

#### The General Systems Problem Solver

Jack Felag Lecture for SSIE501 24 October 2024 Overview

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#### Goals



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Discussing key themes about the General Systems Problem Solver, including concerns and implications

#### ARCHITECTURE OF SYSTEMS PROBLEM SOLVING

Second Edition

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#### **Quick Intro to GSPS**

The General Systems Problem Solver (GSPS) is a conceptual framework for systems problems, and methodological tools for solving them.

#### **Quick Intro to GSPS**

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#### Let's start with a motivating example



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Inputs and corresponding outputs are equivalent

Question: Are B1 and B2 equivalent?



Answer: Not necessarily

We can say they are isomorphic

An isomorphism is a function that is *bijective*, and relation-preserving



# Contains data on gravitational attraction

Contains data on charged particle attraction





### **Isomorphic Systems**

Other examples:

Damped Mass-Spring ↔ RLC Circuit

Circular Motion ↔ Charged particle through a magnetic field

Some physical system ↔ Computer program

Any others?

\* All of the above assume correctly tuned parameters

#### A More Complex Black Box



How can we gain information about black boxes?

We can look at general tools to study black boxes, and related ideas to get a better conceptual understanding of systems

We will now be moving on to some formalisms in defining systems



A system is a big black box

> of which we can't unlock the doors

> > and all we can find out about

> > > is what goes in and what comes out

> > > > -Kenneth L. Boudling



### Epistemological Hierarchy of Systems

#### Source Systems (E)

Variables and Supports

 $v_i \in V_i$ 

Interpretations of both above



# Source Systems (E)

 $v_1$  is ambient air temperature outside in degrees Celsius

#### $v_1 \in V_1 = [-25, 40]$

*t* is the time of measurement (UTC timestamp? Date + time?)



#### Source Systems (E)



Each cell is a variable that takes a value  $\{0, 1, 2, ..., 9\}$ .

Any evidence of a variable with a different value?

Any variables that can only take on a subset of the above values?



# Data Systems (D)

E + Data

Gather data through harvesting, experimentation, observations



#### Data Systems (D)

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| t=               | 0 | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9  | 10 |
|------------------|---|---|---|---|---|---|----|----|----|----|----|
| v <sub>1</sub> = | 1 | 1 | 2 | 3 | 5 | 8 | 13 | 21 | 34 | 55 | 89 |
| v <sub>2</sub> = | 1 | 1 | 0 | 1 | 1 | 2 | 3  | 5  | 8  | 3  | 11 |



# Data Systems (D)

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Collecting data from here?

Web scraper to harvest data from the webpage

How much data is enough?



# Generative Systems (G)

#### E + Relation

#### Data is optional

The relation must be consistent with the data, if included (masking)

#### Sampling variables



#### Generative Systems (G)

| t=               | 0 | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9  | 10 |
|------------------|---|---|---|---|---|---|----|----|----|----|----|
| v <sub>1</sub> = | 1 | 1 | 2 | 3 | 5 | 8 | 13 | 21 | 34 | 55 | 89 |
| v <sub>2</sub> = | 1 | 1 | 0 | 1 | 1 | 2 | 3  | 5  | 8  | 3  | 11 |

 $\frac{\text{Rules:}}{S_3 = S_1 + S_2}$ 



 $S_4 = S_2 - S_1$  if  $S_2 - S_1 < 10$ 

 $S_4 = S_2 - S_1 - 10$  if  $S_2 - S_1 \ge 10$ 



#### Generative Systems (G)



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What mask would you use?

We will revisit this...



### Structure Systems (S)

Collection of Subsystems (G, D, E) and how they relate

**Compatibility requirement** 

G, D, and E are all called "low-level" subsystems



#### Meta Systems (M)

Set of Systems

Meta-characterization of the lower-level subsystems Meta (meta) System М Level 4, 5, ... Structure System S Level 3 Generative System G Level 2 Data System  $\square$ Level 1 Source System Ε Level 0





Consider the system of a flower growing

# We can call the whole potted plant a system

# What subsystems can we define?







Our groupings create subsystems that are related:

- Soil
- Roots
- Sap
- Stems
- Leaves
- Blossoms



We see related groupings through shared variables (coupled variables)

- Sap, Roots
- Sap, Soil
- Sap, Leaves
- Sap, Stems
- Sap, Blossoms
- Roots, Soil
- Roots, Stems
- Soil, Leaves
- Soil, Stems
- Soil, Blossoms
- Leaves, Stems
- Leaves, Blossoms
- Stems, Blossoms



Each group is a subsystem, and their relations now define a structure system

We could have grouped subsystems, like stems and roots

We can define other subsystems too, such as environment (temperature, rainfall, sunlight)

Or define more variables and repeat (humidity, stem length, etc)



We can also get more granular:

#### Define petals as a subsystem

Pollen? Thorns?

#### Look at the genetic level



Were the subsystems defined sufficiently?

# Were any other ideas about defining subsystems good?

#### It depends...

What is your research question? What relationships are you studying? Your hypothesis?



An elementary schooler at a science fair might only care about number of blossoms and rainfall

A florist might be interested in variables that affect blossom color and size

A botanist might look at genetic and environmental interactions on overall growth
Once the whole is divided, the parts need names.

> There are already enough names. One must know when to stop.

Knowing when to stop averts trouble.

-LAO TSU



# Architecture of the General Systems Problem Solver





# Recall GSPS is a framework that groups systems problems, and tools for solving them.



The division of the perceived universe into parts and wholes is convenient and may be necessary, but not necessity determines how it shall be done

**Gregory Bateson** 





#### Once Abstracted...

#### Depending on the model used, tools may already be developed

#### Here we will go over some tools



Sometimes features can be meaningfully extracted in a network

The field of study only cares about network properties, not what the nodes and edges represent

# **Computer Simulations**

Represent the system to the best of your abilities

Collect more data, validation, prediction, etc

A key concept from information theory is *mutual information*.

It measures the dependence between two variables.

We can use this to aid in the mask analysis.

- Say we want to check if two variables are "sharing information"
- We treat both as random variables.
- Random variables must contain:
- 1. A set of outcomes
- 2. A probability for each outcome (that collectively sum to 1)

Our set of outcomes is defined in the source system.

To get the probabilities associated with each outcome, we have to collect some data.



We do not know the underlying mechanisms, so we have to sample.

For any two cells, we collect data:

Value of cell 1 at time t

Value of cell 2 at time t

Values of (cell 1, cell 2) at time t



In our example, this gives us a probability of each value (0-9) occurring in cell 1 and 2.

We also have a *joint probability* of those two values occurring at the same time step.

We then go through the formula:

$$\sum_{a=0}^{9} \sum_{b=0}^{9} P(a, \ b) \cdot \log \Bigl( rac{P(a, b)}{P_1(a) \cdot P_2(b)} \Bigr)$$

Where P(a, b) is the joint probability of cell 1 and cell 2 taking on those values

 $P_1(a)$  is the probability of cell 1 having the value of a

 $P_2(b)$  is the probability of cell 2 having the value of b

What values are we looking for?

$$\sum_{a=0}^{9} \sum_{b=0}^{9} P(a, \ b) \cdot \log \Bigl( rac{P(a, b)}{P_1(a) \cdot P_2(b)} \Bigr)$$



This can be extended to more than just two variables.

Groups of variables can be checked as well.

An outcome does not need to be a single value, we can define a probability of a set of cells taking on specific values.

This is more useful, but generally needs more data.



When dealing with a problem that looks like that  $\rightarrow$  it is common to call a mask a "kernel" instead.

The kernel checks a cell's neighbors to see if their values influence its value (in addition to that cell's value).



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$$S_5 = f (S_1, S_2, S_3, S_4, S_5, S_6, S_7, S_8, S_9)$$

We can also change the shape of the neighborhood of  $S_5$ , and its radius



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This is not the way. This is a way.

# Isomorphisms

If an abstraction is isomorphic to a previously solved problem, a general solution already exists. Apply it!

If you need to develop tools yourself, you at least have an idealized abstraction



Image from Wikipedia: Seven Bridges of Königsberg

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Image adapted from Wikipedia: Seven Bridges of Königsberg

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Image adapted from Wikipedia: Seven Bridges of Königsberg

B



More of a class of methodological tools in GSPS

Find a relationship between the overall system and its subsystems

There is an *identification* problem, and a *reconstruction* problem

Identification starts with a generative structure system

Reconstruction starts with a generative system

We are either identifying the subsystems that make up the whole, or reconstructing the whole based on given subsystems

"Reconstructability analysis is just one example of an important methodological area which would have no practical significance without the aid of sophisticated computer technology. Such examples are not rare in systems problem solving; on the contrary, they are rather typical."

-Klir in Architecture of Systems Problem Solving

One example of RA that heavily relies on computer tools is a model distance.

Run a simulation, then compute "how far away" the simulation is from the real system.

Experimentation in the computer is not merely possible but may give information that is otherwise unobtainable

W. Ross Ashby



# Interpreted to General

Need to have enough domain specific knowledge to know what features are important

# Interpreted to General

What if variables are not sufficient?

#### Missing key information about the model

Interpreted to General

Too many variables?

Expensive computation

Some methods will simply not work with certain data
# **General to Interpreted**

Need to know about the tools you are using to interpret the solution in the context of your system

What is the interpretation of a shortest path in your network? Is 3.12 bits of entropy large or small for your problem?

#### Your model *must* make sense

You can define a network on anything, but certain metrics are only coherent in certain contexts

- We also have different properties of systems:
  - Stochastic vs Deterministic
  - Memory
  - **Organized vs Disorganized**
  - **Open vs Closed**

...and so on. What properties does your system have?

Two functions might *look* the same, but the mechanisms are completely different.

This is different from an isomorphism



Why might this occur?

1) Lack of data

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(short observation time)

2) Bad validation



**All models** are wrong, but some are useful.

-George Box



# Connection to Machine Learning

# **Building a Model**

Machine learning is a way to use data to "learn" a task: classification, regression, generation, etc

We can use methods such as linear models, decision trees, symbolic regression, artificial neural networks (ANNs), and more

# Selecting a Model

Each model is different

Regressions/linear models require data transformations and an intelligent way to select a specific equation form

Decision trees, ANNs, and symbolic regression are data hungry and require some hyperparameter tuning

ANNs also require selecting an architecture





Just like with mutual information, we can use ML methods to deduce relationships between our variables

Thinking back to the kernel example of:  $S_5 = f(S_1, S_2, S_3, S_4, S_5, S_6, S_7, S_8, S_9)$ , we can learn a function f

Or learn a function based on other inputs. Can we get a good fit with the data we collected?

# Mask Analysis

Be aware of other issues:

We can *overtrain* models where it fits training data extremely well, but underperforms on testing data

Need to perform other analyses to figure out which variables were important to the function f

This can take a long time, especially if performing an exhaustive search



#### What Data is Available?

A lot of data is available from websites (Kaggle, etc), published papers, and elsewhere.

Or run experiments, collect observations, scrape data to get your own



Each image is a matrix of pixels that are easy for us to understand

We can instead represent images as a matrix of pixel ID and their RGB values

| Pixel | R   | G   | В   |
|-------|-----|-----|-----|
| 1     | 50  | 100 | 20  |
| 2     | 55  | 120 | 18  |
| •••   | ••• | ••• | ••• |

"Monte Cristo remembered that on that very spot, on the same rock, he had been violently dragged by the guards, who forced him to ascend the slope at the points of their bayonets."

Excerpt from *The Count of Monte Cristo* by Alexandre Dumas

Text is unstructured data

We can pull features such as *n*-grams and count occurrences

Each row in a matrix is a document (piece of text) and each column counts the number of these features

| Document | "that" | "on" | "Monte" | "Monte Cristo" | ••• |
|----------|--------|------|---------|----------------|-----|
| CoMC     | 2      | 2    | 1       | 1              | ••• |
| •••      | •••    | •••  | •••     | •••            | ••• |

| Respondent   | <b>Q</b> 1 | Q2 | Q3 | ••• |
|--------------|------------|----|----|-----|
| Respondent 1 | yes        | 1  | a  | ••• |
| Respondent 2 | yes        | 2  | b  | ••• |
| Respondent 3 | no         | 2  | c  | ••• |
| Respondent 4 | no         | 2  | d  | ••• |
| •••          | •••        |    |    | ••• |

We might already have a matrix in the event of survey responses

See the theme?

We can abstract data into a matrix representation by pulling meaningful features from the data we want to learn from



# A Metaproblem

A problem: we might have another black box

Some methods are easy to interpret: by looking at coefficients in a regression equation, we can see how much of an effect each variable has on the response.

# A Metaproblem

A problem: we might have another black box

In an ANN, it is difficult to interpret what edge weights mean in context

However, there is a field of explainable AI (XAI) working on these kind of problems





#### Summary

# This can also be seen as a general way to perform scientific modeling/research

Think critically about your problem and the methods you want to use!

#### Sources

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# **Other Readings**

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Science is a continuous living process...Science differs from mere records in much the same way as a teacher differs from a library

- G Spencer Brown



#### **Questions?**

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