

An Alternative to Modeling Appearance: Modeling Relative Appearance

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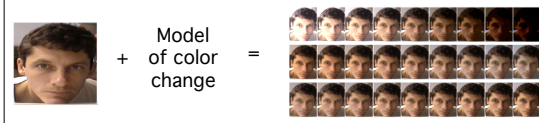
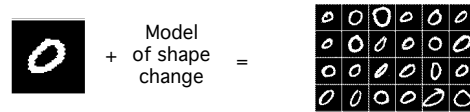
Two Types of Relative Appearance

- Across objects (Learned-Miller)
 - "An apple is anything that can be made to look like a particular apple via certain allowable transformations"
 - Transfer models of
 - Shape change
 - Joint color change
- Parts within object (Weinman)
 - Example: faces
 - Transfer knowledge from set of fonts to new font



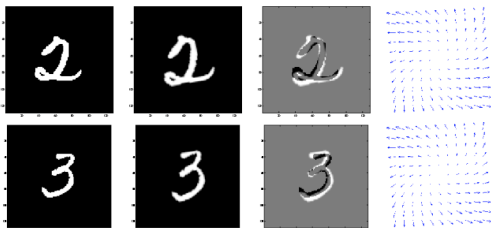
Part 1: Sharing Models of Appearance Change

Learning from One Example (CVPR 2000)



Model of change will come from other objects.

Transferable Representations of Change



Transferable Representations of Change



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Congealing: "Factoring out change"

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Congealing

Observed Images → Latent image estimates
Observed Images → Transform estimates

Before After

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Models from a single example

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Modeling Joint Color Change: Color Flow Fields

4:32pm 7:15am Color flow field

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Eigenflows applied to a new image (NIPS 2003)

1st
2nd
3rd

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Summary of Part 1

- Model shape change with congealing
- Model joint color change with color flows
- Use these to form models for new objects from a single example

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Cryptograms

βαπαπααα
Mississippi

- Natural language structure facilitates decoding
- Integrated to improve recognition [Casey & Nagy 71]

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Similarity

- Abstract from appearance to similarity:
Decide whether characters are the same
- Clustering → Image Labeling
[Hong & Hull 95] [Hobby & Ho 97] [Breuel 03]
- Clustering → Cryptanalysis
[Ho & Nagy 00]

e e e c	b b b b	b b b b
c c e e	b b b b	b b b b
e e e e	b b b b	b b b b
e c e e	b b b b	b b b b

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The Problem

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Our Approach

- Appearance
Fleet
- Language
Fteat
- Similarity
Fleet

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Results

No Sim	AUC 0.8005
Sim	AUC 0.826

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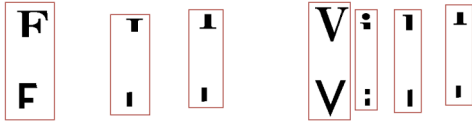
Summary

- Appearance *relations*
- Leverage resulting patterns
- Reconcile with other information
- Abstract from appearance to relations

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Analogous Features

EFHIJKLTVWijkl



EFHIJKLTVWijkl

Conclusions

- Generality
 - Semantic Equivalence [Epshtein & Ullman, 05]
 - Scoped Learning [Blei et al. 02]
- Learning and discovery