

# **Interactive Computer Theorem Proving**

## ***Lecture 1: Why ICTP?***

CS294-9  
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# About Me

- 4<sup>th</sup> year CS PhD student in programming languages
- Started doing interactive computer theorem proving in Spring 2004, as part of the Open Verifier project
- Now it's the main focus of my research.
- Specifically, developing programming language tools with proofs of correctness

# This Class

- A practical perspective on computer theorem proving
- Designed to be accessible to anyone who's taken a basic logic and discrete math class
- Experience with functional programming is a plus
  - Scheme/Lisp good, ML/Haskell better :-)

# Administrivia

- Usually meet only on Thursdays
- One homework assignment a week during the first half of the course
  - Exercises using Coq (a proof assistant)
- For people taking the class for 3 units, a standard research project in a small group
  - Probably some application of interactive computer theorem proving

# Administrivia II

- No required text, but the *Coq'Art* book is a useful reference
  - We have a few copies that we can loan out as needed
- This class probably won't satisfy any CS PhD breadth requirement, but see us if this is a problem for you.

# What is a Proof?

- Proof by example
  - The author gives only the case  $n = 2$  and suggests that it contains most of the ideas of the general proof.
- Proof by intimidation
  - "Trivial."
- Proof by vigorous handwaving
  - Works well in a classroom or seminar setting.
- Proof by cumbersome notation
  - Best done with access to at least four alphabets and special symbols.
- Proof by exhaustion
  - An issue or two of a journal devoted to your proof is useful.

[excerpt from a popular e-mail forwarding bonanza]

# Classical Motivations

- Mathematicians and philosophers want to formalize their reasoning processes.
- Interest in formal methods driven by how difficult it is to be sure that a mathematical system corresponds to our intuitions.
- Want to come up with tiny but very expressive systems to study very carefully.

# Don't Worry!

- This class is not about sitting around debating the metaphysics of “ $1 + 1 = 2.$ ”
- We'll focus on a variety of practical applications of theorem proving technology.
- ...not that those philosophers didn't have some ideas that have turned out to be very practical. ;-)

# Correctness is Nice

- Expensive mistakes
  - Pentium FDIV bug
  - Ariane rocket crash
  - etc.
- Programming language semantics
  - The POPLmark Challenge

# The Age of “Security”

- The Internet isn't a friendly place anymore.
- “We want to make sure our software can't be exploited.”
  - Verification of cryptographic protocols, etc.
- “We want to use software written by someone we don't trust.”
  - Proof-carrying code

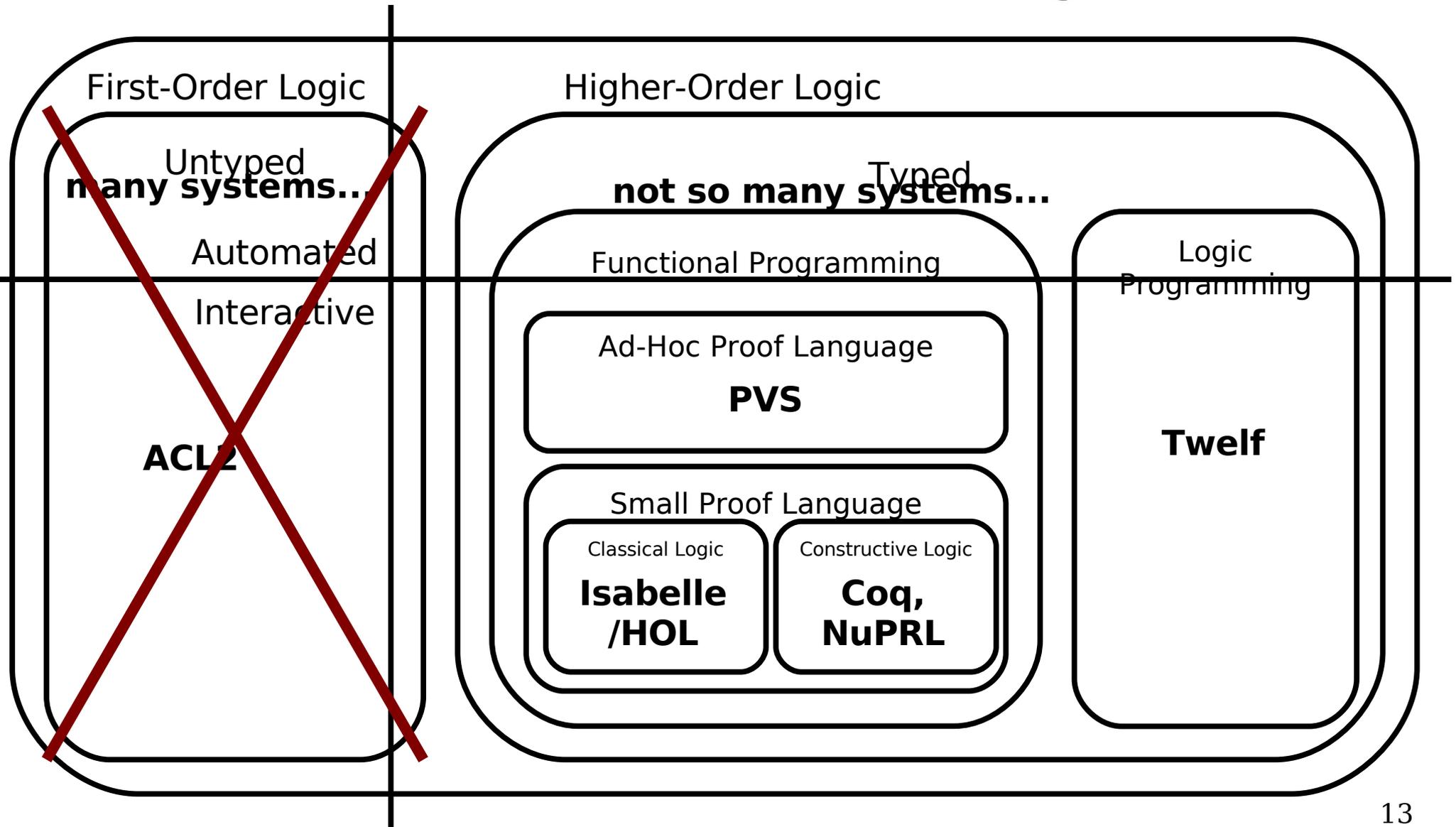
# Software Engineering

- Developing programs and their correctness proofs simultaneously is an alternative to test-based development.
- The more intricate the system, the more likely it is that proof is more effective than testing.
- Exactly how to do this is a very active research topic today.

# Goals for This Course

- Learn how to use the **Coq proof assistant** to:
  - Formalize most any kind of math
  - Formalize theory related to your research
  - Develop practical functional programs with total correctness proofs
- Learn exactly what it means for a proof to be rock solid, so that even a computer believes it.

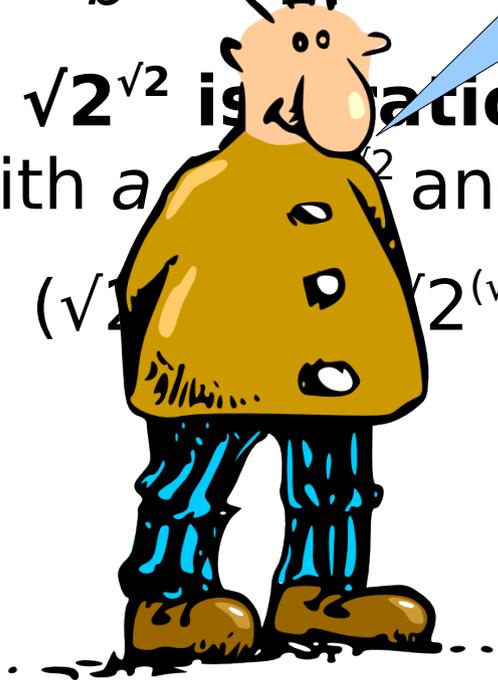
# The World of Computer Theorem Proving



# Constructive Mathematics

OK, but how does that help me  
**compute**  $a$  and  $b$ ?

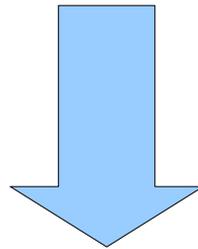
- *Theorem:* There exist real numbers  $a$  and  $b$  such that  $a^b$  is rational.
- **If  $\sqrt{2}^{\sqrt{2}}$  is rational**, then we have the theorem with  $a = b = \sqrt{2}$ .
- **If  $\sqrt{2}^{\sqrt{2}}$  is irrational**, then we have the theorem with  $a = \sqrt{2}^{\sqrt{2}}$  and  $b = \sqrt{2}$ .
  - $(\sqrt{2}^{\sqrt{2}})^{\sqrt{2}} = \sqrt{2}^{(\sqrt{2}\sqrt{2})} = \sqrt{2}^2 = 2$



# A Constructive Proof

- *Theorem:* Every degree-one rational polynomial  $y = mx + b$  has a rational root if  $m$  is not 0.
- *Proof:*  $-b/m$  is the answer, because:

$$- m(-b/m) + b = -b + b = 0$$



```
rational root(rational m, rational b) {  
    return -b / m;  
}
```

- *Precondition:*  $m$  is not 0.
- *Postcondition:* The return value is a root of  $y = mx + b$ .

# An Even Nicer Idea

- *Theorem*: Every Java program has an equivalent x86 machine language program.
- By choosing a suitable *constructive logic*, we guarantee that **any proof of this theorem can be converted into a genuine Java compiler!**
- By using a generic *program extraction mechanism*, we get the “free” theorem that our compiler preserves the semantics of programs.
  - ...which saves us a huge amount of testing.

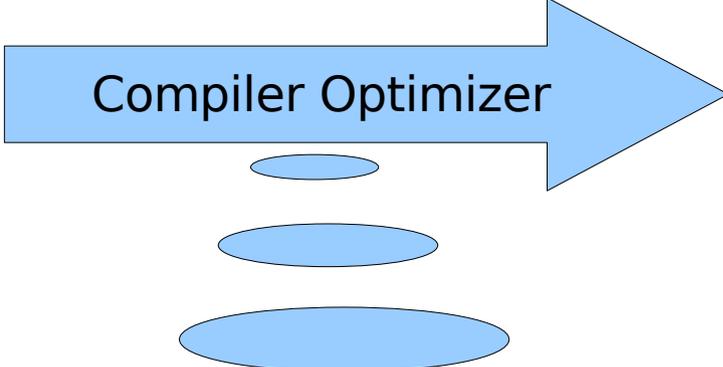
# Example: Alias Analysis

```
int x, y;  
int *p;
```

```
p = &y;  
x = 1;  
*p = 2;
```

```
return x;
```

Compiler Optimizer



```
return 1;
```

Empty  
intersection!

The path  $x$  only ever denotes elements of  $\{\&x\}$ .  
The path  $y$  only ever denotes elements of  $\{\&y\}$ .  
The path  $*p$  only ever denotes elements of  $\{\&y\}$ .

# Andersen's Analysis

$L: x = \text{new}$

$x = y$

$L \in PT(x)$

$PT(y) \subseteq PT(x)$

$x = *y$

$*x = y$

$\forall v \in PT(y), PT(v) \subseteq PT(x) \quad \forall v \in PT(x), PT(y) \subseteq PT(v)$

- Ignore order of instructions in the program.
- Treat all allocations occurring in the same instruction as if they allocated the same object.
- For each program variable  $x$ , build a set  $PT(x)$  that overapproximates the locations  $x$  might point to.
- Generate and solve a set of constraints over the  $PT$  sets.

# Andersen in Coq

- A Coq implementation of Andersen's Analysis for this toy language, with a *proof of total correctness*
- Not quite so convoluted as you may be expecting from the slides on constructive logic, thanks to connections between proofs and functional programs that I haven't presented yet

# But First...

How would you prove  
the correctness of  
Andersen's Analysis?

(if you had to convince someone who can only  
be convinced by a series of “obvious” steps)

# Conclusion

- The full code of this example is available on the course web site.
- HW0 is posted
  - Install Coq and make sure you can run some simple examples through it.
- Next lecture: Revisiting freshman logic class
  - Natural deduction and interactive Coq proofs of theorems in propositional and first-order logic