



# HOW TO PROGRAM

EIGHTH EDITION

with an introduction to C++

PAUL DEITEL  
HARVEY DEITEL



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EIGHTH EDITION

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EIGHTH EDITION

with an introduction to C++

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creator of the C programming language  
and co-creator of the UNIX operating system.*

*Paul and Harvey Deitel*

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# Contents

Appendices F, G and H are PDF documents posted online at the book's Companion Website (located at [www.pearsonhighered.com/deitel](http://www.pearsonhighered.com/deitel)).

## Preface

xxiii

<b>I</b>	<b>Introduction to Computers, the Internet and the Web</b>	<b>I</b>
1.1	Introduction	2
1.2	Hardware and Software	3
1.2.1	Moore's Law	3
1.2.2	Computer Organization	4
1.3	Data Hierarchy	5
1.4	Machine Languages, Assembly Languages and High-Level Languages	8
1.5	The C Programming Language	9
1.6	C Standard Library	10
1.7	C++ and Other C-Based Languages	11
1.8	Object Technology	12
1.8.1	The Automobile as an Object	13
1.8.2	Methods and Classes	13
1.8.3	Instantiation	13
1.8.4	Reuse	13
1.8.5	Messages and Method Calls	14
1.8.6	Attributes and Instance Variables	14
1.8.7	Encapsulation and Information Hiding	14
1.8.8	Inheritance	14
1.9	Typical C Program-Development Environment	15
1.9.1	Phase 1: Creating a Program	16
1.9.2	Phases 2 and 3: Preprocessing and Compiling a C Program	16
1.9.3	Phase 4: Linking	16
1.9.4	Phase 5: Loading	17
1.9.5	Phase 6: Execution	17
1.9.6	Problems That May Occur at Execution Time	17
1.9.7	Standard Input, Standard Output and Standard Error Streams	17
1.10	Test-Driving a C Application in Windows, Linux and Mac OS X	17
1.10.1	Running a C Application from the Windows Command Prompt	18
1.10.2	Running a C Application Using GNU C with Linux	21



1.10.3	Running a C Application Using the Terminal on Mac OS X	24
1.11	Operating Systems	27
1.11.1	Windows—A Proprietary Operating System	27
1.11.2	Linux—An Open-Source Operating System	27
1.11.3	Apple’s Mac OS X; Apple’s iOS for iPhone®, iPad® and iPod Touch® Devices	28
1.11.4	Google’s Android	28
1.12	The Internet and World Wide Web	29
1.12.1	The Internet: A Network of Networks	29
1.12.2	The World Wide Web: Making the Internet User-Friendly	29
1.12.3	Web Services	30
1.12.4	Ajax	32
1.12.5	The Internet of Things	32
1.13	Some Key Software Terminology	32
1.14	Keeping Up-to-Date with Information Technologies	34
<b>2</b>	<b>Introduction to C Programming</b>	<b>39</b>
2.1	Introduction	40
2.2	A Simple C Program: Printing a Line of Text	40
2.3	Another Simple C Program: Adding Two Integers	44
2.4	Memory Concepts	48
2.5	Arithmetic in C	49
2.6	Decision Making: Equality and Relational Operators	53
2.7	Secure C Programming	57
<b>3</b>	<b>Structured Program Development in C</b>	<b>69</b>
3.1	Introduction	70
3.2	Algorithms	70
3.3	Pseudocode	70
3.4	Control Structures	71
3.5	The <code>if</code> Selection Statement	73
3.6	The <code>if...else</code> Selection Statement	74
3.7	The <code>while</code> Iteration Statement	78
3.8	Formulating Algorithms Case Study 1: Counter-Controlled Iteration	79
3.9	Formulating Algorithms with Top-Down, Stepwise Refinement Case Study 2: Sentinel-Controlled Iteration	82
3.10	Formulating Algorithms with Top-Down, Stepwise Refinement Case Study 3: Nested Control Statements	88
3.11	Assignment Operators	92
3.12	Increment and Decrement Operators	93
3.13	Secure C Programming	95
<b>4</b>	<b>C Program Control</b>	<b>113</b>
4.1	Introduction	114

4.2	Iteration Essentials	114
4.3	Counter-Controlled Iteration	115
4.4	for Iteration Statement	116
4.5	for Statement: Notes and Observations	119
4.6	Examples Using the for Statement	120
4.7	switch Multiple-Selection Statement	123
4.8	do...while Iteration Statement	129
4.9	break and continue Statements	130
4.10	Logical Operators	132
4.11	Confusing Equality (==) and Assignment (=) Operators	135
4.12	Structured Programming Summary	137
4.13	Secure C Programming	142

## **5 C Functions** **157**

5.1	Introduction	158
5.2	Modularizing Programs in C	158
5.3	Math Library Functions	159
5.4	Functions	161
5.5	Function Definitions	161
5.5.1	square Function	162
5.5.2	maximum Function	165
5.6	Function Prototypes: A Deeper Look	166
5.7	Function Call Stack and Stack Frames	168
5.8	Headers	172
5.9	Passing Arguments By Value and By Reference	173
5.10	Random Number Generation	174
5.11	Example: A Game of Chance; Introducing enum	178
5.12	Storage Classes	182
5.13	Scope Rules	184
5.14	Recursion	187
5.15	Example Using Recursion: Fibonacci Series	190
5.16	Recursion vs. Iteration	194
5.17	Secure C Programming	195

## **6 C Arrays** **214**

6.1	Introduction	215
6.2	Arrays	215
6.3	Defining Arrays	217
6.4	Array Examples	217
6.4.1	Defining an Array and Using a Loop to Set the Array's Element Values	217
6.4.2	Initializing an Array in a Definition with an Initializer List	218
6.4.3	Specifying an Array's Size with a Symbolic Constant and Initializing Array Elements with Calculations	220

6.4.4	Summing the Elements of an Array	221
6.4.5	Using Arrays to Summarize Survey Results	222
6.4.6	Graphing Array Element Values with Histograms	224
6.4.7	Rolling a Die 60,000,000 Times and Summarizing the Results in an Array	225
6.5	Using Character Arrays to Store and Manipulate Strings	225
6.5.1	Initializing a Character Array with a String	226
6.5.2	Initializing a Character Array with an Initializer List of Characters	226
6.5.3	Accessing the Characters in a String	226
6.5.4	Inputting into a Character Array	226
6.5.5	Outputting a Character Array That Represents a String	227
6.5.6	Demonstrating Character Arrays	227
6.6	Static Local Arrays and Automatic Local Arrays	228
6.7	Passing Arrays to Functions	230
6.8	Sorting Arrays	234
6.9	Case Study: Computing Mean, Median and Mode Using Arrays	236
6.10	Searching Arrays	241
6.10.1	Searching an Array with Linear Search	241
6.10.2	Searching an Array with Binary Search	242
6.11	Multidimensional Arrays	246
6.11.1	Illustrating a Double-Subscripted Array	246
6.11.2	Initializing a Double-Subscripted Array	247
6.11.3	Setting the Elements in One Row	249
6.11.4	Totaling the Elements in a Two-Dimensional Array	249
6.11.5	Two-Dimensional Array Manipulations	250
6.12	Variable-Length Arrays	253
6.13	Secure C Programming	256

## **7** C Pointers **274**

7.1	Introduction	275
7.2	Pointer Variable Definitions and Initialization	276
7.3	Pointer Operators	277
7.4	Passing Arguments to Functions by Reference	279
7.5	Using the <code>const</code> Qualifier with Pointers	283
7.5.1	Converting a String to Uppercase Using a Non-Constant Pointer to Non-Constant Data	284
7.5.2	Printing a String One Character at a Time Using a Non-Constant Pointer to Constant Data	285
7.5.3	Attempting to Modify a Constant Pointer to Non-Constant Data	287
7.5.4	Attempting to Modify a Constant Pointer to Constant Data	288
7.6	Bubble Sort Using Pass-by-Reference	289
7.7	<code>sizeof</code> Operator	292
7.8	Pointer Expressions and Pointer Arithmetic	295
7.8.1	Allowed Operators for Pointer Arithmetic	295
7.8.2	Aiming a Pointer at an Array	295

7.8.3	Adding an Integer to a Pointer	296
7.8.4	Subtracting an Integer from a Pointer	296
7.8.5	Incrementing and Decrementing a Pointer	296
7.8.6	Subtracting One Pointer from Another	297
7.8.7	Assigning Pointers to One Another	297
7.8.8	Pointer to void	297
7.8.9	Comparing Pointers	297
7.9	Relationship between Pointers and Arrays	298
7.9.1	Pointer/Offset Notation	298
7.9.2	Pointer/Index Notation	299
7.9.3	Cannot Modify an Array Name with Pointer Arithmetic	299
7.9.4	Demonstrating Pointer Indexing and Offsets	299
7.9.5	String Copying with Arrays and Pointers	300
7.10	Arrays of Pointers	302
7.11	Case Study: Card Shuffling and Dealing Simulation	303
7.12	Pointers to Functions	308
7.12.1	Sorting in Ascending or Descending Order	308
7.12.2	Using Function Pointers to Create a Menu-Driven System	311
7.13	Secure C Programming	313

## **8 C Characters and Strings** **333**

8.1	Introduction	334
8.2	Fundamentals of Strings and Characters	334
8.3	Character-Handling Library	336
8.3.1	Functions isdigit, isalpha, isalnum and isxdigit	336
8.3.2	Functions islower, isupper, tolower and toupper	339
8.3.3	Functions isspace, isctrl, ispunct, isprint and isgraph	340
8.4	String-Conversion Functions	342
8.4.1	Function strtod	342
8.4.2	Function strtol	343
8.4.3	Function strtoul	344
8.5	Standard Input/Output Library Functions	344
8.5.1	Functions fgets and putchar	345
8.5.2	Function getchar	346
8.5.3	Function sprintf	347
8.5.4	Function sscanf	348
8.6	String-Manipulation Functions of the String-Handling Library	349
8.6.1	Functions strcpy and strncpy	350
8.6.2	Functions strcat and strncat	350
8.7	Comparison Functions of the String-Handling Library	351
8.8	Search Functions of the String-Handling Library	353
8.8.1	Function strchr	354
8.8.2	Function strchr	355
8.8.3	Function strchr	355
8.8.4	Function strchr	356

8.8.5	Function <code>strspn</code>	357
8.8.6	Function <code>strstr</code>	357
8.8.7	Function <code>strtok</code>	358
8.9	Memory Functions of the String-Handling Library	359
8.9.1	Function <code>memcpy</code>	360
8.9.2	Function <code>memmove</code>	361
8.9.3	Function <code>memcmp</code>	362
8.9.4	Function <code>memchr</code>	362
8.9.5	Function <code>memset</code>	363
8.10	Other Functions of the String-Handling Library	363
8.10.1	Function <code>strerror</code>	364
8.10.2	Function <code>strlen</code>	364
8.11	Secure C Programming	365

## **9**    **C Formatted Input/Output**    **377**

9.1	Introduction	378
9.2	Streams	378
9.3	Formatting Output with <code>printf</code>	378
9.4	Printing Integers	379
9.5	Printing Floating-Point Numbers	380
9.5.1	Conversion Specifiers <code>e</code> , <code>E</code> and <code>f</code>	381
9.5.2	Conversion Specifiers <code>g</code> and <code>G</code>	381
9.5.3	Demonstrating Floating-Point Conversion Specifiers	382
9.6	Printing Strings and Characters	382
9.7	Other Conversion Specifiers	383
9.8	Printing with Field Widths and Precision	384
9.8.1	Specifying Field Widths for Printing Integers	384
9.8.2	Specifying Precisions for Integers, Floating-Point Numbers and Strings	385
9.8.3	Combining Field Widths and Precisions	386
9.9	Using Flags in the <code>printf</code> Format Control String	387
9.9.1	Right and Left Justification	387
9.9.2	Printing Positive and Negative Numbers with and without the <code>+</code> Flag	388
9.9.3	Using the Space Flag	388
9.9.4	Using the <code>#</code> Flag	389
9.9.5	Using the <code>0</code> Flag	389
9.10	Printing Literals and Escape Sequences	390
9.11	Reading Formatted Input with <code>scanf</code>	390
9.11.1	<code>scanf</code> Syntax	391
9.11.2	<code>scanf</code> Conversion Specifiers	391
9.11.3	Reading Integers with <code>scanf</code>	392
9.11.4	Reading Floating-Point Numbers with <code>scanf</code>	393
9.11.5	Reading Characters and Strings with <code>scanf</code>	393
9.11.6	Using Scan Sets with <code>scanf</code>	394

9.11.7	Using Field Widths with <code>scanf</code>	395
9.11.8	Skipping Characters in an Input Stream	396
9.12	Secure C Programming	397

## **10 C Structures, Unions, Bit Manipulation and Enumerations** **404**

10.1	Introduction	405
10.2	Structure Definitions	405
10.2.1	Self-Referential Structures	406
10.2.2	Defining Variables of Structure Types	407
10.2.3	Structure Tag Names	407
10.2.4	Operations That Can Be Performed on Structures	407
10.3	Initializing Structures	408
10.4	Accessing Structure Members with <code>.</code> and <code>-&gt;</code>	408
10.5	Using Structures with Functions	410
10.6	<code>typedef</code>	411
10.7	Example: High-Performance Card Shuffling and Dealing Simulation	411
10.8	Unions	414
10.8.1	Union Declarations	414
10.8.2	Operations That Can Be Performed on Unions	415
10.8.3	Initializing Unions in Declarations	415
10.8.4	Demonstrating Unions	415
10.9	Bitwise Operators	416
10.9.1	Displaying an Unsigned Integer in Bits	417
10.9.2	Making Function <code>displayBits</code> More Generic and Portable	419
10.9.3	Using the Bitwise AND, Inclusive OR, Exclusive OR and Complement Operators	420
10.9.4	Using the Bitwise Left- and Right-Shift Operators	423
10.9.5	Bitwise Assignment Operators	424
10.10	Bit Fields	425
10.10.1	Defining Bit Fields	425
10.10.2	Using Bit Fields to Represent a Card's Face, Suit and Color	426
10.10.3	Unnamed Bit Fields	428
10.11	Enumeration Constants	428
10.12	Anonymous Structures and Unions	430
10.13	Secure C Programming	430

## **11 C File Processing** **441**

11.1	Introduction	442
11.2	Files and Streams	442
11.3	Creating a Sequential-Access File	443
11.3.1	Pointer to a <code>FILE</code>	445
11.3.2	Using <code>fopen</code> to Open the File	445
11.3.3	Using <code>feof</code> to Check for the End-of-File Indicator	445

11.3.4	Using <code>fprintf</code> to Write to the File	446
11.3.5	Using <code>fclose</code> to Close the File	446
11.3.6	File Open Modes	447
11.4	Reading Data from a Sequential-Access File	449
11.4.1	Resetting the File Position Pointer	450
11.4.2	Credit Inquiry Program	450
11.5	Random-Access Files	454
11.6	Creating a Random-Access File	454
11.7	Writing Data Randomly to a Random-Access File	456
11.7.1	Positioning the File Position Pointer with <code>fseek</code>	458
11.7.2	Error Checking	459
11.8	Reading Data from a Random-Access File	459
11.9	Case Study: Transaction-Processing Program	461
11.10	Secure C Programming	466

## **12**    **C Data Structures**    **477**

12.1	Introduction	478
12.2	Self-Referential Structures	479
12.3	Dynamic Memory Allocation	479
12.4	Linked Lists	480
12.4.1	Function <code>insert</code>	486
12.4.2	Function <code>delete</code>	487
12.4.3	Function <code>printList</code>	489
12.5	Stacks	489
12.5.1	Function <code>push</code>	493
12.5.2	Function <code>pop</code>	494
12.5.3	Applications of Stacks	494
12.6	Queues	495
12.6.1	Function <code>enqueue</code>	499
12.6.2	Function <code>dequeue</code>	500
12.7	Trees	501
12.7.1	Function <code>insertNode</code>	504
12.7.2	Traversals: Functions <code>inOrder</code> , <code>preOrder</code> and <code>postOrder</code>	505
12.7.3	Duplicate Elimination	506
12.7.4	Binary Tree Search	506
12.7.5	Other Binary Tree Operations	506
12.8	Secure C Programming	506

## **13**    **C Preprocessor**    **518**

13.1	Introduction	519
13.2	<code>#include</code> Preprocessor Directive	519
13.3	<code>#define</code> Preprocessor Directive: Symbolic Constants	520
13.4	<code>#define</code> Preprocessor Directive: Macros	521
13.4.1	Macro with One Argument	521

13.4.2	Macro with Two Arguments	522
13.4.3	Macro Continuation Character	522
13.4.4	<code>#undef</code> Preprocessor Directive	522
13.4.5	Standard Library Functions and Macros	522
13.4.6	Do Not Place Expressions with Side Effects in Macros	523
13.5	Conditional Compilation	523
13.5.1	<code>#if...#endif</code> Preprocessor Directive	523
13.5.2	Commenting Out Blocks of Code with <code>#if...#endif</code>	523
13.5.3	Conditionally Compiling Debugging Code	524
13.6	<code>#error</code> and <code>#pragma</code> Preprocessor Directives	524
13.7	<code>#</code> and <code>##</code> Operators	524
13.8	Line Numbers	525
13.9	Predefined Symbolic Constants	525
13.10	Assertions	526
13.11	Secure C Programming	526

## 14 Other C Topics **531**

14.1	Introduction	532
14.2	Redirecting I/O	532
14.2.1	Redirecting Input with <code>&lt;</code>	532
14.2.2	Redirecting Input with <code> </code>	533
14.2.3	Redirecting Output	533
14.3	Variable-Length Argument Lists	533
14.4	Using Command-Line Arguments	535
14.5	Compiling Multiple-Source-File Programs	537
14.5.1	<code>extern</code> Declarations for Global Variables in Other Files	537
14.5.2	Function Prototypes	537
14.5.3	Restricting Scope with <code>static</code>	538
14.5.4	Makefiles	538
14.6	Program Termination with <code>exit</code> and <code>atexit</code>	538
14.7	Suffixes for Integer and Floating-Point Literals	540
14.8	Signal Handling	540
14.9	Dynamic Memory Allocation: Functions <code>calloc</code> and <code>realloc</code>	543
14.10	Unconditional Branching with <code>goto</code>	543

## 15 C++ as a Better C; Introducing Object Technology **549**

15.1	Introduction	550
15.2	C++	550
15.3	A Simple Program: Adding Two Integers	551
15.3.1	Addition Program in C++	551
15.3.2	<code>&lt;iostream&gt;</code> Header	552
15.3.3	<code>main</code> Function	552
15.3.4	Variable Declarations	552



15.3.5	Standard Output Stream and Standard Input Stream Objects	552
15.3.6	<code>std::endl</code> Stream Manipulator	553
15.3.7	<code>std::</code> Explained	553
15.3.8	Concatenated Stream Outputs	553
15.3.9	<code>return</code> Statement Not Required in <code>main</code>	553
15.3.10	Operator Overloading	553
15.4	C++ Standard Library	554
15.5	Header Files	554
15.6	Inline Functions	556
15.7	C++ Keywords	558
15.8	References and Reference Parameters	559
15.8.1	Reference Parameters	559
15.8.2	Passing Arguments by Value and by Reference	560
15.8.3	References as Aliases within a Function	562
15.8.4	Returning a Reference from a Function	563
15.8.5	Error Messages for Uninitialized References	564
15.9	Empty Parameter Lists	564
15.10	Default Arguments	564
15.11	Unary Scope Resolution Operator	566
15.12	Function Overloading	567
15.13	Function Templates	570
15.13.1	Defining a Function Template	570
15.13.2	Using a Function Template	571
15.14	Introduction to Object Technology and the UML	573
15.14.1	Basic Object Technology Concepts	573
15.14.2	Classes, Data Members and Member Functions	574
15.14.3	Object-Oriented Analysis and Design	575
15.14.4	The Unified Modeling Language	576
15.15	Introduction to C++ Standard Library Class Template <code>vector</code>	576
15.15.1	Problems Associated with C-Style Pointer-Based Arrays	576
15.15.2	Using Class Template <code>vector</code>	577
15.15.3	Exception Handling: Processing an Out-of-Range Index	581
15.16	Wrap-Up	583
<b>16</b>	<b>Introduction to Classes, Objects and Strings</b>	<b>589</b>
16.1	Introduction	590
16.2	Defining a Class with a Member Function	590
16.3	Defining a Member Function with a Parameter	593
16.4	Data Members, <i>set</i> Member Functions and <i>get</i> Member Functions	597
16.5	Initializing Objects with Constructors	602
16.6	Placing a Class in a Separate File for Reusability	606
16.7	Separating Interface from Implementation	610
16.8	Validating Data with <i>set</i> Functions	615
16.9	Wrap-Up	620

**17 Classes: A Deeper Look; Throwing Exceptions 627**

17.1	Introduction	628
17.2	Time Class Case Study	629
17.3	Class Scope and Accessing Class Members	635
17.4	Access Functions and Utility Functions	636
17.5	Time Class Case Study: Constructors with Default Arguments	637
17.6	Destructors	643
17.7	When Constructors and Destructors Are Called	643
17.8	Time Class Case Study: A Subtle Trap—Returning a Reference or a Pointer to a <code>private</code> Data Member	647
17.9	Default Memberwise Assignment	650
17.10	<code>const</code> Objects and <code>const</code> Member Functions	652
17.11	Composition: Objects as Members of Classes	654
17.12	<code>friend</code> Functions and <code>friend</code> Classes	660
17.13	Using the <code>this</code> Pointer	662
17.14	<code>static</code> Class Members	668
17.15	Wrap-Up	673

**18 Operator Overloading; Class `string` 683**

18.1	Introduction	684
18.2	Using the Overloaded Operators of Standard Library Class <code>string</code>	685
18.3	Fundamentals of Operator Overloading	688
18.4	Overloading Binary Operators	689
18.5	Overloading the Binary Stream Insertion and Stream Extraction Operators	690
18.6	Overloading Unary Operators	694
18.7	Overloading the Unary Prefix and Postfix <code>++</code> and <code>--</code> Operators	695
18.8	Case Study: A <code>Date</code> Class	696
18.9	Dynamic Memory Management	701
18.10	Case Study: <code>Array</code> Class	703
	18.10.1 Using the <code>Array</code> Class	704
	18.10.2 <code>Array</code> Class Definition	708
18.11	Operators as Member vs. Non-Member Functions	716
18.12	Converting Between Types	716
18.13	<code>explicit</code> Constructors and Conversion Operators	718
18.14	Overloading the Function Call Operator <code>()</code>	720
18.15	Wrap-Up	721

**19 Object-Oriented Programming: Inheritance 732**

19.1	Introduction	733
19.2	Base Classes and Derived Classes	733
19.3	Relationship between Base and Derived Classes	736
	19.3.1 Creating and Using a <code>CommissionEmployee</code> Class	736
	19.3.2 Creating a <code>BasePlusCommissionEmployee</code> Class Without Using Inheritance	741

19.3.3	Creating a <code>CommissionEmployee–BasePlusCommissionEmployee</code> Inheritance Hierarchy	747
19.3.4	<code>CommissionEmployee–BasePlusCommissionEmployee</code> Inheritance Hierarchy Using <code>protected</code> Data	751
19.3.5	<code>CommissionEmployee–BasePlusCommissionEmployee</code> Inheritance Hierarchy Using <code>private</code> Data	754
19.4	Constructors and Destructors in Derived Classes	759
19.5	<code>public</code> , <code>protected</code> and <code>private</code> Inheritance	761
19.6	Software Engineering with Inheritance	762
19.7	Wrap-Up	762

## **20**    **Object-Oriented Programming: Polymorphism**    **767**

20.1	Introduction	768
20.2	Introduction to Polymorphism: Polymorphic Video Game	769
20.3	Relationships Among Objects in an Inheritance Hierarchy	769
20.3.1	Invoking Base-Class Functions from Derived-Class Objects	770
20.3.2	Aiming Derived-Class Pointers at Base-Class Objects	773
20.3.3	Derived-Class Member-Function Calls via Base-Class Pointers	774
20.3.4	Virtual Functions and Virtual Destructors	776
20.4	Type Fields and <code>switch</code> Statements	783
20.5	Abstract Classes and Pure <code>virtual</code> Functions	783
20.6	Case Study: Payroll System Using Polymorphism	785
20.6.1	Creating Abstract Base Class <code>Employee</code>	786
20.6.2	Creating Concrete Derived Class <code>SalariedEmployee</code>	790
20.6.3	Creating Concrete Derived Class <code>CommissionEmployee</code>	792
20.6.4	Creating Indirect Concrete Derived Class <code>BasePlusCommissionEmployee</code>	794
20.6.5	Demonstrating Polymorphic Processing	796
20.7	(Optional) Polymorphism, Virtual Functions and Dynamic Binding “Under the Hood”	800
20.8	Case Study: Payroll System Using Polymorphism and Runtime Type Information with Downcasting, <code>dynamic_cast</code> , <code>typeid</code> and <code>type_info</code>	803
20.9	Wrap-Up	807

## **21**    **Stream Input/Output: A Deeper Look**    **812**

21.1	Introduction	813
21.2	Streams	814
21.2.1	Classic Streams vs. Standard Streams	814
21.2.2	<code>iostream</code> Library Headers	815
21.2.3	Stream Input/Output Classes and Objects	815
21.3	Stream Output	817
21.3.1	Output of <code>char *</code> Variables	818
21.3.2	Character Output Using Member Function <code>put</code>	818
21.4	Stream Input	819
21.4.1	<code>get</code> and <code>getline</code> Member Functions	819

21.4.2	istream Member Functions peek, putback and ignore	822
21.4.3	Type-Safe I/O	822
21.5	Unformatted I/O Using read, write and gcount	822
21.6	Introduction to Stream Manipulators	823
21.6.1	Integral Stream Base: dec, oct, hex and setbase	824
21.6.2	Floating-Point Precision (precision, setprecision)	824
21.6.3	Field Width (width, setw)	826
21.6.4	User-Defined Output Stream Manipulators	827
21.7	Stream Format States and Stream Manipulators	828
21.7.1	Trailing Zeros and Decimal Points (showpoint)	829
21.7.2	Justification (left, right and internal)	830
21.7.3	Padding (fill, setfill)	832
21.7.4	Integral Stream Base (dec, oct, hex, showbase)	833
21.7.5	Floating-Point Numbers; Scientific and Fixed Notation (scientific, fixed)	834
21.7.6	Uppercase/Lowercase Control (uppercase)	835
21.7.7	Specifying Boolean Format (boolalpha)	835
21.7.8	Setting and Resetting the Format State via Member F unction flags	836
21.8	Stream Error States	837
21.9	Tying an Output Stream to an Input Stream	840
21.10	Wrap-Up	840

## **22 Exception Handling: A Deeper Look** **849**

22.1	Introduction	850
22.2	Example: Handling an Attempt to Divide by Zero	850
22.3	Rethrowing an Exception	856
22.4	Stack Unwinding	857
22.5	When to Use Exception Handling	859
22.6	Constructors, Destructors and Exception Handling	860
22.7	Exceptions and Inheritance	861
22.8	Processing new Failures	861
22.9	Class unique_ptr and Dynamic Memory Allocation	864
22.10	Standard Library Exception Hierarchy	867
22.11	Wrap-Up	868

## **23 Introduction to Custom Templates** **874**

23.1	Introduction	875
23.2	Class Templates	875
23.3	Function Template to Manipulate a Class-Template Specialization Object	880
23.4	Nontype Parameters	882
23.5	Default Arguments for Template Type Parameters	882
23.6	Overloading Function Templates	883
23.7	Wrap-Up	883

<b>A</b>	<b>C and C++ Operator Precedence Charts</b>	<b>886</b>
<b>B</b>	<b>ASCII Character Set</b>	<b>890</b>
<b>C</b>	<b>Number Systems</b>	<b>891</b>
C.1	Introduction	892
C.2	Abbreviating Binary Numbers as Octal and Hexadecimal Numbers	895
C.3	Converting Octal and Hexadecimal Numbers to Binary Numbers	896
C.4	Converting from Binary, Octal or Hexadecimal to Decimal	896
C.5	Converting from Decimal to Binary, Octal or Hexadecimal	897
C.6	Negative Binary Numbers: Two's Complement Notation	899
<b>D</b>	<b>Sorting: A Deeper Look</b>	<b>904</b>
D.1	Introduction	905
D.2	Big O Notation	905
D.3	Selection Sort	906
D.4	Insertion Sort	910
D.5	Merge Sort	913
<b>E</b>	<b>Multithreading and Other C11 and C99 Topics</b>	<b>924</b>
E.1	Introduction	925
E.2	New C99 Headers	926
E.3	Designated Initializers and Compound Literals	927
E.4	Type <code>bool</code>	929
E.5	Implicit <code>int</code> in Function Declarations	931
E.6	Complex Numbers	932
E.7	Additions to the Preprocessor	933
E.8	Other C99 Features	934
E.8.1	Compiler Minimum Resource Limits	934
E.8.2	The <code>restrict</code> Keyword	935
E.8.3	Reliable Integer Division	935
E.8.4	Flexible Array Members	935
E.8.5	Relaxed Constraints on Aggregate Initialization	936
E.8.6	Type Generic Math	936
E.8.7	Inline Functions	936
E.8.8	Return Without Expression	937
E.8.9	<code>__func__</code> Predefined Identifier	937
E.8.10	<code>va_copy</code> Macro	937
E.9	New Features in the C11 Standard	937
E.9.1	New C11 Headers	938
E.9.2	Multithreading Support	938

E.9.3	<code>quick_exit</code> function	946
E.9.4	Unicode® Support	946
E.9.5	<code>_Noreturn</code> Function Specifier	946
E.9.6	Type-Generic Expressions	946
E.9.7	Annex L: Analyzability and Undefined Behavior	947
E.9.8	Memory Alignment Control	947
E.9.9	Static Assertions	947
E.9.10	Floating-Point Types	948
E.10	Web Resources	948

## **Appendices on the Web** **951**

## **Index** **952**

Appendices F, G and H are PDF documents posted online at the book's Companion Website (located at [www.pearsonhighered.com/deitel](http://www.pearsonhighered.com/deitel)).

### **F Using the Visual Studio Debugger**

### **G Using the GNU gdb Debugger**

### **H Using the Xcode Debugger**

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# Preface

Welcome to the C programming language and to *C How to Program, Eighth Edition!* This book presents leading-edge computing technologies for college students, instructors and software-development professionals.

At the heart of the book is the Deitel signature “live-code approach”—we present concepts in the context of complete working programs, rather than in code snippets. Each code example is followed by one or more sample executions. Read the online Before You Begin section at

[http://www.deitel.com/books/cht8/cht8\\_BYB.pdf](http://www.deitel.com/books/cht8/cht8_BYB.pdf)

to learn how to set up your computer to run the hundreds of code examples. All the source code is available at

<http://www.deitel.com/books/cht8>

and

<http://www.pearsonhighered.com/deitel>

Use the source code we provide to run every program as you study it.

We believe that this book and its support materials will give you an informative, challenging and entertaining introduction to C. As you read the book, if you have questions, send an e-mail to [deitel@deitel.com](mailto:deitel@deitel.com)—we’ll respond promptly. For book updates, visit [www.deitel.com/books/cht8/](http://www.deitel.com/books/cht8/), join our social media communities:

- Facebook®—<http://facebook.com/DeitelFan>
- Twitter®—[@deitel](https://twitter.com/deitel)
- LinkedIn®—<http://linkedin.com/company/deitel-&-associates>
- YouTube™—<http://youtube.com/DeitelTV>
- Google+™—<http://google.com/+DeitelFan>

and register for the *Deitel® Buzz Online* e-mail newsletter at:

<http://www.deitel.com/newsletter/subscribe.html>

## New and Updated Features

Here are some key features of *C How to Program, 8/e*:

- **Integrated More Capabilities of the C11 and C99 standards.** Support for the C11 and C99 standards varies by compiler. Microsoft Visual C++ supports a subset of the features that were added to C in C99 and C11—primarily the features that are also required by the C++ standard. We incorporated several widely supported C11 and C99 features into the book’s early chapters, as appropriate for introduc-



tory courses and for the compilers we used in this book. Appendix E, Multithreading and Other C11 and C99 Topics, presents more advanced features (such as multithreading for today’s increasingly popular multi-core architectures) and various other features that are not widely supported by today’s C compilers.

- *All Code Tested on Linux, Windows and OS X.* We retested all the example and exercise code using GNU gcc on Linux, Visual C++ on Windows (in Visual Studio 2013 Community Edition) and LLVM in Xcode on OS X.
- *Updated Chapter 1.* The new Chapter 1 engages students with updated intriguing facts and figures to get them excited about studying computers and computer programming. The chapter includes current technology trends and hardware discussions, the data hierarchy, social networking and a table of business and technology publications and websites that will help you stay up to date with the latest technology news and trends. We’ve included updated test-drives that show how to run a command-line C program on Linux, Microsoft Windows and OS X. We also updated the discussions of the Internet and web, and the introduction to object technology.
- *Updated Coverage of C++ and Object-Oriented Programming.* We updated Chapters 15–23 on object-oriented programming in C++ with material from our textbook *C++ How to Program, 9/e*, which is up-to-date with the C++11 standard.
- *Updated Code Style.* We removed the spacing inside parentheses and square brackets, and toned down our use of comments a bit. We also added parentheses to certain compound conditions for clarity.
- *Variable Declarations.* Because of improved compiler support, we were able to move variable declarations closer to where they’re first used and define for-loop counter-control variables in each for’s initialization section.
- *Summary Bullets.* We removed the end-of-chapter terminology lists and updated the detailed section-by-section, bullet-list summaries with **bolded** key terms and, for most, page references to their defining occurrences.
- *Use of Standard Terminology.* To help students prepare to work in industry worldwide, we audited the book against the C standard and upgraded our terminology to use C standard terms in preference to general programming terms.
- *Online Debugger Appendices.* We’ve updated the online GNU gdb and Visual C++<sup>®</sup> debugging appendices, and added an Xcode<sup>®</sup> debugging appendix.
- *Additional Exercises.* We updated various exercises and added some new ones, including one for the Fisher-Yates unbiased shuffling algorithm in Chapter 10.

## Other Features

Other features of *C How to Program, 8/e* include:

- *Secure C Programming Sections.* Many of the C chapters end with a Secure C Programming Section. We’ve also posted a Secure C Programming Resource Center at [www.deitel.com/SecureC/](http://www.deitel.com/SecureC/). For more details, see the section “A Note About Secure C Programming” on the next page.

- *Focus on Performance Issues.* C (and C++) are favored by designers of performance-intensive systems such as operating systems, real-time systems, embedded systems and communications systems, so we focus intensively on performance issues.
- *“Making a Difference” Contemporary Exercises.* We encourage you to use computers and the Internet to research and solve significant problems. These exercises are meant to increase awareness of important issues the world is facing. We hope you’ll approach them with your own values, politics and beliefs.
- *Sorting: A Deeper Look.* Sorting places data in order, based on one or more sort keys. We begin our sorting presentation in Chapter 6 with a simple algorithm—in Appendix D, we present a deeper look. We consider several algorithms and compare them with regard to their memory consumption and processor demands. For this purpose, we present a friendly introduction to Big O notation, which indicates how hard an algorithm may have to work to solve a problem. Through examples and exercises, Appendix D discusses the selection sort, insertion sort, recursive merge sort, recursive selection sort, bucket sort and recursive Quicksort. Sorting is an intriguing problem because different sorting techniques achieve the same final result but they can vary hugely in their consumption of memory, CPU time and other system resources.
- *Titled Programming Exercises.* Most of the programming exercises are titled to help instructors conveniently choose assignments appropriate for their students.
- *Order of Evaluation.* We caution the reader about subtle order of evaluation issues.
- *C++-Style // Comments.* We use the newer, more concise C++-style // comments in preference to C’s older style /\*...\*/ comments.

## A Note About Secure C Programming

Throughout this book, we focus on C programming *fundamentals*. When we write each *How to Program* book, we search the corresponding language’s standards document for the features that we feel novices need to learn in a first programming course, and features that professional programmers need to know to begin working in that language. We also cover computer-science and software-engineering fundamentals for novices—our core audience.

*Industrial-strength* coding techniques in any programming language are beyond the scope of an introductory textbook. For that reason, our Secure C Programming sections present some key issues and techniques, and provide links and references so you can continue learning.

Experience has shown that it’s difficult to build industrial-strength systems that stand up to attacks from viruses, worms, etc. Today, via the Internet, such attacks can be instantaneous and global in scope. Software vulnerabilities often come from simple programming issues. Building security into software from the start of the development cycle can greatly reduce costs and vulnerabilities.

The CERT<sup>®</sup> Coordination Center ([www.cert.org](http://www.cert.org)) was created to analyze and respond promptly to attacks. CERT—the Computer Emergency Response Team—publishes and promotes secure coding standards to help C programmers and others implement industrial-strength systems that avoid the programming practices that leave systems vulnerable to attacks. The CERT standards evolve as new security issues arise.

We've upgraded our code (as appropriate for an introductory book) to conform to various CERT recommendations. If you'll be building C systems in industry, consider reading *The CERT C Secure Coding Standard, 2/e* (Robert Seacord, Addison-Wesley Professional, 2014) and *Secure Coding in C and C++, 2/e* (Robert Seacord, Addison-Wesley Professional, 2013). The CERT guidelines are available free online at

<https://www.securecoding.cert.org/confluence/display/seccode/CERT+C+Coding+Standard>

Mr. Seacord, a technical reviewer for the C portion of the last edition of this book, provided specific recommendations on each of our Secure C Programming sections. Mr. Seacord is the Secure Coding Manager at CERT at Carnegie Mellon University's Software Engineering Institute (SEI) and an adjunct professor in the Carnegie Mellon University School of Computer Science.

The Secure C Programming sections at the ends of Chapters 2–13 discuss many important topics, including:

- testing for arithmetic overflows
- using unsigned integer types
- the more secure functions in the C standard's Annex K
- the importance of checking the status information returned by standard-library functions
- range checking
- secure random-number generation
- array bounds checking
- preventing buffer overflows
- input validation
- avoiding undefined behaviors
- choosing functions that return status information vs. using similar functions that do not
- ensuring that pointers are always NULL or contain valid addresses
- using C functions vs. using preprocessor macros, and more.

## Web-Based Materials

The book's open access Companion Website (<http://www.pearsonhighered.com/deitel>) contains source code for all the code examples and the following appendices in PDF format:

- Appendix F, Using the Visual Studio Debugger
- Appendix G, Using the GNU gdb Debugger
- Appendix H, Using the Xcode Debugger

## Dependency Charts

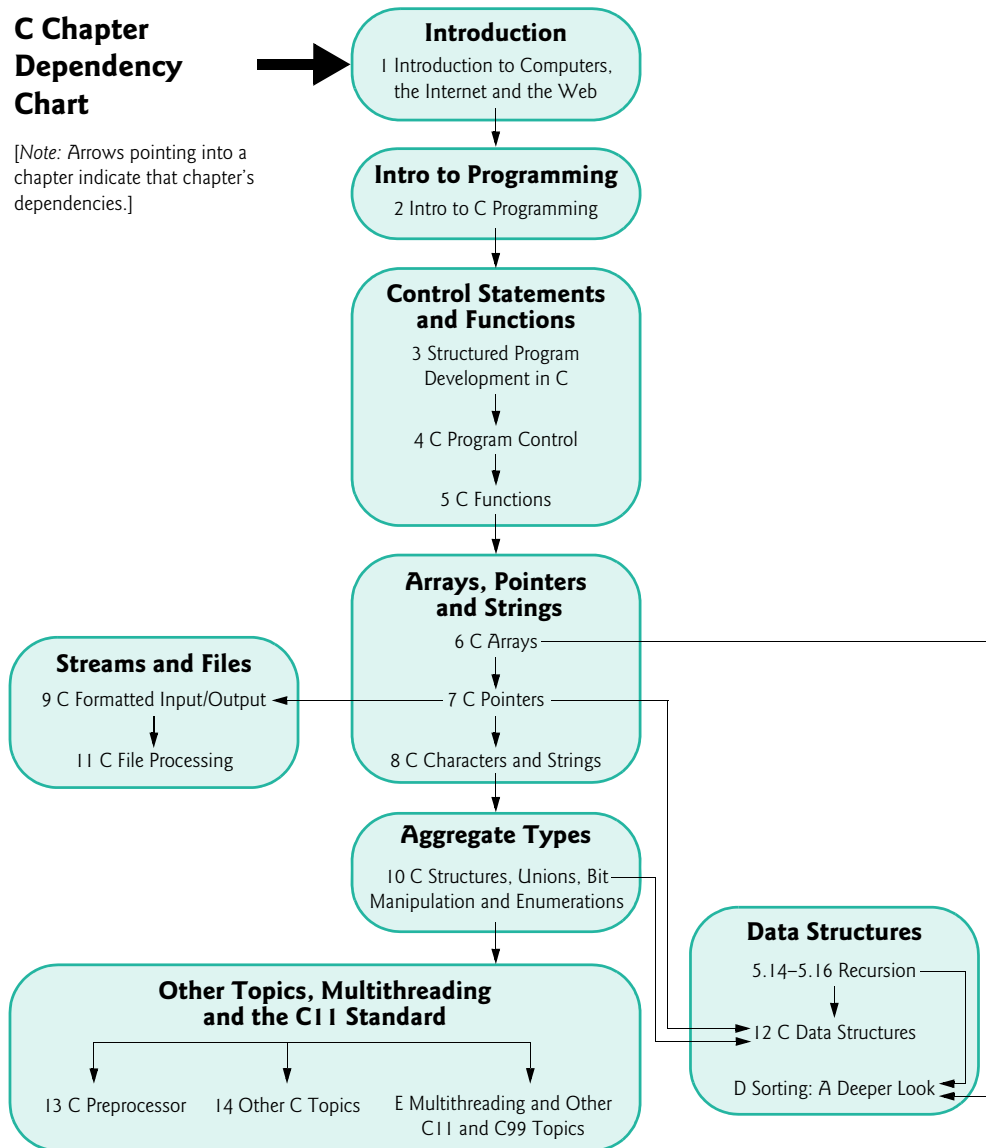
Figures 1 and 2 on the next two pages show the dependencies among the chapters to help instructors plan their syllabi. *C How to Program, 8/e* is appropriate for CS1 and many CS2 courses, and for intermediate-level C and C++ programming courses. The C++ part of the book assumes that you've studied C Chapters 1–10.

## Teaching Approach

*C How to Program, 8/e*, contains a rich collection of examples. We focus on good software engineering, program clarity, preventing common errors, program portability and performance issues.

## C Chapter Dependency Chart

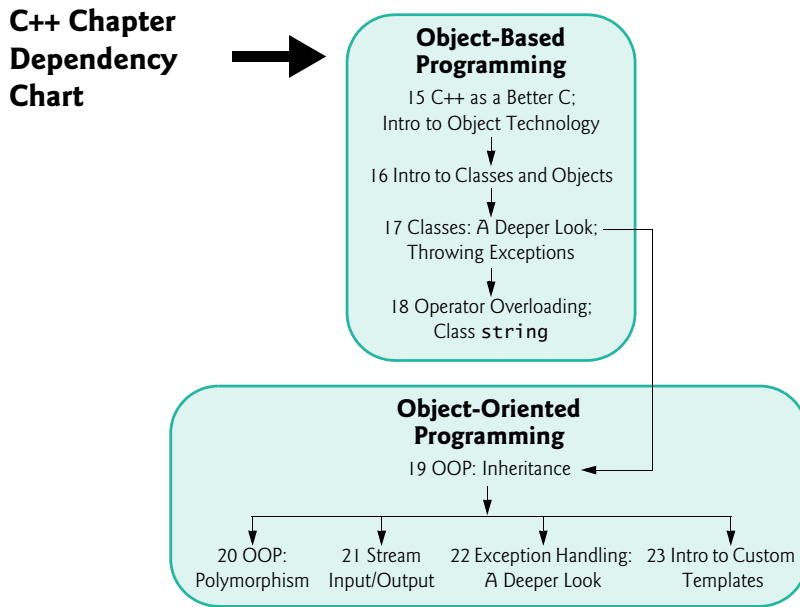
[Note: Arrows pointing into a chapter indicate that chapter's dependencies.]



**Fig. 1** | C chapter dependency chart.

*Syntax Shading.* For readability, we syntax shade the code, similar to the way most IDEs and code editors syntax color code. Our syntax-shading conventions are:

comments appear like this in gray  
 keywords appear like this in dark blue  
 constants and literal values appear like this in light blue  
 all other code appears in black



**Fig. 2** | C++ chapter dependency chart.

**Code Highlighting.** We place gray rectangles around the key code in each program.

**Using Fonts for Emphasis.** We place the key terms and the index's page reference for each defining occurrence in **bold colored** text for easy reference. We emphasize C program text in the Lucida font (for example, `int x = 5;`).

**Objectives.** Each chapter begins with a list of objectives.

**Illustrations/Figures.** Abundant flowcharts, tables, line drawings, UML diagrams (in the C++ chapters), programs and program outputs are included.

**Programming Tips.** We include programming tips to help you focus on important aspects of program development. These tips and practices represent the best we've gleaned from a combined eight decades of programming and teaching experience.



### Good Programming Practices

*The Good Programming Practices call attention to techniques that will help you produce programs that are clearer, more understandable and more maintainable.*



### Common Programming Errors

*Pointing out these Common Programming Errors reduces the likelihood that you'll make them.*



### Error-Prevention Tips

*These tips contain suggestions for exposing and removing bugs from your programs and for avoiding bugs in the first place.*



### Performance Tips

*These tips highlight opportunities for making your programs run faster or minimizing the amount of memory that they occupy.*



### Portability Tips

*The Portability Tips help you write code that will run on a variety of platforms.*



### Software Engineering Observations

*The Software Engineering Observations highlight architectural and design issues that affect the construction of software systems, especially large-scale systems.*

**Summary Bullets.** We present a detailed section-by-section, bullet-list summary of each chapter with **bolded** key terms. For easy reference, most of the key terms are followed by the page number of their defining occurrences.

**Self-Review Exercises and Answers.** Extensive self-review exercises *and* answers are included for self-study.

**Exercises.** Each chapter concludes with a substantial set of exercises including:

- simple recall of important terminology and concepts
- identifying the errors in code samples
- writing individual program statements
- writing small portions of C functions (and C++ member functions and classes)
- writing complete programs
- implementing major projects

**Index.** We've included an extensive index, which is especially helpful when you use the book as a reference. Defining occurrences of key terms are highlighted in the index with a **bold colored** page number.

## Software Used in C How to Program, 8/e

We tested the programs in *C How to Program, 8/e* using the following free compilers:

- GNU C and C++ (<http://gcc.gnu.org/install/binaries.html>), which are already installed on most Linux systems and can be installed on OS X and Windows systems.
- Microsoft's Visual C++ in Visual Studio 2013 Community edition, which you can download from <http://go.microsoft.com/?linkid=9863608>
- LLVM in Apple's Xcode IDE, which OS X users can download from the Mac App Store.

For other free C and C++ compilers, visit:

<http://www.thefreecountry.com/compilers/cpp.shtml>  
<http://www.compilers.net/Dir/Compilers/CCpp.htm>  
<http://www.freebyte.com/programming/cpp/#cppcompilers>  
[http://en.wikipedia.org/wiki/List\\_of\\_compilers#C.2B.2B\\_compilers](http://en.wikipedia.org/wiki/List_of_compilers#C.2B.2B_compilers)

## CourseSmart Web Books

Today's students and instructors have increasing demands on their time and money. Pearson has responded to that need by offering various digital texts and course materials online through CourseSmart. Faculty can review course materials online, saving time and costs. It offers students a high-quality digital version of the text for less than the cost of a print copy. Students receive the same content offered in the print textbook enhanced by search, note-taking and printing tools. For more information, visit <http://www.coursesmart.com>.

## Instructor Resources

The following supplements are available to *qualified instructors only* through Pearson Education's password-protected Instructor Resource Center ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)):

- *PowerPoint® slides* containing all the code and figures in the text, plus bulleted items that summarize key points.
- *Test Item File* of multiple-choice questions (approximately two per top-level book section)
- *Solutions Manual* with solutions to *most* (but not all) of the end-of-chapter exercises. Please check the Instructor Resource Center to determine which exercises have solutions.

**Please do not write to us requesting access to the Instructor Resource Center. Access is restricted to college instructors teaching from the book. Instructors may obtain access only through their Pearson representatives.** If you're not a registered faculty member, contact your Pearson representative or visit <http://www.pearsonhighered.com/replocator/>.

**Solutions are *not* provided for “project” exercises.** Check out our Programming Projects Resource Center for lots of additional exercise and project possibilities (<http://www.deitel.com/ProgrammingProjects/>).

## Acknowledgments

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Well, there you have it! C is a powerful programming language that will help you write high-performance, portable programs quickly and effectively. It scales nicely into the realm of enterprise systems development to help organizations build their business-critical and mission-critical information systems. As you read the book, we would sincerely appreciate your comments, criticisms, corrections and suggestions for improving the text. Please address all correspondence—including questions—to:

`deitel@deitel.com`

We’ll respond promptly, and post corrections and clarifications on:

`www.deitel.com/books/cht8/`

We hope you enjoy working with *C How to Program, Eighth Edition* as much as we enjoyed writing it!

*Paul Deitel*  
*Harvey Deitel*

**About the Authors**

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# Introduction to Computers, the Internet and the Web

# I



## Objectives

In this chapter, you'll learn:

- Basic computer concepts.
- The different types of programming languages.
- The history of the C programming language.
- The purpose of the C Standard Library.
- The basics of object technology.
- A typical C program-development environment.
- To test-drive a C application in Windows, Linux and Mac OS X.
- Some basics of the Internet and the World Wide Web.

- 1.1 Introduction
- 1.2 Hardware and Software
  - 1.2.1 Moore's Law
  - 1.2.2 Computer Organization
- 1.3 Data Hierarchy
- 1.4 Machine Languages, Assembly Languages and High-Level Languages
- 1.5 The C Programming Language
- 1.6 C Standard Library
- 1.7 C++ and Other C-Based Languages
- 1.8 Object Technology
  - 1.8.1 The Automobile as an Object
  - 1.8.2 Methods and Classes
  - 1.8.3 Instantiation
  - 1.8.4 Reuse
  - 1.8.5 Messages and Method Calls
  - 1.8.6 Attributes and Instance Variables
  - 1.8.7 Encapsulation and Information Hiding
  - 1.8.8 Inheritance
- 1.9 Typical C Program-Development Environment
  - 1.9.1 Phase 1: Creating a Program
  - 1.9.2 Phases 2 and 3: Preprocessing and Compiling a C Program
  - 1.9.3 Phase 4: Linking
  - 1.9.4 Phase 5: Loading
  - 1.9.5 Phase 6: Execution
  - 1.9.6 Problems That May Occur at Execution Time
  - 1.9.7 Standard Input, Standard Output and Standard Error Streams
- 1.10 Test-Driving a C Application in Windows, Linux and Mac OS X
  - 1.10.1 Running a C Application from the Windows Command Prompt
  - 1.10.2 Running a C Application Using GNU C with Linux
  - 1.10.3 Running a C Application Using the Terminal on Mac OS X
- 1.11 Operating Systems
  - 1.11.1 Windows—A Proprietary Operating System
  - 1.11.2 Linux—An Open-Source Operating System
  - 1.11.3 Apple's Mac OS X; Apple's iOS for iPhone®, iPad® and iPod Touch® Devices
  - 1.11.4 Google's Android
- 1.12 The Internet and World Wide Web
  - 1.12.1 The Internet: A Network of Networks
  - 1.12.2 The World Wide Web: Making the Internet User-Friendly
  - 1.12.3 Web Services
  - 1.12.4 Ajax
  - 1.12.5 The Internet of Things
- 1.13 Some Key Software Terminology
- 1.14 Keeping Up-to-Date with Information Technologies

Self-Review Exercises | Answers to Self-Review Exercises | Exercises | Making a Difference

## 1.1 Introduction

Welcome to C and C++! C is a concise yet powerful computer programming language that's appropriate for technically oriented people with little or no programming experience and for experienced programmers to use in building substantial software systems. *C How to Program, Eighth Edition*, is an effective learning tool for each of these audiences.

The core of the book emphasizes software engineering through the proven methodologies of *structured programming* in C and *object-oriented programming* in C++. The book presents hundreds of complete working programs and shows the outputs produced when those programs are run on a computer. We call this the “live-code approach.” All of these example programs may be downloaded from our website [www.deitel.com/books/cht8/](http://www.deitel.com/books/cht8/).

Most people are familiar with the exciting tasks that computers perform. Using this textbook, you'll learn how to command computers to perform those tasks. It's **software** (i.e., the instructions you write to command computers to perform **actions** and make **decisions**) that controls computers (often referred to as **hardware**).

## 1.2 Hardware and Software

Computers can perform calculations and make logical decisions phenomenally faster than human beings can. Many of today's personal computers can perform billions of calculations in one second—more than a human can perform in a lifetime. *Supercomputers* are already performing *thousands of trillions (quadrillions)* of instructions per second! China's National University of Defense Technology's Tianhe-2 supercomputer can perform over 33 quadrillion calculations per second (33.86 *petaflops*)!<sup>1</sup> To put that in perspective, *the Tianhe-2 supercomputer can perform in one second about 3 million calculations for every person on the planet!* And supercomputing “upper limits” are growing quickly.

Computers process data under the control of sequences of instructions called **computer programs**. These software programs guide the computer through ordered actions specified by people called computer **programmers**.

A computer consists of various devices referred to as hardware (e.g., the keyboard, screen, mouse, hard disks, memory, DVD drives and processing units). Computing costs are dropping dramatically, owing to rapid developments in hardware and software technologies. Computers that might have filled large rooms and cost millions of dollars decades ago are now inscribed on silicon chips smaller than a fingernail, costing perhaps a few dollars each. Ironically, silicon is one of the most abundant materials on Earth—it's an ingredient in common sand. Silicon-chip technology has made computing so economical that computers have become a commodity.

### 1.2.1 Moore's Law

Every year, you probably expect to pay at least a little more for most products and services. The opposite has been the case in the computer and communications fields, especially with regard to the hardware supporting these technologies. For many decades, hardware costs have fallen rapidly.

Every year or two, the capacities of computers have approximately *doubled* inexpensively. This remarkable trend often is called **Moore's Law**, named for the person who identified it in the 1960s, Gordon Moore, co-founder of Intel—the leading manufacturer of the processors in today's computers and embedded systems. Moore's Law and *related* observations apply especially to the amount of memory that computers have for programs, the amount of secondary storage (such as disk storage) they have to hold programs and data over longer periods of time, and their processor speeds—the speeds at which they *execute* their programs (i.e., do their work).

Similar growth has occurred in the communications field—costs have plummeted as enormous demand for communications *bandwidth* (i.e., information-carrying capacity) has attracted intense competition. We know of no other fields in which technology improves so quickly and costs fall so rapidly. Such phenomenal improvement is truly fostering the *Information Revolution*.

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1. <http://www.top500.org>.

## 1.2.2 Computer Organization

Regardless of differences in *physical* appearance, computers can be envisioned as divided into various **logical units** or sections (Fig. 1.1).

Logical unit	Description
<b>Input unit</b>	This “receiving” section obtains information (data and computer programs) from <b>input devices</b> and places it at the disposal of the other units for processing. Most user input is entered into computers through keyboards, touch screens and mouse devices. Other forms of input include receiving voice commands, scanning images and barcodes, reading from secondary storage devices (such as hard drives, DVD drives, Blu-ray Disc™ drives and USB flash drives—also called “thumb drives” or “memory sticks”), receiving video from a webcam and having your computer receive information from the Internet (such as when you stream videos from YouTube® or download e-books from Amazon). Newer forms of input include position data from a GPS device, and motion and orientation information from an <i>accelerometer</i> (a device that responds to up/down, left/right and forward/backward acceleration) in a smartphone or game controller (such as Microsoft® Kinect® for Xbox®, Wii™ Remote and Sony® PlayStation® Move).
<b>Output unit</b>	This “shipping” section takes information the computer has processed and places it on various <b>output devices</b> to make it available for use outside the computer. Most information that’s output from computers today is displayed on screens (including touch screens), printed on paper (“going green” discourages this), played as audio or video on PCs and media players (such as Apple’s iPods) and giant screens in sports stadiums, transmitted over the Internet or used to control other devices, such as robots and “intelligent” appliances. Information is also commonly output to secondary storage devices, such as hard drives, DVD drives and USB flash drives. Popular recent forms of output are smartphone and game controller vibration, and virtual reality devices like Oculus Rift.
<b>Memory unit</b>	This rapid-access, relatively low-capacity “warehouse” section retains information that has been entered through the input unit, making it immediately available for processing when needed. The memory unit also retains processed information until it can be placed on output devices by the output unit. Information in the memory unit is <i>volatile</i> —it’s typically lost when the computer’s power is turned off. The memory unit is often called either <b>memory</b> , <b>primary memory</b> or <b>RAM</b> (Random Access Memory). Main memories on desktop and notebook computers contain as much as 128 GB of RAM, though 2 to 16 GB is most common. GB stands for gigabytes; a gigabyte is approximately one billion bytes. A <b>byte</b> is eight bits. A bit is either a 0 or a 1.
<b>Arithmetic and logic unit (ALU)</b>	This “manufacturing” section performs <i>calculations</i> , such as addition, subtraction, multiplication and division. It also contains the <i>decision</i> mechanisms that allow the computer, for example, to compare two items from the memory unit to determine whether they’re equal. In today’s systems, the ALU is implemented as part of the next logical unit, the CPU.

**Fig. 1.1** | Logical units of a computer. (Part 1 of 2.)

Logical unit	Description
<b>Central processing unit (CPU)</b>	This “administrative” section coordinates and supervises the operation of the other sections. The CPU tells the input unit when information should be read into the memory unit, tells the ALU when information from the memory unit should be used in calculations and tells the output unit when to send information from the memory unit to certain output devices. Many of today’s computers have multiple CPUs and, hence, can perform many operations simultaneously. A <b>multi-core processor</b> implements multiple processors on a single integrated-circuit chip—a <i>dual-core processor</i> has two CPUs and a <i>quad-core processor</i> has four CPUs. Today’s desktop computers have processors that can execute billions of instructions per second.
<b>Secondary storage unit</b>	This is the long-term, high-capacity “warehousing” section. Programs or data not actively being used by the other units normally are placed on secondary storage devices (e.g., your <i>hard drive</i> ) until they’re again needed, possibly hours, days, months or even years later. Information on secondary storage devices is <i>persistent</i> —it’s preserved even when the computer’s power is turned off. Secondary storage information takes much longer to access than information in primary memory, but its cost per unit is much less. Examples of secondary storage devices include hard drives, DVD drives and USB flash drives, some of which can hold over 2 TB (TB stands for terabytes; a terabyte is approximately one trillion bytes). Typical hard drives on desktop and notebook computers hold up to 2 TB, and some desktop hard drives can hold up to 6 TB.

**Fig. 1.1** | Logical units of a computer. (Part 2 of 2.)

## 1.3 Data Hierarchy

Data items processed by computers form a **data hierarchy** that becomes larger and more complex in structure as we progress from the simplest data items (called “bits”) to richer ones, such as characters and fields. Figure 1.2 illustrates a portion of the data hierarchy.

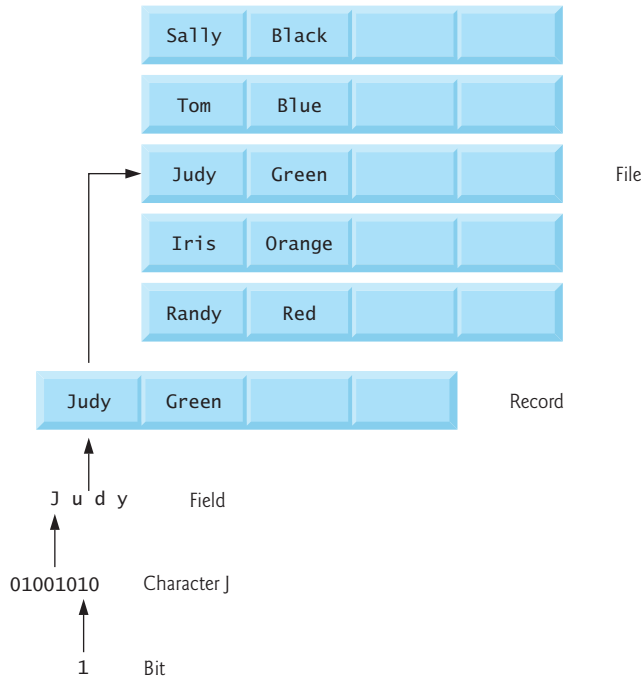
### *Bits*

The smallest data item in a computer can assume the value 0 or the value 1. It’s called a **bit** (short for “binary digit”—a digit that can assume one of *two* values). Remarkably, the impressive functions performed by computers involve only the simplest manipulations of 0s and 1s—*examining a bit’s value*, *setting a bit’s value* and *reversing a bit’s value* (from 1 to 0 or from 0 to 1).

### *Characters*

It’s tedious for people to work with data in the low-level form of bits. Instead, they prefer to work with *decimal digits* (0–9), *letters* (A–Z and a–z), and *special symbols* (e.g., \$, @, %, &, \*, (, ), -, +, ", :, ? and /). Digits, letters and special symbols are known as **characters**. The computer’s **character set** is the set of all the characters used to write programs and represent data items. Computers process only 1s and 0s, so a computer’s character set represents every character as a pattern of 1s and 0s. C supports various character sets (including **Unicode**<sup>®</sup>) that are composed of characters containing one, two or four bytes (8, 16 or 32 bits). Unicode contains characters for many of the world’s languages. See Appendix B for more information on

the ASCII (**American Standard Code for Information Interchange**) character set—the popular subset of Unicode that represents uppercase and lowercase letters, digits and some common special characters.



**Fig. 1.2** | Data hierarchy.

### *Fields*

Just as characters are composed of bits, **fields** are composed of characters or bytes. A field is a group of characters or bytes that conveys meaning. For example, a field consisting of uppercase and lowercase letters can be used to represent a person's name, and a field consisting of decimal digits could represent a person's age.

### *Records*

Several related fields can be used to compose a **record**. In a payroll system, for example, the record for an employee might consist of the following fields (possible types for these fields are shown in parentheses):

- Employee identification number (a whole number)
- Name (a string of characters)
- Address (a string of characters)
- Hourly pay rate (a number with a decimal point)
- Year-to-date earnings (a number with a decimal point)
- Amount of taxes withheld (a number with a decimal point)

Thus, a record is a group of related fields. In the preceding example, all the fields belong to the *same* employee. A company might have many employees and a payroll record for each.

### Files

A **file** is a group of related records. [Note: More generally, a file contains arbitrary data in arbitrary formats. In some operating systems, a file is viewed simply as a *sequence of bytes*—any organization of the bytes in a file, such as organizing the data into records, is a view created by the application programmer.] It's not unusual for an organization to have many files, some containing billions, or even trillions, of characters of information.

### Database

A **database** is a collection of data organized for easy access and manipulation. The most popular model is the *relational database*, in which data is stored in simple *tables*. A table includes *records* and *fields*. For example, a table of students might include first name, last name, major, year, student ID number and grade point average fields. The data for each student is a record, and the individual pieces of information in each record are the fields. You can *search*, *sort* and otherwise manipulate the data based on its relationship to multiple tables or databases. For example, a university might use data from the student database in combination with data from databases of courses, on-campus housing, meal plans, etc.

### Big Data

The amount of data being produced worldwide is enormous and growing quickly. According to IBM, approximately 2.5 quintillion bytes (2.5 *exabytes*) of data are created daily and 90% of the world's data was created in just the past two years!<sup>2</sup> According to an IDC study, the global data supply will reach 40 *zettabytes* (equal to 40 trillion gigabytes) annually by 2020.<sup>3</sup> Figure 1.3 shows some common byte measurements. **Big data** applications deal with massive amounts of data and this field is growing quickly, creating lots of opportunity for software developers. According to a study by Gartner Group, over 4 million IT jobs globally will support big data by 2015.<sup>4</sup>

Unit	Bytes	Which is approximately
1 kilobyte (KB)	1024 bytes	$10^3$ (1024 bytes exactly)
1 megabyte (MB)	1024 kilobytes	$10^6$ (1,000,000 bytes)
1 gigabyte (GB)	1024 megabytes	$10^9$ (1,000,000,000 bytes)
1 terabyte (TB)	1024 gigabytes	$10^{12}$ (1,000,000,000,000 bytes)
1 petabyte (PB)	1024 terabytes	$10^{15}$ (1,000,000,000,000,000 bytes)
1 exabyte (EB)	1024 petabytes	$10^{18}$ (1,000,000,000,000,000,000 bytes)
1 zettabyte (ZB)	1024 exabytes	$10^{21}$ (1,000,000,000,000,000,000,000 bytes)

**Fig. 1.3** | Byte measurements.

2. [http://www.ibm.com/smarterplanet/us/en/business\\_analytics/article/it\\_business\\_intelligence.html](http://www.ibm.com/smarterplanet/us/en/business_analytics/article/it_business_intelligence.html).
3. <http://recode.net/2014/01/10/stuffed-why-data-storage-is-hot-again-really/>.
4. <http://tech.fortune.cnn.com/2013/09/04/big-data-employment-boom/>.



## 1.4 Machine Languages, Assembly Languages and High-Level Languages

Programmers write instructions in various programming languages, some directly understandable by computers and others requiring intermediate *translation* steps. Hundreds of such languages are in use today. These may be divided into three general types:

1. Machine languages
2. Assembly languages
3. High-level languages

### *Machine Languages*

Any computer can directly understand only its own **machine language**, defined by its hardware design. Machine languages generally consist of strings of numbers (ultimately reduced to 1s and 0s) that instruct computers to perform their most elementary operations one at a time. Machine languages are *machine dependent* (a particular machine language can be used on only one type of computer). Such languages are cumbersome for humans. For example, here's a section of an early machine-language payroll program that adds overtime pay to base pay and stores the result in gross pay:

```
+1300042774
+1400593419
+1200274027
```

### *Assembly Languages and Assemblers*

Programming in machine language was simply too slow and tedious for most programmers. Instead of using the strings of numbers that computers could directly understand, programmers began using English-like abbreviations to represent elementary operations. These abbreviations formed the basis of **assembly languages**. *Translator programs* called **assemblers** were developed to convert early assembly-language programs to machine language at computer speeds. The following section of an assembly-language payroll program also adds overtime pay to base pay and stores the result in gross pay:

```
load    basepay
add     overpay
store   grosspay
```

Although such code is clearer to humans, it's incomprehensible to computers until translated to machine language.

### *High-Level Languages and Compilers*

With the advent of assembly languages, computer usage increased rapidly, but programmers still had to use numerous instructions to accomplish even the simplest tasks. To speed the programming process, **high-level languages** were developed in which single statements could be written to accomplish substantial tasks. Translator programs called **compilers** convert high-level language programs into machine language. High-level languages allow you to write instructions that look almost like everyday English and contain commonly used mathematical notations. A payroll program written in a high-level language might contain a *single* statement such as

```
grossPay = basePay + overTimePay
```

From the programmer’s standpoint, high-level languages are preferable to machine and assembly languages. C is one of the most widely used high-level programming languages.

### *Interpreters*

Compiling a large high-level language program into machine language can take considerable computer time. *Interpreter* programs, developed to execute high-level language programs directly, avoid the delay of compilation, although they run slower than compiled programs.

## 1.5 The C Programming Language

C evolved from two previous languages, BCPL and B. BCPL was developed in 1967 by Martin Richards as a language for writing operating systems and compilers. Ken Thompson modeled many features in his B language after their counterparts in BCPL, and in 1970 he used B to create early versions of the UNIX operating system at Bell Laboratories.

The C language was evolved from B by Dennis Ritchie at Bell Laboratories and was originally implemented in 1972. C initially became widely known as the development language of the UNIX operating system. Many of today’s leading operating systems are written in C and/or C++. C is mostly hardware independent—with careful design, it’s possible to write C programs that are **portable** to most computers.

### *Built for Performance*

C is widely used to develop systems that demand performance, such as operating systems, embedded systems, real-time systems and communications systems (Figure 1.4).

Application	Description
Operating systems	C’s portability and performance make it desirable for implementing operating systems, such as Linux and portions of Microsoft’s Windows and Google’s Android. Apple’s OS X is built in Objective-C, which was derived from C. We discuss some key popular desktop/notebook operating systems and mobile operating systems in Section 1.11.
Embedded systems	The vast majority of the microprocessors produced each year are embedded in devices other than general-purpose computers. These <b>embedded systems</b> include navigation systems, smart home appliances, home security systems, smartphones, tablets, robots, intelligent traffic intersections and more. C is one of the most popular programming languages for developing embedded systems, which typically need to run as fast as possible and conserve memory. For example, a car’s antilock brakes must respond immediately to slow or stop the car without skidding; game controllers used for video games should respond instantaneously to prevent any lag between the controller and the action in the game, and to ensure smooth animations.

**Fig. 1.4** | Some popular performance-oriented C applications. (Part I of 2.)