

programs that simply do the tasks in whatever way appears easiest? There have been AI projects motivated by each of these goals.

Efforts to build programs that perform tasks the way people do can be divided into two classes. Programs in the first class attempt to solve problems that do not really fit our definition of an AI task. They are problems that a computer could easily solve, although that easy solution would exploit mechanisms that do not seem to be available to people. A classical example of this class of program is the Elementary Perceiver and Memorizer (EPAM) [Feigenbaum, 1963], which memorized associated pairs of nonsense syllables. Memorizing pairs of nonsense syllables is easy for a computer. Simply input them. To retrieve a response syllable given its associated stimulus one, the computer just scans for the stimulus syllable and responds with the one stored next to it. But this task is hard for people. EPAM simulated one way people might perform the task. It built a discrimination net through which it could find images of the syllables it had seen. It also stored, with each stimulus image, a cue that it could later pass through the discrimination net to try to find the correct response image. But it stored as a cue only as much information about the response syllable as was necessary to avoid ambiguity at the time the association was stored. This might be just the first letter, for example: But, of course, as the discrimination net grew and more syllables were added, an old cue might no longer be sufficient to identify a response syllable uniquely. Thus EPAM, like people, sometimes “forgot” previously learned responses. Many people regard programs in this first class to be uninteresting, and to some extent they are probably right. These programs can, however, be useful tools for psychologists who want to test theories of human performance.

The second class of programs that attempt to model human performance are those that do things that fall more clearly within our definition of AI tasks; they do things that are not trivial for the computer. There are several reasons one might want to model human performance at these sorts of tasks:

1. To test psychological theories of human performance. One example of a program that was written for this reason is PARRY [Colby, 1975], which exploited a model of human paranoid behavior to simulate the conversational behavior of a paranoid person. The model was good enough that when several psychologists were given the opportunity to converse with the program via a terminal, they diagnosed its behavior as paranoid.
2. To enable computers to understand human reasoning. For example, for a computer to be able to read a newspaper story and then answer a question, such as “Why did the terrorists kill the hostages?” its program must be able to simulate the reasoning processes of people.
3. To enable people to understand computer reasoning. In many circumstances, people are reluctant to rely on the output of a computer unless they can understand how the machine arrived at its result. If the computer’s reasoning process is similar to that of people, then producing an acceptable explanation is much easier.
4. To exploit what knowledge we can glean from people. Since people are the best-known performers of most of the tasks with which we are dealing, it makes a lot of sense to look to them for clues as to how to proceed.

This last motivation is probably the most pervasive of the four. It motivated several very early systems that attempted to produce intelligent behavior by imitating people at the level of individual neurons. For examples of this, see the early theoretical work of McCulloch and Pitts [1943], the work on perceptrons, originally developed by Frank Rosenblatt but best described in *Perceptrons* [Minsky and Papert, 1969] and *Design for a Brain* [Ashby, 1952]. It proved impossible, however, to produce even minimally intelligent behavior with such simple devices. One reason was that there were severe theoretical limitations to the particular neural, net architecture that was being used. More recently, several new neural net architectures have been proposed. These structures are not subject to the same theoretical limitations as were perceptrons. These new architectures are loosely called *connectionist*, and they have been used as a basis for several learning and problem-solving programs. We have more to say about them in Chapter 18. Also, we must consider that while human brains are

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