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Computer science: an interdisciplinary approach pdf free pdf download

Table of contents: Cover.....Page 1 Title Page.....Page 4 Copyright Page.....Page 5 Content.....Page 7 Preface.....Page 141—Elements of Programming.....Page 22 1.1 Your First Program.....Page 23 1.2 Built-in Types of Data.....Page 35 1.3 Conditionals and Loops.....Page 71 1.4 Arrays.....Page 111 1.5 Input and Output.....Page 147 1.6 Case Study: Random Web Surfer.....Page 192 Functions and Modules.....Page 212 2.1 Defining Functions.....Page 213 2.2 Libraries and Clients.....Page 247 2.3 Recursion.....Page 283 2.4 Case Study: Percolation.....Page 3213—Object-Oriented Programming.....Page 350 3.1 Using Data Types.....Page 351 3.2 Creating Data Types.....Page 403 3.3 Designing Data Types.....Page 449 3.4 Case Study: N-Body Simulation.....Page 4994—Algorithms and Data Structures.....Page 514 4.1 Performance.....Page 515 4.2 Sorting and Searching.....Page 553 4.3 Stacks and Queues.....Page 587 4.4 Symbol Tables.....Page 645 4.5 Case Study: Small-World Phenomenon.....Page 6915—Theory of Computing.....Page 736 5.1 Formal Languages.....Page 739 5.2 Turing Machines.....Page 787 5.3 Universality.....Page 807 5.4 Computability.....Page 827 5.5 Intractability.....Page 8436—Computing Machine.....Page 894 6.1 Representing Information.....Page 895 6.2 TOY Machine.....Page 927 6.3 Machine-Language Programming.....Page 951 6.4 TOY Virtual Machine.....Page 9827—Building a Computing Device.....Page 1018 7.1 Boolean Logic.....Page 1019 7.2 Basic Circuit Model.....Page 1037 7.3 Combinational Circuits.....Page 1033 7.4 Sequential Circuits.....Page 1047 7.5 Digital Devices.....Page 10918—Text.....Page 1114 8.1 Page 1118 8.2 Page 1120 8.3 Page 1121 8.4 Page 1123 8.5 Page 1124 8.6 Page 1126 8.7 Page 1130 8.8 Page 1134 8.9 Page 1136 8.10 Page 1142 8.11 Page 1144 8.12 Page 1146 8.13 Page 1148 8.14 Page 1150 8.15 Page 1152 8.16 Page 1154 8.17 Page 1156 8.18 Page 1158 8.19 Page 1160 8.20 Page 1162 8.21 Page 1164 8.22 Page 1166 8.23 Page 1168 8.24 Page 1170 8.25 Page 1172 8.26 Page 1174 8.27 Page 1176 8.28 Page 1178 8.29 Page 1180 8.30 Page 1182 8.31 Page 1184 8.32 Page 1186 8.33 Page 1188 8.34 Page 1190 8.35 Page 1192 8.36 Page 1194 8.37 Page 1196 8.38 Page 1198 8.39 Page 1200 8.40 Page 1202 8.41 Page 1204 8.42 Page 1206 8.43 Page 1208 8.44 Page 1210 8.45 Page 1212 8.46 Page 1214 8.47 Page 1216 8.48 Page 1218 8.49 Page 1220 8.50 Page 1222 8.51 Page 1224 8.52 Page 1226 8.53 Page 1228 8.54 Page 1230 8.55 Page 1232 8.56 Page 1234 8.57 Page 1236 8.58 Page 1238 8.59 Page 1240 8.60 Page 1242 8.61 Page 1244 8.62 Page 1246 8.63 Page 1248 8.64 Page 1250 8.65 Page 1252 8.66 Page 1254 8.67 Page 1256 8.68 Page 1258 8.69 Page 1260 8.70 Page 1262 8.71 Page 1264 8.72 Page 1266 8.73 Page 1268 8.74 Page 1270 8.75 Page 1272 8.76 Page 1274 8.77 Page 1276 8.78 Page 1278 8.79 Page 1280 8.80 Page 1282 8.81 Page 1284 8.82 Page 1286 8.83 Page 1288 8.84 Page 1290 8.85 Page 1292 8.86 Page 1294 8.87 Page 1296 8.88 Page 1298 8.89 Page 1300 8.90 Page 1302 8.91 Page 1304 8.92 Page 1306 8.93 Page 1308 8.94 Page 1310 8.95 Page 1312 8.96 Page 1314 8.97 Page 1316 8.98 Page 1318 8.99 Page 1320 9.00 Page 1322 9.01 Page 1324 9.02 Page 1326 9.03 Page 1328 9.04 Page 1330 9.05 Page 1332 9.06 Page 1334 9.07 Page 1336 9.08 Page 1338 9.09 Page 1340 9.10 Page 1342 9.11 Page 1344 9.12 Page 1346 9.13 Page 1348 9.14 Page 1350 9.15 Page 1352 9.16 Page 1354 9.17 Page 1356 9.18 Page 1358 9.19 Page 1360 9.20 Page 1362 9.21 Page 1364 9.22 Page 1366 9.23 Page 1368 9.24 Page 1370 9.25 Page 1372 9.26 Page 1374 9.27 Page 1376 9.28 Page 1378 9.29 Page 1380 9.30 Page 1382 9.31 Page 1384 9.32 Page 1386 9.33 Page 1388 9.34 Page 1390 9.35 Page 1392 9.36 Page 1394 9.37 Page 1396 9.38 Page 1398 9.39 Page 1400 9.40 Page 1402 9.41 Page 1404 9.42 Page 1406 9.43 Page 1408 9.44 Page 1410 9.45 Page 1412 9.46 Page 1414 9.47 Page 1416 9.48 Page 1418 9.49 Page 1420 9.50 Page 1422 9.51 Page 1424 9.52 Page 1426 9.53 Page 1428 9.54 Page 1430 9.55 Page 1432 9.56 Page 1434 9.57 Page 1436 9.58 Page 1438 9.59 Page 1440 9.60 Page 1442 9.61 Page 1444 9.62 Page 1446 9.63 Page 1448 9.64 Page 1450 9.65 Page 1452 9.66 Page 1454 9.67 Page 1456 9.68 Page 1458 9.69 Page 1460 9.70 Page 1462 9.71 Page 1464 9.72 Page 1466 9.73 Page 1468 9.74 Page 1470 9.75 Page 1472 9.76 Page 1474 9.77 Page 1476 9.78 Page 1478 9.79 Page 1480 9.80 Page 1482 9.81 Page 1484 9.82 Page 1486 9.83 Page 1488 9.84 Page 1490 9.85 Page 1492 9.86 Page 1494 9.87 Page 1496 9.88 Page 1498 9.89 Page 1500 9.90 Page 1502 9.91 Page 1504 9.92 Page 1506 9.93 Page 1508 9.94 Page 1510 9.95 Page 1512 9.96 Page 1514 9.97 Page 1516 9.98 Page 1518 9.99 Page 1520 10.00 Page 1522 10.01 Page 1524 10.02 Page 1526 10.03 Page 1528 10.04 Page 1530 10.05 Page 1532 10.06 Page 1534 10.07 Page 1536 10.08 Page 1538 10.09 Page 1540 10.10 Page 1542 10.11 Page 1544 10.12 Page 1546 10.13 Page 1548 10.14 Page 1550 10.15 Page 1552 10.16 Page 1554 10.17 Page 1556 10.18 Page 1558 10.19 Page 1560 10.20 Page 1562 10.21 Page 1564 10.22 Page 1566 10.23 Page 1568 10.24 Page 1570 10.25 Page 1572 10.26 Page 1574 10.27 Page 1576 10.28 Page 1578 10.29 Page 1580 10.30 Page 1582 10.31 Page 1584 10.32 Page 1586 10.33 Page 1588 10.34 Page 1590 10.35 Page 1592 10.36 Page 1594 10.37 Page 1596 10.38 Page 1598 10.39 Page 1600 10.40 Page 1602 10.41 Page 1604 10.42 Page 1606 10.43 Page 1608 10.44 Page 1610 10.45 Page 1612 10.46 Page 1614 10.47 Page 1616 10.48 Page 1618 10.49 Page 1620 10.50 Page 1622 10.51 Page 1624 10.52 Page 1626 10.53 Page 1628 10.54 Page 1630 10.55 Page 1632 10.56 Page 1634 10.57 Page 1636 10.58 Page 1638 10.59 Page 1640 10.60 Page 1642 10.61 Page 1644 10.62 Page 1646 10.63 Page 1648 10.64 Page 1650 10.65 Page 1652 10.66 Page 1654 10.67 Page 1656 10.68 Page 1658 10.69 Page 1660 10.70 Page 1662 10.71 Page 1664 10.72 Page 1666 10.73 Page 1668 10.74 Page 1670 10.75 Page 1672 10.76 Page 1674 10.77 Page 1676 10.78 Page 1678 10.79 Page 1680 10.80 Page 1682 10.81 Page 1684 10.82 Page 1686 10.83 Page 1688 10.84 Page 1690 10.85 Page 1692 10.86 Page 1694 10.87 Page 1696 10.88 Page 1698 10.89 Page 1700 10.90 Page 1702 10.91 Page 1704 10.92 Page 1706 10.93 Page 1708 10.94 Page 1710 10.95 Page 1712 10.96 Page 1714 10.97 Page 1716 10.98 Page 1718 10.99 Page 1720 11.00 Page 1722 11.01 Page 1724 11.02 Page 1726 11.03 Page 1728 11.04 Page 1730 11.05 Page 1732 11.06 Page 1734 11.07 Page 1736 11.08 Page 1738 11.09 Page 1740 11.10 Page 1742 11.11 Page 1744

1.6	Case Study: Random Web Surfer 170	2—Functions and Modules	2.1	Defining Functions 192	2.2	Libraries and Clients 226	2.3	Recursion 262	2.4	Case Study: Percolation 300	191	3—Object-Oriented Programming	3.1	Using Data Types 330	3.2	Creating Data Types 382	3.3	Designing Data Types 428	3.4	Turing Machines 766
Case Study: N-Body Simulation 478	329	4—Algorithms and Data Structures	4.1	Performance 494	4.2	Sorting and Searching 532	4.3	Stacks and Queues 566	4.4	Symbol Tables 624	4.5	Case Study: Small-World Phenomenon 670	5—Theory of Computing	5.1	Formal Languages 718	5.2	Turing Machines 766	5.3	Boolean Logic 986	7.2
Universality 786	5.4	Computability 806	5.5	Intractability 822	6—A Computing Machine	6.1	Representing Information 874	6.2	TOY Machine 906	6.3	Machine-Language Programming 930	6.4	TOY Virtual Machine 958	7—Building a Computing Device	7.1	Boolean Logic 986	7.2	Boolean Logic 986	7.2	

[Basic Linear Sides](#) [102.7.3](#) [Cellular Automata](#) [1012.7.4](#) [Sequentials](#) [1012.7.5](#) [Digital Devices](#) [1017.6](#) [Combinational Circuits](#) [1017.6.1](#) [1017.6.2](#) [1017.6.3](#) [1017.6.4](#) [1017.6.5](#) [1017.6.6](#) [1017.6.7](#) [1017.6.8](#) [1017.6.9](#) [1017.6.10](#) [1017.6.11](#) [1017.6.12](#) [1017.6.13](#) [1017.6.14](#) [1017.6.15](#) [1017.6.16](#) [1017.6.17](#) [1017.6.18](#) [1017.6.19](#) [1017.6.20](#) [1017.6.21](#) [1017.6.22](#) [1017.6.23](#) [1017.6.24](#) [1017.6.25](#) [1017.6.26](#) [1017.6.27](#) [1017.6.28](#) [1017.6.29](#) [1017.6.30](#) [1017.6.31](#) [1017.6.32](#) [1017.6.33](#) [1017.6.34](#) [1017.6.35](#) [1017.6.36](#) [1017.6.37](#) [1017.6.38](#) [1017.6.39](#) [1017.6.40](#) [1017.6.41](#) [1017.6.42](#) [1017.6.43](#) [1017.6.44](#) [1017.6.45](#) [1017.6.46](#) [1017.6.47](#) [1017.6.48](#) [1017.6.49](#) [1017.6.50](#) [1017.6.51](#) [1017.6.52](#) [1017.6.53](#) [1017.6.54](#) [1017.6.55](#) [1017.6.56](#) [1017.6.57](#) [1017.6.58](#) [1017.6.59](#) [1017.6.60](#) [1017.6.61](#) [1017.6.62](#) [1017.6.63](#) [1017.6.64](#) [1017.6.65](#) [1017.6.66](#) [1017.6.67](#) [1017.6.68](#) [1017.6.69](#) [1017.6.70](#) [1017.6.71](#) [1017.6.72](#) [1017.6.73](#) [1017.6.74](#) [1017.6.75](#) [1017.6.76](#) [1017.6.77](#) [1017.6.78](#) [1017.6.79](#) [1017.6.80](#) [1017.6.81](#) [1017.6.82](#) [1017.6.83](#) [1017.6.84](#) [1017.6.85](#) [1017.6.86](#) [1017.6.87](#) [1017.6.88](#) [1017.6.89](#) [1017.6.90](#) [1017.6.91](#) [1017.6.92](#) [1017.6.93](#) [1017.6.94](#) [1017.6.95](#) [1017.6.96](#) [1017.6.97](#) [1017.6.98](#) [1017.6.99](#) [1017.6.100](#) [1017.6.101](#) [1017.6.102](#) [1017.6.103](#) [1017.6.104](#) [1017.6.105](#) [1017.6.106](#) [1017.6.107](#) [1017.6.108](#) [1017.6.109](#) [1017.6.110](#) [1017.6.111](#) [1017.6.112](#) [1017.6.113](#) [1017.6.114](#) [1017.6.115](#) [1017.6.116](#) [1017.6.117](#) [1017.6.118](#) [1017.6.119](#) [1017.6.120](#) [1017.6.121](#) [1017.6.122](#) [1017.6.123](#) [1017.6.124](#) [1017.6.125](#) [1017.6.126](#) [1017.6.127](#) [1017.6.128](#) [1017.6.129](#) [1017.6.130](#) [1017.6.131](#) [1017.6.132](#) [1017.6.133](#) [1017.6.134](#) [1017.6.135](#) [1017.6.136](#) [1017.6.137](#) [1017.6.138](#) [1017.6.139](#) [1017.6.140](#) [1017.6.141](#) [1017.6.142](#) [1017.6.143](#) [1017.6.144](#) [1017.6.145](#) [1017.6.146](#) [1017.6.147](#) [1017.6.148](#) [1017.6.149](#) [1017.6.150](#) [1017.6.151](#) [1017.6.152](#) [1017.6.153](#) [1017.6.154](#) [1017.6.155](#) [1017.6.156](#) [1017.6.157](#) [1017.6.158](#) [1017.6.159](#) [1017.6.160](#) [1017.6.161](#) [1017.6.162](#) [1017.6.163](#) [1017.6.164](#) [1017.6.165](#) [1017.6.166](#) [1017.6.167](#) [1017.6.168](#) [1017.6.169](#) [1017.6.170](#) [1017.6.171](#) [1017.6.172](#) [1017.6.173](#) [1017.6.174](#) [1017.6.175](#) [1017.6.176](#) [1017.6.177](#) [1017.6.178](#) [1017.6.179](#) [1017.6.180](#) [1017.6.181](#) [1017.6.182](#) [1017.6.183](#) [1017.6.184](#) [1017.6.185](#) [1017.6.186](#) [1017.6.187](#) [1017.6.188](#) [1017.6.189](#) [1017.6.190](#) [1017.6.191](#) [1017.6.192](#) [1017.6.193](#) [1017.6.194](#) [1017.6.195](#) [1017.6.196](#) [1017.6.197](#) [1017.6.198](#) [1017.6.199](#) [1017.6.200](#) [1017.6.201](#) [1017.6.202](#) [1017.6.203](#) [1017.6.204](#) [1017.6.205](#) [1017.6.206](#) [1017.6.207](#) [1017.6.208](#) [1017.6.209](#) [1017.6.210](#) [1017.6.211](#) [1017.6.212](#) [1017.6.213](#) [1017.6.214](#) [1017.6.215](#) [1017.6.216](#) [1017.6.217](#) [1017.6.218](#) [1017.6.219](#) [1017.6.220](#) [1017.6.221](#) [1017.6.222](#) [1017.6.223](#) [1017.6.224](#) [1017.6.225](#) [1017.6.226](#) [1017.6.227](#) [1017.6.228](#) [1017.6.229](#) [1017.6.230](#) [1017.6.231](#) [1017.6.232](#) [1017.6.233](#) [1017.6.234](#) [1017.6.235](#) [1017.6.236](#) [1017.6.237](#) [1017.6.238](#) [1017.6.239](#) [1017.6.240](#) [1017.6.2](#)

experience of every student in the sciences and engineering. Beyond direct applications, it, the first step in understanding the nature of computer science's undeniable impact on the modern world. This book aims to teach programming to those who need or want to learn it, in a scientific context. Our primary goal is to empower students by supplying the experience and basic tools necessary to use computation effectively. Our approach is to teach students that composing a program is a natural, satisfying, and creative experience. We progressively introduce essential concepts, embrace classic applications from applied mathematics and the sciences to illustrate the concepts, and provide opportunities for students to write programs to solve engaging problems. We seek also to demystify computation for students and to build awareness about the substantial intellectual underpinnings of the field of computer science. We use the Java programming language for all of the programs in this book. The first part of the book teaches basic concepts and skills that are needed to develop effective solutions to any programming problem. We work with complete Java programs and encourage readers to use them. We focus on programming by individuals, not programming in the large. This book is intended for a first-year college course aimed at teaching computer science to novices in the context of scientific applications. When such a course is taught from this book, college students will learn to program in a familiar context. Students completing a course based on this book will be well prepared to apply their skills in later courses in their chosen major and to recognize when further education in computer science might be beneficial. Prospective computer science majors, in particular, can benefit from learning to program in the context of scientific applications. A computer scientist needs the same basic background in the scientific method and the same exposure to the role of computation in science as does a biologist, an engineer, or a physicist. Indeed, our interdisciplinary approach enables colleges and universities to teach prospective computer science majors and prospective majors in other fields in the same course. We cover the material prescribed by CS1, but our focus on xv xvi Preface applications brings life to the concepts and motivates students to learn them. Our interdisciplinary approach exposes students to problems in many different disciplines, helping them to choose a major more wisely. Whatever the specific mechanism, the use of this book is best positioned early in the curriculum. First, this positioning allows us to leverage familiar material in high school mathematics and science. Second, students who learn to program early in their college curriculum will then be able to use computers more effectively when moving on to courses in their specialty. Like reading and writing, programming is certain to be an essential skill for any scientist or engineer. Students who have grasped the concepts in this book will continually develop that skill and will be able to apply it to the study of their specialty. The book is also well positioned to be used in mathematics courses. Mathematical maturity is important. While we do not dwell on mathematical material, we do refer to the mathematics curriculum that students have taken in high school, including algebra, geometry, and trigonometry. Most students in our target audience automatically meet these requirements. Indeed, we take advantage of their familiarity with the basic curriculum to introduce basic programming concepts. Scientific curiosity is also an essential ingredient. Science and engineering students bring with them a sense of fascination with the ability of scientific inquiry to help explain what goes on in nature. We leverage this predilection with examples of simple programs that speak volumes about the natural world. We do not assume any specific knowledge beyond that provided by typical high school courses in mathematics, physics, biology, or chemistry. Programming experience is not necessary, but also is not harmful. Teaching programming is one of our primary goals, so we assume no prior programming experience. But composing a program to solve a new problem is a challenging intellectual task, so students who have written numerous programs in high school can benefit from taking an introductory programming course based on this book. The book can support teaching students with varying backgrounds because the applications appeal to both novices and experts alike. Preface Experience using a computer is not necessary, but also is not a problem. College students use computers regularly—for example, to communicate with friends and relatives, listen to music, process photos, and as part of many other activities. The realization that they can harness the power of their own computer in interesting and important ways is an exciting and lasting lesson. In summary, virtually all college students are prepared to take a course based on this book as a part of their first-semester curriculum. Goals What can instructors of upper-level courses in science and engineering expect of students who have completed a course based on this book?

design a program over the weekend to run a simulation; an engineering professor might expect students to use a particular package to numerically solve differential equations; or a computer science professor might expect knowledge of the details of a particular programming environment. Is it realistic for a single entry-level course to meet such diverse expectations? Should there be a different introductory course for each set of students? Colleges and universities have been wrestling with such questions since computers came into widespread use in the latter part of the 20th century. Our answer to them is found in this common introductory treatment of programming, which is analogous to commonly accepted introductory courses in mathematics, physics, biology, and chemistry. Computer Science strives to provide the basic preparation needed by all students in science and engineering, while sending the clear message that there is much more to understand about computer science than programming. Instructors teaching students who have studied from this book can expect that they will have the knowledge and experience necessary to enable those students to adapt to new computational environments and to effectively exploit computers in diverse applications. What can students who have completed a course based on this book expect to accomplish in later courses? Our message is that programming is not difficult to learn and that harnessing the power of the computer is rewarding. Students who master the material in this book are prepared to address computational challenges wherever they might visit. Preface xviii appear later in their careers. They learn that modern programming environments, such as the one provided by Java, hold open the door to any computational problem they might encounter later, and they gain the confidence to learn, evaluate, and use other computational tools. Students interested in computer science will be well prepared to pursue that interest; students in science and engineering will be ready to integrate computation into their studies. Online lectures A complete set of studio-produced videos that can be used in conjunction with this text are available at These lectures are fully coordinated with the text, but also include examples and other materials that supplement the text and are intended to bring the subject to life. As with traditional live lectures, the purpose of these videos is to inform and inspire, motivating students to study and learn from the text. Our experience is that student engagement with the material is significantly better with videos than with live lectures because of the ability to play the lectures at a chosen speed and to replay and review the lectures at any time. Booksite An extensive amount of other information that supplements this text may be found on the web at For economy, we refer to this site as the booksite throughout. It contains material for instructors, students, and casual readers of the book. We briefly describe this material here, though, as all web users know, it is best surveyed by browsing. With a few exceptions to support testing, the material is all publicly available. One of the most important implications of the booksite is that it empowers teachers, students, and casual readers to use their own computers to teach and learn the material. Anyone with a computer and a browser can delve into the study of computer science by following a few instructions on the booksite. Teachers, the booksite is a rich source of enrichment materials and material for quizzes, examinations, programming assignments, and other assessments. Together with the studio-produced videos (and the book), it represents resources for teaching that are sufficiently flexible to support many of the models for teaching that are emerging as a result of research in learning sciences. The booksite has been under development since 1992, so far too many people have contributed to its success for us to acknowledge them all here. Special thanks are due to Anne Rogers, for helping to start the ball rolling; to Dave Hanson, Andrew Appel, and Chris van Wyk, for their patience in explaining data abstraction; to Lisa Worthington and Donna Gabai, for being the first to truly relish the challenge of teaching this material to first-year students; and to Doug Clark for his patience as we learned about building Turing machines and circuits. We also gratefully acknowledge the efforts of /dev/126, the faculty, graduate students, and teaching staff who have dedicated themselves to teaching this material over the past 25 years here at Princeton University; and the thousands of undergraduates who have dedicated themselves to learning it. Robert Sedgwick and Kevin Wayne Princeton, NJ, December 2016

Chapter One Elements of Programming 1.1 Your First Program 2.1.2 Built-In Types of Data 14.1.3 Conditionals and Loops 50.1.4 Arrays 90.1.5 Input and Output 126.1.6 Case Study: Random Web Surfer 170 Our goal in this chapter is to convince you that writing a program is easier than writing a piece of text, such as a paragraph or essay. Writing programs is difficult; we spend many years in school to learn how to do it. By contrast, just a few building blocks suffice to enable us to write programs that can help solve all sorts of fascinating, but otherwise unapproachable, problems. In this chapter, we take you through the process of developing a simple Java program, showing you how to write programs in a few weeks. Learning to write programs is a little like learning to write prose. The ability to write programs is a little like the ability to write prose. The difference is that writing programs is much harder than writing prose. The difference is that writing programs is much harder than writing prose. The difference is that writing programs is much harder than writing prose.

The Java programming language. This task will be much easier for you than, for example, learning a foreign language. Indeed, programming languages are characterized by only a few dozen vocabulary words and rules of grammar. Much of the material that you cover in this book could be expressed in the Python or C++ languages, or any of several other modern programming languages. We describe everything specifically in Java so that you can get started creating and running programs right away. On the one hand, we will focus on learning to program, as opposed to learning details about Java. On the other hand, part of the challenge of programming is knowing which details are relevant in a given situation. Java is widely used, so learning to program in this language will enable you to write programs on many computers (your own, for example). Also, learning to program in Java will make it easy for you to learn other languages, including lower-level languages such as C and specialized languages such as Matlab. 1 Elements of Programming 1.1 Your First Program In this section, our plan is to lead you into the world of Java programming by taking you through the basic steps required to get a simple program running. The Java platform (hereafter abbreviated Java) is a collection of applications, not unlike many of the other applications that you are accustomed to using (such as your 1.1.1 Hello, World

1 word processor, email program, and web 1.1.2 Using a command-line argument 1.7 browser). As with any application, you Programs in this section need to be sure that Java is properly installed on your computer. It comes preloaded on many computers, or you can download it easily. You also need a text editor and a terminal application. Your first task is to find the instructions for installing such a Java programming environment on your computer by visiting We refer to this site as the booksite. It contains an extensive amount of supplementary information about the material in this book for your reference and use while programming. Programming in Java To start writing a program, you need to have a text editor and a terminal application. You start with a blank screen and end with a sequence of typed characters on the screen, just as when you compose an email message or an essay. Programmers use the term code to refer to program text and the term coding to refer to the act of creating and editing the code. In the second step, you use a system application that compiles your program (translates it into a form more suitable for the computer) and puts the result in a file named MyProgram.class. In the third step, you transfer control of the computer from the system to your program (which returns control back to the system when finished). Many systems have several different ways to create, compile, and execute programs. We choose the sequence given here because it is the simplest to describe and use for small programs. 1.1 Your First Program 3 Creating a program. A Java program is nothing more than a sequence of characters, like a paragraph or a poem, stored in a file with a .java extension. To create one, therefore, you need simply define that sequence of characters, in the same way as you do for email or any other computer application. You can use any text editor for this task, or you can use one of the more sophisticated integrated development environments described on the booksite. Such environments are overkill for the sorts of programs we consider in this book, but they are not difficult to use, have many useful features, and are widely used by professionals. Compiling a program. At first, it might seem that Java is designed to be best understood by the programmer. To the contrary, the language is designed to be best understood by the compiler—that's you. The computer's language is far more primitive than Java. A compiler is an application that translates a program from the Java language to a language more suitable for execution on the computer. The compiler takes a file with a .java extension as input (your program) and produces a file with the same name but with a .class extension (the "compiled-language version"). To use your Java compiler, type in a terminal window the following command: javac HelloWorld.java. The output of the compilation is shown below. Once you've taken care of the compilation, you can run the program. To do this, you type java HelloWorld. It even more accurate to say that a part of Java known as the Java Virtual Machine (JVM, for short) directs your computer to follow your instructions. To use the JVM to execute your program, type the java command followed by the program name in a terminal window, use any text editor to create your program editor type java HelloWorld.java to compile your program type java HelloWorld.java to execute your program compiler JVM HelloWorld.java your program (a text file) HelloWorld.class computer-language version of your program Developing a Java program "Hello, World" output Elements of Programming 4 Program 1.1.1 Hello, World public static void main(String[] args) { // Prints "Hello, World" in the terminal window. System.out.println("Hello, World"); } } This code is a Java program that accomplishes a simple task. It is traditionally a beginner's first program. The box below shows what happens when you compile and execute the program. The terminal application gives a command prompt (% in this book) and executes the commands that you type (javac and then java in the example below). Our convention is to highlight in boldface the text that you type and display the results in regular face. In this case, the result is that the program prints the message Hello, World in the terminal window. % javac HelloWorld.java % java HelloWorld>Hello, World Program 1.1.1 is an example of a complete Java program. Its name means that its code resides in a file named HelloWorld.java (by convention in Java). The program's sole action is to print a message to the terminal window. For continuity, we will use some standard Java terms to describe the program, but we will not use them until we have explained them. The first statement in the program is a comment. It says "Hello, World!" and explains the purpose of the program. The second statement is a class declaration. It declares a class named HelloWorld, which has a method named main. The first line of the program specifies its name and other information; the remainder of the statements enclosed in curly braces with each statement typically followed by a semicolon. For the time being, you can think of "programming" as meaning "defining a class name and a sequence of statements for its main() method," with the heart of the program consisting of the sequence of statements in the main() method (its body). Program 1.1.1 contains two such statements: • The first statement is a comment, which serves to document the program. In Java a single-line comment begins with two "/" characters and extends to the end of the line. In this book, we display comments in gray. Java ignores comments—they are present only for human readers of the program. • The second statement is a print statement. It calls the method named System.out.println() to print a text message—the one specified between the matching double quotes—to the terminal window. In the next two sections, you will learn about many different kinds of statements that you can use to make programs. For the moment, we will use only comments and print statements, like the ones in HelloWorld. When you type java followed by a class name in your terminal window, the system calls the main() method that you defined in that class, and executes its statements in order, one by one. Thus, typing java HelloWorld causes the system to call the main() method in Program 1.1.1 and execute its two statements. The first statement is a comment, which Java ignores. The second statement prints the specified message to the terminal window. text file named HelloWorld.java name main() method public class HelloWorld { public static void main(String[] args) { // Prints "Hello, World" in the terminal window. System.out.println("Hello, World!"); } } statements body Anatomy of a program 6 Elements of Programming Since the 1970s, it has been a tradition that a beginning programmer's first program should print Hello, World. So, you should type java HelloWorld. However, you may wonder why this is so. The answer is that it is a very interesting problem to solve. However, you may wonder why this is so. The answer is that it is a very interesting problem to solve. However, you may wonder why this is so. The answer is that it is a very interesting problem to solve.

program. Instead, you can • Copy HelloWorld.java into a new file having the same program name, followed by .java. • Replace HelloWorld on the first line with the new program name. • Replace the comment and print statements with a different sequence of statements. Your program is characterized by its sequence of statements and its name. Each Java program must reside in a file whose name matches the one after the word class on the first line, and it also must have a java extension. Errors. It is easy to blur the distinctions among editing, compiling, and executing programs. You should keep these processes separate in your mind when you are learning to program, to better understand the effects of the errors that inevitably arise. You can fix or avoid most errors by carefully examining the program as you create it, the same way you fix spelling and grammatical errors when you compose an email message. Some errors, known as compile-time errors, are identified when you compile the program, because they prevent the compiler from doing the translation. Other errors, known as run-time errors, do not show up until you execute the program. In general, errors in programs, also commonly known as bugs, are the bane of a programmer's existence: the error messages can be confusing or misleading, and the source of the error can be very hard to find. One of the first skills that you will learn is to identify errors; you will also learn how to find them when coding, to avoid making many of them in the first place. You can find several examples of errors in the Q&A at the end of this section. 1.1 Your First Program Program 1.1.2 Using a command-line argument public class UseArgument { public static void main (String[] args) { System.out.println("Hello, World!"); } } **Surprise!** This program is a variation on the HelloWorld program. It is a Java program that takes a command-line argument, the string "Bad.java", and produces the following message: java UseArgument Alice, How are you? % java UseArgument Bob Hi, Bob. How are you? Input and output. Typically, we want to provide input to our programs—that is, data that they can process to produce a result. The simplest way to provide input data is illustrated in UseArgument (Program 1.1.2). Whenever you execute the program UseArgument, it accepts the command-line argument that you type after the program name and prints it back out to the terminal window as part of the message. The result of executing this program depends on what you type after the program name. By executing the program with different command-line arguments, you produce different printed results. We will discuss in more detail the mechanism that we use to pass command-line arguments to our programs later, in Section 2.1. For now it is sufficient to understand that args[0] is the first command-line argument that you type after the program name, args[1] is the second, and so forth. Thus, you can use args[0] within your program's body to represent the first string that you type on the command line when it is executed, as in UseArgument. 7 Elements of Programming 8 In addition to the System.out.println() method, UseArgument calls the method. This method is just like System.out.println(), but prints just the specified string (and not a newline character). Again, accomplishing the task of getting a program to print back out what we type in it to may not seem interesting at first, but upon reflection you will realize that another basic function of the program is its ability to respond to basic information from the user to control what the program does. The simple model that UseArgument represents will suffice to allow us to consider Java's basic programming mechanism and to address all sorts of interesting computational problems. Stepping back, we can see that UseArgument does nothing more nor less than implement a function that maps a string of characters (the command-line argument) into another string of characters (the message printed back to the terminal window). The function, in other words, takes a string of characters as input (a file name, the string "Bad.java", and produces another string of output string characters as output (the corresponding, class file, Hi, Alice. How are you? Later, you will be able to write programs that accomplish a variety of interesting tasks (though we stop short of programs as complicated as a compiler). For a bird's-eye view of a Java program the moment, we will live with various limitations on the size and type of the input and output to our programs; in Section 1.5, you will see how to incorporate more sophisticated mechanisms for program input and output. In particular, you will see that we can work with arbitrarily long input and output strings and other types of data such as sound and pictures. System.out.print() 1.1 Your First Program Q&A Q. Why Java? A. The programs that we are writing are very similar to their counterparts in several other languages, so our choice of language is not crucial. We use Java because it is widely available, embraces a full set of modern abstractions, and has a variety of automatic checks for mistakes in programs, so it is suitable for learning to program. There is no perfect language, and you certainly will be programming in other languages in the future. Q. Do I really have to type in the programs in the book to try them out? I believe that you can run them and that they produce the indicated output. A. Everyone should type in and run HelloWorld. Your understanding will be you also run UseArgument, try it on various inputs, and modify—gratefully magnified if it is to test different ideas of your own. To save some typing, you can find all of the code in this book (and much more) on the booksite. This site also has information about installing and running Java on your computer, answers to selected exercises, web links, and other useful information that you may find useful while programming. Q. What is the meaning of the words public, static, and void? A. The keywords specify certain properties of mainly that you will learn about later in the book. For the moment, we just include these words in the code, and the booksite and the compiler will take care of them. The compiler and the booksite are designed to help you, the programmer, to understand your code and even can help you to understand your own code in retrospect. The constraints of the book format demand that we use comments sparingly in our programs; instead we describe each program thoroughly in the accompanying text and figures. The programs on the booksite are commented to a very realistic degree. 9 Elements of Programming 10 Q. What are Java rules regarding tabs, spaces, and newline characters? A. Such characters are known as whitespace characters. Java compilers consider all whitespace in program text to be equivalent. For example, we could write HelloWorld as follows: public class HelloWorld { public static void main (String[] args) { System.out.println("Hello, World"); } } But we do normally adhere to spacing and indenting conventions when we write Java programs, just as we indent paragraphs and lines consistently when we write prose or poetry. Q. What are the rules regarding quotation marks? A. Material inside double quotation marks is an exception to the rule defined in the previous question: typically, characters within quotes are taken literally so that you can precisely specify what gets printed. If you put any number of successive spaces within the quotes, you get that number of spaces in the output. If you accidentally omit a quotation mark, the compiler may get very confused, because it needs that mark to distinguish between characters in the string and other parts of the program. Q. What happens when you omit a curly brace or misspell one of the words, such as public or static or void or main? A. It depends upon precisely what you do. Such errors are called syntax errors and are usually caught by the compiler. For example, if you make a mistake and write the code as HelloWorld.java, the compiler will complain that it cannot find the file HelloWorld.java. Your first program HelloWorld.java is a Java program that takes a command-line argument, the string "Bad.java", and produces the following message: java UseArgument Alice, How are you? % java UseArgument Bob Hi, Bob. How are you? Input and output. Typically, we want to provide input to our programs—that is, data that they can process to produce a result. The simplest way to provide input data is illustrated in UseArgument (Program 1.1.2). Whenever you execute the program UseArgument, it accepts the command-line argument that you type after the program name and prints it back out to the terminal window as part of the message. The result of executing this program depends on what you type after the program name. By executing the program with different command-line arguments, you produce different printed results. We will discuss in more detail the mechanism that we use to pass command-line arguments to our programs later, in Section 2.1. 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I believe that you can run them and that they produce the indicated output. A. Everyone should type in and run HelloWorld. Your understanding will be you also run UseArgument, try it on various inputs, and modify—gratefully magnified if it is to test different ideas of your own. To save some typing, you can find all of the code in this book (and much more) on the booksite. This site also has information about installing and running Java on your computer, answers to selected exercises, web links, and other useful information that you may find useful while programming. Q. What is the meaning of the words public, static, and void? A. The keywords specify certain properties of mainly that you will learn about later in the book. For the moment, we just include these words in the code, and the booksite and the compiler will take care of them. The compiler and the booksite are designed to help you, the programmer, to understand your code and even can help you to understand your own code in retrospect. The constraints of the book format demand that we use comments sparingly in our programs; instead we describe each program thoroughly in the accompanying text and figures. The programs on the booksite are commented to a very realistic degree. 9 Elements of Programming 10 Q. What are Java rules regarding tabs, spaces, and newline characters? A. Such characters are known as whitespace characters. Java compilers consider all whitespace in program text to be equivalent. For example, we could write HelloWorld as follows: public class HelloWorld { public static void main (String[] args) { System.out.println("Hello, World"); } } But we do normally adhere to spacing and indenting conventions when we write Java programs, just as we indent paragraphs and lines consistently when we write prose or poetry. Q. 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The compiler and the booksite are designed to help you, the programmer, to understand your code and even can help you to understand your own code in retrospect. The constraints of the book format demand that we use comments sparingly in our programs; instead we describe each program thoroughly in the accompanying text and figures. The programs on the booksite are commented to a very realistic degree. 9 Elements of Programming 10 Q. What are Java rules regarding tabs, spaces, and newline characters? A. Such characters are known as whitespace characters. Java compilers consider all whitespace in program text to be equivalent. For example, we could write HelloWorld as follows: public class HelloWorld { public static void main (String[] args) { System.out.println("Hello, World"); } } But we do normally adhere to spacing and indenting conventions when we write Java programs, just as we indent paragraphs and lines consistently when we write prose or poetry. Q. What are the rules regarding quotation marks? A. Material inside double quotation marks is an exception to the rule defined in the previous question: typically, characters within quotes are taken literally so that you can precisely specify what gets

remember this error message—you are likely to see it again. Even experienced programmers tend to forget to type command-line arguments on occasion. 11 Elements of Programming 12 Exercises 1.1.1 Write a program that prints the Hello, World message 10 times. 1.1.2 Describe what happens if you omit the following in HelloWorld.java: a. public b. static c. void d. args 1.1.3 Describe what happens if you misspell (by, omitting the second letter) the following in HelloWorld.java: a. public b. static c. void d. args 1.1.4 Describe what happens if you put the double quotes in the print statement of HelloWorldWorld.java on different lines, as in this code fragment: System.out.println("Hello, World");

command-line arguments and prints a prompt sentence with the names of the variables in reverse order given, so that the example, java UserGreeting Alice Bob Carol prints Hi Carol, Bob, and Alice. This page intentionally left blank Elements of Programming 1.2 Built-in Types of Data 1.2.1 String concatenation programming language, you must always be aware of the types of data that your program is processing. The programs in Section 1.1 process strings of characters, many of which in this section process numbers, and we consider numerous other types later in the book. Understanding the distinctions among them is 1.2.1 String concatenation 20 so important that we formally define the 1.2.2 Integer multiplication and division. 23 1.2.3 Quadratic formula 25 idea: a data type is a set of values and a set 1.2.4 Leap year 28 of operations defined on those values. You 1.2.5 Casting to get a random integer 34 are familiar with various types of numPrograms in this section bers, such as integers and real numbers and with operations defined on them, such as addition and multiplication. In mathematics, we are accustomed to thinking of sets of numbers as being infinite; in computer programs we have to work with a finite number of possibilities. Each operation that we perform is well defined only for the finite set of values in an associated data type. There are eight primitive types of data in Java, mostly for different kinds of numbers. Of the eight primitive types, we most often use these: int for integers; double for real numbers; and boolean for true-false values. Other data types are available in Java libraries: for example, the programs in Section 1.1 use the type String for strings of characters. Java treats the String type differently from other types because its usage for input and output is essential. Accordingly, it shares some characteristics of the primitive types; for example, some of its operations are built into the Java language. For clarity, we refer to primitive types and String collectively as built-in types. For the time being, we concentrate on the built-in types. We will discuss the library types in more detail later in the book.

different types of data. These code fragments do not do much real computing, but you will soon see similar code in longer programs. Understanding data types (values and operations on them) is an essential step in beginning to program. It sets the stage for us to begin working with more intricate programs in the next section. Every program that you write will use code like the tiny fragments shown in this section. 1.2 Built-in Types of Data 15 Set of values common operators sample literal values int integers + * % 99 12 2147483647 double floating-point numbers + * / 3.14 2.5 6.022e23 boolean boolean values && || | char characters String sequences of characters true false 'A' '%' + "AB" "Hello" 2.5 Basic built-in data types Terminology To talk about data types, we need to introduce some terminology. To do so, we start with the following code fragment: int a = b = c = a, b, c; 1234; 99; a + b; The first line is a declaration statement that declares the names of three variables using the identifiers a, b, and c and their type to be int. The next three lines are assignment statements that change the values of the variables, using the literals 1234 and 99, and the expression a + b, with the end result that c has the value 1333. Literals is a Java-code representation of a data-type-value. We use sequences of digits such as 1234 or 99 to represent values of type int; we add a decimal point, as in 3.1459 or 2.71828, to represent values of type double; we use the keywords true or false to represent the two values of type boolean; and we use sequences of characters enclosed in matching quotes, such as "Hello, World", to represent values of type String. Operators. An operator is a Java-code representation of a data-type-operation. Java uses + and * to represent addition and multiplication for integers and floating-point numbers; Java uses &&, ||, and ~ to represent boolean operations; and so forth. We will describe the most commonly used operators on built-in types later in this section. Identifiers. An identifier is a Java-code representation of a name (such as for a variable). In this chapter, we use identifiers to refer to variables, constants, and methods. Some identifiers are reserved words—such as public, static, int, double, String, true, false, and null—are special, and you cannot use them as identifiers. Variables. A variable is an entity that holds a data-type-value, which we can refer to by name. In Java, each variable has a specific type and stores one of the possible values from that type. For example, an int variable can store either the value 99 or 1234 but not 3.1459 or "Hello, World". Different variables of the same type may store the same value. Also, as the name suggests, the value of a variable may change as a computation unfolds. For example, we use a variable named sum in several programs in this book to keep the running sum of a sequence of numbers. We create variables using declaration statements and compute with them in expressions, as described next. Declaration statements. To create a variable in Java, you use type variable name a declaration statement, or just declaration for short A declaration includes a type followed by a variable name. Java reserves double total; enough memory to store a data-type value of the specified type, and associates the variable name with that area of memory declaration statement ory, so that it can access the value when you use the variable in later code. For economy, you can declare several variables of Anatomy of a declaration the same type in a single declaration statement. Variably naming conventions. Programmers typically follow stylistic conventions when naming things. In this book, our convention is to give each variable a meaningful name that consists of a lowercase letter followed by lowercase letters, uppercase letters, and digits. We use uppercase letters to mark the words of a multi-word variable name. For example, we use the variable names x, y, z, size, year, and count to stand for integers, among many others. Programmer names are usually all caps. Constants. A constant is a variable whose value does not change during the execution of a program (or from one execution of the program to the next). In this book, we use the prefix final to indicate a constant. Following are examples of constants: the digit 1234, the character 'a', the string "Hello, World", the double value 3.14, and the boolean value true. Digits and characters are constants of type int, char, and double, respectively. Expressions. An expression is a combination of operands and operators that Java evaluates to produce a value. For prim(al)and expressions) type types, expressions often look just like mathematical formulas, using operators to specify data-type operations to be performed on 4 * (x - 3) one more operands. Most of the operators that we use are binary operators that take exactly two operands, such as x * 3 or 5 * x. operator Each operand can be any expression, perhaps within parentheses. Anatomy of an expression For example, we can write 4 * (x - 3) or 5 * x - 6 and Java will understand what we mean. An expression is a performance to perform a sequence of operations; the expression is a representation of the resulting value. Operator precedence. An expression is shorthand for a sequence of operations; in which order should the operators be applied? Java has natural and well defined precedence rules that fully specify this order. For arithmetic operations, multiplication and division are performed before addition and subtraction, so that a - b * c and a - (b * c) represent the same sequence of operations. When arithmetic operators have the same precedence, the order is determined by left associativity, so that a - b - c and (a - b) - c represent the same sequence of operations. You can use parentheses to override the rules, so you can write a - (b - c) if that is what you want. You might encounter in the future some Java code that depends solely on precedence rules, but we use parentheses to avoid such code in this book. If you are interested, you can find full details on the rules on the booksite. Assignment statements. An assignment statement associates a data-type-value with a variable. When we write c = a + b in Java, we are not expressing mathematical equality, but are making the variable c hold the value of the expression a + b; the value of the expression is evaluated first, and then the result is stored in the variable c. The right-hand side of an assignment statement must be a legal expression of the type of the variable being assigned. The left-hand side of an assignment statement must be a legal variable name. So for example, int i; i23; is not legal, but the point of this discussion is that a primitive statement must be a reference to a variable, or at least the variable of the type of the variable being assigned. The right-hand side of an assignment statement must be a legal expression of the type of the variable being assigned. So for example, int i; i23; is not legal, but the point of this discussion is that a primitive

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if true, it needs to be classified as false. If we classify it as false, then "This statement is false" is true, so it needs to be classified as true. Either case leads to a contradiction. list of all false statements ... list of all true statements ... Earth has two moons. • Two plus two is four. • Two plus two is five. • Starfish have brains. • If true, the statement "this is false" belongs on the other list. Both kinds have brains. < New York 5 is the US. > Paris is in the US. < Paris always halts. > The always halts. < This statement is false. > The statement is false. < The statement is true and belongs on the other list. 808 Theory of Computing The only way out of this contradiction is to realize that the original premise must be false. This proof technique is known as reductio ad absurdum: if an assumption leads to an absurd conclusion, then that assumption must be false. In the case of the liar's paradox, our assumption was that it is possible to classify all statements as being either true or false, and the statement "This statement is false" leads to a contradiction no matter how it is classified, so the original assumption must be false. In other words, it is not possible to classify all statements as either true or false. At first, this seems to be a trivial argument, but actually it is quite profound and such arguments serve as the basis for proving all sorts of interesting facts. Note that this is not an example of an inconsistency in mathematics, or even a paradox. The proof establishes a mathematical fact. The halting problem Following Turing, we next demonstrate the existence of an unsolvable problem by showing that the halting problem is unsolvable. Informally, the halting problem is simple to describe: given a program and its input, determine whether that program will halt when run on that input. Since computers do not actually halt much nowadays, we use the term halt to be synonymous with does not enter into an infinite loop. For example, we consider a Java function to "halt" when it returns control to its caller without entering into an infinite loop. Since all programmers have encountered the ill effects of a program that enters into an infinite loop, being able to check whether it will happen before running the program would certainly be useful. Anyone who has had to grade a large number of programs written by beginners can tell you that! As another example, consider the challenges faced by the quality control division of a software company: it certainly would like to be able to certify that the company's software will not cause your mobile device to hang. But (coupled with universality), Turing's proof tells us that it not possible to develop a program that can check whether any given program running on a given input will go into an infinite loop. The UTM is a program that takes a Turing machine and its input as input and simulates the operation of that machine. The halting problem asks whether there is a TM that can perform the seemingly easier task of determining whether the given TM enters a halt state on the specified input. Java formatting rules. By using the universality, we can recast the halting problem in terms of Java. Even though it is not difficult to recast the proof that follows in terms of Turing machines (see Exercise 5.4.7), a Java formulation is a bit more intuitive for people with programming experience. So we formulate the halting problem as follows: does there exist a functionhalts(x,y) that takes a function f and input x a 5.4 Computability 809 as arguments (both encoded as strings) and determines whether the call f(x) will end up in an infinite loop? Specifically,halts(f,x) must have the following form: public static booleanhalts(String f, String x) { if (/* something terribly clever */) return true; else return false; } To be a solution to the halting problem,halts(f,x) itself can never go into an infinite loop: it must provide the correct answer for every function f (that takes a single String argument) and for every input x. As with a UTM, you can think of Java as a program that takes your program and its inputs (encoded as strings) as its two arguments and then runs your program to produce the desired computational result. Is there a simpler program that takes the same two arguments and just determines whether an infinite loop results? A motivating example. To see why this is such a daunting task, consider the following two functions, which differ in only one character: public static void f(int x) { while (x != 1) if (x % 2 == 0) x = x / 2; else x = 2*x + 1; } public static void g(int x) { while (x != 1) if (x % 2 == 0) x = x / 2; else x = 3*x + 1; } The function on the left goes into an infinite loop if and only if it is not a positive power of 2, but the function on the right implements the Collatz sequence that we encountered in Exercise 2.3.29, where the situation is less clear because no one knows whether it terminates for all x. For any given x, how long do we have to wait until we can conclude that it is in an infinite loop? We can run the program to see what happens. It may halt, but what do we do if it keeps running? Maybe, if we keep it running just a bit longer, it will halt. In general, there is no way to know for sure. Mathematicians have proved that it will terminate for any value of x less than 10300, but there is always a larger value to test (see Exercise 5.4.7). This is an extreme example, but it highlights the fact that there is no easy way to tell whether a given program will terminate. It is easier to simulate the operation of the program step by step than to determine whether it enters into an infinite loop. Indeed, the latter is not possible. Next, we prove that surprising fact. 810 Theory of Computing Unsolvability proof. The idea that a problem can be unsolvable may shatter your preconceived notions about computation, so we recommend that you go over the proof several times until you are simultaneously convinced and amazed by the idea. It is one of the most important ideas of the 20th century. Theorem. (Turing, 1937) The halting problem is unsolvable. Proof sketch: Suppose, for the sake of proving a contradiction, that a functionhalts(x) exists as described previously. Our first step is to create a new functionstrange(f) that takes as input a single function f (encoded as a string), and callshalts(), as follows: public static boolean strange(String f) { if (halts(f, f)) while (true) /* infinite loop */; } It may seem strange to callhalts(f,f) to check whether a programhalts when given itself as input; we do so solely as a device in the proof. But it is actually not that strange: for example, imagine that the designer of a compiler wishes to check that it does not go into an infinite loop when compiling itself. What does strange(f) actually do? Recall thathalts(f,x) returns true if f(x)halts and false if f(x) does not halt, where we use the term "halt" to mean "does not enter into an infinite loop." Therefore, examining the code: • If f(f)halts, then strange(f) does not halt. • If f(f) does not halt, then strange(f)halts. Now, we perform the crucial step: What happens when we call strange(f) with itself (encoded as a string) as input? That is, we replace f bystrange in the above two statements, leaving the following two (strange) statements: • If strange(strange(f))halts, then strange(strange(f))halts. • If strange(strange(f)) does not halt, then strange(strange(f))halts. Both statements are contradictions, an absurdity, leaving us with the conclusion that our hypothetical functionhalts(x,y) does not exist. That is, the halting problem is unsolvable! If you feel as though this is all a logical trick, read the proof again, and then try Exercise 5.4.7. The unsolvability of the halting problem is a profound statement about the nature of computation that has all kinds of practical implications. 5.4 Computability 811 Reduction While extremely interesting itself, the importance of the halting problem explodes in scope because we can use it to prove that other important problems are unsolvable. The technique that is used for this purpose is known as problem reduction: instance of A ALGORITHM TO SOLVE A process a and create instances b1, b2, ... of B finite number of instances b1, b2, ..., of B Definition. A problem A reduces to another problem B, if given a subroutine for B, we can solve any instance a of A as follows: • Process a and create instances b1, b2, ... of B. • Using the subroutine for B, obtain solutions to b1, b2, ... • Use the solutions of b1, b2, ... to help solve a. This is a simple concept, but a bit confusing at first because of the possibility of multiple instances of B. Actually, we use just one instance of B in all our examples. Also, we use reduction in the contrapositive for unsolvability. We start by taking problem A to be the halting problem and then show that a solution to problem B could be used to solve the halting problem. This implies that B is unsolvable because solving the halting problem is impossible. ALGORITHM TO SOLVE B solutions of b 1 , b 2 , ... use solutions of b1 , b2 , ... to help compute solution of a solution of a Reduction Totality. As a first example, consider the totality problem. Can we write a program that takes a function as input and determines whether it enters an infinite loop for any input? For example, solving this problem for g() on page 809 would resolve the Collatz conjecture. Any software company would surely love to have such a program, to certify that its products never enter into infinite loops. But we can prove this problem to be unsolvable with a reduction. Proposition A. The totality problem is unsolvable. Proof sketch: Taking totality as "problem B," suppose that we have a Java function alwaysHalts() that solves it: alwaysHalts(x) takes any function f as an argument and prints Yes if f(x)halts for all x and prints No if f(x) enters into an infinite loop for some x. Now, here is
a way to solve the halting problem using alwaysHalts(): Given any function f and argument x, define a function g() that takes no arguments and just calls f(x). Then the call alwaysHalts(g()) prints Yes if f(x)halts; otherwise, it prints No. That is, it solves the halting problem. This is a contradiction, so our original assumption that alwaysHalts(x) exists must be false. That is, the totality problem is unsolvable. 812 Theory of Computing In short, we say that the halting problem reduces to the totality problem, so the totality problem must be unsolvable. If we could solve the totality problem, we could solve the halting problem. Since the halting problem is unsolvable, the totality problem must be unsolvable, too. Furthermore, the same argument works if problem A is any unsolvable problem. By carefully studying this example and the one in the next subsection, you can get a good feeling for how this technique works. If you are not mathematically inclined, it is fine to skim the proofs and try to understand the conclusions at first reading. Later, you may be motivated to study the proofs more carefully, as they are actually quite simple in comparison to typical mathematical proofs. Program equivalence. Can we write a program that takes two functions as input and determines whether they are equivalent (that is, they produce the same output for any given input)? Again, any software company would surely love to have such a program. Again, we can prove this problem to be unsolvable with a reduction. Proposition B. The program equivalence problem is unsolvable. Proof: Suppose that we have a Java function areEquivalent() that takes any functions f and g as argument, and prints Yes if they are equivalent and No otherwise. Given any Java function f(), we call areEquivalent(f, h), where h is a function that just returns. This is the same question as determining whether f() never enters a loop for any input, the totality problem. In short, we say that the totality problem reduces to the equivalence problem, so the equivalence problem must be unsolvable. If we could solve the equivalence problem, we could solve the totality problem. Since the totality problem is unsolvable, the equivalence problem must be unsolvable, too. Rice's theorem. These properties are just the tip of the iceberg. Define a functional property of a program to be any property of the input/output behavior of the program (that the program computes) that is nontrivial in the sense that it is a property of some programs but not all programs. In his 1951 Ph.D. thesis, Henry Rice proved a theorem that implies the following: Theorem (Rice, 1951) For any nontrivial functional property of a program, Rice's theorem leads to a number of fully employment theorems—there are plenty of problems that we would like compilers to solve for us that are unsolvable. Does a program have uninitialized variables? Does a program have dead code? That is never executed? Will a change in the value of a particular variable and a particular point affect the result of a computation? Can a program produce a given string as output? Much as we would like our compilers to help us by solving these problems, they cannot do so. 5.4 Computability 815 problem description programs that process programs halting problem Does a given program enter into an infinite loop for a given input? totality Does a given program enter into an infinite loop for any input? program equivalence Do two programs compute the same result? memory management Will a given variable ever be referenced again? virus recognition Is a given program a virus? functional property Does a program have any functional property? other examples Post correspondence problem Does a given set of string replacement rules apply? optimal data compression Is it possible to compress a given string? Hilbert's 10th problem Does a given multivariate polynomial have integer roots? definite integration Does a given integral have a closed form solution? group theory Is a finitely presented group simple, finite, free, or commutative? dynamical systems Is a given dynamical system chaotic? Examples of unsolvable problems 816 Theory of Computing Hilbert's 10th problem. In 1900, David Hilbert addressed the International Congress of Mathematicians in Paris and posed 23 problems as a challenge for the upcoming century. Hilbert's 10th problem was to devise a process according to which it can be determined by a finite number of operations whether a given polynomial (of several variables) has an integral root. In other words, it is possible to assign integer values to the variables of the polynomial to make it zero? For example, the polynomial f(x,y,z) = 6x3 + 3y2 + 3xy2 - x3 - 10 has an integral root since f(5,3,0) = 0, whereas the polynomial f(x,y) = x2 + y2 - 3 does not have any integer root. The problem dates back 2,000 years to Diophantine, and it arises in diverse areas including physics, computational biology, and statistics. At the time, there was no rigorous definition of an algorithm, consequently, the existence of unsolvable problems had not even contemplated. In the 1970s, Hilbert's 10th problem was resolved in a very surprising way: building on groundwork laid by Martin Davis, Hilary Putnam, and Julia Robinson, Yuri Matyasevich proved that it is unsolvable, rendering unsolvable problems in all sorts of practical situations where this model has been applied. For example, by reduction from this problem, a travel planning problem that arises naturally is unsolvable, meaning that no algorithm can find an answer to every travel query (or determine that none exists) for every database of flights and fares that the airlines can publish. Definite integration. Mathematicians and scientists now depend extensively on computer systems that help them perform symbolic manipulations. Such systems relegate to the computer the drudgery of expanding functions as Taylor series, multiplying polynomials, integrating and differentiating, and so forth. One key challenge that faced the developers of such systems was definite integration: is it possible to find a closed-form solution for each definite integral that involves only polynomial and trigonometric functions? Many people worked hard for many years to find an algorithm for this task, but it is now known to be undecidable by reduction from Hilbert's 10th problem. Implications People with only a passing engagement with computation tend to have the feeling that we can do anything with a sufficiently powerful computer. As we have seen with many examples in this section, that assumption is unquestionably incorrect. The existence of unsolvable problems has profound consequences in both computation and philosophy. It says that all computers are governed by 5.4 Computability 817 intrinsic limitations on computation. No matter how important they might be, we must recognize that there are problems that cannot be solved. Beyond its practical importance, unsolvability (along with the Church–Turing thesis) provides a glimpse into the computational laws of nature and raises a host of fascinating philosophical questions. For example, if the Church–Turing thesis applies to the human brain, then humans would be incapable of solving problems like the halting problem. Humans may have fundamental limitations, just like computers. Are any natural processes universal? If so, are there conditions that cannot exist in the natural world because of unsolvability? Is there a natural process that violates the Church–Turing thesis? These sorts of questions have challenged mathematicians and philosophers ever since the implications of Turing's work became widely known. The widespread view that this paper was one of the most important scientific papers of the 20th century is certainly justified, doesn't know about unsolvability does know about unsolvability Reprinted with permission of Nokia Corporation. A practical consequence of Turing's theory Theory of Computing 818 Q&A Q. The undecidability of the halting problem says that we cannot write a Java program that determines whether an arbitrary program will halt on an arbitrary input. But can we write a program to determine if one specific Java program will halt on one specific input? A. A practitioner would say that we can do this for many programs (such as HelloWorld.java). A theoretician would say that you can write two programs, one that always prints Yes and one that prints No. One of these is surely correct. Of course, it is possible that no one will ever figure out what the true answer is, but it cannot be proved that there is no way to find out since this would lead to a paradox. If the program does halt, then we can run it and obtain a proof that it halts. Thus, if it is not possible to prove whether it halts, then it must not halt or we would have such a proof. But then we could use this as a proof that it does not halt? Q. Is the question of whether the Collatz conjecture is true decidable? A. This is another version of the same problem. Sipser presents it this way: Let L be the language (over the binary alphabet) consisting of the R single string 1 if there is life on Mars and 0 otherwise, is L decidable? The answer to this question is yes, by the following argument. Apply the law of the excluded middle: Either there is life on Mars, or there is not. Either way, one of the Turing machines at right is a decider for L, and R there is no other possibility. The fact that we have no idea which one is the decider is irrelevant. The apparent paradox here lies in the simplicity of the language. That the conjecture is decidable gives us no information about how to prove that it is true or false, or how to find a counterexample. Q No 1 Yes 0 Yes 1 Q. Is it possible to write a Java program that solves the halting problem for a Java function that uses no library functions and no input/output? A. One might argue that this is possible, since such a program can use only a finite amount of
memory. But this kind of argument suggests that our computers are all DFAs and their performance is governed by some galactic constant, so none of the theory we are describing is applicable (since everything uses a constant amount of resources). It is perhaps more productive to accept the intuitive idea that the constant is sufficiently close to being unbounded that the models we are discussing capture the essential properties of machines. 5.4 Computability 819 Exercises 5.4.1 Suppose that in the Post correspondence problem you were permitted to use at most one card of each type. Is the problem still undecidable? 5.4.2 Find two solutions to this Post correspondence system, or prove that no solution exists. BAA ABBA A BABB BAB AB BA AB ABBAA 0 1 2 3 4 5.4.4 Suppose that the alphabet in a Post correspondence system has only one letter, so just need to find an arrangement where the top and bottom strings have the same number of letters. Devise an algorithm to solve the Post correspondence problem in this case. 5.4.5 Is there some sequence of substitutions (in any order) of aba for bba, ba for bbb, and baa for aa that transforms the string baababba into ababbbabba? (This is an example of the True word problem, which is undecidable in general.) 5.4.6 Modify the program that computes the Collatz function given in the solution to Exercise 2.3.29 to use Java's BigInteger class, so that it can perform its computation using integers of arbitrary length. Theory of Computing 820 Creative Exercises 5.4.7 Halting problem for Turing machines. Recast the proof of the undecidability of the halting problem given in the text in terms of Turing machines. Each of the following exercises asks you to prove that a given problem is unsolvable. They are intended for readers who are mathematically inclined and likely to enjoy the challenge of developing such proofs via reductions. If you are not so inclined, it may still be worthwhile for you to read the problems and explore some of the ideas. 5.4.8 Self-halting problem. Can we write a program that decides whether a given function that takes one argument terminates when given itself as input? Prove that this problem is undecidable by following a similar argument as for the halting problem. 5.4.9 Busy beaver. The busy beaver function BB(n) is defined to be the maximal number of 1s that an n-state Turing machine over the binary alphabet can leave on an initially blank tape, while still halting. Show that BB(n) is not computable. Hint: First show how to simulate an n-state Turing machine on an input of size m by running an (m + n)-state Turing machine on an initially empty input. Then, run the (m + n)-state Turing machine for BB(m + n + 1) steps. 5.4.10 Blank-tape halting problem. 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