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A Proposal for Example Induced Programming

Rochelle Fleischmann

University of Pennsylvania

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The user, programmer-analyst, programmable device chain of communication is analyzed as a type of authoritarian hierarchy. The elimination of the function of the programmer-analyst is presented as a desirable goal. The modus operandi of the programmer-analyst is discussed and analogs suitable for implementation on a programmable device are presented. These analogs are embedded in a computer simulation and tested. Problem areas are discussed and further areas of investigation are suggested.

Comments
A PROPOSAL FOR EXAMPLE INDUCED PROGRAMMING

A thesis submitted to the Faculty of the Moore School of Electrical Engineering in partial fulfillment of the requirements for the degree of Master of Science in Engineering (Computer and Information Science)

Rochelle Fleischmann

1975
University of Pennsylvania

THE MOORE SCHOOL OF ELECTRICAL ENGINEERING

A PROPOSAL FOR EXAMPLE INDUCED PROGRAMMING

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ROCHELLE FLEISCHMANN

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INTRODUCTION

Since the introduction of programmable devices, their availability has been severely limited to:

- those who can program or are willing and able to learn how;
- those who can pay someone to do the programming for them;
- those who can take advantage of preprogrammed packages.

Although historically access to programmable devices has been simplified considerably by the introduction of higher level languages, operating systems, etc., there still exists an elite of users determined by aptitude, extensive training and money. Declining costs of the devices themselves have made them available to an ever widening segment of society; however, true democratization rests on the elimination of the programmer.

The programmer-analyst acts as an intermediary between user and machine. In many respects his function resembles that of the high priest in a cultic religion. As long as the uninitiated must turn to him to intercede on their behalf, programmable devices will remain a mysterious and vaguely threatening force in society. This work therefore
has as its ultimate aim the democratization and demystification of the device.
ANALYSIS OF THE PROBLEM

Let us continue the cultic analogy. It is clear that in many such religions, it is not the priest himself who is central to the man-god relationship but rather the knowledge that the priest possesses. Assumedly, man does not communicate directly with his god because he doesn't know how. His god demands a specific form of address which only the priest has mastered. The priest provides him with the formalized mode of behaviour appropriate to the message which he wishes to convey. This behaviour, of whatever form, reflects his needs, be they penitential, supplicational, or of some other nature. In a similar vein, the user approaches the programmer-analyst with a "message" which he wishes to have conveyed. The user would communicate directly with the computer if he could, but he doesn't know how. He therefore asks the programmer-analyst to provide him with a formalization of his problem--one which is acceptable to the computer. One must note, however, that the programmer-analyst's knowledge is not simply a catalogue of syntactically correct statements; he also often undertakes the crucial task of problem analysis. The importance of this point will become clear as this paper progresses.

We can now see that the program is a formal embodiment
of a user's message, or let us say, concept. We must now look more closely at two things:

1) how the concept is communicated from the user to the programmer-analyst.

2) how the programmer-analyst uses this concept to construct a program.

**Communication Between the User and the Programmer-Analyst**

The process which is to take place is the teaching of a concept to a student by a non-professional teacher. In this study the teacher is the user and the student is the programmer-analyst. By assuming a non-professional teacher (i.e., a non-programmer) we infer that the user knows what he wants done but has never formalized the process in the sense of a systematic analysis of the problem. He is capable of demonstrating what he wants to have done given an appropriate facility but he may not be skilled in analysis or communication. As a result he is likely to change his procedure from example to example without specifically explaining why. The effectiveness of this process depends, therefore, on the ability of the student to take an active role. He must be able to identify the point at which he fails to continue understanding--i.e., the point at which the teacher has made some logical leap from the student's point of view. He must also be able to ask questions which
will extract missing information merely implied in the statement of the problem.

Since it is our intention to eliminate the programmer-analyst as intermediary, his function must be taken over by the programmable device. The device must be able to accept information directly from the user in a form natural to him and must be able to elicit missing information.

We have said that the user is at least capable of demonstrating his concept. The programmer-analyst often takes advantage of this ability by asking the user to give some examples of what he wishes to have accomplished. This procedure obviates the necessity of an analytic approach on the part of the user and generally reduces communication problems. The programmer-analyst takes note of the examples and compares one to another. If he notices at any time that one example deviates from another one, he asks the user why the difference exists. Thus although the user has failed initially to point out the reason for a crucial change in procedure, the programmer-analyst has been able to account for it. Basically, the active participation of the programmer-analyst reduces to making three statements:

1) Show me what you want to do.

2) That's not what you did last time.
3) Why did you change procedure?

The model described herein uses analogs of these three statements. It contains an input section which accepts examples from the user in a form natural to him; it contains a comparison section which searches for changes between examples; and it contains an interrogatory section which actively requests information to account for unexplained inconsistencies. Note that underlying this approach is the assumption that the user will be able to explain any apparent inconsistencies which are discovered and that ultimately no such anomalies will remain.

There seems to exist a similarity between this approach and the TOTE unit (test, operate, test, exit) which Miller, Galanter, and Pribram\(^1\) use as a model of most human problem solving. The first test corresponds to statement two above. The operate phase corresponds to statement three. The comparison of examples is now carried out again to determine whether the contradiction still exists; if it does not, the intake portion of the method is concluded corresponding to the exit element of the TOTE unit.

At the conclusion of the intake phase the proposed method uses the information it has gleaned to construct a program embodying the user's concept.

**Construction of the Program**

In analyzing the nature of the given problem, a graphic representation of programs has proven useful. Of the various equivalent forms available, I have found the tree structure to be the most appropriate. In this structure, the nodes of the tree correspond to control statements and the branches correspond to computational statements. When only one branch extends downward from a node, the control statement is unconditional; otherwise, the flow passes through one of the possible branches based on a decision made at the node. We will ignore unconditional nodes in this study and instead focus in on the investigation of conditional ones. We will also limit ourselves to the investigation of binary trees in which exactly two branches extend downward from each node.

Since a program is the embodiment of a concept, a concept may be graphically represented as a tree. Each endpoint of that tree represents a subclass of the concept. The endpoints define a partition of the concept into mutually exclusive subconcepts. Each example presented by
the user falls into one of these subconcepts. Therefore in order to reconstruct the complete concept, the user must provide at least one example for each endpoint of the tree. It is then a matter of taking the union of these branches to arrive at the fully grown tree. A description of the algorithm to achieve this union follows in the next chapter.
DESCRIPTION OF TREE GROWTH ALGORITHM

There are two individuals involved in the communication process, the teacher and the student (the user and the programmable device). The first example given by the user becomes the first approximation of the tree. Its structure is trivial; it has no nodes and only one endpoint. Its only branch represents a list of computational statements which are always to be performed on the same constant data. The student remains passive because there can be no contradictions at this point.

As the second example is entered, the student compares each statement to its counterpart in the first example. Comparison is made on two dimensions, operand and operator. A difference in either dimension is sufficient to initiate the operate phase of the TOTE unit. Let us assume a new operand has been entered in the second example. Since, as we noted above, all operands in the first example are assumed to be constants, the use of a new constant must be accounted for. There are two possibilities which the student will examine:

1) The conflicting operands are not really constants but rather they are variables.

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2) The conflicting operands are indeed constants and the user has neglected to explain the basis upon which the two different constants were chosen.

To determine which hypothesis is true, the student need only ask the question, "constant or variable?" The method of posing this question depends on the facilities available. A programmer-analyst will ask the question verbally; the computer simulation used in this thesis asks the question in print; a programmable calculator could ask it by locking its keyboard except for the two keys labelled constant and variable.

If the answer to the question is "variable", the student takes note that operands in this position in this example and all future ones are variables and need no longer agree. The second example can then be continued. If the answer to the question is "constant", the student can assume that a node in the tree has been reached and that he must grow a new branch from this node. The old branch emanating from the node will represent subconcepts of the same type as the first example, and the new branch will represent those similar to the second example. As we noted earlier, nodes correspond to conditional statements in a
program. Thus "growing the tree" means inserting a conditional control statement immediately preceding the noticed change in procedure.

We will assume that the condition which is tested to determine flow of control is of the form

\[ A \text{ op } B \]

where \( A \) is a significant variable whose value is being tested, \( \text{op} \) is a relational operator such as =, and \( B \) is a pivot value which splits the universe of possible values of \( A \) into two mutually exclusive partitions. For example,

\[ \text{SPEED} = 30 \]

is a condition in which \( \text{SPEED} \) is the significant variable, \( = \) is the relational operator, and 30 is the pivot value. We will also assume that the significant variable is one which has already made its appearance earlier in the tree.

The student must now identify the three constituents of the conditional part of the control statements. To do this he will begin to question the user about each variable which appeared earlier on the tree, including the intermediate results obtained from the computational statements. Of each one he will ask, "Is this the one that made you change procedure?" The programmer-analyst will pose the question verbally; the present simulation displays a variable in
print with a question mark following it and waits for a yes or no answer before proceeding to the next one; a programmable calculator could again lock its keyboard and display the variables on its screen in the same manner as the simulation.

When the student has identified the significant variable he can proceed to ask for the pivot value. If the pivot value is a constant, it can be entered directly by the user; if, however, the pivot value is another variable, the student can continue presenting variables from the point at which he left off. Again, the programmer-analyst will pose the question directly; the simulation prints the statement "ENTER PIVOT VALUE" and waits for a response; the programmable calculator could lock all operator keys except the pivot value entry key and require the user to enter his pivot value.

The last piece of information required is the relational operator. The programmer-analyst asks for it directly; the simulation prints the statement "ENTER RELATION" and waits for a response; and the programmable calculator could again use the strategy of locking appropriate keys. The student can now compose the condition which should result in having the constant from the first example and the con-
stant from the second example on different branches.

The student would now enter the third phase of the TOTE unit—the retesting phase. Does the condition described by the user actually place his two examples into two different subcategories? If not, the student can only say something equivalent to "Sorry, but you're not doing what you told me you're doing. Try another explanation." If, however, all goes well, the fourth phase of the TOTE unit is entered, the exit phase. The student now realizes he is on a new branch of the tree and has no comparing to do. He accepts whatever is described to him by the user.

We have discussed what takes place if the student notices a difference in operands which are both determined to be constants. If instead the difference is in operators, the procedure is identical to what takes place following the "constant or variable?" question: the student assumes that he has reached a node and asks the necessary questions to produce the conditional control statement at the node.

We now see that although we spoke earlier of constructing the tree by the union of its separate branches, we are doing something slightly different. Instead of merging the identical beginnings of the examples, we are actually
growing the tree as the examples are presented. The tree grows cotemporaneously with example presentation. In other words, the student expands his knowledge of the user's concept as it is presented to him.

All succeeding examples are handled in the same way as the second. When the current example reaches an already established node, the branch to be taken is determined from the appropriate, already entered variables in the current example. Then, when the correct branch is determined, comparisons are made with the data on it.

The resulting tree can correctly handle all examples entered by the user if the user has entered examples of each subconcept. The tree can be said to be a faithful reproduction of the user's concept.
CONCLUSIONS

As the accompanying examples show, the present model can successfully learn a user's concept on the basis of examples given by him. However, it has at least two distinct problem areas.

A major area for continued investigation must be the problem of learning that a loop is present in the user's concept. The problem has at least two facets to it.

In the first place, the user may not know that his concept contains a loop. In fact, he may not know what a loop is. We might think of this possibility as the student looking for an entity or pattern for which no word exists in the user's language. The student and user might be speaking the equivalent of two different languages called analytic and Gestalt. Or we could account for this missing knowledge in another way. E. B. Hunt\(^2\) talks about Piaget's theories of mental capabilities being a function of maturational. He says that the availability of concepts (e.g., looping) to individuals probably profoundly effects their learning strategies. I would think that it effects their

concept teaching strategies as well. A frustrating breakdown in communication is often observed between teacher and student when one of them is explaining or asking about something in terms which the other simply cannot relate to. It is not a matter of simplicity or complexity but rather a missing link, and in this case it is not necessarily a matter of a logical connection which has been skipped. Asking about a loop would work with professionals in the elite.

But what about everyone else?

Perhaps a very simple example would make this clearer. Suppose that the user wishes to convey the concept "take an average". He might begin by entering three numbers, totaling them and dividing the sum by three. As a second example he might wish to enter four numbers, total them and divide by four. He will trigger the operate phase of the TOTE unit as he enters his fourth number, and he won't be able to answer the questions posed because they are irrelevant to what he is doing. What is his significant variable? Even if he had entered as his first variable the number of numbers to be averaged, and thus had a significant variable, he would still have no pivot value. In order to have one, he would have to have a counter for the number of numbers he has entered so far, a most unnatural thing to have—unless of course you happen to be a programmer. The user might
recognize that he is looping, but then again, he would be more likely to say that he is entering four numbers. One cannot assume that he will understand what the programmer means by entering a variable number four times. The uninitiated user will see four as an adjective, the professional will see four as an adverb. This syntactic distinction might turn out to be the key to the problem.

The second facet of this problem is in the area of pattern recognition. Given that we have a tree which contains an unwound loop in it, how do we go about recognizing it? Let us take the simplest case, the trivial tree with no nodes in it. The one branch represents a series of computational statements. Let us represent them by the string

```
abcabcabcabcabcabcab
```

We now have several options for the pattern. It could be

```
abc
bca
cab
abcabc
bcabca
cabcab
abcabcabc
bcabcabca
cabcabcab
```
How do we determine which is the correct one? In addition, how do we determine the basis on which the loop continues to cycle? Given the first facet of the problem, can we ask the user in a way which is intelligible and yet does not presuppose knowledge of a professional nature? At what point would we ask the user, assuming that we know what to ask? Cotemporaneously with the presentation of the examples as we did for the conditional statements? At the end of each example? Or perhaps at the end of all example presentation?

Although I have given this first problem considerable thought, I have not come up with a viable solution. My guess is that the best approach will be from a learning theoretic and human engineering angle. Determine what questions would elicit the information needed without mentioning loops and then find a way of asking those questions.

The second problem area is the simple tedium of entering a large number of examples necessary for complex concepts. While this drawback does no damage to the theoretic basis of the model, it is a severe limitation to practical implementation. The model attempts to alleviate this problem by prompting the user and thus relieving him of some of the tedium; however, improved prompting algorithms should be considered.
The range of applications which the model proposed herein can handle is wide but still severely limited by the dual problems of looping and tedium; however, it can demonstrably produce a valid working program based on examples provided by a user.
APPENDIX I

PROGRAM LISTING
CR

NUM
1234567890. -ω

OPRS
+-x**<s=≤>=×≠[O+O+

ROPRS
<s=≥>

UNARY
+-x**<s=≥>≠
IIS TIE NUMBER N IN USE?
[2] +L1*`N eNMS
[3] KIS FN? IN LIB BUT NOT TIED?
[5] TIE FN?
[7] ERASE FN?
[8] L1:FN? ERASE N
[9] CREATE FN?
[10] L2:FN? CREATE N

DELETES I;K;L;S;M
[1] DELETES ITH EXAMPLE
[2] STACK=*10
[3] K+=1
[4] LEAF?
[5] L0:=(~1=1+K+,READ 1,1+K)+0
[6] BRANCH?
[7] +(2=0+K)+L1
[8] DETR:THE WHICH BRANCH WAS TAKEN.
[9] CANNOT USE POINTER SINCE PIVOT VALUE MAY HAVE BEEN ERASED.
[10] K+=READ 1,1+1+K
[12] +(IeREAD 2,K[3])+L2
[13] +L1,K+K[2,4]
[14] L2:K=K[1,3]

IS LOGICAL VECTOR OF NON-ITH EXAMPLE.
[17] D1:=(~L+I=N$+READ 2,K[2])+0
[18] DELETE ITH EXAMPLE FROM INDEX COMPONENT.
[19] (S+L/3) NPPLACE 2,K[2]
[20] DELETE ITH OPERAND FROM PROGRAM COMPONENT.
[21] DELETE ITH RESULT FROM PROGRAM COMPONENT.
[22] +(1=N$+READ 1,K[1])+L3
[23] L+=(~L)/+L+L+1
[24] L$=(S,')/nS
[25] K+=((0,')/+0,1)/*
[26] (S+(K[L-1]$)+K[L]+S) NPPLACE 1,1+K
[27] INDEX THROUGH EXAMPLE.
[29] L4:=(K[4]=0)+L5
[30] +(IeREAD 2,K[4])+L1,K+K[2,4]
[31] +L0,K+K[1]+1
[32] +(IeREAD 2,K[3])+L2
[33] +L0,K+K[2]

V
\[ \text{DISPLAY}[	ext{[ ]}] \text{DISPLAY} \]
\[ \text{dump I; J; K; L; R; S} \]
[1] \text{DISPLAYS } I \text{th EXAMPLE.}
[2] \text{=>} ((I<1) \text{V} I>N) \text{+ ERR1}
[3] 'EXAMPLE '; 'I2' DMT I
[4] K+0,0
[5] L2<X-PONTER X[I]
[6] ALEAF REACHED?
[7] \text{=>}(K[1]=1)+0
[8] THIS EXAMPLE ABORTED HERE?
[9] \text{=>} ((S)<L+(S+\text{READ } 2,X[I])I)+0
[10] ACHECK FOR NULLARY OPERATOR.
[11] \text{=>} (1=S+\text{READ } 1,1+X)+3
[12] \text{J+2, (S=' ')V} I+3
[13] L+2X=1
[16] L4:+52
[17] L3?:
[18] \text{=>}(S='0')+L4
[19] \text{=>} L+7+0
[20] ERR1: 'INVALID EXAMPLE NUMBER.'
\[ \text{v} \]
\[\text{ENTER}[]\]
\[\text{PRINT}\]
\[\text{R+ENTER EG;I};\]

[1] aFUNCTION RETURNS A ZERO IF INPUT STRING CONTAINS AN EPROP. OTHERWISE IT RETURNS I: THE OPPOSITION OF THE OPERATOR.

[2] aOPPS IS VECTOR OF RECOGNIZED OPERATORS.

[3] aI IS INDEX OF OPERATOR IN INPUT STRING.

[4] aOSN IS SET TO ONE IF OPERAND COMES FROM STACK.

[5] \((1+0+(EG+OPPS)/10 EG)+\text{ERR1, P+OS}!+0 \)

[6] aTHE OPERATOR SHOULD FOLLOW AN OPERAND.

[7] aNUM IS THE VECTOR OF OPERATORS WHICH NEED AN OPERAND D.

[8] \((1+I) \& (EG[1][\text{NUM}]) \& \text{ERR2} \)

[9] aNUM IS VECTOR OF VALID NUMERIC CHARACTERS.

[10] aIS THE OPERAND IN LITERAL FORM.

[11] \((\text{IF} \& (1+I+\text{EG}) \& \text{NUM}) \& \text{ERR3} \)

[12] \((\text{IF} \& \text{EG}) \& \text{ERR4} \)

[13] aFUNCTION RETURNS POSITION OF OPERATOR IN INPUT STRING.

[14] \((\text{OSN} \& 'w' \& \text{L1}) \& \text{L1}, R+I \)

[15] \( \text{L1} = (1+0 \& \text{FI}) + 0 \)

[16] 'TWO MANY OPERANDS. RE-ENTER.'

[17] \( \text{R } = 0 \)

[18] \( \text{ERR}1 = 0, \text{ERR}2 = 'WRONG NUMBER OF OPERANDS. RE-ENTER.' \)

[19] \( \text{ERR}2 = 0, \text{ERR}2 = 'NO OPERAND. RE-ENTER.' \)

[20] \( \text{ERR}3 = 0, \text{ERR}3 = 'INVALID NUMERIC CHARACTER. RE-ENTER.' \)

[21] \( \text{ERR}4 = 0, \text{ERR}4 = 'OPERATOR NOT LAST SYMBOL. RE-ENTER.' \)

\[\text{FIRSTTEG}[]\]
\[\text{PRINT} \]
\[\text{FIRSTTEG;ACC;EG;R} \]

[1] 'BEGIN ENTERING FIRST EXAMPLE.'

[2] aSET ACCUMULATOR TO ZERO.

[3] \( \text{L0} = \text{STACK} + 0 \)

[4] \( \text{ACC} = '0' \)

[5] aCREATE NEW PROGRAM AND INDEX FILES.

[6] 'PROC! ABSCREATE 1

[7] 'INDEX' ABSCREATE 2

[8] aINITIALIZE FIRST COMPONENT OF EACH.

[9] \((2,1) \& \text{APPEND} 1 \)

[10] \((0,1) \& \text{APPEND} 2 \)

[11] \( \text{L1} = ('\text{END}'\&'=3+\text{EG} \& \text{GETL} ' ') + \text{L2} \)

[12] \( \text{L2} = ('\text{CANCEL}'\&'=6+\text{FG} \& \text{L0} \)

[13] \( \text{RETURN A ZERO SCALAR WHEN EPROP DETECTED.} \)

[14] \( \text{IF} \& \text{R+ENTER EG} \& \text{L1} \)

[15] \( \text{R} \) IS THE POSITION OF THE OPERATOR IN THE LITERAL INPUT STRING.

[16] \( \text{APPEND THIS EXPRESSION TO THE PROGRAM TREE.} \)

[17] \( \text{NEXT R} \)

[18] \( \text{L1} \)

[19] \( \text{APPEND THE END OF BRANCH SYMBOL.} \)

[20] \( \text{L2} = ('\text{END} \& \text{SIZE} 2)(2)-1 \) \text{REPLACE} 1, \text{SIZE} 1[2]-1
\textbf{BEGIN}[	extit{phi}]
\textbf{END}

\textbf{R+GETL X}

\begin{tabular}{l}
[1] \textbf{R}+(-pX)+(pX)+\textbf{m},m+X+,X
\end{tabular}

\textbf{LAST}[	extit{phi}]
\textbf{R+LAST Y;Z;Y}

\begin{tabular}{l}
[1] Z+\textbf{READ} i, i \textbf{Y}
[2] i+2, ('!', '='Z)/:\textbf{pZ}
[3] +(Y>0)+L1
[4] R+(-1-2+Y)+-1+Z
[5] +0
[6] L1:R+(-1-3+Y)+-1+(1+2+Y)+Z
\end{tabular}

\textbf{MAIN}[	extit{phi}]
\textbf{MAIN;}:

\begin{tabular}{l}
[1] \textbf{PIVOTS}+10
[2] i+1
[3] \textbf{FIRSTS}
[4] L1:('!'='1\textbf{GETL} ANYMOREEXAMPLES (Y/N)')\textbf{L2}
[5] L4:\textbf{NEXTS}
[6] +L0
[7] L2:('+1\textbf{GETL} DOYOUWANTTOTRYITOUT?(Y/N)')\textbf{L3}
[8] \textbf{PRINTPROG}
[9] F
[10] F+3 \textbf{FDF}
[11] \textbf{PROG}
[12] L2
[13] L3:('+1\textbf{GETL} ANYMOREEXAMPLES (Y/N)')\textbf{L4}
\end{tabular}
\$NEXT[]\$
\$NEXT R; TEMP; 2$

[1] \$R \text{ IS THE POSITION OF THE OPERATOR IN THE LITERAL INPUT STRING.}$

[2] \$\text{OSY} = 1 \text{ IF OPERAND COMES FROM STACK.}$

[3] \$\rightarrow(L2,L3,L4,L5,L6,L1)[\text{'+10'}:E6[R]])$

[4] \$\text{PUSH ACC ONTO STACK}$

[5] \$L2:=L7, \text{STACK}+(\text{PI ACC}), \text{STACK}$

[6] \$\text{DISPLAY TOP POSITION OF STACK}$

[7] \$L3:=0, \text{DISPLAY}$

[8] \$\text{DROP TOP POSITION OF STACK}$

[9] \$L4:=L7, \text{STACK}+1, \text{STACK}$

[10] \$\text{CLEAR ACC}$

[11] \$L5:=L7, \text{PI ACC}+0'$

[12] \$\text{ROTATE STACK ONE POSITION}$

[13] \$L6:=L7, \text{STACK}+1, \text{STACK}$

[14] \$\text{TEMP IS LITERAL STRING ARITHMETIC EXPRESSION.}$

[15] \$L1:=\text{OSY}+10$

[16] \$\rightarrow L11, \text{TEMP}+\text{ACC}, E6[R], (R-1)+E6$

[17] \$L10:=\text{TEMP}+\text{ACC}, E6[R], Z+, 'E15.10' \text{ FMT} 1, \text{STACK}$

[18] \$\text{EXECUTE TEMP AND DISPLAY.}$

[19] \$L11:=\text{ACC}+\text{XEQ} \text{ TEMP}$

[20] \$\rightarrow \text{OSY}+12$

[21] \$\text{APPEND OPERATOR, OPERAND TYPE, OPERAND, '}', RESULT, '}'$

[22] \$E6[R], '0', ((R-1)+E6), '}', (\text{ACC}+,'E15.10' \text{ FMT ACC}), '}'$

[23] \$\text{APPEND 1}$

[24] \$\text{SET UP NEW POINTERS.}$

[25] \$L8::((\text{SIZE} 1)[2]+1), (\text{SIZE} 2)[2] \text{ APPEND 2}$

[26] \$\rightarrow 0$

[27] \$\text{NULLARY: APPEND OPERATOR ONLY}$

[28] \$L7:(E6[R]) \text{ APPEND 1}$

[29] \$\rightarrow L8$

[30] \$L12:(E6[R], '2', 'Z', '}', (\text{ACC}+,'E15.10' \text{ FMT ACC}), '}$

[31] \$\text{APPEND 1}$
\`NEXTEG[[]]`\n\`NEXTEG;J;ACC;R;X;X;TEMP;EG;B`[1]
\`M IS EXAMPLE NUMBER (GLOBAL)`[2]
\`ENTERING EXAMPLE 'ALLYLOAD';M+=M+1`[3]
\`STACK+=10`[4]
\`ACC+=0`[5]
\`J+=2n0`[6]
\`L0;J+=POINTER 1+J`[7]
\`L1;+=L0,L1+1PROMPT`[8]
\`+=('END'\`A;',3+EG)+L14`[9]
\`+=('CANCEL'\`A;',6+EG)+L3`[10]
\`ENTER RETURNS A ZERO SCALAR IF AN ERROR IS DETECTED IN THE INPUT STRING.`[11]
\`+=0=?+ENTER EG)+L1`[12]
\`IF THIS IS A DISPLAY REQUEST, DO SO AND THEN GET NEXT INPUT LINE.`[13]
\`+=EG[1]=1'+1)+L21`[14]
\`+=L1,DISPLAY`[15]
\`J[1] IS COMPONENT NUMBER IN FILE 0 OF NEXT OPERAND IN THIS EXAMPLE.`[16]
\`J[2] IS RELATED COMPONENT NUMBER IN FILE 2.`[17]
\`IF J[1]=1, PREVIOUS EXAMPLES ENDED HERE. CREATE A NEW BRANCH.`[18]
\`L21;+=1=1+J)+L4`[19]
\`IF NULLARY OPERATOR EXPECTED.`[20]
\`SKIP OPERAND CHECKS`[21]
\`+=1=0+\`READ 1,1+J)+L9`[22]
\`IF OPERAND IS A VARIABLE CHECK NO FURTHER.`[23]
\`+=('\`OSY')\`A';1'=X[2])=L2`[24]
\`CHECK WHETHER THIS IS A STACK VARIABLE`[25]
\`+=('2'=X[2])+L20`[26]
\`+=L4,L2)\`OSY+1`[27]
\`IF NEXT OPERAND IS A CONSTANT AND IS THE SAME AS ALL OF THE PRECEDING CONSTANTS, CHECK NO FURTHER.`[28]
\`L20;+=('\`FO LAST 1+J)=\`FI(R-1)+EG)+L2`[29]
\`+=('C'=1\`GETL 'CONSTANT OR VARIABLE (C/V)')=L4`[30]
\`CHANGE SWITCH TO VARIABLE INDICATOR.`[31]
\`X[2]'=1'`[32]
\`L2;+=X;Y,(R-1)+EG),1'`[33]
\`\`READ 2,J[2]),1'\`REPLACE 2,J[2]`[34]
\`CHECK OPERATOR NEXT.`[35]
\`L9;+=\`EG[1]=1+X)+L10`[36]
\`+=L22,L23,L24,L25,L26)[1+O+=\`EG[1]`[37]
\`L22;+=L0,STACK+(\`PT ACC),STACK`[38]
\`L23;+=L0,STACK+1+STACK`[39]
\`L24;+=L0,\`ACC+=0'`[40]
\`L25;+=L0,STACK+1+STACK`[41]
[41] a CHECK FOR STACK OPERAND
[42] L26:=(~OSW)+L28
[43] TEMP+ACC,EG[R],,'E15.10' □FMT 1+STACK
[44] →L27
[45] aTEMP IS ARITHMETIC EXPRESSION IN LITERAL STRING FORM.
[46] L28:TEMP+ACC,EG[R],(R-1)+EG
[47] aEXECUTE AND DISPLAY TEMP.
[48] L27:□+ACC+XEQ TEMP
[49] aSAVE RESULT
[50] L30:(X+X, (ACC+,'E15.10' □FMT ACC),') □REPLACE 1,1+J
[51] →L0
[52] aREMOVE OPERAND INFO PREVIOUSLY STORED BECAUSE A BRANCH
   POINT HAS BEEN REACHED.
[53] L10:X->READ 1,1+J
[54] aCREATE A NEW BRANCH.
[55] L4:→(0=SIC J)+L7
[56] 'CONTINUING'
[57] →('END'∧,=3+EG)+L5
[58] P+□READ 1,X+(□SIZE 1)[2]-1
[59] TEMP→P→X+1
[60] P[TEMP]+'1
[61] P □REPLACE 1,X
[62] →?
[63] L5:TXT R
[64] L5:→('END'∧,=3+EG+GETL ' ' ' ' ' )+L11
[65] →('CANCEL'∧,=6+EG)+L8
[66] →(L5,L5)[1+O+R+ENTER EG]
[67] aERROR IN SETTING UP OF CONDITION.
[68] L7:'DOES NOT TALLY WITH PAST EXAMPLES.'
[69] aDISPLAY MTH EXAMPLE.
[70] DUMP M
[71] aDELETE MTH EXAMPLE.
[72] L8:DELETE M
[73] →0
[74] L11:(~1,(□SIZE 2)[2]-1 □REPLACE 1,(□SIZE 1)[
   2]-1
[75] →0
[76] L14:→(~1=1+J)+L4
VAR  

VAR R, P, I, J, X, X1

1. VRETURN A VECTOR OF LENGTH TWO.
2. R[1] POINTS TO COMPONENT IN FILE 1 CONTAINING THE NEXT OPEPAND.
3. R[2] POINTS TO COMPONENT IN FILE 2 RELATED TO THE NEXT OPEPAND.
4. T = (2 + R)^1 = (P + R) \times (READ 1, B + J + 1)[1] + 0
5. T = (2 + P + B + 0
6. A BRANCH POINT IN THE PROGRAM HAS BEEN REACHED.
7. THE CONDITIONAL IS EXECUTED TO DETERMINE WHICH BRANCH TO TAKE.
8. RETURN NEXT OPEPAND ALONG THE APPROPRIATE BRANCH.
9. L1: I = Y + 1 + X + (READ 1, P + 1) + L2
10. Z = LAST Y
11. → I
12. L2: Z + '315.10' \IF Y[7]
13. L3: X1 = Z \times (READ 1, P), LAST X[6]
14. J = 2 \times X2 \times X1
15. B = R + 1
16. R = X[J, J + 2]
17. TEST FOR ANOTHER BRANCH
18. T = (0 = R[2]) + 0
19. T = L1, R = R[1]
DECLARE

CREATE STACK OF BRANCH POINTS.

Z+1 = (Z=' ') / Z, ('I';O;I3' IFM PIVOTS
F+ 2 50 p (50'+R=PROG;T;S', Z), 50'+S+1T+0'
K+1
Z+1
LIN+([SIZE 1] [2])
L0:=(LIN<8K)+0
BRANCH POINT OR LEAF?
L16: STACK-STACK, (T=[READ 1, P+1] [13], P
SET UP CONDITIONAL STATEMENT.
L0=(Z=3)+L7
Z+Z, '->(', ('I3' IFMT |T[8]| + T[8]<0), (FLIP R, 0), 'O',
L8
L7:=( ' ,->(', ('I3.10' IFMT T[7]), (FLIP R), 'O', ('I'
L2:=(T[1]=='0)+L14
DELETE BLANKS.
F=P, [1] 50+ (Z=' ') / Z
Z+1
TAKE RIGHT BRANCH.
Z=P, [-2 4], P
L1:=(P[1]==-1)+LEAF
L7=(P[2]=0)+L15
L0=P, P
A1=''
A2=A3='T'
L17:=( (P[1]==-1) IFM PIVOTS + L17
A1='O', ('I3' IFMT R[1]), '+'
L17:=( (P[1]==-1) IFM PIVOTS + L18
A2='O', ('I3' IFMT R[1]+1
L18:=( (P[3]==-1) IFM PIVOTS + L19
A3='O', ('I3' IFMT R[3]
L19:=(L9,L10,L11,L12,L13)[ 'O+O+11+Y=[] READ 1, P[1]]
L9:=(L+4, Z, 'S', A3, 'S'
L10:=(L+Z, 'S+1+5'
L4
L11: $Z+Z, A2,'+0$
L12: $Z+Z,'S'=1\phi S$
L4
IS OPERAND A CONSTANT, VARIABLE, OP FROM THE STACK?
L13:->(L2,L5,L6)['012':'Y[2]]
VARIABLE ASSIGNMENT STATEMENT
L5: $Z+Z, A2,'+','A3,Y[1],A1,'$
L3: $P+R[1]+1$
DELETE BLANKS AND PRINT
L4: $F+P,[1] 50<<(Z=' ')'/Z$
Z'
L0,K+R[1]+1
LEAP:A4+1'T'
=(~P$P$PIVOTS)+L20
A4+1'O','I3'['FMT P
L20: $Z+','0,R+','A4$
P+F,[1] 50<<(Z=' ')'/Z
POP STACK.
L2: $Z+','(X+','I3'['FMT R[1]),'':$
L1
CONSTANT ASSIGNMENT STATEMENT.
L2: $Z+Z, A2,'+','A3,Y[1],Z+(Y[1],')-1)+Y$
L3
STACK ASSIGNMENT STATEMENT
L6: $Z+Z, A2,'+','A3,Y[1],'+S'$
L3
L4: A4+1'T'
=(~P$P$PIVOTS)+L21
A4+1'O','I3'['FMT P
L21: $Z+','4+Z','0,R+','A4$
STACK+3+STACK
L3
L15: $P+P[1$
L16
\V PGRAPH\[\[]\V
\V R\+PROMPT;X;Y;I
[1] \(1\!\times\!1\!+\!J\!\times\!L1\)
[2] \(\text{CHR}1\!+\!EC+,\text{GETL }'\text{END}'\!\times\!0\),R\!+\!2
[3] \(\text{L7},\text{OEC}+',\text{END}'\)
[4] \(\text{L1}:Y\!\times\!1\!+\!J\)
[5] \#IS THIS A NULLARY OPERATOR?
[6] \(\!\times\!(1\!\times\!Y\!\times\!L2\)
[7] \(\text{CHR}1\!+\!EC+,\text{GETL }Y,'\!\times\!0\),R\!+\!2
[8] \(\!\times\!(L8,L9,L10,L11)[',+\!0\!+\!,Y]\)
[9] \(L8:\!\times\!L6,\text{STACK}+(\text{LET} \text{ACC}),\text{STACK}\)
[10] \(L9:\!\times\!L6,\text{STACK}+1\!\times\!\text{STACK}\)
[11] \(L10:\!\times\!L6,\text{OACC}+'0\)
[12] \(L11:\!\times\!L6,\text{STACK}+1\!\times\!\text{STACK}\)
[13] \#UNARY OPERATOR. CHECK OPERAND
[14] \(L2:\!\times\!(L3,L4,L5)[',0121\!\times\!Y[2]]\)
[15] \#OPERAND IS A CONSTANT
[16] \(L3:\!\times\!(\text{CHR}1\!+\!EC+,\text{GETL}(X\!+\!\text{LAST} 1\!+\!J),Y[1],',')\!\times\!0\),R\!-\!2
[17] \(L4\!1\)
[18] \#OPERAND IS FROM STACK
[19] \(L5:\!\times\!(\text{CHR}1\!+\!EC+,\text{GETL }'\omega',Y[1],',')\!\times\!0\),R\!+\!2
[20] \(L6:\!\times\!L5,\!\times\!L,\text{E15},10',\text{LET} 1\!+\!\text{STACK}\)
[21] \#OPERAND IS A VARIABLE
[22] \(L7:\!\times\!X\!-\!\text{EC},\text{GETL }'?',1\!\times\!Y\)
[23] \(\times(\text{CHR}1\!+\!(\text{CHR}1\!+\!\text{OPS})/\!\times\!\text{EC}+\!0),R\!+\!2\)
[24] \(\times(\text{CHR}1\!+\!\text{NUM})\!\times\!L4\!1\)
[25] \'\!\text{INVALID NUMERIC CHARACTER. RE-ENTER.}'
[26] \(L8\!1\)
[27] \(L4\!1\!\!\times\!\text{ACC}+X E Q \text{ACC},Y[1],X\)
[28] \(\text{ACC}+'E15',10',\text{LET} \text{ACC}\)
[29] \#REPLACE:(X,Y,'','ACC','') \#REPLACE 1,J[1])
[30] \(L5:\!\times\!L6\!1\)
[31] \(L7:\!\times(\text{REPLACE 2,J[2]},',') \#REPLACE 2,J[2])\)
VSIC[0]|V
\v R+SIG 
\v K+10P+0
[1]  
\v TEMP+R
[2]  
\v J[1] IS COMPONENT NUMBER OF OPERAND AT BRANCH.
[3]  
\v K[1] WILL HAVE VALUE OF COMPONENT NUMBER OF CONSECUTIVE OPERANDS.
[4]  
L1:=+(J[1]=(K+POINTER 1+X)[1])+0
[5]  
\v aSKIP NULLARY OPERATORS.
[6]  
->(+1=PO+ITREAD 1,1+X)+L1
[7]  
\v aDISPLAY OPERAND AND ASK IF IT IS SIGNIFICANT.
[8]  
L5:=+'Y'=1+GETL((0=LAST 1+K)), (Y/N)?')*L2,T1+ 10
[9]  
\v aDISPLAY INTERMEDIATE RESULT AND ASK IF IT IS SIGNIFICANT.
[10]  
->('+1'=1+GETL(0+LAST(-1+K)), (Y/N)?')+L1,T1+ 01
[11]  
\v P IS THE POINTER VECTOR WHICH PRECEDES THE OPERAND.
[12]  
P*ITREAD 1,J[1]-1
[13]  
\v IT IS THE POINTER VECTOR WHICH IS REACHED BY A BRANCH POINTER.
[14]  
((IT SIZE 1)[2]) IREPLACE 1,J[1]-1
[15]  
\v I IS LITERAL STRING REPRESENTATION OF PIVOT VALUE.
[16]  
L3:=+GETL 'ENTER PIVOT VALUE.'
[17]  
\v aCOMPARING TWO OPERANDS?
[18]  
->('a'=1+Y)+L10
[19]  
\v (Y/N)?')*ERR3
[20]  
->(1=IT[PI E+Y])*ERR5
[21]  
T+T+9
[22]  
\v T IS PIVOT VALUE IN NUMERIC FORM.
[23]  
L4:=X+1+GETL 'ENTER RELATION.'
[24]  
->('x'=(O)\vPR)+ERR6,S=0
[25]  
\v S IS CONDITIONAL EXPRESSION IN LITERAL STRING FORM.
[26]  
\v aCHECK THAT CONDITION IS EITHER TRUE FOR LAST EXAMPLE
\v ONLY OR FALSE FOR LAST EXAMPLE ONLY.
[27]  
S\v(='a',1)/0p+=1/142+9]+1'
[28]  
\v a+((a)\vPR)+T1)/0+PI 9
[29]  
Z\v('a',E,X,0,'f15.10' \vPR T\v((1+ITREAD 2,K(\n\v 2))+1+ITREAD 2,J(2))/0),)',Y,X,0
[30]  
\v aS IS USED AS SWITCH TO INDICATE WHICH BRANCH IS TRUE
\v AND WHICH IS FALSE.
[31]  
S+T+2x(\v/XEO 2)
[32]  
\v a(\v/XEO Z)
[33]  
Z\v('a',E,X,0,1,)',Y,X,0
[34]  
\v a+((0=S+S\v/XEO 2))+0
[35]  
\v aGET UP BRANCH INFORMATION.
[36]  
[37]  
\v aAPPEND 1
[41] ((SφJ[1], (·SIZE 1)[2]+1), (SφJ[2], (·SIZE 2)[2]), (1+P), X[1], T) □APPEND 1
[42] (0, M) □APPEND 2
[43] →0, R+1
[44] L6: P→READ 1, B
[45] □CHECK WHICH BRANCH HAS TAKEN
[46] Y+(P[1 2] \cdot J[1])-1
[47] J+P[Y+1, 3]
[48] P[Y+1, 3]+(·SIZE 1)[2], 0
[49] P □REPLACE 1, B
[50] →L3
[51] ERR3:→L3, p□'INVALID NUMERIC CHARACTER.'
[52] ERR5:→L3, p□'ONE VALUE ONLY.'
[53] ERR6:→L4, o□'INVALID OPERATOR.'
[54] L10: "+", X[1]
[55] →(T1[1]=1)+L12
[56] L11:→(J[1]=(N-POINTER 1+U|[1]))+0
[57] □SKIP NULLARY OPERATORS
[58] →(1=0)→READ 1, M[1])+L11
[59] □DISPLAY OPERAND AND ASK IF IT IS SIGNIFICANT.
[60] L14: -\('Y'=+GETL(Y+LAST M[1]),' (Y/N)?')+L13, S1+ 1 0
[61] □DISPLAY INTERMEDIATE RESULT AND ASK IF IT IS SIGNIFICANT.
[62] L12: -\('N'=1+GETL(Y+LAST (-M[1])),' (Y/N)?')+L11, S1+ 0 1
[63] □MAKE A TWO ELEMENT VECTOR POINTING TO SECOND SIGNIFICANT OPERAND.
[64] L13: T+Y
[67] L7: P→READ 1, B
[68] ((·SIZE 1)[2]) □REPLACE 1, B
[69] →L3

APPENDIX II

PROGRAM FLOWCHARTS
ENTER

INITIALIZE

READ NEXT SEGMENT OF TREE

IS THIS A LEAF?

IS THIS A NODE?

DETERMINE WHICH BRANCH WAS TAKEN

DELETE EXAMPLE NUMBER FROM INDEX COMPONENT

DELETE CIRCADIAN RHYTHM COMPONENT

DELETE I
DUMP I
-43-

```
ENTER

PRINT LITERAL STRING 'x'

ACCEPT LITERAL STRING 'x' FROM USER

EXIT
```

GETL X
READ COMPONENT IY1 FROM PROGRAM TREE

IS Y NEGATIVE?

PICK UP LAST OPERAND

PICK UP LAST RESULT

EXIT

LAST Y
MAIN

ENTER

INITILIZE VARIABLES

ACCEPT FIRST EXAMPLE

ACCEPT NEXT EXAMPLE

ANY MORE EXAMPLES?

Y

DEVELOP PROGRAM FROM TREE AND PRINT IT

ACCEPT DATA AND EXECUTE PROGRAM

N

"DO YOU WANT TO TRY IT OUT?"

N

SET

N
-46-

START

DISPLAY TOP ELEMENT OF STACK

ENTER

OPERATOR

STACK OPERAND?

PIX UP TOP ELEMENT OF STACK AS OPERAND

EXECUTE USER'S INSTRUCTIONS AND DISPLAY RESULT

SET ACCUMULATOR TO ZERO

ROTATE STACK ONE POSITION

SET UP NEW POINTERS

EXIT

NEXT
READ POINTER
COMPONENT OF
PROGRAM FILE

IS IT A
LEAF?

IS IT A
BRANCH
POINT?

EXIT
EXIT

PICK UP
POINTER FOR
APPROXIMATE
CONDITIONAL VALUE

ENTER
PRINT PROG

1. **ENTER**
   - Initialize stack of branch points and other variables

2. **SET UP HEADER AND FIRST LINE OF PROGRAM**

3. **HAS TREE BEEN TRACKED?**
   - **EXIT**

4. **READ NEXT PART OF TREE**

5. **LEFT?**
   - **SET UP RETURN ASSIGNMENT STATEMENT AND UNCONDITIONAL BRANCH TO ZERO**
   - **APPEND STATEMENT TO PROGRAM**
   - **IS BRANCH POINT STACK EMPTY?**
     - **POP STACK PICKING UP 'TRUE' BRANCH**
     - **SET UP CONDITIONAL STATEMENT**

6. **RIGHT?**
   - **SAVE "TRUE" BRANCH ON STACK**

7. **C**
8. **E**
PAINTING (CONT'D)
GET, USE, =

Leaf? Y

GET NEXT SEGMENT OF TREE

Leaf? N

RETURN OPERATOR

EXIT

USER RESPONSE OK?

EXIT

DISPLAY OPERATOR

PROMPT

USER RESPONSE OK?

EXIT

OPERATE

PUSH REGISTER
POP STACK
CLEAR ACCUMLATE
ROTATE STACK ONE POSITION

ADDEND OPERATE
NUMBER TO INDEX FILE

EXIT
A

OPERAND?

DISPLAY CONSTANT
AND OPERATOR

DISPLAY 'W'
AND OPERATOR

USER RESPONSE OR?

EXECUTE
CALCULATION
AND DISPLAY
RESULT

ATTEND OPERAND
AND RESULT TO PROGRAM
FILE

EXIT

VALID NUMERIC
STRING?

USER RESPONSE IS AN
EXTENDED

EXIT

EXIT

EXIT (CONT'D)
-57-

A

NOTE POSITION IF SIGNIFICANT VARIABLE

Y

AND THE PRESENT NODE PREVIOUSLY A LEAF?

N

RESHAPE PROGRAM TREE TO CREATE A NODE AT THIS LEAF

D

Determine on WHICH BRANCH THE NEW NODE BELONGS

Y

RESHAPE INDEX TREE TO CREATE A NODE ON THIS BRANCH

N

ACCEPT PIVOT VALUE FROM USER

Y

IS IT A CONSTANT?

N

WHAT SIGNIFICANT VARIABLE AN ERROR?

Y

PRINT ERROR MESSAGE

N

IS IT A VALID NUMBER?

Y

PRINT ERROR MESSAGE

N

MORE THAN ONE NUMBER?
APPENDIX III

FILE LAYOUTS
LAYOUT OF PROGRAM AND INDEX FILES AND THEIR RELATIONSHIP

 COMPONENT NUMBER

 PROGRAM FILE (TIED TO 1)

 INDEX FILE (TIED TO 2)

 1 (NUMERIC)  1

 2 (ALPHA)  1  2  N

 3 (NUMERIC)  2  3

 4 (ALPHA)  1  2  3

 5 (NUMERIC)  1  2  N

 6 (ALPHA)  1  2  N

* On hand code: 0 - CONSTANT
1 - VARIABLE
2 - STACK
APPENDIX IV

FILE DESCRIPTIONS
The file PROG is tied to 1 and is composed of four types of components:

I  Pointers  
II Operation Traces  
III Relations  
IV Branch Pointers

**TYPE I**: Pointers (numeric)
The first element of the component is a pointer whose value is the number of the component in file PROG which contains the next segment of the trace. It is generally the next component in the file. A value of minus one for this pointer indicates that the end of the trace has been reached.
The second element of the component, if it exists, is a pointer whose value is the number of the component in file INDEX which contains significant information relating to the next segment of the trace (see the description of the INDEX file). If the second element is missing, the first element indicates a branch point at the next point in the trace.

**TYPE II**: Operation Traces (alphabetical)
The first element is an operator. If the operator is nullary, there are no more elements in this component.
The second element, if it exists, indicates the type of operand used with the operator. A value of zero indicates a
constant operand; a value of one indicates a variable operand; a value of two indicates a stack operand.
The remainder of the component is composed of pairs of strings of indefinite length separated by commas. The first string of each pair is the literal representation of an operand used with this operator; the second string is the literal representation of the result obtained from the operator and the aforementioned operand. There are as many operand-result pairs as there were examples which passed through this trace.

**TYPE III**: Relations (alphabetic)
The only element of this component is the relational operator involved at a branch point.

**TYPE IV**: Branch Pointers (numeric)
The first four elements of this component correspond to type I components discussed earlier. The first pair of elements are the pointers of the true and false paths of a trace. That is, if the value of the conditional statement is true, the trace continues at the component number whose value is contained in the first element of the pair; if the value of the conditional statement is false, the trace continues at the component number whose value is contained in the second element of the pair. A value of minus one
indicates that the end of a trace has been reached. The fifth element of this component points to the closest preceding nonbranch point in the trace.
The next two elements of this component correspond to the second element of type I data when true and false values are respectively obtained for the conditional statement. A value of zero is equivalent to the non-existence of this element.
The sixth element of the component points to the first operand which participates in the conditional. If the value of the pointer is positive, the operand is indicated; if it is negative, the result is indicated.
The seventh and eighth elements of the component point to the second operand participating in the conditional. If the eighth element is a zero, then the value of the second operand is given in the seventh element; if the eighth element is non-zero, it points to an operand within PROG. As in element six, if it is positive, the pointer indicates an operand; if it is negative, it indicates a result.

The file INDEX is tied to 2 and is composed of only one type of component.
Each component consists of a list of numbers. These numbers correspond to the example numbers represented in the operation trace components of PROG.
APPENDIX V

INPUT TO THE MODEL
**OPERANDS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>constant</td>
<td>any type acceptable to APL</td>
</tr>
<tr>
<td>ω</td>
<td>indicates that the top element of the stack is to be used</td>
</tr>
<tr>
<td>α</td>
<td>indicates that another program variable is to be used</td>
</tr>
<tr>
<td>END</td>
<td>indicates the example is complete</td>
</tr>
<tr>
<td>CANCEL</td>
<td>indicates the user wishes to erase the current example</td>
</tr>
</tbody>
</table>
OPERATORS

Nullary:

\( \uparrow \) Push the accumulator onto the stack

\( \downarrow \) Pop the stack—i.e., allow the top element of the stack to disappear

\( \rightarrow \) Rotate the stack by one position; the top element goes to the bottom

\( \odot \) Clear the accumulator

\( \square \) Display the top element of the stack

Unary:

\( + \) Add the operand into the accumulator and store the result in the accumulator

\( - \) Subtract the operand from the accumulator and store the result in the accumulator

\( \times \) Multiply the operand by the accumulator and store the result in the accumulator

\( \div \) Divide the accumulator by the operand and store the result in the accumulator

\( ^* \) Raise the accumulator to the power of the operand and store the result in the accumulator
Binary:

\(<\)
Test whether the significant variable is less than the pivot value

\(\leq\)
Test whether the significant variable is less than or equal to the pivot value

\(=\)
Test whether the significant variable is equal to the pivot value

\(>\)
Test whether the significant variable is greater than the pivot value

\(\geq\)
Test whether the significant variable is greater than or equal to the pivot value

\(\neq\)
Test whether the significant variable is unequal to the pivot value

NOTE: If the model prompts the user by printing a nullary operator or an operand and unary operator, the user may respond with a carriage return which is equivalent to accepting the prompt as the next step in the example, or may override the prompt by entering some other valid computational step.
APPENDIX VI

PROGRAM MESSAGES AND THEIR MEANINGS
BEGIN ENTERING FIRST EXAMPLE

Initialization of the files is complete. The user may begin entering his example.

TOO MANY OPERANDS. RE-ENTER

A computational step has too many operands in it. This may result from a blank or comma embedded in the operand.

WRONG NUMBER OF OPERATORS. RE-ENTER

There must be exactly one operator.

NO OPERAND. RE-ENTER

A unary operator has been entered without an operand.

INVALID NUMERIC CHARACTER. RE-ENTER

The operand is an invalid APL constant.

OPERATOR NOT LAST SYMBOL. RE-ENTER

The computational step is syntactically incorrect.

ANY MORE EXAMPLES(Y/N)?

Asks if the user wishes to enter any more examples. Entering the letter N indicates no; any other response will cause the model to expect another example.
ENTERING EXAMPLE xx
Indicates that the model is ready to accept the next example and tells the user which example is about to be accepted.

? Indicates the operator which the model expects next takes a variable operand. Waits for an operand or an override.

CONSTANT OR VARIABLE (C/V)?
Asks whether the operand which was just entered is a constant or a variable. Entering the letter C indicates a response of constant. Any other response will be interpreted as a variable.

CONTINUING
The user may continue entering his example from the point at which he left off.

DOES NOT TALLY WITH PAST EXAMPLES
Information supplied by the user is not consistent with past examples. The current example will be displayed then deleted.

(Y/N)? The model is displaying the value of a variable operand used
earlier in the example and is asking whether it is the significant variable. The user may respond with the letter Y for yes or N for no.

**ENTER PIVOT VALUE**
The user may enter either a valid APL constant or the letter alpha to indicate that the pivot value is another variable operand.

**ENTER RELATION**
The user is requested to enter the suitable binary operator.

**INVALID NUMERIC CHARACTER**
Re-enter the pivot value.

**ONE VALUE ONLY**
Re-enter the pivot value.

**INVALID OPERATOR**
Re-enter the relational operator.

**DO YOU WANT TO TRY IT OUT?(Y/N)**
The program has been created. The user may respond with a Y for yes or an N for no.
EXAMPLE xx
Precedes the example being displayed.

INVALID EXAMPLE NUMBER
A request was made to display an example which doesn't exist.
APPENDIX VII
SAMPLE RUNS
Hero's Algorithm for the Area of a Triangle

\[ \Delta = \frac{s(s-a)(s-b)(s-c)}{2} \]

where \( s = \frac{a+b+c}{2} \)

\( a, b, c \) are the lengths of the sides of the triangle

**Note**

User's input is indented or underlined.

Numbers in left margin show value of accumulator after a unary operation has been performed, or show value of an element of stack after a \[ \Box \] request.

---

**Wrong number of operators. Re-enter.**

\[ s = \text{calculate } s-a \text{ and save in stack} \]

\[ \Delta = \frac{s(s-a)(s-b)(s-c)}{2} \]

**Wrong number of operators. Re-enter.**

\[ \text{calculate } s-c \text{ and save in stack} \]
0.5
+ -

7.5
- o

7.5
+ - -

5
-

2.5
+ -

7.5
\( s(s-b) \)

18.75
+ -

4.5
\( s(s-b)(s-a) \)

84.37
+ -

0.5
\( s(s-b)(s-a)(s-c) \)

42.1875
+ 5-

6.495130529
\( s(s-b)(s-a)(s-c) \)

END INDICATES END OF EXAMPLE

ANY MORE EXAMPLES (Y/N)?

ENTERING EXAMPLE 2

3+
5+

USE A CONSTANT OR VARIABLE (C/V)?

5+
0

12+

USE A CONSTANT OR VARIABLE (C/V)?

12+
0

7+
13+

USE A CONSTANT OR VARIABLE (C/V)?
ANY MORE EXAMPLES (Y/N)?
DO YOU WANT TO TRY IT OUT? (Y/N)?
R+PRG;T;S
S+T+0
T+T+[]
S+T,S
T+0
T+T+[]
S+T,S
T+0
T+T+[]
S+T,S
S+1φS
T+T+1φS
S+1φS
T+T+1φS
T+T+2
S+T,S
S+1φS
T+T-1φS
S+1φS
S+T,S
S+1φS
S+1φS
S+1φS
T+0
T+T+1φS
S+1φS
S+1φS
T+T-1φS
S+1φS
S+T,S
S+1φS
S+1φS
S+1φS
T+0
T+T-1φS
S+1φS
S+1φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T-2φS
S+1φS
T+T-1φS
S+1φS
T+T+5
R+T
\[ \text{REQUESTS INPUT} \]
\[ \text{a} \]
6

DO YOU WANT TO TRY IT OUT? (Y/N)

ANY MORE EXAMPLES? (Y/N)

More examples may be entered after testing. If

additions are made, the simulation recycles

for more testing.
Calculation of the Final Temperature of a Mixture of Two Known Quantities of Ice and Water. Temperature and Mass of Container are Ignored.

**MAIN**

BEGIN ENTERING FIRST EXAMPLE.

10+ 10 ONS. OF ICE AT 0°C

15 ONS. OF ICE AT 0°C

1000

15+ 15

CALCULATE AND SAVE TOTAL NUMBER OF CALORIES PRESENT

200×

3000  C = (10×100) + (15×200)

4000

+  

10+ 10

CALCULATE TOTAL MASS OF ICE

M = 10 + 15

25

4000  T = 4000 / 25

150 END

ANY MORE EXAMPLES (Y/N)? Y
ENTERING EXAMPLE 2

10+ 15+

CONSTANT OR VARIABLE (C/V)? V

15

+  

100× 75×
15 C.M.S. OF ICE AT 273° K
10 C.M.S. OF WATER AT 350° K.

THE USER IS PRESENTED WITH ALL
INTERMEDIATE RESULTS
USED IN THE EXAMPLE TO THE
POINT. THE USER MUST INFER
WHICH OF THE VALUES HAS CAUSED
HER TO CHANGE PROCEDURE. PROGRESSION
ENDS WHEN THE USER INDICATES A
PARTICULAR VALUE.

Since the temperature of the second
quantity is greater than 273° K, we must
include the number of calories used for
the conversion of ice to water.

\[ C = (15 \times 76) + (10 \times 52) + (10 \times 8) \]
5425
→
ω+
217
END

ANY MORE EXAMPLES (Y/N)? Y
ENTERING EXAMPLE 3

?+10
10 CMS. OF ICE AT 75° K
+
10
15 CMS. OF WATER AT 350° K
+
?
7.5
750
+
0
?−15
15
+
?
5250
ω+
6000
+
+
0
+
ω+
15
80×
1200
ω+
7200
ω+
10
ω+
25
ω+
ω+
7200
+
60

288

END 0
10 (Y/N)?
1.000000000E1 (Y/N)?

75 (Y/N)?
7.500000000E2 (Y/N)?
15 (Y/N)?
1.500000000E1 (Y/N)?
350 (Y/N)?
5.250000000E3 (Y/N)?
7.500000000E2 (Y/N)?
6.000000000E3 (Y/N)?
1.500000000E1 (Y/N)?
1.500000000E1 (Y/N)?
80 (Y/N)?
1.200000000E3 (Y/N)?
6.000000000E3 (Y/N)?
7.200000000E3 (Y/N)?
1.000000000E1 (Y/N)?
1.000000000E1 (Y/N)?
1.500000000E1 (Y/N)?
2.500000000E1 (Y/N)?
7.200000000E3 (Y/N)?
7.200000000E3 (Y/N)?
2.500000000E3 (Y/N)?
2.880000000E2 (Y/N)?

ENTER FIRST VALUE. 273
ENTER RELATION >
CONTINUING

273+

ANY OTHER EXAMPLES (Y/N)?
ENTERING EXAMPLE 4
?

+ 0
10
+ 7.5
750
+ 0
+ 30
30
+ 400
12000
+

SINCE THE FINAL TEMPERATURE IS GREATER THAN 273° K, AND LESS THAN 353° K, WE REJECT IT TO 273° K. (SLUSH)
END

ANY MORE EXAMPLES (Y/N)? Y

ENTERING EXAMPLE 5

15 15 gms of water at 350\degree K
+
750
+
0
+10
10
+
750
+
6000+
+

15 (Y/N)? N
1.500000000E1 (Y/N)? N
350 (Y/N)? Y

ENTER PIVOT VALUE 273

ENTER RELATION \geq

CONTINUING

+ 600
+
+
1200+
+
7200
ANY MORE EXAMPLES (Y/N)? Y
ENTERING EXAMPLE 6

?+30
30 635. 0 C WATER AT 400° K.
30

?×400
12000

?+10
10 635. 0 C ICE AT 75° K.

?×75
750

?+2750
12750

?+80x
2400

?
15150
30
40
5
5
15150
378.75
0
30 (Y/N) ? N
3.00000000E1 (Y/N) ? N
400 (Y/N) ? N
1.20000000E4 (Y/N) ? N
10 (Y/N) ? N
1.00000000E1 (Y/N) ? N
75 (Y/N) ? N
7.50000000E2 (Y/N) ? N
1.20000000E4 (Y/N) ? N
1.27500000E4 (Y/N) ? N
3.00000000E1 (Y/N) ? N
3.00000000E1 (Y/N) ? N
80 (Y/N) ? N
2.40000000E3 (Y/N) ? N
1.27500000E4 (Y/N) ? N
1.51500000E4 (Y/N) ? N
3.00000000E1 (Y/N) ? N
3.00000000E1 (Y/N) ? N
1.00000000E1 (Y/N) ? N
4.00000000E1 (Y/N) ? N
1.51500000E4 (Y/N) ? N
1.51500000E4 (Y/N) ? N
4.00000000E1 (Y/N) ? N
3.7875000000E2 (Y/N) ? N
ENTER PIVOT VALUE. 353
ENTER RELATION. >
CONTINUING
298.75
END

SAME AS EXAMPLE 4
ANY MORE EXAMPLES (Y/N)? Y
ENTERING EXAMPLE 7

?+10
10
+ ?×290
2900
+ 0
?+10
10
+ ?×300
3000
+ 0
5900
+ 0
6700
+ 0
35x
10
(2.87)
1.0000000001 (2.90)
290 (2.93)
ENTER PIVOT VALUE .273
ENTER RELATION > CONTINUING
500
+ 0
ω+
7500
+ 0
10
+  
  ω+
+  
20
+  
  ω+
+  
  ω+
+  
  7500
+  
  ω+
+  
  375
  30-
+  
  295
END

ANY MORE EXAMPLES (Y/N)? Y
ENTERING EXAMPLE 8
?+10
10
+  
?×350
3500
+  
?+15
15
+  
?×75
1125
+  
ω+
+  
ω+
4625
+  
+  
ω+
+  
ω+
  10
  30×
  800
+  
+  
+  
ω+
  5425
+  

10 CMS. OF WATER AT 350° K.
15 CMS. OF ICE AT 75° K.
Critical temperature is less than 273 K.

\[
\begin{array}{cccc}
10 & \frac{(Y/N)?1}{1.000000001} & (Y/N)?1 & (Y/N)?1 \\
350 & \frac{(Y/N)?2}{3.500000003} & (Y/N)?2 & (Y/N)?2 \\
15 & \frac{(Y/N)?3}{1.500000001} & (Y/N)?3 & (Y/N)?3 \\
75 & \frac{(Y/N)?4}{1.125000003} & (Y/N)?4 & (Y/N)?4 \\
3.500000003 & \frac{(Y/N)?5}{3.500000003} & (Y/N)?5 & (Y/N)?5 \\
4.625000003 & \frac{(Y/N)?6}{4.625000003} & (Y/N)?6 & (Y/N)?6 \\
1.000000001 & \frac{(Y/N)?7}{1.000000001} & (Y/N)?7 & (Y/N)?7 \\
1.000000001 & \frac{(Y/N)?8}{1.000000001} & (Y/N)?8 & (Y/N)?8 \\
80 & \frac{(Y/N)?9}{8.000000002} & (Y/N)?9 & (Y/N)?9 \\
4.625000003 & \frac{(Y/N)?10}{4.625000003} & (Y/N)?10 & (Y/N)?10 \\
5.425000003 & \frac{(Y/N)?11}{5.425000003} & (Y/N)?11 & (Y/N)?11 \\
1.000000001 & \frac{(Y/N)?12}{1.000000001} & (Y/N)?12 & (Y/N)?12 \\
1.000000001 & \frac{(Y/N)?13}{1.000000001} & (Y/N)?13 & (Y/N)?13 \\
1.500000001 & \frac{(Y/N)?14}{1.500000001} & (Y/N)?14 & (Y/N)?14 \\
2.500000001 & \frac{(Y/N)?15}{2.500000001} & (Y/N)?15 & (Y/N)?15 \\
5.425000003 & \frac{(Y/N)?16}{5.425000003} & (Y/N)?16 & (Y/N)?16 \\
5.425000003 & \frac{(Y/N)?17}{5.425000003} & (Y/N)?17 & (Y/N)?17 \\
2.500000001 & \frac{(Y/N)?18}{2.500000001} & (Y/N)?18 & (Y/N)?18 \\
2.170000002 & \frac{(Y/N)?19}{2.170000002} & (Y/N)?19 & (Y/N)?19 \\
\end{array}
\]

Enter pivot value 273
Enter relation >
Continuing
Any more examples (Y/N)?
Do you want to try it out? (Y/N)?
\textbf{L73:} \texttt{R+ROCSSST;S;016;08;093;047;093;047;06;03;0147;074;0}
\texttt{S+1T+0}
\texttt{O3+T+[]}
\texttt{S+O3,S}
\texttt{T+O3\times 06+[]}
\texttt{S+T,S}
\texttt{T+0}
\texttt{T+T+[]}
\texttt{S+T,S}
\texttt{T+T\times 016+[]}
\texttt{S+1T,S}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{S+T,S}
\texttt{T+0}
\texttt{T+T+1+5}
\texttt{+(2.73000000E2\times 016)+L104}
\texttt{T+0}
\texttt{S+10S}
\texttt{S+10S}
\texttt{T+T+1+5}
\texttt{T+T\times 02}
\texttt{S+1T,S}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{S+T,S}
\texttt{S+10S}
\texttt{T+0}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{S+T,S}
\texttt{S+10S}
\texttt{T+0}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{T+T+1+5}
\texttt{T+T\times 06}
\texttt{+(2.73000000E2\times 06)+L76}
\texttt{T+T\times 02}
\texttt{S+1T,S}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{S+T,S}
\texttt{S+10S}
\texttt{T+0}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{S+T,S}
\texttt{S+10S}
\texttt{T+0}
\texttt{T+T+1+5}
\texttt{S+1+S}
\texttt{T+T+1+5}
\texttt{T+T\times 80}
\texttt{+(0, R+T)}
\texttt{L76:S+1+S}
\[ \begin{align*}
T + T + 1 &+ S \\
S + 1 &+ S \\
S + T &+ S \\
S + 1 &+ S \\
T &+ 0 \\
T + T + 1 &+ S \\
S + 1 &+ S \\
0.93 + T &+ 1 + S \\
+ (2.73300000000E2 > 0.93) + 0, R + 0.93 \\
+ (3.5300000000E2 > 0.93) + L96 \\
T + 0.93 &- 0 \\
+ 0.5 + R + T \\
L96 : T &+ 0 \\
T + T + 273 \\
+ 0.5 + R + T \\
L104 : + (2.7330000000E2 > 0.6) + L26 \\
T &+ 0 \\
S &+ 1 &+ S \\
T &+ T &+ 1 &+ S \\
T &+ T &+ 273 \\
S &+ 1 &+ S \\
S &+ 1 &+ S \\
T &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
S &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
S &+ 1 &+ S \\
T &+ 0 \\
T &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
T &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
T &+ 0 \\
T &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
0.147 &+ T &+ 1 &+ S \\
+ (3.5300000000E2 > 0.147) + L196 \\
T &+ 0.147 &- 3 \\
+ 0.5 + R &+ T \\
L196 : + (2.7330000000E2 > 0.147) + 0, R + 0.147 \\
T &+ 0 \\
T &+ T &+ 273 \\
+ 0.5 + R &+ T \\
L26 : S &+ 1 &+ S \\
T &+ 0 \\
T &+ T &+ 1 &+ S \\
S &+ 1 &+ S \\
T &+ T &+ 1 &+ S 
\end{align*} \]
\[ S + 1 + S \\
S + T, S \\
S + 1 \phi S \\
T + 0 \\
T + T + 1 + S \\
S + 1 \phi S \\
T + T + 1 + S \\
\rightarrow 0 , P + T \]

\[ \# : 20 \]

\[ \# : 194 \]

\[ \# : 10 \]

\[ \# : 210 \]

\[ 199.33333333 \]

Do you want to try it out? (Y/N)?

Any more examples? (Y/N)?
APPENDIX VIII

OTHER APPROACHES TO THE PROBLEM
Many disciplines other than computer and information science are attempting to grapple with the process of communication and with its underlying structure. The various approaches used in these disciplines may help us come to a better understanding of the problem.

The subject of this thesis was suggested to me by Dr. John W. Carr III. He described the problem as the induction of an incompletely specified finite state machine from traces of its output function (data or test operations) and inputs \( (T, F) \). The finite state machine when induced was to be able to accept (generate) the language of all traces. In this thesis the program output by the simulation is the finite state machine which has been inferred from the traces left by the user on the programmable device.

Although it may not be immediately apparent, modern mathematical linguistics is deeply engaged in investigation of the same problem. The notion of an acceptor or generator of valid strings of a language has been used by Noam Chomsky in his theory of transformational grammars for natural language. Each native speaker of a language constructs a "grammar" which allows him to recognize and produce valid sentences of that language. Chomsky presented three possible models of a grammar to account for human language capabili-
ties: a finite state grammar, a phrase structure grammar, and a transformational grammar, each one more powerful than its predecessor. The finite state grammar is directly analogous to the finite state machine above. However, it is an inadequate grammar for the systematic analysis of natural language since it cannot deal with dependencies holding between non-adjacent words (e.g., He who hesitates is lost). A phrase structure grammar is context free. It is generally represented in linguistic literature by tree structures. Chomsky was dissatisfied with the power of phrase structure grammars in dealing with certain types of structural ambiguity in natural language. He claims that in a certain sense transformational grammars which are context sensitive, are not only more powerful but simpler. In *Mathematical Models in Linguistics* Maurice Gross outlines the basic mathematical concepts underlying Chomsky's theories. He discusses the relationship between various types of grammar and their counterparts in automata theory. (Turing machines correspond to rewriting systems, finite automata to K-grammars, push-down automata to C-grammars, nondeterministic linear bounded automata to context sensitive grammars)

Another approach to this problem is through algebra and its relationship to automata theory. Any machine has
an associated semigroup (Theorem in Binary Systems, McNaughton Bruck). Carr has discussed in his Notes on Languages and Semigroups a variety of reasons for approaching the problem of grammatical inference from this angle. A detailed discussion of semigroups can be found in Introduction to Discrete Structures by Preparata and Yeh.

One of the earliest attempts at solving this learning problem was made by E. B. Hunt. It is his terminology which I have used extensively in this thesis. He analyzes concept learning or inductive reasoning as the discovery and utilization of a classification rule. (recognition and generation by a grammar) He points out that concepts can be represented as sequential decision rules (trees) and investigates different strategies for developing such trees under various constraints such as limited memory and under various methods of presentation of sample strings from the concept.

This discussion barely scratches the surface of the variety of approaches taken to solve essentially the same problem--induction, inference, learning. There is a short bibliography included in this thesis which can be used as an entry point into the extensive literature available.
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