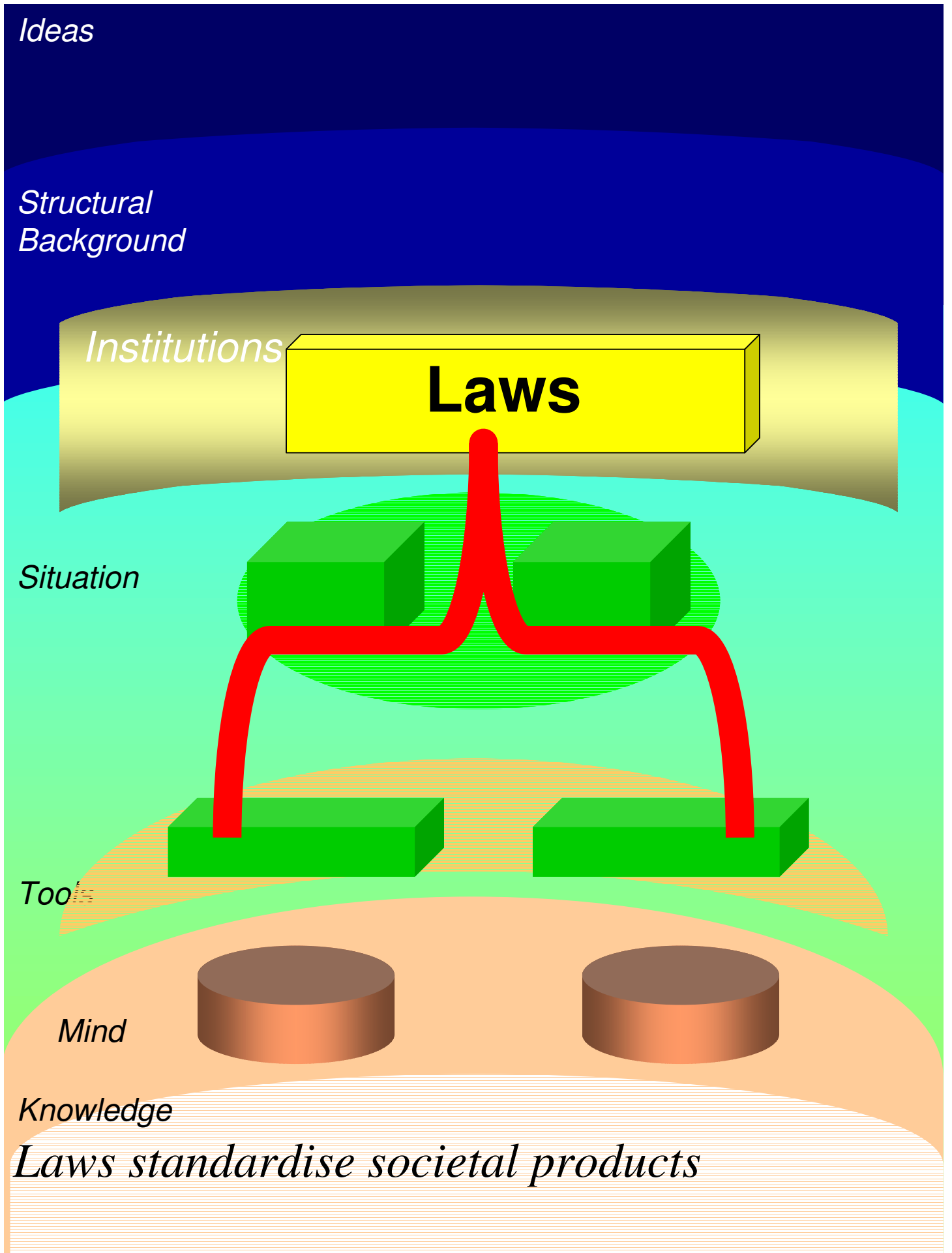
*Situation*

*Tools*

*Mind*

*Knowledge*

*Laws standardise societal products*



*Ideas*

*Structural  
Background*

*Institutions*

**Laws**

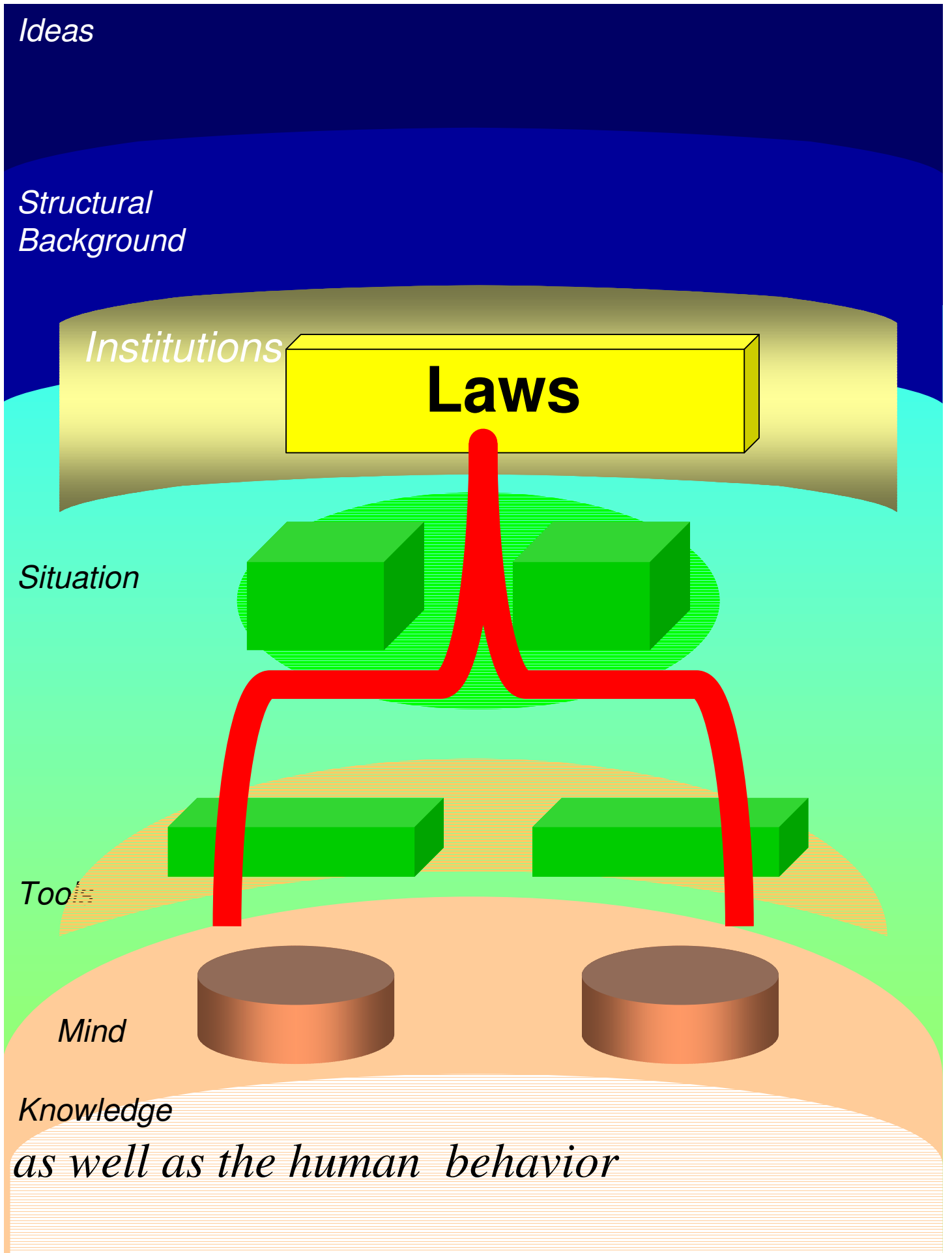
*Situation*

*Tools*

*Mind*

*Knowledge*

*as well as the human behavior*



*Ideas*

*Structural  
Background*

*Institutions*

*Situation*

**Legal Theory:**

**MIS**

*Tools*

**Modal Indifferent**

**Substratum**

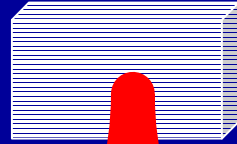
*Mind*

*Knowledge*

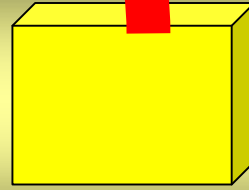
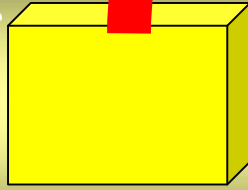


*Ideas*

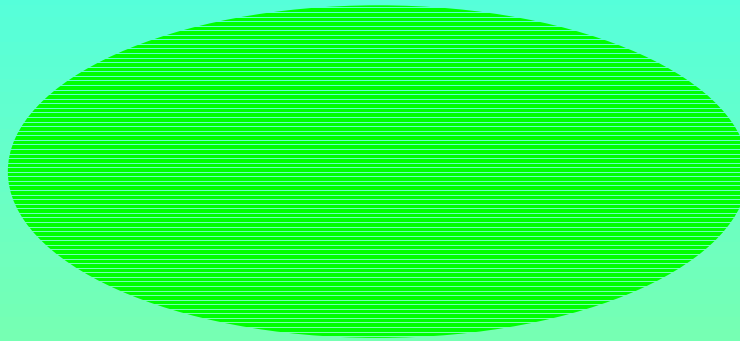
*Structural  
Background*



*Institutions*

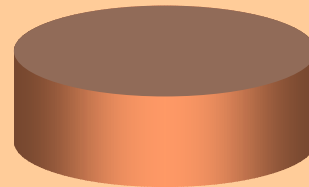
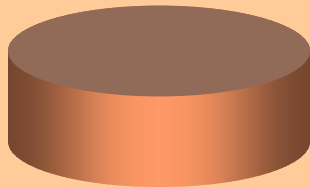


*Situation*



*Tools*

*Mind*

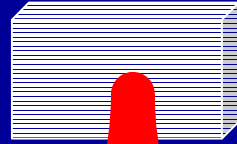


*Knowledge*

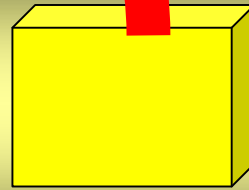
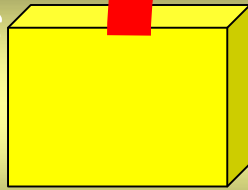
*Legal Semantics (Terminology, Terminology)  
are a modal indifferent substratum*

*Ideas*

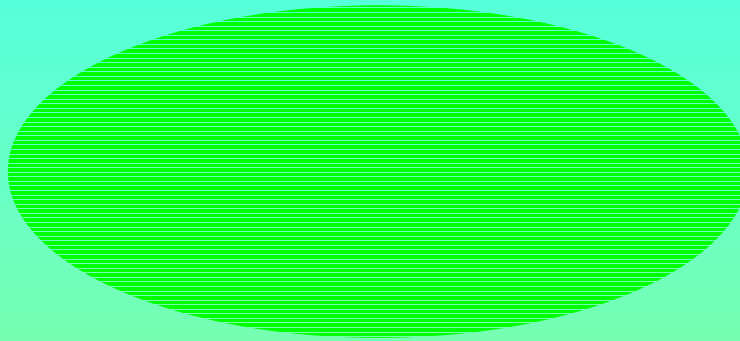
*Structural  
Background*



*Institutions*

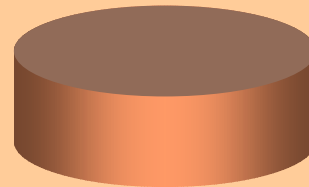
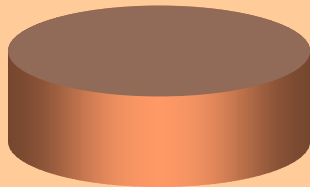


*Situation*



*Tools*

*Mind*



*Knowledge*

*with regard to the terms used in legal texts  
(Hans Kelsen)*

*Ideas*

*Structural  
Background*

*Institutions*

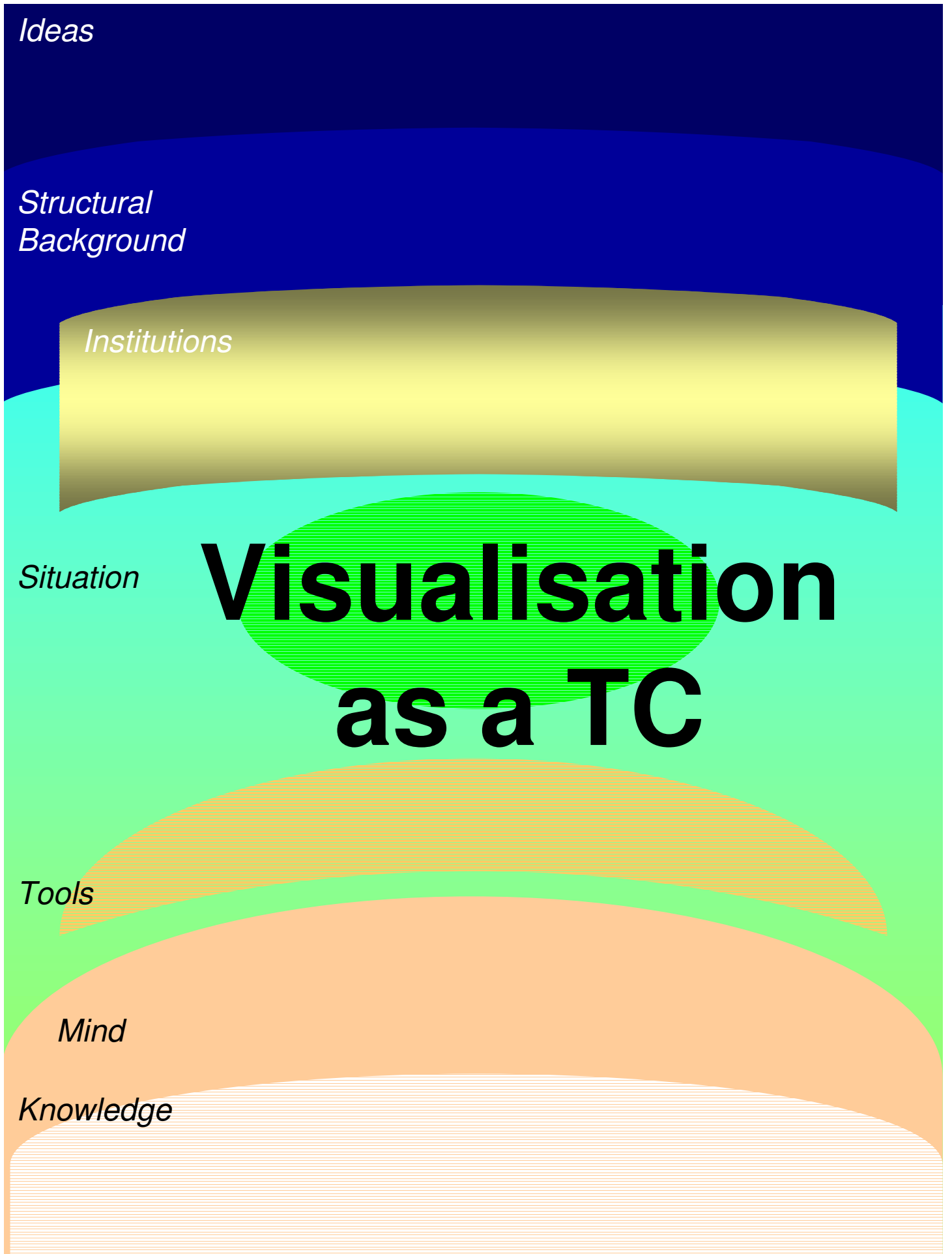
*Situation*

# **Visualisation as a TC**

*Tools*

*Mind*

*Knowledge*

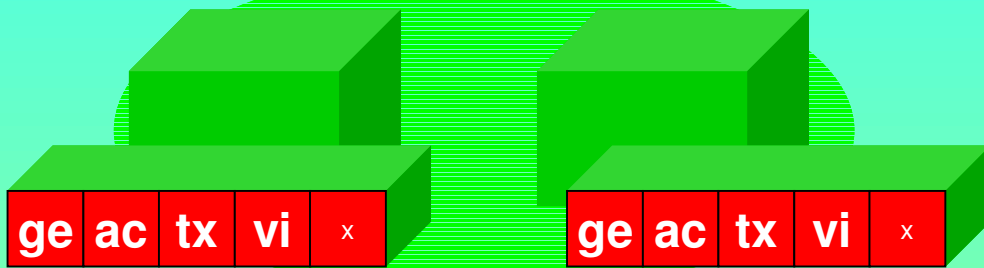


*Ideas*

*Structural  
Background*

*Institutions*

*Situation*



*Tools*

*Mind*

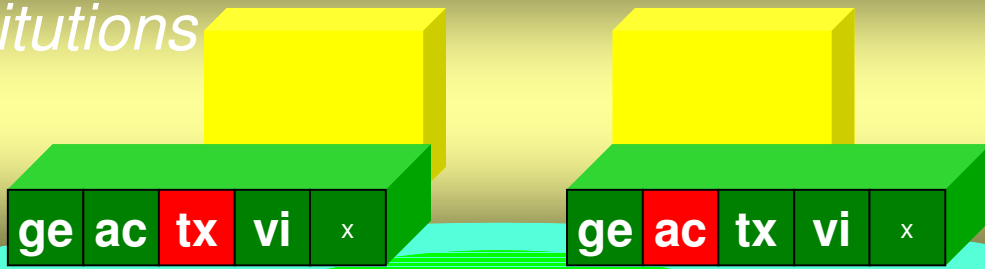
*Knowledge*

*You can find many kinds of communication in  
legal situations in every day life*

*Ideas*

*Structural  
Background*

*Institutions*



*Situation*



*Tools*

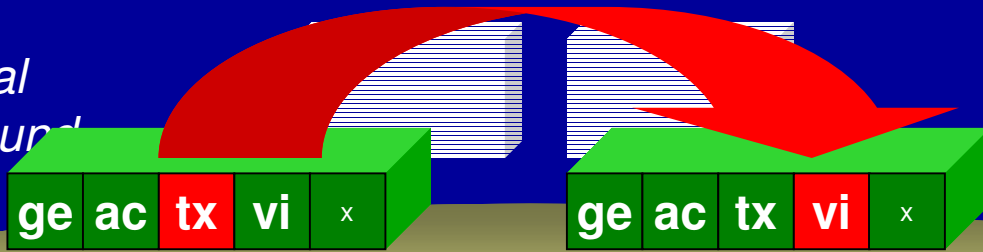
*Mind*

*Knowledge*

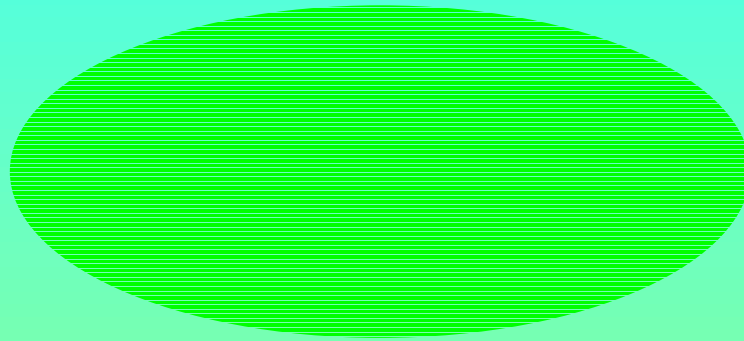
*Many institutional acts are textual, some  
acoustic*

*Ideas*

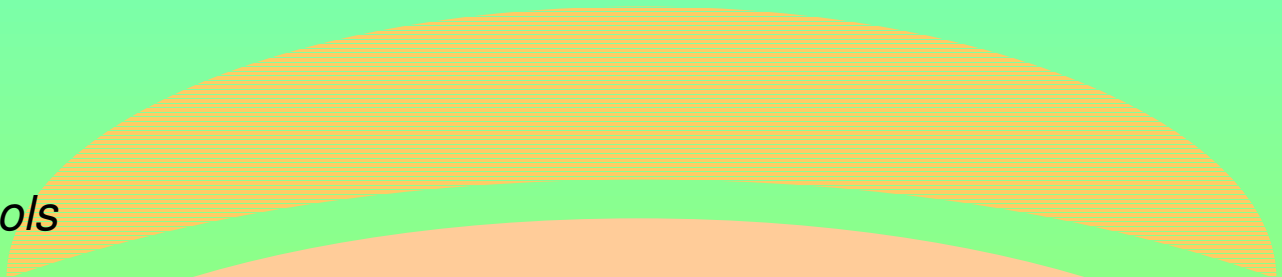
*Structural  
Background*



*Situation*



*Tools*



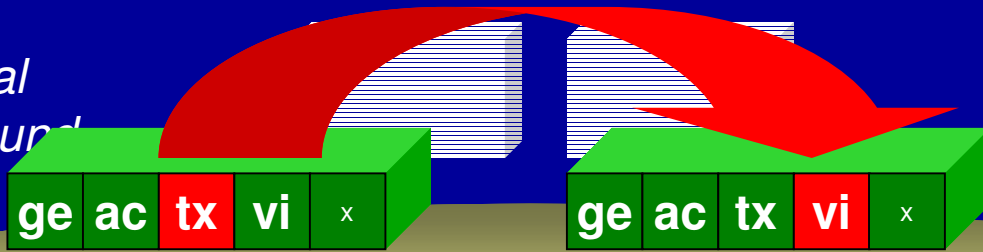
*Mind*

*Knowledge*

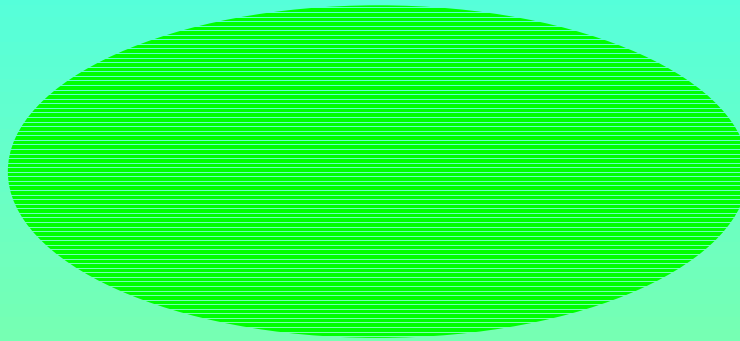
*The central suggestion of this contribution is to encourage a paradigmatical change*

*Ideas*

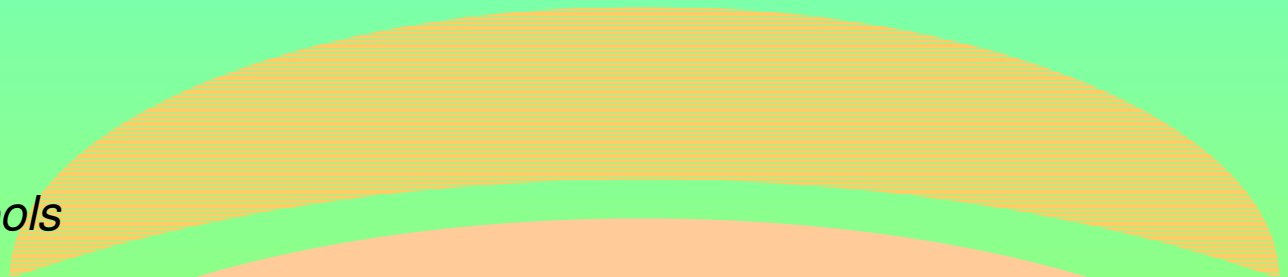
*Structural  
Background*



*Situation*



*Tools*



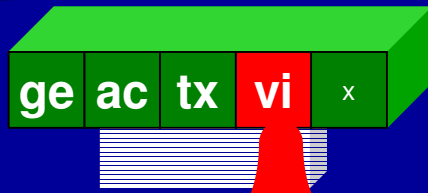
*Mind*

*Knowledge*

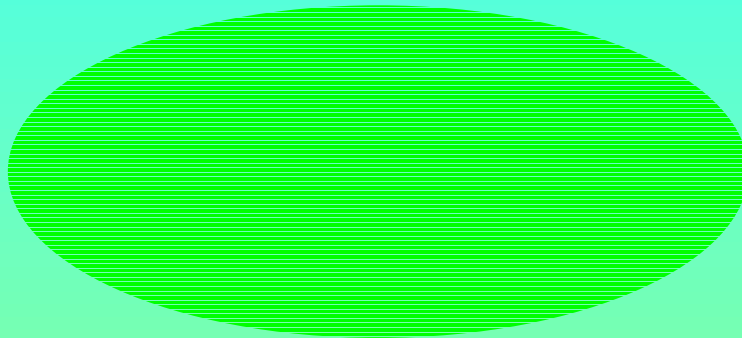
*at the metalevel to substitute partially the textual expression by visual expression*

*Ideas*

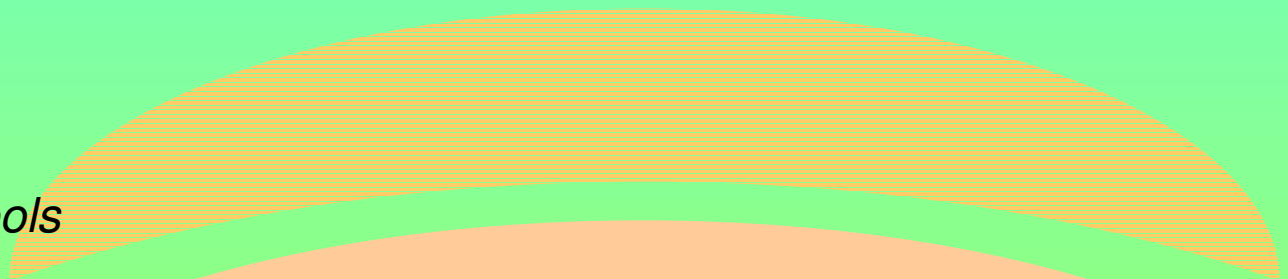
*Structural  
Background*



*Situation*



*Tools*

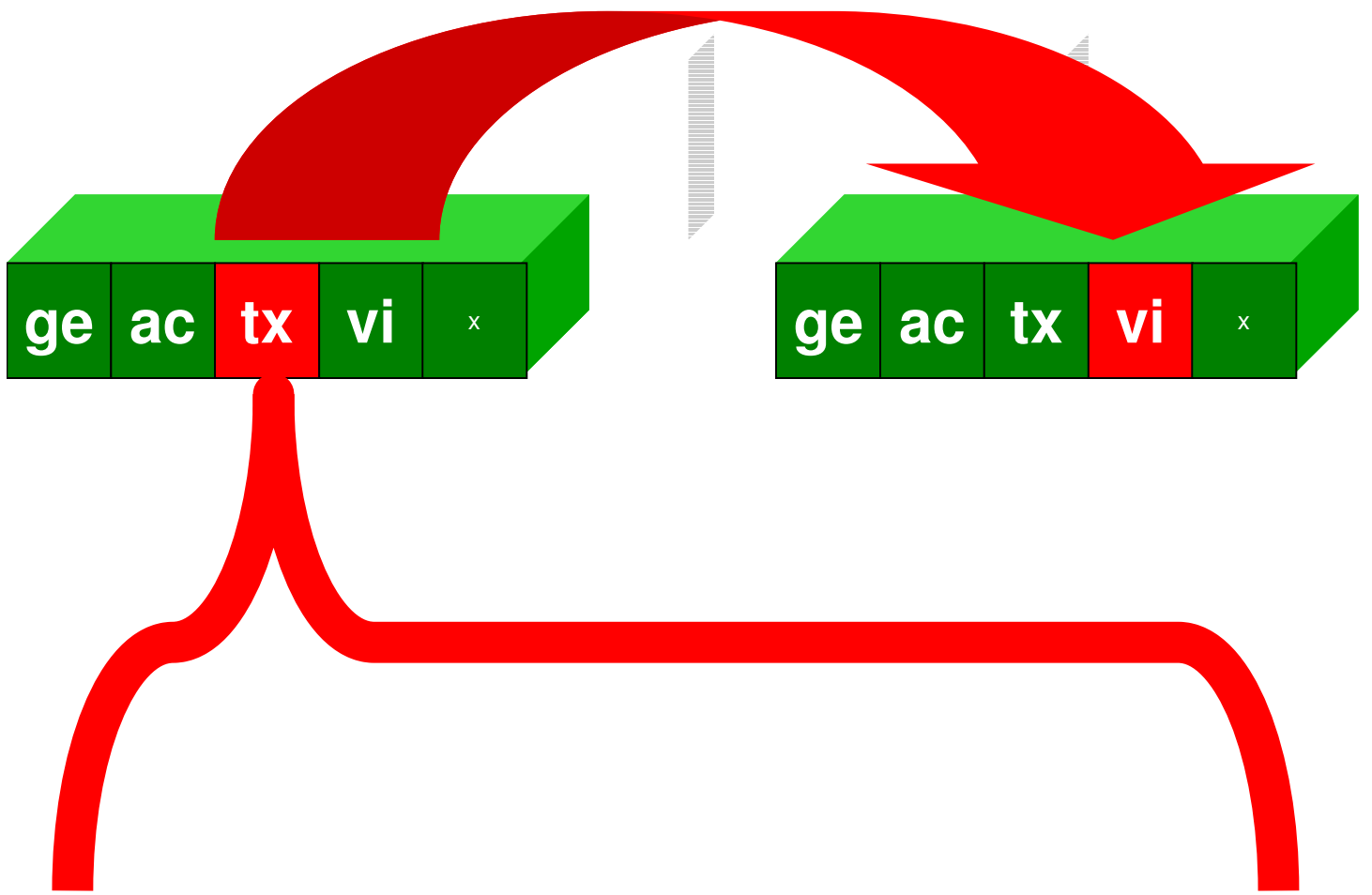


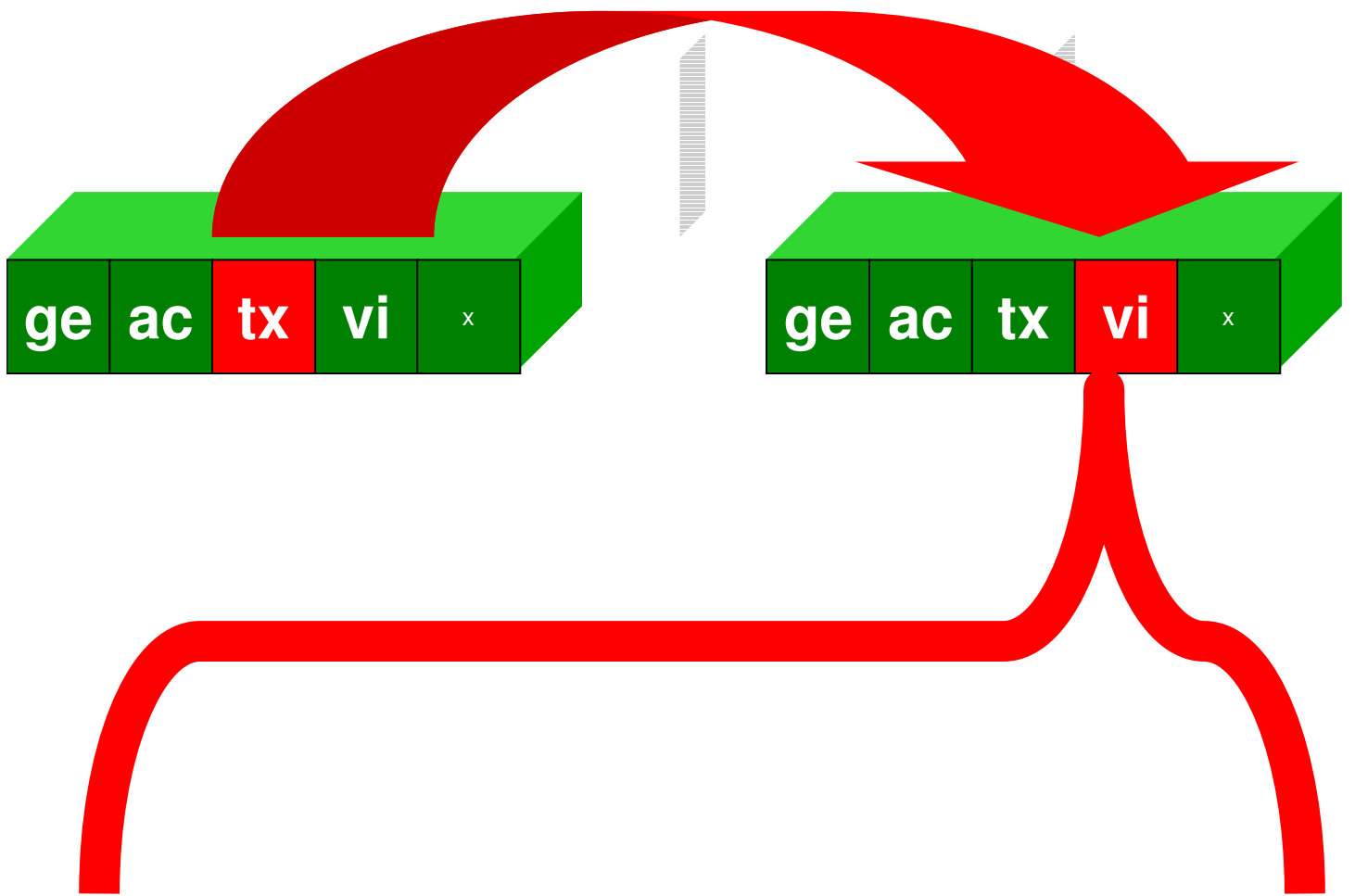
*Mind*

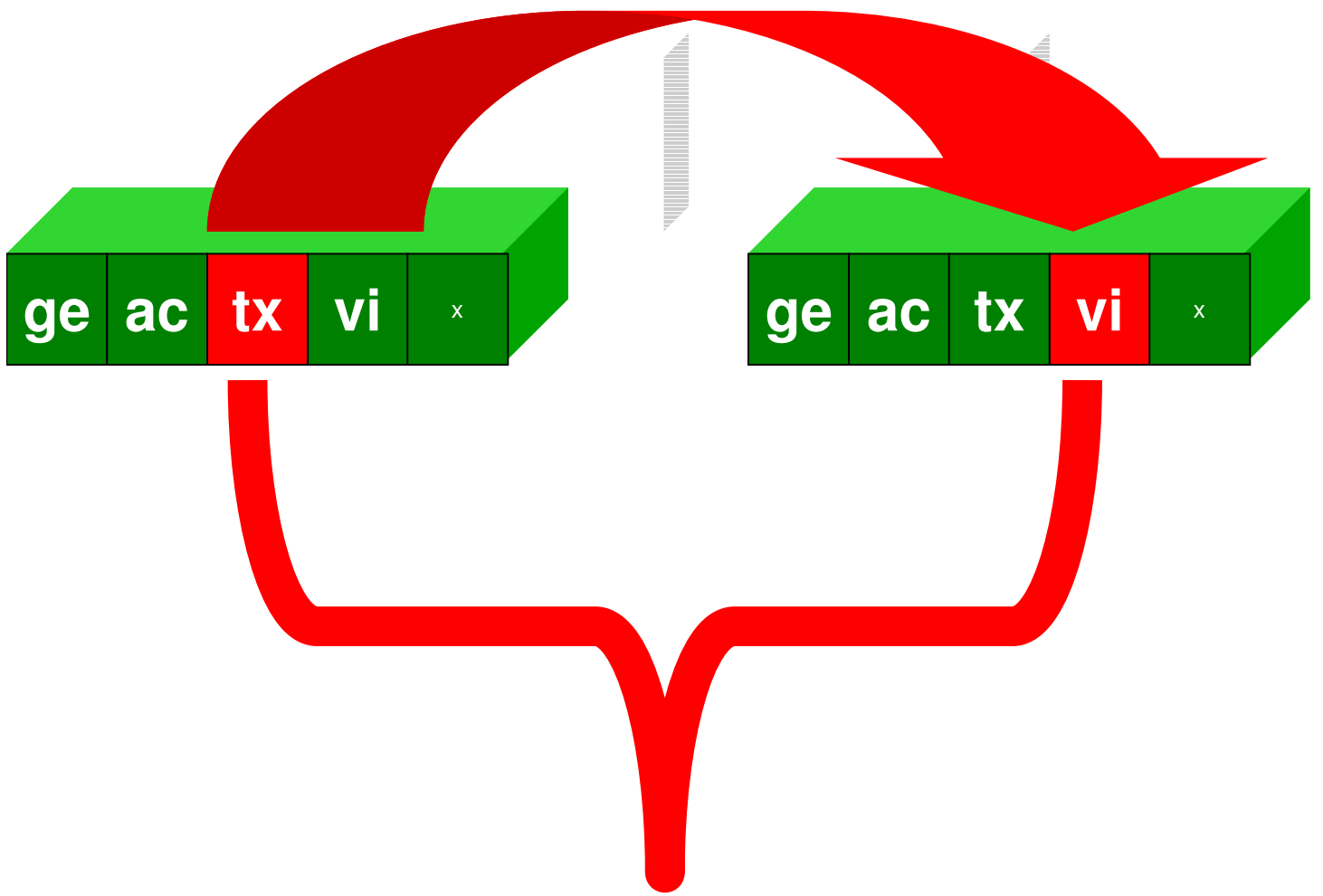
*Knowledge*

*Visualisation could be a TC towards different textual forms of knowledge representation*









**TC**

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the 1990s, the number of people in the world who are poor has increased from 1.2 billion to 1.6 billion. The number of people who are extremely poor has increased from 600 million to 800 million.

There are a number of reasons why the number of people who are poor has increased. One reason is that the world's population has increased. Another reason is that the world's economy has not grown fast enough to create enough jobs for all the people who are looking for work.

There are a number of things that we can do to help reduce the number of people who are poor. One thing is to help the world's economy grow faster. Another thing is to help create more jobs for people who are looking for work.

There are a number of things that we can do to help create more jobs for people who are looking for work. One thing is to help people start their own businesses. Another thing is to help people learn new skills that will make them more valuable to employers.

There are a number of things that we can do to help people learn new skills that will make them more valuable to employers. One thing is to help people go to school. Another thing is to help people learn on the job.

There are a number of things that we can do to help people go to school. One thing is to help people pay for their education. Another thing is to help people find a job after they graduate from school.

There are a number of things that we can do to help people find a job after they graduate from school. One thing is to help people learn about the job market. Another thing is to help people get the skills that employers are looking for.

There are a number of things that we can do to help people get the skills that employers are looking for. One thing is to help people learn about the different types of jobs that are available. Another thing is to help people learn about the different skills that are needed for those jobs.

There are a number of things that we can do to help people learn about the different types of jobs that are available. One thing is to help people learn about the different industries that are growing. Another thing is to help people learn about the different careers that are available in those industries.

There are a number of things that we can do to help people learn about the different careers that are available in those industries. One thing is to help people learn about the different skills that are needed for those careers. Another thing is to help people learn about the different ways that they can get those skills.

There are a number of things that we can do to help people learn about the different ways that they can get those skills. One thing is to help people learn about the different types of training programs that are available. Another thing is to help people learn about the different ways that they can pay for those programs.

There are a number of things that we can do to help people learn about the different ways that they can pay for those programs. One thing is to help people learn about the different types of financial aid that is available. Another thing is to help people learn about the different ways that they can get that financial aid.

There are a number of things that we can do to help people learn about the different ways that they can get that financial aid. One thing is to help people learn about the different types of scholarships that are available. Another thing is to help people learn about the different ways that they can apply for those scholarships.

There are a number of things that we can do to help people learn about the different ways that they can apply for those scholarships. One thing is to help people learn about the different types of essays that are required for those scholarships. Another thing is to help people learn about the different ways that they can write those essays.

There are a number of things that we can do to help people learn about the different ways that they can write those essays. One thing is to help people learn about the different types of topics that are allowed for those essays. Another thing is to help people learn about the different ways that they can choose those topics.

There are a number of things that we can do to help people learn about the different ways that they can choose those topics. One thing is to help people learn about the different types of questions that are asked in those essays. Another thing is to help people learn about the different ways that they can answer those questions.

There are a number of things that we can do to help people learn about the different ways that they can answer those questions. One thing is to help people learn about the different types of arguments that are used in those essays. Another thing is to help people learn about the different ways that they can make those arguments.

There are a number of things that we can do to help people learn about the different ways that they can make those arguments. One thing is to help people learn about the different types of evidence that is used in those essays. Another thing is to help people learn about the different ways that they can use that evidence.

There are a number of things that we can do to help people learn about the different ways that they can use that evidence. One thing is to help people learn about the different types of sources that are used in those essays. Another thing is to help people learn about the different ways that they can find those sources.