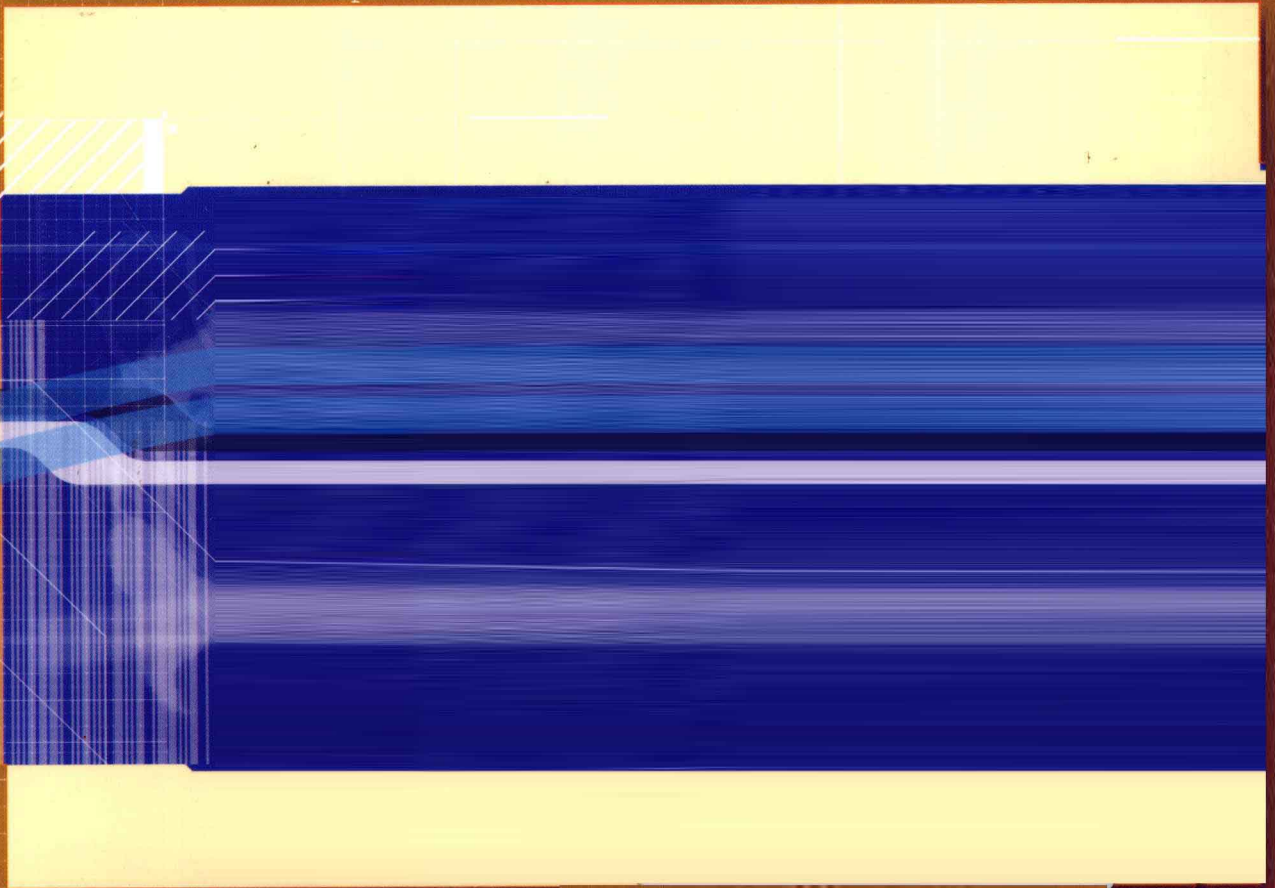


Programming in C# .NET

```
private void calculateButton_Click(object sender, System.EventArgs e)
{
    //Calculate the price and discount
```



```
int intQuantity;
decimal decPrice, c
```

Julia Case Bradley • Anita C. Millspaugh

PROGRAMMING IN C# .NET

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PROGRAMMING IN C#.NET

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PREFACE

C# (C Sharp) is a new language introduced by Microsoft along with Visual Studio .NET. Their goal was to provide the ease of working with Visual Basic with the flexibility and power of the Java and C++ languages. The syntax of C# is similar to Java and C++ but the ease of creating a graphical user interface and an event-driven application rivals Visual Basic.

C# is fully object-oriented, compatible with many other languages using the new .NET Framework. This book incorporates the object-oriented concepts throughout, as well as the syntax and terminology of the language.

C# .NET is designed to allow the programmer to develop applications that run under Windows and/or in a Web browser without the complexity generally associated with programming. With very little effort, the programmer can design a screen that holds standard elements such as buttons, check boxes, radio buttons, text boxes, and list boxes. Each of these objects operates as expected, producing a “standard” Windows or Web user interface.

About This Text

This textbook is intended for use in an introductory programming course, which assumes no prior knowledge of computer programming. The later chapters are also appropriate for professional programmers who are learning a new language to upgrade their skills.

This text assumes that the student is familiar with the Windows operating environment and can use an Internet browser application.

Approach

This text incorporates the basic concepts of programming, problem solving, programming logic, as well as the design techniques of an object-oriented event-driven language.

Chapter topics are presented in a sequence that allows the programmer to learn how to deal with a visual interface while acquiring important programming skills such as creating projects with objects, decisions, loops, and data management.

A high priority is given to writing applications that are easy for the user to understand and to use. Students are presented with interface design guidelines throughout the text.

This text follows essentially the same sequence as the Bradley/Millspaugh Visual Basic .NET text. We have introduced object-oriented programming (OOP) in Chapter 1 and use its features in every chapter of the book.

The code for all in-chapter projects is available to instructors.

Features of This Text

Hands-On Programming Examples

These complete programming exercises guide students through the process of planning, writing, and executing C# programs.

Your Hands-On Programming Example

This program must calculate book sales for R 'n R, with a discount of 15 percent for students. The project will use the BookSale and StudentBookSale classes developed in the chapter step-by-step.

Create a project with multiple forms that have a shared design element. Include a main form, an About form, and a Summary form that displays the sales summary information.

Design a base form to use for inheritance and make the other three forms inherit from the base form. The About form and Summary form must have an OK button, which closes the form. The main form will have menus and no OK button.

Main form menu

File Help
Calculate Sale About
Clear
Summary

Exit

Planning the Project

Sketch a base form for inheritance, a main form, an About form, and a Summary form (Figure 6.17) for your users. The users approve and sign off the

Introduction to Programming and C#

at the completion of this chapter, you will be able to . . .

1. Describe the process of visual program design and development.
2. Explain the term *object-oriented programming*.
3. Explain the concepts of classes, objects, properties, methods, and events.
4. List and describe the three steps for writing a C# program.
5. Describe the various files that make up a C# project.
6. Identify the elements in the Visual Studio environment.
7. Define *design time*, *run time*, and *break time*.
8. Write, run, save, print, and modify your first C# program.
9. Identify syntax errors, run-time errors, and logic errors.
10. Look up C# topics in Help.

Learning Objectives

These specific objectives tell students what will be covered in the chapter and what they will be able to do after completing the chapter.

Feedback 3.1

Indicate whether each of the following identifiers conforms to the rules of C# and to the naming conventions. If invalid, give the reason. Remember, the answers to all Feedback questions are found in Appendix A.

- | | |
|--------------------|---------------------|
| 1. Class | 7. strSub |
| 2. int#Sold | 8. Text |
| 3. int Number Sold | 9. conMaximum |
| 4. int.Number.Sold | 10. MinimumRate |
| 5. dec\$Amount | 11. decMaximumCheck |
| 6. Sub | 12. strCompanyName |

Feedback Questions

The Feedback Questions give the students time to reflect on the current topic and to evaluate their understanding of the details.

Case Studies

The Case Studies provide continuing-theme exercises that may be used throughout the course.

Case Studies

Custom Supplies Mail Order

If you don't have the time to look for all those hard-to-find items, tell us what you're looking for. We'll send you a catalog from the appropriate company or order for you.

We can place an order and ship it to you. We also help with shopping for gifts; your order can be gift wrapped and sent anywhere you wish.

The company title will be shortened to CS Mail Order. Include this name on the title bar of the first form of each project that you create for this case study.

Your first job is to create a project that will display the name and telephone number for the contact person for the customer relations, marketing, order processing, and shipping departments.

Include a button for each department. When the user clicks on the button for a department, display the name and telephone number for the contact person in

two labels. Also include identifying labels with Text "Department Contact" and "Telephone Number". Be sure to include a button for Exit.

Include a label at the bottom of the form that holds your name and give the form a meaningful title bar.

Test Data

Department	Department Contact	Telephone Number
Customer Relations	Tricia Mills	500-1111
Marketing	Michelle Rigner	500-2222
Order Processing	Keena DeVoss	500-3333
Shipping	Eric Andrews	500-4444

Christopher's Car Center

Christopher's Car Center will meet all of your automobile needs. The center has facilities with everything for your vehicles including sales and leasing for new and used cars and RVs, auto service and repair, detail

Test Data

Button	Label Text
Auto Sales	Family wagon, immaculate

lication and division) holds 4 as its result, not



TIP
Use extra parentheses to make the precedence clearer. The operation will be easier to understand and the parentheses have no negative effect on execution. ■

operations within the of precedence. s are performed from

TIPs

Tips in the margins help students avoid potential trouble spots in their programs and encourage them to develop good programming habits from the start.

Programming Exercises

The Programming Exercises test students' understanding of the programming skills covered in the chapter.

Programming Exercises

2.1 Create a project that will switch a light bulb on and off, using the user interface shown below as a guide.

Form

Include a text box for the user to enter his/her name. Create two picture boxes, one on top of the other. Only one will be visible at a time. Use radio buttons to select the color of the text in the label beneath the light bulb picture box.

Include keyboard access keys for the radio buttons and the buttons. Make the Exit button the cancel button. Create ToolTips for both light bulb picture boxes; make the ToolTips say "Click here to turn the light on or off."

Project Operation

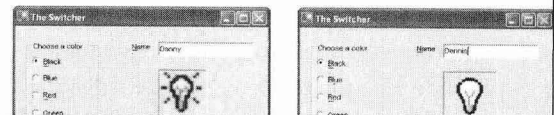
The user will enter a name and click a radio button for the color (not necessarily in that order). When the light bulb is clicked, display the other picture box and change the message below it. Concatenate the user name to the end of the message.

The two icon files are Lightoff.ico and Lighton.ico and are found in the following folder by default: Microsoft Visual Studio .NET \ Common7 \ Graphics \ Icons \ Misc

(You will need to find the location of the Graphics folder on your system to find the icons.)

Coding

In the click event handler for each Color radio button, change the color of the message below the light bulb.



Chapter Organization

Each chapter begins with identifiable objectives and a brief overview. Numerous coding examples as well as hands-on projects with guidance for the planning and coding appear throughout. Thought-provoking feedback questions give students time to reflect on the current topic and to evaluate their understanding of the details. The end-of-chapter items include a chapter review, questions, programming exercises, and four case studies. The case studies provide a continuing-theme exercise that may be used throughout the course.

Chapter 1, “Introduction to Programming and C#,” introduces Microsoft’s new Visual Studio integrated development environment (IDE). The single environment is now used for multiple languages. A step-by-step program gets students into programming very quickly (quicker than most books). The chapter introduces the OOP concepts of objects, properties, methods, and events. The elements of debugging and using the Help system are also introduced.

Chapter 2, “More Controls,” demonstrates techniques for good program design, including making the interface easy for users as well as guidelines for designing maintainable programs. Several controls are introduced, including text boxes, group boxes, check boxes, radio buttons, and picture boxes.

Chapter 3, “Variables, Constants, and Calculations,” presents the concepts of using data and declaring the data type. Students learn to follow standards to indicate the data type of variables and constants.

Error handling uses the `try/catch/finally` structure, which is introduced in this chapter along with calculations. The student learns to display error messages using the `MessageBox` class and also learns about the OOP concept of overloaded constructors.

Chapter 4, “Decisions and Conditions,” introduces taking alternate actions based on conditions formed with the relational and logical operators. In addition to the `if` statement and the case structure, this chapter shows several techniques for validating input data. The debugging features of the IDE are covered, including a step-by-step tutorial covering stepping through program statements and checking intermediate values during execution.

Chapter 5, “Menus, Common Dialog Boxes, and Methods,” covers the Menu Editor. Menus and context menus are components that are added to a component tray. Students learn to include both menus and context menus in projects, as well as to write general methods.

Chapter 6, “OOP: Creating Object-Oriented Programs,” explains the theory of object-oriented programming. Although we have been using OOP concepts since Chapter 1, in this chapter students learn the terminology and application of OOP. Inheritance is covered for visual objects (forms) and for extending existing classes. The samples are kept simple enough for an introductory class.

Chapter 7, “Lists, Loops, and Printing,” incorporates list boxes and combo boxes into projects, providing the opportunity to discuss looping procedures and printing lists of information. The printing controls also include a Print Preview to view output without actually printing it.

Chapter 8, “Arrays,” introduces arrays, which follow logically from the lists covered in Chapter 7. Structures are also introduced.

Chapter 9, “Programming with Web Forms,” introduces programming using Web Forms, which are used to create Web pages that execute in a browser application. Students learn to design and develop simple Web applications.

Chapter 10, “Accessing Database Files,” introduces ADO.NET, which is Microsoft’s new technology for accessing data in a database. This chapter shows how to create connections, data adapters, and datasets. Programs include accessing data from both Windows Forms and Web Forms. Students learn to bind data tables to a data grid and bind individual data fields to controls such as labels and text boxes.

Chapter 11, “Saving Data and Objects in Files,” presents the techniques for data file handling. Students learn to save and read small amounts of data using streams. The StreamWriter and StreamReader objects are used to store and reload the contents of a combo box.

Object serialization is used to persist objects. The hands-on example includes both serialization (saving) and deserialization (restoring) objects.

Chapter 12, “Graphics and Animation,” covers the classes and methods of GDI+. The chapter covers Graphics objects, pens, and brushes for drawing shapes and lines. Animation is accomplished using the Timer control and the SetBounds method for moving controls.

Chapter 13, “Additional Topics in C#,” introduces some advanced topics. This final chapter covers multiple document interfaces (MDI), toolbars and status bars, and creating reports from databases using Crystal Reports.

The Appendices offer important additional material. Appendix A holds the answers to all Feedback questions. Appendix B covers methods for dates, math, and string handling. In the OOP style, actions are accomplished with methods of the Math class and String class. Appendix C is on mastering the Visual Studio environment, and Appendix D shows the differences between C# and Visual Basic.

Resources for Instructors

Instructors Manual The Instructor’s Manual is available on CD-ROM or on the book’s Web site. It contains the following features:

- Objectives with built-in summaries for each chapter.
- Teaching suggestions.
- Answers to the Review Questions from the back of each chapter.
- Chapter topics covered in the Programming Exercises.

Testbank The Testbank provides questions that cover the terminology and concepts found in each chapter. The test questions appear in the form of True/False and Multiple Choice.

Diploma by Brownstone. Diploma is the most flexible, powerful, and easy-to-use computer-based testing system available for higher education.

The Diploma system allows instructors to create an exam as a printed version, as a LAN-based online version, or as an Internet version. Diploma also includes grade book features, which automate the entire testing process.

PowerPoint Presentation The PowerPoint presentation follows the outline of the Instructor's Manual and gives instructors a resource for presenting the text material to a classroom.

Figures from the Book All of the illustrations, screenshots, and tables are available electronically for use in presentations, transparencies, or handouts.

Online Learning Center (www.mhhe.com/cit/program/bradley/csharp) Designed to provide a wide variety of learning opportunities for students, the Web site includes additional Programming Exercises, Self-Quizzes for students, downloadable data files, and other great resources for both instructors and students.

Digital Solutions to Help You Manage Your Course

PageOut PageOut is our Course Web Site Development Center that offers a syllabus page, URL, McGraw-Hill Online Learning Center content, online exercises and quizzes, grade book, discussion board, and an area for student Web pages.

Available free with any McGraw-Hill/Irwin product, PageOut requires no prior knowledge of HTML, no long hours of coding, and a way for course coordinators and professors to provide a full-course Web site. PageOut offers a series of templates—simply fill them with your course information and click on one of 16 designs. The process takes under an hour and leaves you with a professionally designed Web site. We'll even get you started with sample Web sites, or enter your syllabus for you! PageOut is so straightforward and intuitive, it's little wonder why more than 12,000 college professors are using it. For more information, visit the PageOut Web site at www.pageout.net.

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Thank You

Many people have worked very hard to design and produce this text. We would like to thank our editors, Steve Schuetz and Craig Leonard, and the publisher George Werthman. Our thanks also to the many people who produced this text including Jean Lou Hess, Artemio Ortiz, and Betsy Blumenthal.

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The Authors

We have had fun writing about C#. We hope that this feeling is evident as you read this book and that you will enjoy learning or teaching this outstanding programming language.

Julia Case Bradley

Anita C. Millsbaugh

TO THE STUDENT

The best way to learn to program in C# is to do it. If you enter and run the sample projects, you will be on your way to writing applications. Reading the examples without trying to run them is like trying to learn a foreign language or mathematics by just reading about it. Enter the projects, look up your questions in the extensive MSDN Help files, and make those projects *run*.

Installing C#

For the programs in this text, you need to install the .NET Framework, IIS (Internet Information Services), C#, and the MSDN (Microsoft Developers Network) library, which contains all of Help and many instructive articles. You do not need to install C++ or VB.

You need IIS if you want to write any Web applications that run in a browser. All of the programs in Chapter 9 require IIS, as well as some programs in Chapter 10.

The order of installation is important. You must install IIS and the .NET Framework before installing C#.

Format Used for C# Statements

C# statements, methods, and functions are shown in this font. Any values that you must supply are in *italics*. *Example:*

```
const int identifier = Value;
```

As you work your way through this textbook, note that you may see a subset of the available options for a C# statement or method. Generally, the options that are included reflect those covered in the chapter. If you want to see the complete format for any statement or all versions of a method, refer to Help.

J.C.B.

A.C.M.

CONTENTS

Introduction to Programming and C#	1	Finding and Fixing Errors	39
Writing Windows Applications with C#	2	<i>Syntax Errors</i>	39
<i>The Windows Graphical User Interface</i>	2	<i>Run-Time Errors</i>	41
Programming Languages—Procedural, Event Driven, and Object Oriented	3	<i>Logic Errors</i>	41
<i>The Object Model</i>	4	<i>Project Debugging</i>	41
<i>Microsoft's Visual Studio .NET</i>	5	<i>Naming Rules and Conventions for Objects</i>	42
Writing C# Programs	6	Visual Studio Help	43
<i>The Three-Step Process</i>	6	<i>Installing and Running MSDN</i>	43
<i>C# Application Files</i>	7	<i>Viewing Help Topics</i>	43
The Visual Studio Environment	7	<i>Context-Sensitive Help</i>	45
<i>The IDE Start Page</i>	8	<i>Managing Windows</i>	45
<i>The New Project Dialog</i>	8	2 More Controls	53
<i>The IDE Main Window</i>	9	Introducing More Controls	54
<i>The Toolbars</i>	9	<i>Text Boxes</i>	55
<i>The Document Window</i>	9	<i>Group Boxes</i>	55
<i>The Form Designer</i>	10	<i>Check Boxes</i>	55
<i>The Solution Explorer Window</i>	10	<i>Radio Buttons</i>	56
<i>The Properties Window</i>	11	<i>Picture Boxes</i>	56
<i>The Toolbox</i>	11	<i>Setting a Border and Style</i>	58
<i>Help</i>	11	<i>Drawing a Line</i>	58
<i>Design Time, Run Time, and Break Time</i>	12	Working with Multiple Controls	58
Writing Your First C# Project	12	<i>Selecting Multiple Controls</i>	59
<i>Set Up Your Workspace</i>	13	<i>Deselecting a Group of Controls</i>	59
<i>Plan the Project</i>	16	<i>Moving Controls as a Group</i>	60
<i>Define the User Interface</i>	16	<i>Setting Properties for Multiple Controls</i>	60
<i>Set Properties</i>	21	<i>Aligning Controls</i>	60
<i>Write Code</i>	25	Designing Your Applications for User Convenience	61
<i>C# Code Statements</i>	26	<i>Designing the User Interface</i>	61
<i>Code the Event-Handling Methods for Hello World</i>	28	<i>Defining Keyboard Access Keys</i>	62
<i>Run the Project</i>	31	<i>Setting the Accept and Cancel Buttons</i>	62
<i>Save Your Work</i>	32	<i>Setting the Tab Order for Controls</i>	63
<i>Open the Project</i>	32	<i>Setting the Form's Location on the Screen</i>	64
<i>Modify the Project</i>	33	<i>Creating ToolTips</i>	64
<i>Print the Code</i>	38	Coding for the Controls	66
		<i>Clearing Text Boxes and Labels</i>	66

<i>Resetting the Focus</i>	66	<i>MessageBox Icons</i>	112
<i>Setting the Checked Property of Radio Buttons and Check Boxes</i>	67	<i>Using Overloaded Methods</i>	113
<i>Setting Visibility at Run Time</i>	67	<i>Testing Multiple Fields</i>	114
<i>Changing the Color of Text</i>	67	Counting and Accumulating	
<i>Concatenating Text</i>	68	Sums	115
<i>Continuing Long Program Lines</i>	68	<i>Summing Numbers</i>	116
<i>Writing Event Handlers</i>	68	<i>Counting</i>	116
Your Hands-On		<i>Calculating an Average</i>	116
Programming Example	69	Your Hands-On	
Good Programming Habits	74	Programming Example	116
Variables, Constants, and Calculations	83	4 Decisions and Conditions	131
Data—Variables and Constants	84	if Statements	132
<i>Data Types</i>	85	<i>Flowcharting if Statements</i>	134
<i>Naming Rules</i>	86	Conditions	135
<i>Naming Conventions</i>	86	<i>Comparing Numeric Variables and Constants</i>	136
<i>Constants—Named and Intrinsic</i>	88	<i>Comparing Character Data</i>	136
<i>Declaring Variables</i>	90	<i>Comparing Strings</i>	138
<i>Scope and Lifetime of Variables</i>	91	<i>Comparing Uppercase and Lowercase Characters</i>	138
Calculations	94	<i>Testing for true or false</i>	139
<i>Converting Strings to a Numeric Data Type</i>	94	<i>Compound Conditions</i>	139
<i>Arithmetic Operations</i>	95	<i>Short-Circuit Operations</i>	141
<i>Order of Operations</i>	95	Nested if Statements	142
<i>Using Calculations in Code</i>	97	<i>Coding an else if</i>	144
<i>Converting between Numeric Data Types</i>	98	Using if Statements with Radio Buttons and Check Boxes	146
<i>Performing Calculations with Unlike Data Types</i>	99	<i>A “Simple Sample”</i>	147
<i>Rounding Numbers</i>	100	<i>Checking the State of a Radio Button Group</i>	148
Formatting Data for Display	101	<i>Checking the State of Multiple Check Boxes</i>	148
<i>Using Format Specifier Codes</i>	101	Enhancing Message Boxes	149
A Calculation Programming Example	104	<i>Displaying the Message String</i>	149
<i>Planning the Project</i>	104	<i>Displaying Multiple Buttons</i>	150
<i>The Project Coding Solution</i>	107	Input Validation	152
Handling Exceptions	108	<i>Checking for a Range of Values</i>	153
<i>try / catch Blocks</i>	108	<i>Checking for a Required Field</i>	153
Displaying Messages in Message Boxes	110	<i>Performing Multiple Validations</i>	154
<i>The TextMessage String</i>	112	The Case Structure	154
<i>The Title Bar Text</i>	112	Sharing an Event Handler	157
<i>MessageBox Buttons</i>	112	Calling Event Handlers	159
		Your Hands-On	
		Programming Example	160

Debugging C# Projects	168
<i>Writing to the Output Window</i>	169
<i>Pausing Execution with the Break Button</i>	170
<i>Forcing a Break</i>	170
<i>Checking the Current Values of Expressions</i>	170
<i>Stepping through Code</i>	171
<i>The Locals Window</i>	172
<i>The Autos Window</i>	172
<i>Debugging Step-by-Step Tutorial</i>	173

Menus, Common Dialog Boxes, and Methods **185**

Menus	186
<i>Defining Menus</i>	186
<i>Creating a Menu—Step-by-Step</i>	189
<i>Coding for Menu Items</i>	190
<i>Modifying Menu Items</i>	191
<i>Standards for Windows Menus</i>	192
Common Dialog Boxes	192
<i>Displaying a Windows Common Dialog Box</i>	193
<i>Using the Information from the Dialog Box</i>	194
<i>Setting Initial Values</i>	195
Creating Context Menus	196
<i>Creating a Context Menu—Step-by-Step</i>	197
Writing General Methods	199
<i>Creating a New Method</i>	199
<i>Passing Arguments to Methods</i>	200
<i>Writing Methods That Return Values</i>	201
<i>Methods with Multiple Arguments</i>	203
<i>Breaking Calculations into Smaller Units</i>	204
Your Hands-On Programming Example	206

OOP: Creating Object-Oriented Programs **223**

Object-Oriented Programming	224
------------------------------------	------------

<i>Objects</i>	224
<i>Object-Oriented Terminology</i>	225
<i>Reusable Classes</i>	227
<i>Multitier Applications</i>	227
Classes	228
<i>Instantiating an Object</i>	228
<i>Designing Your Own Class</i>	229
<i>Creating Properties in a Class</i>	229
<i>Class Methods</i>	231
<i>Constructors and Destructors</i>	232
<i>Creating a New Class—Step-by-Step</i>	233

Creating a New Object

Using a Class	237
<i>Defining and Using a New Object—Step-by-Step</i>	238
<i>Instance Variables versus Static Variables</i>	240
<i>Adding Static Properties to the Step-by-Step Tutorial</i>	242
<i>Destructors</i>	245

Inheritance	245
<i>Inheriting Properties and Methods</i>	245
<i>Overriding Methods</i>	246
<i>Accessing Properties</i>	246
<i>Creating a Derived Class Based on BookSale</i>	247
<i>Adding Inheritance to the Step-by-Step Tutorial</i>	248
<i>Creating a Base Class Strictly for Inheritance</i>	251
<i>Inheriting Form Classes</i>	251

Managing Multiclass Projects	254
<i>Namespaces</i>	254
<i>Adding an Existing Class File to a Project</i>	255
<i>Displaying Values on a Different Form</i>	256

Using the Object Browser	256
<i>Examining C# Classes</i>	257
<i>Examining Your Own Classes</i>	257

Your Hands-On Programming Example	259
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Lists, Loops, and Printing **277**

List Boxes and Combo Boxes	278
<i>The Items Collection</i>	279
<i>Filling a List</i>	279
<i>The SelectedIndex Property</i>	281
<i>The Items.Count Property</i>	282

<i>Referencing the Items</i>			
<i>Collection</i>	282		
<i>Removing an Item from a List</i>	283		
<i>Clearing a List</i>	284		
<i>List Box and Combo Box</i>			
<i>Events</i>	284		
The while and do/while			
Loops	285		
<i>The bool Data Type Revisited</i>	287		
<i>Using a while Loop with a</i>			
<i>List Box</i>	288		
for Loops	289		
<i>Negative Increment or</i>			
<i>Counting Backward</i>	290		
<i>Conditions Satisfied before</i>			
<i>Entry</i>	291		
<i>Endless Loops</i>	291		
<i>Exiting for Loops</i>	291		
Making Entries Appear			
Selected	292		
<i>Selecting the Entry in a</i>			
<i>Text Box</i>	292		
<i>Selecting an Entry in a</i>			
<i>List Box</i>	292		
Sending Information to the			
Printer	293		
<i>The PrintDocument Control</i>	293		
<i>Printing the Contents of a</i>			
<i>List Box</i>	296		
<i>The Complete PrintPage</i>			
<i>Method</i>	297		
<i>Printing the Selected Item</i>			
<i>from a List</i>	298		
<i>Aligning Decimal Columns</i>	298		
<i>Displaying a Print Preview</i>	298		
<i>Printing Multiple Pages</i>	300		
Your Hands-On			
Programming Example	301		
Arrays	317		
Single-Dimension Arrays	318		
<i>Subscripts</i>	318		
<i>Valid Subscripts</i>	319		
foreach Statements	320		
Structures	321		
<i>Declaring Variables Based</i>			
<i>on a Structure</i>	322		
<i>Accessing the Elements in a</i>			
<i>Structure Variable</i>	322		
<i>Including an Array in a</i>			
<i>Structure</i>	323		
Using Array Elements for			
Accumulators	323		
<i>Adding to the Correct Total</i>	324		
<i>Debugging Array Programs</i>	325		
Table Lookup	326		
Coding a Table Lookup	328		
Using List Boxes with Arrays	329		
Multidimensional Arrays	330		
<i>Initializing Two-Dimensional</i>			
<i>Arrays</i>	332		
<i>Printing a Two-Dimensional</i>			
<i>Table</i>	332		
<i>Summing a Two-Dimensional</i>			
<i>Table</i>	333		
<i>Lookup Operation for Two-</i>			
<i>Dimensional Tables</i>	334		
Your Hands-On			
Programming Example	336		
Programming			
with Web Forms	351		
C# and Web Programming	352		
<i>Client/Server Web Applications</i>	352		
Creating Web Forms	353		
<i>Web Forms in the Visual</i>			
<i>Studio IDE</i>	354		
<i>Creating Your First Web</i>			
<i>Form—Step-by-Step</i>	355		
<i>Viewing the HTML Code</i>	356		
<i>Browser View</i>	356		
<i>Toolbars</i>	356		
<i>Controls</i>	357		
<i>Event Handling</i>	357		
<i>Files</i>	358		
<i>Coding Event Handlers—</i>			
<i>Step-by-Step</i>	358		
<i>Debugging</i>	360		
<i>Testing in Other Browsers</i>	360		
Laying Out Web Forms	361		
<i>The Page Layout</i>	361		
<i>Using Tables for Layout</i>	361		
Using the Validator Controls	363		
Managing Web Projects	365		
<i>Location of Files</i>	365		
<i>Moving a Project</i>	365		
<i>Deleting a Web Project</i>	366		
Some Web Acronyms	367		
Your Hands-On			
Programming Example	367		

Accessing Database Files	375	Using the File Common Dialog Box	422
Database Files	376	<i>OpenFileDialog Component Properties</i>	422
<i>C# and Database Files</i>	376	<i>Displaying the Open File Dialog Box</i>	422
<i>Database Terminology</i>	376	<i>The Write File Program</i>	424
<i>XML Data</i>	377	Saving the Contents of a List Box	426
Using ADO.NET and C#	378	<i>Loading the List Box</i>	427
<i>Creating a Connection</i>	380	<i>Checking for Existence of the File</i>	427
<i>Setting Up a Data Adapter</i>	382	<i>Saving the File</i>	428
<i>Defining a Dataset</i>	386	<i>Querying the User to Save The Form_Closing Event Handler</i>	428
<i>Binding Data to Controls</i>	387	<i>A Programming Example</i>	429
Creating a Database Application	387	Serialization	433
<i>Creating a Bound DataGridView Control—Step-by-Step</i>	387	<i>Making a Class Serializable</i>	433
<i>Displaying a Data Preview</i>	392	<i>Adding a Formatter Object</i>	433
<i>Binding Data</i>	392	<i>Using a FileStream</i>	434
Using Data-Bound Labels	393	<i>Saving an Object</i>	434
<i>Navigating through a Dataset</i>	393	<i>Recreating an Object</i>	435
<i>Retrieving the Record Count</i>	394	Your Hands-On Programming Example	436
<i>Binding Data to Labels—Step-by-Step</i>	394	Graphics and Animation	447
Populating Combo Boxes with Data	398	Graphics in Windows and the Web	448
<i>Filling a List—Windows Forms</i>	399	The Graphics Environment	448
<i>Using Multiple Data Adapters</i>	399	<i>Steps for Drawing Graphics</i>	448
<i>Creating a Parameterized Query</i>	399	<i>The Paint Event Handler</i>	449
<i>Displaying the Data for a Selected Item</i>	400	<i>Pen and Brush Objects</i>	449
<i>Using Web Forms</i>	402	<i>The Coordinate System</i>	451
<i>Database Security for Web Applications</i>	403	<i>Graphics Methods</i>	452
Making a Database Project Portable	403	Random Numbers	454
Your Hands-On Programming Example	405	Simple Animation	457
Saving Data and Objects in Files	413	<i>Displaying an Animated Graphic</i>	457
Data Files	414	<i>Controlling Pictures at Run Time</i>	457
<i>Data Files and Project Files</i>	414	<i>Moving a Picture</i>	459
<i>Data File Terminology</i>	414	The Timer Component	460
<i>File Handling Using Streams</i>	414	The Scroll Bar Controls	462
<i>Writing Data in a File</i>	415	<i>Scroll Bar Properties</i>	463
<i>Reading Data from a File</i>	418	<i>Scroll Bar Events</i>	464
		<i>A Programming Example</i>	464
		Your Hands-On Programming Example	466

