

# What is programming?

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## Abstract

This essay is intended to answer (very briefly) to a question: *What is programming?* Although computer programs nowadays are pretty ubiquitous in nature, they remain being *black boxes of magic* for most people, even tech-savvy ones.

However, being a *black box of magic* to some extent is a requirement for some commercial software (especially when there are trade secrets involved) natural. But this essay is not intended to answer how every software works in details, but *how every software works, in general*.

**DISCLAIMER: This is a preliminary DRAFT. If you've found some errors, or somehow interested in this work, please write to [anuarkaliyev23@gmail.com](mailto:anuarkaliyev23@gmail.com)**

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# 1 Introduction

Basically, *everything* you do on a computer is running some program. Everything, no matter what you do is a result of executing and working with some program. Your OS<sup>1</sup> *is a program*. Your internet browser is a program. Your media player, file explorer, video game, media editing software, office software *are programs*. *Everything that allows you to interact<sup>2</sup> with computer (and not just bare metal) is a program*.

So, essentially, *what is a program?*. According to Merriam-Webster<sup>3</sup> definition<sup>4</sup> (applicable for us), we can use following as a definition:

program is a sequence of coded instructions that can be inserted into a mechanism (such as a computer)

The gist of it being — *sequence of instructions*. So every interaction we can possibly have with a computer is somehow just a set of instructions. But *how computers do understand out instructions?* If I just shout into the microphone some command, computer will not just do as I say<sup>5</sup>. The same effect will have some instruction that I carefully write them in some text document, using Microsoft Word, for example.

How do I make computer to understand what I want from it? To understand this, *we must first understand what is a computer*.

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<sup>1</sup>Operation System - Windows, Linux-based, MacOS, Android, iOS etc.

<sup>2</sup>Interaction with a computer here and on will not take physical interaction with a bare metal in account

<sup>3</sup>Here and on Merriam-Webster dictionary is referred to as a ‘general-scope’ dictionary to avoid technical details redundant for this essay

<sup>4</sup><https://www.merriam-webster.com/dictionary/program>

<sup>5</sup>Provided, there is no running program, responsible for such behavior

## 2 What is Computer?

### 2.1 It's all about information

Let's once again refer to Merriam-Webster dictionary for a *computer* definition<sup>6</sup>:

computer is a programmable usually electronic device that can store, retrieve, and process data.

So, a computer directly tied to all sorts of *data manipulation*. But what is data, and how can it be manipulated? Data is pretty much any factual information. Weather outside a window? Data. T-Shirt you're wearing? Data. Dusty books in my shelves? Data. But there are a certain layers present. The fact that I'm wearing a T-Shirt is data (even if I'm not — also data). What color it is is also, most certainly data. Is there any text or image present? Both the existence and *information* in it — also data. Let's also not forget about colors, sizes, fonts. We are living and have always lived in an enormous ocean of data. Nowadays, with our technology even more so.

But do we have use for this data? Well, the answer is — it depends. To assess data without well-defined goal will almost always result in you drowning in said data without much progress, since world offers us practically indefinite source of it. We must put our data into some perspective, some context. Once we put our data in some context and it becomes *useful* for us, *it becomes information*.

To somehow navigate in this world, we must put our data in context. Data with given context becomes somewhat useful. Such data called *information*.

Information is much more well defined than data. *We can measure information, actually*. We even have a science discipline, called *Information theory*, that researches all about information, from mathematical and engineering standpoint. Not only that, but we have an entire industry, called *Information Technologies* built entirely on a foundation provided by Information theory and adjacent disciplines.

But until we dwell into technical stuff, we must also remember, that *we used to operate with information*. Our brain is a natural computer, dissecting data into information that we use in our everyday life. How come I am so sure to call that information and not just raw data? Well, that greatly depends on a scale, but *our brain have very defined goals*. One of the main said goals being to *keep us alive*. Therefore there is a context, and brain will always tend to categorize things (organize data) based on this goal<sup>7</sup>, making it somewhat useful, therefore making it an *information*. Even the simple fact, that we don't notice our noses, although our eyes do see it constantly, tells us how natural brain is in working with information.

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<sup>6</sup><https://www.merriam-webster.com/dictionary/computer>

<sup>7</sup>If your goal at the moment being something more specific, than just stay alive, many of the information brain gives you still raw data

So, being a natural organic computer, we must first understand what we do with information, to have insight on what computers do with information. All processing of information, our minds in work is mostly an internal process. *Sooner or later there is a point, when we must exchange said information.* So, how do we exchange it? We have an enormous number of ways, actually. We can say something to another person, write it down, pass via somebody a note, we can just hint at something. We can send message in a messenger, send an email, send a radio-signal, we can knock a Morse code. *We are practically limitless with one major nuance — the other side must be able to understand us.* There is no point in sending email to a person, who can't use it<sup>8</sup>.

We now can conclude one fundamental distinction: information itself is mostly independent from it's carrier. To demonstrate it more clearly, let us consider following example: I want to send information to my friend at the table, with the main message being '*pass me salt*'. There is definitely a context: we are at the table, eating food, there are at least two parties involved (me and my friend), and I expect salt to exist somewhere at the table. I can pass this information with a various number of ways, provided my friend understands me. Just to mention a few:

- Say to him 'pass me salt'
- Ask him to pass me salt in other language, he is familiar with
- Write a note to him 'pass me salt'
- Write a note in foreign language, he is familiar with
- Get his attention and non-verbally point at salt
- Write him a message in messenger, expecting phone to be near them
- Get his attention and use ASL or alternative, provided he is familiar with it
- Exclaim obviously 'Oh! This food will be so much better with salt! I wish somebody passed it to me now', provided he understood our hint
- Rhythmically knock with Morse code, provided he understands it

In all aforementioned examples we can clearly see, that the gist of our 'message' stayed the same. *We did pass a more or less the same information* in each and every case. Despite the medium being completely different, if our friend can understand us, nothing really changed for him or us. In such cases the 'main message' containing an actual useful information we are willing to exchange usually colloquially called a '*payload*'. However, despite our 'payload' being virtually the same, we did pass some additional information (or data — depending on context) along the way, didn't we?

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<sup>8</sup>In general. Sometimes we are interested only in sending information, not concerned by an actual delivery. Some legal procedures can be of an example

Let's use an above list one more time, but will provide additional few details, just for example:

- Say to him 'pass me salt'
  - In what voice tone?
  - How loud did we ask?
  - What face expressions followed along our request?
  - Was there any gesticulation involved? How intense?
  - In what speed we asked?
- Ask him to pass me salt in other language, he is familiar with
  - What language?
  - Was there any context in using this language?
  - In what voice tone?
  - How loud did we ask?
  - What face expressions followed along our request?
  - Was there any gesticulation involved? How intense?
  - In what speed we asked?
- Write a note to him 'pass me salt'
  - What font did we use?
  - Is it hand-written?
  - Font color?
  - Font size?
  - Paper type?
  - Paper size?
  - Was paper plain white, or was it with pictures?
- Write a note in foreign language, he is familiar with
  - What language?
  - Was there any context in using this language?
  - What font did we use?
  - Is it hand-written?
  - Font color?
  - Font size?
  - Paper type?
  - Paper size?

- Was paper plain white, or was it with pictures?
- Get his attention and non-verbally point at salt
  - Were we mumbling at the same time?
  - How we got his attention? Tapped his shoulder? How strongly?
  - How did we point? With a finger, palm, node?
  - What face expressions have we used?
  - How fast did we do it?
- Write him a message in messenger, expecting phone to be near them
  - Have he seen us typing a message?
  - How fast he reacted?
  - Was there any notification
  - Did we send an emoji?
  - Did we send some attachment?
  - We sent one message or several?
  - Did he read it?
- Get his attention and use ASL or alternative, provided he is familiar with it
  - How exactly did we phrase our request? By letters or by gests?
  - How fast did we transmit?
  - We followed along with our lips?
- Exclaim obviously ‘Oh! This food will be so much better with salt! I wish somebody passed it to me now’, provided he understood our hint
  - What intonation did we use?
  - How loud did we say it?
  - Where to did we look?
  - Do we have any specific accents?
  - Was there an emphasis on some words?
- Rhythmically knock with Morse code, provided he understands it
  - What period of time we used as an interval?
  - Did we repeat our message? How many times?
  - On what surface did we transmit?
  - Did we use our knuckle? Spoon? Knife?

So, we can conclude, that despite our *payload* being practically the same, we did pass additional information along with it. To put it into perspective, It's somewhat similar, as if we were asked to describe an envelope, it's size, stamps on it and additional notes, ignoring the payload, being a letter inside said envelope. Such auxiliary information, which is more often than not isn't of our interest, however *can be useful in certain scenarios*. Such data usually describe optional information about the *payload* itself, or details of how it was delivered. Such data usually called *metadata*

The information itself, that we wish to store or exchange colloquially called a *payload*. Some additional details, that might be useful, regarding that information, but not tied to it directly usually called *metadata*

Let's say, I am writing a document in Microsoft Word. The *payload* here being anything, I typed directly in this document. However, once I saved it, not only the document itself was saved, but also a bunch of additional *metadata*. It can include date of the document creation, author<sup>9</sup> of the document, last save date, last print date, etc. *The same logic is applicable for virtually any file you've ever created*<sup>10</sup>.

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<sup>9</sup>Usually currently active user on OS level

<sup>10</sup>Sometimes, ability to control metadata becomes crucial to save sensitive and personal information. Some professions can put you in physical danger, if you're not cautious enough



## 2.2 You can't manage what you can't measure

Once we have gotten ourselves these neat definitions about data and information, we will not benefit from them until we resolve one fundamental issue: *How do we measure information?* How can we possibly find an adequate solution to count something so abstract in nature.

Well, first of all this is where this fine distinction between *data* and *information* comes in play. You see, *defining context* to transform our data into information provided us with one *fundamental advantage*. To demonstrate this, let's consider an example: I have a drawer, where a bunch of my T-Shirts is stored. Let's say, there is no order whatsoever and once I open the drawer, any of my shirts can be on top<sup>11</sup>. Let's say that I for a fact know that there is no more than 12 T-Shirts of different colors totally in my drawer. I open a drawer and see a green T-Shirt on top. *How much information did I receive?*

To answer this question, let's investigate how any data is measured, for starters. Well, universally in information theory there is a number of data measurement nomenclatures. The most ubiquitous and universal one being *bits*. It got its name from a 'binary digit'. The binary part represents a tiny set of values it can be equal to, consisting only of {0, 1}.

Bit is a unit of information. It can be equal to either '1' or '0'.

Bits are the most basic and fundamental part of any computer-related information operation. *Everything* on your computer is stored in bits. Yes, *everything*. Everything you type in your Word documents, PowerPoint presentations, every audio track you've ever played, every site you've ever visited, every file you've created, *everything*. This simple fact might leave us with a bit of confusion: *How on Earth can we measure apparently everything with such basic unit, only accepting '0' and '1' as a value?* The answer is – well, pretty easily. Once we have something, that cannot possibly be presented as value in a set of {0, 1}, *we just increase the number of bits to store that additional information*.

Consider 1 bit. Total number of values it can represent is limited to 2, by definition. It's either '1' or '0'. Well, if we increase the total numbers of bits and consider we have 2 bits. Now we have 2 possible 'cells', each of which can 'hold' 2 possible variants. Those values being: '00', '01', '10', '11'. Now, if something is still bigger than one of four possible variants, we can add bits until it will finally be enough. With a little bit of discrete math we can say for sure, that total possible variants a sequence of bits can hold equals to  $2^x$ , where 2 is a number of possible options a bit can 'hold' ('0', '1'), and  $x$  is the number of bits we are ready to *allocate*.

Number of bits	Maximum options	Options
1	2	{0, 1}
2	4	{00, 01, 10, 11}

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<sup>11</sup>I would call that scenario uncanningly realistic

3	8	{000, 001, 010, 011, 100, 101, 110, 111}
...	...	...
$x$	$2^x$	{ $x$ times 0, ..., $x$ times 1 }

To count something in bits is pretty similar as to how we would count something normally, but with one nuance. In a modern world, humans mostly calculating everything in a  $base_{10}$ . This simply means, that we have *10 digits* that construct *all of our numbers*<sup>12</sup>. Those digits being: {0, 1, 2, 3, 4, 5, 6, 7, 8, 9}. So, our *digits* can represent one of at-most 10 options. But how can we describe something more than 9? Well... just start over and add additional digit! This is the same principle we follow, when we are counting in a  $base_2$ , working with bits. We can use pretty much any base we want, but along with  $base_2$ ,  $base_8$  and  $base_{16}$  can be seen used widely<sup>13</sup>. So we can pretty much convert number in any base to any other base, always keeping consistency:

$base_{10}$	$base_2$	$base_8$	$base_{16}$
0 <sub>10</sub>	0 <sub>2</sub>	0 <sub>8</sub>	0 <sub>16</sub>
1 <sub>10</sub>	1 <sub>2</sub>	1 <sub>8</sub>	1 <sub>16</sub>
2 <sub>10</sub>	10 <sub>2</sub>	2 <sub>8</sub>	2 <sub>16</sub>
3 <sub>10</sub>	11 <sub>2</sub>	3 <sub>8</sub>	3 <sub>16</sub>
4 <sub>10</sub>	100 <sub>2</sub>	4 <sub>8</sub>	4 <sub>16</sub>
5 <sub>10</sub>	101 <sub>2</sub>	5 <sub>8</sub>	5 <sub>16</sub>
6 <sub>10</sub>	110 <sub>2</sub>	6 <sub>8</sub>	6 <sub>16</sub>
7 <sub>10</sub>	111 <sub>2</sub>	7 <sub>8</sub>	7 <sub>16</sub>
8 <sub>10</sub>	1000 <sub>2</sub>	10 <sub>8</sub>	8 <sub>16</sub>
9 <sub>10</sub>	1001 <sub>2</sub>	11 <sub>8</sub>	9 <sub>16</sub>
10 <sub>10</sub>	1010 <sub>2</sub>	12 <sub>8</sub>	A <sub>16</sub>
11 <sub>10</sub>	1011 <sub>2</sub>	13 <sub>8</sub>	B <sub>16</sub>
12 <sub>10</sub>	1100 <sub>2</sub>	14 <sub>8</sub>	C <sub>16</sub>
13 <sub>10</sub>	1101 <sub>2</sub>	15 <sub>8</sub>	D <sub>16</sub>
14 <sub>10</sub>	1110 <sub>2</sub>	16 <sub>8</sub>	E <sub>16</sub>
15 <sub>10</sub>	1111 <sub>2</sub>	17 <sub>8</sub>	F <sub>16</sub>
16 <sub>10</sub>	10000 <sub>2</sub>	20 <sub>8</sub>	10 <sub>16</sub>
...	...	...	...

<sup>12</sup>There are examples of cultures, that used different number as their base. However  $base_{10}$  is the ubiquitous one nowadays

<sup>13</sup>Writing everything in  $base_2$  can be slightly inconvenient, when exchanging information with other programmers. Those bases gives us ability to ‘shorten’ binary code. Since bases are  $2^3$  and  $2^4$  respectively, we can ‘group’ together bits in a group of 3 (in the case of  $base_8$ ) or 4 (in the case of  $base_{16}$ ), making it easier for a human reading. Computer still operates with them in ‘raw’  $base_2$  format

This concept was wonderfully explained in Charles Petzold's book *Code: The Hidden Language of Computer Hardware and Software*. He explains different number bases with a following concept: we, humans, use  $base_{10}$  mostly because it's very conveniently translates to *number of our fingers and toes*. So, a  $base_2$  would be only natural, if math was invented by dolphins! Since they have only two flippers from each side it would be super convenient for them to calculate.

One might wonder: But why choose  $base_2$  number system for computers in the first place? Well, the answer is, like many things, a result of overcoming real-world limitations. Any computer utilises some hardware, tangible, physical metal parts. Since computers nowadays are mostly electronic devices it made sense to create system detecting presence or absence of some electric signal. Presence of said signal would be connoted as '1' and absence as '0'.

Now, since we dwelled enough into subject, it's time to answer to the initial question of the subsection: *How much data did I receive, seeing a green T-Shirt on the top, once I opened my drawer*. We can even add some precision to this question, asking not *How much data ...*, but *How many bits of information ...*. Well, the fundamental *advantage* of data being in context, that I claimed in the beginning of the section is that now we know *total number of options*. Since we know, that I only have 12 T-Shirts (and we don't really care about any other clothing in the drawer), there 12 possible options this could've ended. To conclude the total number of bits this information will occupy, I can use something called *Hartley function* to find out. It can be represented<sup>14</sup> as:  $2^x \geq N$  with  $N$  — representing our total outcomes number, 2 — representing possible options for one bit and  $x$  — *number of bits we need to store it*. Mind ' $\geq$ ' here — since bit is indivisible measurement, we cannot just take 1.5 bits, for example. *All cases ending up with a non-integer number need to be rounded up*.

Since we know our total number of possible outcomes — 12, we can calculate total numbers of bits we need to store that information, being the nearest power of 2 exceeding possible outcomes number.

$2^4 \geq 12 \implies$  we need 4 bits to store information about *any* T-Shirt being on top.

Please, mind an important detail: we need 4 bits *regardless* of which exactly T-Shirt will end up on top. To represent which T-Shirt it was exactly in each case of me, opening my drawer (provided, that total number of T-Shirts is constant), we have to come up with a *code*.

Code — a system of signals or symbols for communication<sup>15</sup>.

We must assign to every one of my T-Shirts a special *system of symbols*. Since information is measured in bits, it's only natural for our 'symbols' to be simple bits sequences. Number of bits in these sequences will be equal to 4, since  $2^4 \geq 12$

Let's come up with a system of codes for T-Shirts:

<sup>14</sup>This form is somewhat simplified for the sake of clarity. Full Hartley Formula can be denoted as:  $H_0(A) := \log_b |A|$

<sup>15</sup><https://www.merriam-webster.com/dictionary/code>

T-Shirt	Code
Red	0000
Brown	0001
Green	0010
Yellow	0011
Pink	0100
Gray	0101
Purple	0110
Blue	0111
Black	1000
White	1001
Orange	1010
Beige	1011

So, upon opening my drawer and seeing my green T-Shirt on top I received 4 bits of information. If my drawer (or the T-Shirt itself) could send me binary information, they would send me ‘0010’ representing it’s color in this particular context.

Thus, we created an *encoding* for our T-Shirts.

## 2.3 Standartisation, Specification, Simplification

So, we now know, how to use *Hartley function* to speculate about information's size. This is not, by any means, the only one method we can use to calculate information's size. However, It's pretty simple and kinda feels 'natural' to use. *Hartley function* gives us pretty good results when we are talking about somewhat randomly distributed options. Like in a case with a drawer and T-Shirts, I stated, that T-Shirt on top is random in nature. There is no hidden mechanism or consistent pattern we can observe, that can 'hint' us about which T-Shirt will be on top<sup>16</sup>. There are more applicable information measurements for the cases, when options are not evenly distributed. Also, there are numerous ways to 'shrink' space allocated for data. Researches focused on data compression algorithms are very important and it's hard to imagine some segment of IT, where this topic wouldn't be fundamental. But nonetheless, one way or another, understanding even something as simple as Hartley function and bit structures gives us major insight into how computers work and 'think'.

But do we really need to calculate how many bits of data will it occupy to do something and create own encodings for everything all the time? Well... — it depends. It's a rare occasion to create our own encodings, as we did in the T-Shirts example. Imagine a world, where everybody creates his own encoding for all sorts of things only to solve a very narrow set of problems. Imagine everybody, from all over the world, to create own encodings for something as basic as date and time<sup>17</sup>, text, all sorts of media, satellite signal processing, network communication and all sorts of other things — it would be a nightmare! Not only it's unreasonably hard and requires an immense quantity of man-years, but all that everybody would come up with will always be kind of bad quality. Encodings created to differentiate colors of T-Shirts won't be adequate to differentiate colors of pixels on the screen. Encodings, created for date and time will suffer lacking of different calendars and timezones, if at all support any. We couldn't pass a video to friend without passing special program developed for this particular video along with it. It will be simply unsustainable.

This caveat, regardless of the activity type, is solved by pretty much the only practical way possible — standartisation. Standartisation is *absolutely necessary* when you want something to be scalable at all. For example, in the early 19<sup>th</sup> there wasn't standartised time in North America. It was simply not necessary, every little town had it's own clocks, that were adequate for people's needs. However, it would make some scheduling *between two towns* almost impossible. However, there wasn't much activities that would involve a simultaneous action between two towns. Travelling between them would take days, so why would people even bother with checking which hour it is in another town? It all have changed, once the trains and railroads came into place. *Now it was actually important*. Transport companies had to organize trains somehow and create predictable schedules for all passengers and cargo to be transported

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<sup>16</sup>Example of such pattern could be scenario in which I always see red T-Shirt on top, if on the previous opening I've seen on top the yellow one.

<sup>17</sup>Like we haven't enough problems with them already!

and it *required* some standardised measure of time. Now we can have some video-conference meeting from several points all across the globe without any issues, since the time itself is standardised. All different calendars have predictable and standardised conversion operations and it's no problem to know what's time is it anywhere on the globe, in any standard calendar you like. We even have time standards for marking extraterrestrial observations. Our governments almost always impose some regulations on food, medical supplies, electrical devices, architecture and all sorts of any other things we can consume, produce and sell in our countries.

Most of the products and services in IT segment are way more scalable than fields requiring physical manipulation and processes. You can download a range of commercial and non-commercial products all over the world, provided you have a computer with stable internet connection. Once some method of data compression was discovered in North America, for example, there is not much stopping for any company in the world to use it<sup>18</sup>. Once new technology emerged, almost anywhere, anyone with adequate skills and knowledge can use it. It is the result of scalability, provided by standardisation. Not only that, but this environment creates a positive feedback loop, encouraging us to improve and evolve our standards, giving us even more scalability.

It wasn't always like this, though. Not so long ago, computers weren't as widespread as they are today. Back in a day, only some prestigious universities could have *one* giant computer for the whole university to use. By nowadays standards, they couldn't be called even remotely of good performance. iPhone 12 Max Pro, for instance has up to *16 billion times* more disk space, *1.5 million times* more RAM, while being almost *159 times* lighter than *Appolo 11*<sup>19</sup> *Guidance Computer*.

So, back in a day, when computers were inefficient, programs *had to* be efficient to somehow compensate for hardware limitations. For this reasons, then it made more sense to 'invent a wheel' of sorts due to inefficiency. It was easier to create some 'custom-built' encoding, that works well for some particular type of computer (sometimes even one specific computer), than to efficiently use some universal encoding of sorts. It was simply not feasible to create, for example, a text encoding where virtually all languages would be supported. But nonetheless, there was some standardisation, that eventually became widespread enough to become a basis for everything else.

Text encodings are one of the most fundamental standards there is in programming world. One of the first *text encodings* that became popular and *still widely used today* is ASCII<sup>20</sup>. Originally, it used 7 bits of information per symbol, producing  $2^7 = 128$  possible variants for encoding characters. This provides us with 26 uppercase<sup>21</sup> letters, 26 lowercase<sup>22</sup> letters, 10 digits, some punctuation

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<sup>18</sup>In this paragraph, we suppose, that there is no special hardware or legal obligations involved

<sup>19</sup>This program succesfully landed on the Moon

<sup>20</sup>IANA prefers to call it 'US-ASCII'

<sup>21</sup>Capital letters

<sup>22</sup>Small letters

and additional symbols<sup>23</sup>, and a bunch of control characters, which not always make sense to human, but are handy for the computers<sup>24</sup>. Since computers are built almost entirely on bits, it encourages engineers make things  $2^x$  based, to use provided space more efficiently. So, after some time, ASCII began to require 8 bits<sup>25</sup> to encode single character. It was one of the major reason for currently used size nomenclature to emerge<sup>26</sup>. Sequence of 8 bits started being addressed as a *byte*. There were some computers, that weren't following '8 bit = 1 byte' structure, but 8-bit based computers became more popular, eventually. Although there were some historical 'debate' as how many bits a byte should consist of, nowadays

$$1 \text{ Byte} = 8 \text{ bits}$$

Eventually a nomenclature was formed:

Name	Denotion	Size
Byte	B	8 Bits
Kilobyte	KB	$2^{10}\text{B}$
Megabyte	MB	$2^{20}\text{B} = 1024 \text{ KB}$
Gigabyte	GB	$2^{30}\text{B} = 1024 \text{ MB}$
Terabyte	TB	$2^{40}\text{B} = 1024 \text{ GB}$
Petabyte	PB	$2^{50}\text{B} = 1024 \text{ TB}$
Exabyte	EB	$2^{60}\text{B} = 1024 \text{ TB}$
Zettabyte	ZB	$2^{70}\text{B} = 1024 \text{ EB}$
Yottabyte	YB	$2^{80}\text{B} = 1024 \text{ ZB}$

Since we know, that space being occupied on computers directly tied to a total number of variants, we can now embrace some weird things, we can encounter in programming. For instance, consider following examples

- $9 + 13 = 22$
- Cats are believed to have 9 lives
- It just so happens, I have an extra 9.5\$
- $9.8 + 0.2 = 10$

In each of these cases, we can encounter '9' in some form. If we consider all previous examples to be an ASCII text, we can roughly estimate data it would take up in a computer. We just need to count all symbols (including whitespaces!) and multiply it by 8. We know the encoding, we know a discrete number of variants we can come up with for a single characters. *But what if it*

<sup>23</sup>such as '%', '&', '+', '-', '!', different types of quotes and parenthesis

<sup>24</sup>For example: whitespaces, backspaces, tabulations, new line sequences, page breaks, etc. They can also represent some communication metadata.

<sup>25</sup>Since  $8 = 2^3$

<sup>26</sup><https://stackoverflow.com/questions/42842662/why-is-1-byte-equal-to-8-bits>

*is not a text?*. What if we need ‘9’ *as a number, not text symbol*? There is no finite total count of all the numbers, they are infinite! And even more so, they are infinite both in ascending and descending orders! What should we do?

Examples like these show this difference, between a human mind and a way of how computers work. See, we are somewhat capable to construct our theses and thoughts based on some *abstractions*. We made up a bunch of abstractions to make our life easier in some way or another. We can operate on abstractions, we are not required to have a complete and unambiguous definitions on everything<sup>27</sup>. We can interpret ‘9’ in various different ways not having to comprehend an enormous work of our brain behind it. For better, or worse, *computers work in fundamentally different way*.

For computers to compute (pun intended) we must firstly to *make up a finite set of possible variants*. This is usually done by creating several different ‘types’ of numbers<sup>28</sup>. Most of the times we just allocating different number of bytes to numbers, inherently making these numbers elements of the finite set. Generic example of this can be seen as:

Name of the type	Size	Possible values
Pretty-Small-Number	1 Byte	$x \in [0..2^8 - 1]$
Not-So-Small-Number	2 Bytes	$x \in [0..2^{16} - 1]$
Generic-Number	4 bytes	$x \in [0..2^{32} - 1]$
Pretty-Big-Number	8 bytes	$x \in [0..2^{64} - 1]$
Very-Very-Big-Number	16 bytes	$x \in [0..2^{128} - 1]$

But wait — we cannot create negative numbers in this example! Should we use structure just like this for negative numbers also? We can, but it’s not really convenient. However, we can reserve one our bits for the sign! Thus, we will not change total number of variants these bits provide us, but will change encoding for each number, subsequently ‘shifting’ our set of possible values:

Name of the type	Size	Possible values
Pretty-Small-Number-With-Sign	1 Byte	$x \in [-2^7..2^7 - 1]$
Not-So-Small-Number-With-Sign	2 Bytes	$x \in [-2^{15}..2^{15} - 1]$
Generic-Number-With-Sign	4 bytes	$x \in [-2^{31}..2^{31} - 1]$
Pretty-Big-Number-With-Sign	8 bytes	$x \in [-2^{63}..2^{63} - 1]$
Very-Very-Big-Number-With-Sign	16 bytes	$x \in [-2^{127}..2^{127} - 1]$

It’s all good and all, but these examples show only *integer* numbers. What if we have some number like 9.23? We cannot store it in any type of the aforementioned tables — none of them support fractions.

<sup>27</sup>We do tend to unambiguity in many cases, though. Especially in science.

<sup>28</sup>Programming Language types is a vast and fundamental topic, and not limited just to numbers.



We can make up a type, that works with *fractions*<sup>29</sup>. For example, let's create a type taking 2 bytes. In this case we can define, that 1<sup>st</sup> byte will represent an integer part and a 2<sup>nd</sup> byte will represent a fractional part. For example:

<i>base</i> <sub>10</sub> number	integer part	decimal part
1.0	00000001	00000000
25.0	00011001	00000000

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<sup>29</sup>There are a number of ways to deal with fractions. Example, described here is subtype of fixed-point fractional numbers. This particular method of dealing with them was chosen due to being somewhat simple

## 2.4 Countess, weaving patterns and count machines

## 2.5 But can it speak?