

# Introduction to R and RStudio

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The goal of this lab is to introduce you to R and RStudio, which you'll be using throughout the course both to learn the statistical concepts discussed in the textbook and also to analyze real data and come to informed conclusions. To straighten out which is which: R is the name of the programming language itself and RStudio is a convenient interface.

As the labs progress, you are encouraged to explore beyond what the labs dictate; a willingness to experiment will make you a much better programmer. Before we get to that stage, however, you need to build some basic fluency in R. Today we begin with the fundamental building blocks of R and RStudio: the interface, reading in data, and basic commands.

The panel in the upper right contains your *workspace* as well as a history of the commands that you've previously entered. Any plots that you generate will show up in the panel in the lower right corner.

The panel on the left is where the action happens. It's called the *console*. Everytime you launch RStudio, it will have the same text at the top of the console telling you the version of R that you're running. Below that information is the *prompt*. As its name suggests, this prompt is really a request, a request for a command. Initially, interacting with R is all about typing commands and interpreting the output. These commands and their syntax have evolved over decades (literally) and now provide what many users feel is a fairly natural way to access data and organize, describe, and invoke statistical computations.

To get you started, enter the following command at the R prompt (i.e. right after `>` on the console). You can either type it in manually or copy and paste it from this document.

```
##STUDENT-ADDED CODE, needed for course DATA606
library(DATA606)
startLab('Lab1')
##end STUDENT-ADDED CODE
```

```
source("more/arbuthnot.R")
```

This command instructs R to access the OpenIntro website and fetch some data: the Arbuthnot baptism counts for boys and girls. You should see that the workspace area in the upper righthand corner of the RStudio window now lists a data set called `arbuthnot` that has 82 observations on 3 variables. As you interact with R, you will create a series of objects. Sometimes you load them as we have done here, and sometimes you create them yourself as the byproduct of a computation or some analysis you have performed. Note that because you are accessing data from the web, this command (and the entire assignment) will work in a computer lab, in the library, or in your dorm room; anywhere you have access to the Internet.

## The Data: Dr. Arbuthnot's Baptism Records

The Arbuthnot data set refers to Dr. John Arbuthnot, an 18th century physician, writer, and mathematician. He was interested in the ratio of newborn boys to newborn girls, so he gathered the baptism records for children born in London for every year from 1629 to 1710. We can take a look at the data by typing its name into the console.

```
arbuthnot
```

```
##   year boys girls
## 1  1629 5218 4683
```

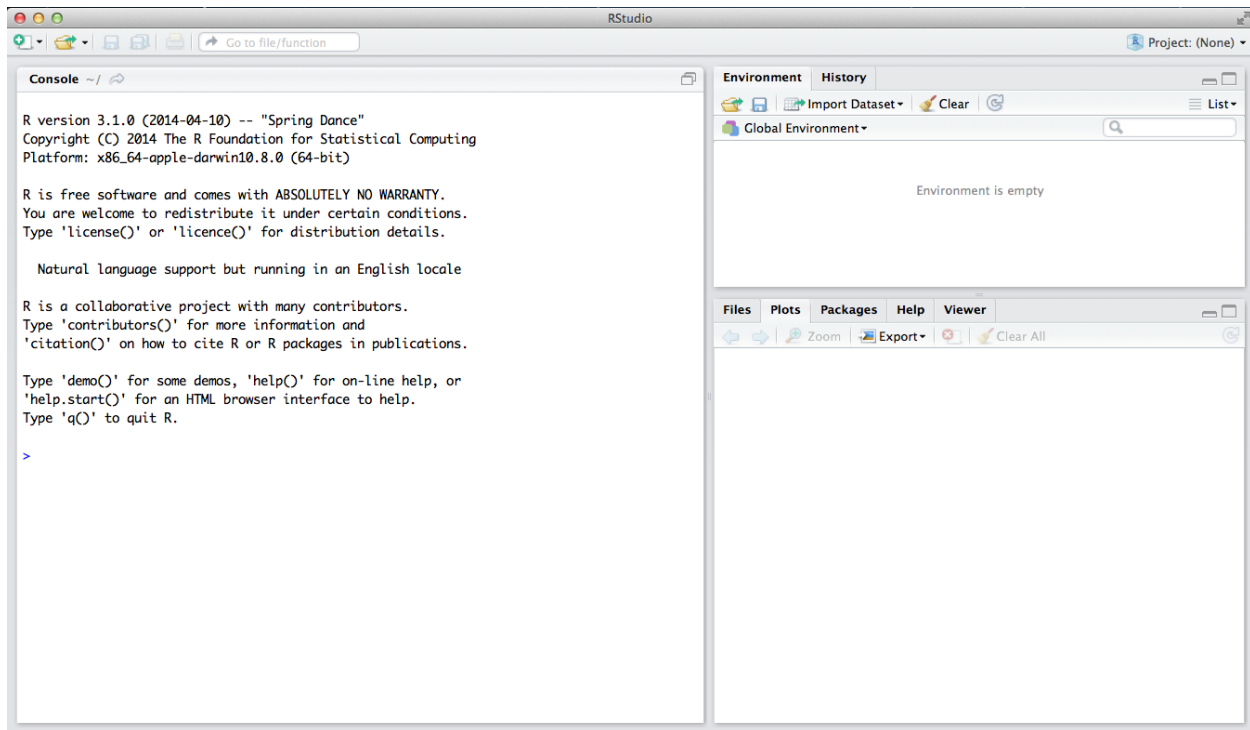


Figure 1: rinterface

```
## 2 1630 4858 4457
## 3 1631 4422 4102
## 4 1632 4994 4590
## 5 1633 5158 4839
## 6 1634 5035 4820
## 7 1635 5106 4928
## 8 1636 4917 4605
## 9 1637 4703 4457
## 10 1638 5359 4952
## 11 1639 5366 4784
## 12 1640 5518 5332
## 13 1641 5470 5200
## 14 1642 5460 4910
## 15 1643 4793 4617
## 16 1644 4107 3997
## 17 1645 4047 3919
## 18 1646 3768 3395
## 19 1647 3796 3536
## 20 1648 3363 3181
## 21 1649 3079 2746
## 22 1650 2890 2722
## 23 1651 3231 2840
## 24 1652 3220 2908
## 25 1653 3196 2959
## 26 1654 3441 3179
## 27 1655 3655 3349
## 28 1656 3668 3382
```

##	29	1657	3396	3289
##	30	1658	3157	3013
##	31	1659	3209	2781
##	32	1660	3724	3247
##	33	1661	4748	4107
##	34	1662	5216	4803
##	35	1663	5411	4881
##	36	1664	6041	5681
##	37	1665	5114	4858
##	38	1666	4678	4319
##	39	1667	5616	5322
##	40	1668	6073	5560
##	41	1669	6506	5829
##	42	1670	6278	5719
##	43	1671	6449	6061
##	44	1672	6443	6120
##	45	1673	6073	5822
##	46	1674	6113	5738
##	47	1675	6058	5717
##	48	1676	6552	5847
##	49	1677	6423	6203
##	50	1678	6568	6033
##	51	1679	6247	6041
##	52	1680	6548	6299
##	53	1681	6822	6533
##	54	1682	6909	6744
##	55	1683	7577	7158
##	56	1684	7575	7127
##	57	1685	7484	7246
##	58	1686	7575	7119
##	59	1687	7737	7214
##	60	1688	7487	7101
##	61	1689	7604	7167
##	62	1690	7909	7302
##	63	1691	7662	7392
##	64	1692	7602	7316
##	65	1693	7676	7483
##	66	1694	6985	6647
##	67	1695	7263	6713
##	68	1696	7632	7229
##	69	1697	8062	7767
##	70	1698	8426	7626
##	71	1699	7911	7452
##	72	1700	7578	7061
##	73	1701	8102	7514
##	74	1702	8031	7656
##	75	1703	7765	7683
##	76	1704	6113	5738
##	77	1705	8366	7779
##	78	1706	7952	7417
##	79	1707	8379	7687
##	80	1708	8239	7623
##	81	1709	7840	7380
##	82	1710	7640	7288

What you should see are four columns of numbers, each row representing a different year: the first entry in each row is simply the row number (an index we can use to access the data from individual years if we want), the second is the year, and the third and fourth are the numbers of boys and girls baptized that year, respectively. Use the scrollbar on the right side of the console window to examine the complete data set.

Note that the row numbers in the first column are not part of Arbuthnot's data. R adds them as part of its printout to help you make visual comparisons. You can think of them as the index that you see on the left side of a spreadsheet. In fact, the comparison to a spreadsheet will generally be helpful. R has stored Arbuthnot's data in a kind of spreadsheet or table called a *data frame*.

You can see the dimensions of this data frame by typing:

```
dim(arbuthnot)
```

```
## [1] 82 3
```

This command should output `[1] 82 3`, indicating that there are 82 rows and 3 columns (we'll get to what the `[1]` means in a bit), just as it says next to the object in your workspace. You can see the names of these columns (or variables) by typing:

```
names(arbuthnot)
```

```
## [1] "year" "boys" "girls"
```

You should see that the data frame contains the columns **year**, **boys**, and **girls**. At this point, you might notice that many of the commands in R look a lot like functions from math class; that is, invoking R commands means supplying a function with some number of arguments. The `dim` and `names` commands, for example, each took a single argument, the name of a data frame.

One advantage of RStudio is that it comes with a built-in data viewer. Click on the name `arbuthnot` in the *Environment* pane (upper right window) that lists the objects in your workspace. This will bring up an alternative display of the data set in the *Data Viewer* (upper left window). You can close the data viewer by clicking on the *x* in the upper lefthand corner.

## Some Exploration

Let's start to examine the data a little more closely. We can access the data in a single column of a data frame separately using a command like

```
arbuthnot$boys
```

```
## [1] 5218 4858 4422 4994 5158 5035 5106 4917 4703 5359 5366 5518 5470 5460
## [15] 4793 4107 4047 3768 3796 3363 3079 2890 3231 3220 3196 3441 3655 3668
## [29] 3396 3157 3209 3724 4748 5216 5411 6041 5114 4678 5616 6073 6506 6278
## [43] 6449 6443 6073 6113 6058 6552 6423 6568 6247 6548 6822 6909 7577 7575
## [57] 7484 7575 7737 7487 7604 7909 7662 7602 7676 6985 7263 7632 8062 8426
## [71] 7911 7578 8102 8031 7765 6113 8366 7952 8379 8239 7840 7640
```

This command will only show the number of boys baptized each year.

1. What command would you use to extract just the counts of girls baptized? Try it!

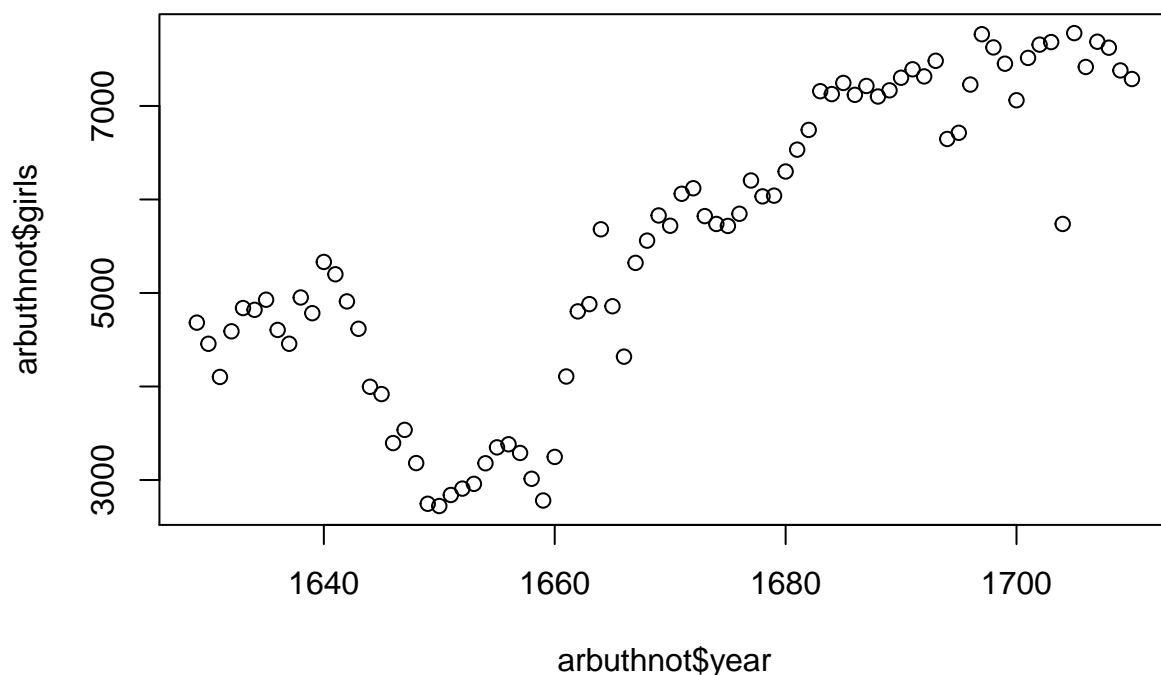
```
##Student response for Exercise 1
arbuthnot$girls
```

```
## [1] 4683 4457 4102 4590 4839 4820 4928 4605 4457 4952 4784 5332 5200 4910
## [15] 4617 3997 3919 3395 3536 3181 2746 2722 2840 2908 2959 3179 3349 3382
## [29] 3289 3013 2781 3247 4107 4803 4881 5681 4858 4319 5322 5560 5829 5719
## [43] 6061 6120 5822 5738 5717 5847 6203 6033 6041 6299 6533 6744 7158 7127
## [57] 7246 7119 7214 7101 7167 7302 7392 7316 7483 6647 6713 7229 7767 7626
## [71] 7452 7061 7514 7656 7683 5738 7779 7417 7687 7623 7380 7288
```

Notice that the way R has printed these data is different. When we looked at the complete data frame, we saw 82 rows, one on each line of the display. These data are no longer structured in a table with other variables, so they are displayed one right after another. Objects that print out in this way are called *vectors*; they represent a set of numbers. R has added numbers in [brackets] along the left side of the printout to indicate locations within the vector. For example, 5218 follows [1], indicating that 5218 is the first entry in the vector. And if [43] starts a line, then that would mean the first number on that line would represent the 43rd entry in the vector.

R has some powerful functions for making graphics. We can create a simple plot of the number of girls baptized per year with the command

```
plot(x = arbuthnot$year, y = arbuthnot$girls)
```



By default, R creates a scatterplot with each x,y pair indicated by an open circle. The plot itself should appear under the *Plots* tab of the lower right panel of RStudio. Notice that the command above again looks

like a function, this time with two arguments separated by a comma. The first argument in the plot function specifies the variable for the x-axis and the second for the y-axis. If we wanted to connect the data points with lines, we could add a third argument, the letter l for line.

```
plot(x = arbutnnot$year, y = arbutnnot$girls, type = "l")
```



You might wonder how you are supposed to know that it was possible to add that third argument. Thankfully, R documents all of its functions extensively. To read what a function does and learn the arguments that are available to you, just type in a question mark followed by the name of the function that you're interested in. Try the following.

```
?plot
```

Notice that the help file replaces the plot in the lower right panel. You can toggle between plots and help files using the tabs at the top of that panel.

2. Is there an apparent trend in the number of girls baptized over the years?  
How would you describe it?

```
## Student Response for Exercise 2
```

```
## Yes, there is a trend in the number of girls baptized over the years.  
## Overall, the trend is an increase over time. However, there is a  
## sharp decrease from 1640 to 1650 with a return to an upward trend  
## beginning around 1660.
```

Now, suppose we want to plot the total number of baptisms. To compute this, we could use the fact that R is really just a big calculator. We can type in mathematical expressions like

```
5218 + 4683
```

```
## [1] 9901
```

to see the total number of baptisms in 1629. We could repeat this once for each year, but there is a faster way. If we add the vector for baptisms for boys and girls, R will compute all sums simultaneously.

```
arbuthnot$boys + arbuthnot$girls
```

```
## [1] 9901 9315 8524 9584 9997 9855 10034 9522 9160 10311 10150
## [12] 10850 10670 10370 9410 8104 7966 7163 7332 6544 5825 5612
## [23] 6071 6128 6155 6620 7004 7050 6685 6170 5990 6971 8855
## [34] 10019 10292 11722 9972 8997 10938 11633 12335 11997 12510 12563
## [45] 11895 11851 11775 12399 12626 12601 12288 12847 13355 13653 14735
## [56] 14702 14730 14694 14951 14588 14771 15211 15054 14918 15159 13632
## [67] 13976 14861 15829 16052 15363 14639 15616 15687 15448 11851 16145
## [78] 15369 16066 15862 15220 14928
```

What you will see are 82 numbers (in that packed display, because we aren't looking at a data frame here), each one representing the sum we're after. Take a look at a few of them and verify that they are right. Therefore, we can make a plot of the total number of baptisms per year with the command

```
plot(arbuthnot$year, arbuthnot$boys + arbuthnot$girls, type = "l")
```



This time, note that we left out the names of the first two arguments. We can do this because the help file shows that the default for `plot` is for the first argument to be the x-variable and the second argument to be the y-variable.

Similarly to how we computed the proportion of boys, we can compute the ratio of the number of boys to the number of girls baptized in 1629 with

```
5218 / 4683
```

```
## [1] 1.114243
```

or we can act on the complete vectors with the expression

```
arbuthnot$boys / arbuthnot$girls
```

```
## [1] 1.114243 1.089971 1.078011 1.088017 1.065923 1.044606 1.036120
## [8] 1.067752 1.055194 1.082189 1.121656 1.034884 1.051923 1.112016
## [15] 1.038120 1.027521 1.032661 1.109867 1.073529 1.057215 1.121267
## [22] 1.061719 1.137676 1.107290 1.080095 1.082416 1.091371 1.084565
## [29] 1.032533 1.047793 1.153901 1.146905 1.156075 1.085988 1.108584
## [36] 1.063369 1.052697 1.083121 1.055242 1.092266 1.116143 1.097744
## [43] 1.064016 1.052778 1.043112 1.065354 1.059647 1.120575 1.035467
## [50] 1.088679 1.034100 1.039530 1.044237 1.024466 1.058536 1.062860
## [57] 1.032846 1.064054 1.072498 1.054359 1.060974 1.083128 1.036526
## [64] 1.039092 1.025792 1.050850 1.081931 1.055748 1.037981 1.104904
## [71] 1.061594 1.073219 1.078254 1.048981 1.010673 1.065354 1.075460
## [78] 1.072132 1.090022 1.080808 1.062331 1.048299
```

The proportion of newborns that are boys

```
5218 / (5218 + 4683)
```

```
## [1] 0.5270175
```

or this may also be computed for all years simultaneously:

```
arbuthnot$boys / (arbuthnot$boys + arbuthnot$girls)
```

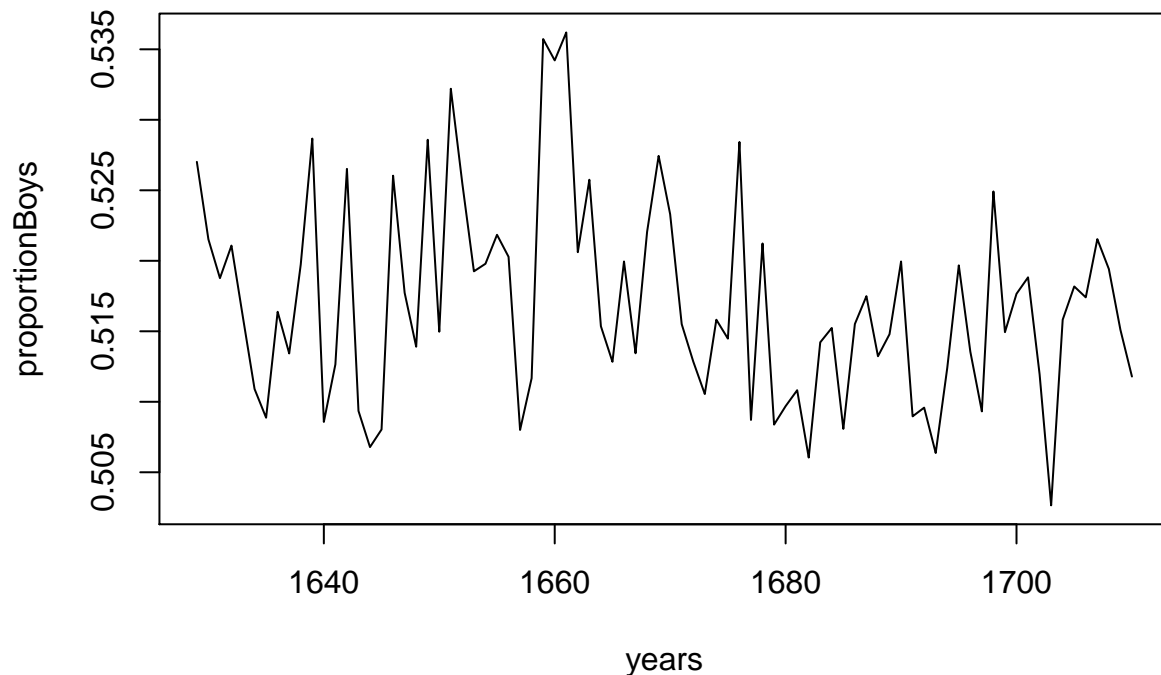
```
## [1] 0.5270175 0.5215244 0.5187705 0.5210768 0.5159548 0.5109082 0.5088698
## [8] 0.5163831 0.5134279 0.5197362 0.5286700 0.5085714 0.5126523 0.5265188
## [15] 0.5093518 0.5067868 0.5080341 0.5260366 0.5177305 0.5139059 0.5285837
## [22] 0.5149679 0.5322023 0.5254569 0.5192526 0.5197885 0.5218447 0.5202837
## [29] 0.5080030 0.5116694 0.5357262 0.5342132 0.5361942 0.5206108 0.5257482
## [36] 0.5153557 0.5128359 0.5199511 0.5134394 0.5220493 0.5274422 0.5232975
## [43] 0.5155076 0.5128552 0.5105507 0.5158214 0.5144798 0.5284297 0.5087122
## [50] 0.5212285 0.5083822 0.5096910 0.5108199 0.5060426 0.5142178 0.5152360
## [57] 0.5080788 0.5155165 0.5174905 0.5132301 0.5147925 0.5199527 0.5089677
## [64] 0.5095857 0.5063659 0.5123973 0.5196766 0.5135590 0.5093183 0.5249190
## [71] 0.5149385 0.5176583 0.5188268 0.5119526 0.5026541 0.5158214 0.5181790
## [78] 0.5174052 0.5215362 0.5194175 0.5151117 0.5117899
```



Note that with R as with your calculator, you need to be conscious of the order of operations. Here, we want to divide the number of boys by the total number of newborns, so we have to use parentheses. Without them, R will first do the division, then the addition, giving you something that is not a proportion.

3. Now, make a plot of the proportion of boys over time. What do you see? Tip: If you use the up and down arrow keys, you can scroll through your previous commands, your so-called command history. You can also access it by clicking on the history tab in the upper right panel. This will save you a lot of typing in the future.

```
## Student Response for Exercise 3, plot
proportionBoys <- arbuthnot$boys / (arbuthnot$boys + arbuthnot$girls)
years <- arbuthnot$year
plot(years, proportionBoys, type = "l")
```



```
## Student Response for Exercise 3, description
## The plot shows the proportion of boys to be relatively consistent
## across years with values ranging between roughly 0.50 and 0.536
```

Finally, in addition to simple mathematical operators like subtraction and division, you can ask R to make comparisons like greater than, >, less than, <, and equality, ==. For example, we can ask if boys outnumber girls in each year with the expression

```
arbuthnot$boys > arbuthnot$girls
```

```
## [1] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
## [15] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
## [29] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
## [43] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
## [57] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
## [71] TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE TRUE
```

This command returns 82 values of either `TRUE` if that year had more boys than girls, or `FALSE` if that year did not (the answer may surprise you). This output shows a different kind of data than we have considered so far. In the `arbuthnot` data frame our values are numerical (the year, the number of boys and girls). Here, we've asked R to create *logical* data, data where the values are either `TRUE` or `FALSE`. In general, data analysis will involve many different kinds of data types, and one reason for using R is that it is able to represent and compute with many of them.

This seems like a fair bit for your first lab, so let's stop here. To exit RStudio you can click the *x* in the upper right corner of the whole window.

You will be prompted to save your workspace. If you click *save*, RStudio will save the history of your commands and all the objects in your workspace so that the next time you launch RStudio, you will see `arbuthnot` and you will have access to the commands you typed in your previous session. For now, click *save*, then start up RStudio again.

---

## On Your Own

In the previous few pages, you recreated some of the displays and preliminary analysis of Arbuthnot's baptism data. Your assignment involves repeating these steps, but for present day birth records in the United States. Load up the present day data with the following command.

```
source("more/present.R")
```

The data are stored in a data frame called `present`.

- What years are included in this data set? What are the dimensions of the data frame and what are the variable or column names?
- How do these counts compare to Arbuthnot's? Are they on a similar scale?
- Make a plot that displays the boy-to-girl ratio for every year in the data set. What do you see? Does Arbuthnot's observation about boys being born in greater proportion than girls hold up in the U.S.? Include the plot in your response.
- In what year did we see the most total number of births in the U.S.? You can refer to the help files or the R reference card <http://cran.r-project.org/doc/contrib/Short-refcard.pdf> to find helpful commands.

These data come from a report by the Centers for Disease Control [http://www.cdc.gov/nchs/data/nvsr/nvsr53/nvsr53\\_20.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr53/nvsr53_20.pdf). Check it out if you would like to read more about an analysis of sex ratios at birth in the United States.

That was a short introduction to R and RStudio, but we will provide you with more functions and a more complete sense of the language as the course progresses. Feel free to browse around the websites for R and RStudio if you're interested in learning more, or find more labs for practice at <http://openintro.org>.

## Student Responses to “On Your Own”

### Initial Exploration of the Dataset

```
## load dataset to a variable
present <- source("more/present.R")

## get summary of new variable
summary(present)
```

```
##           Length Class      Mode
## value     3      data.frame list
## visible 1      -none-    logical
```

```
## load just the data to new variable; dropping metadata
presentOnlyData <- present$value

## get summary of present only data
summary(presentOnlyData)
```

```
##      year      boys      girls
## Min.   :1940   Min.   :1211684   Min.   :1148715
## 1st Qu.:1956   1st Qu.:1799857   1st Qu.:1711405
## Median :1971   Median :1924868   Median :1831679
## Mean   :1971   Mean   :1885600   Mean   :1793915
## 3rd Qu.:1986   3rd Qu.:2058524   3rd Qu.:1965538
## Max.   :2002   Max.   :2186274   Max.   :2082052
```

```
## get count of rows
nrows <- nrow(presentOnlyData)

## get count of columns
ncols <- ncol(presentOnlyData)

## get min year
minYear <- min(presentOnlyData$year)
## get max year
maxYear <- max(presentOnlyData$year)
```

### Student Responses to Questions 1 & 2

- 1.1 The “present” dataframe has 63 records and 3 variables or dimensions [63, 3].
- 1.2 The variable names are year, boys, girls.
- 1.3 The years included are 1940 to 2002.
- 2.1 The counts in the “present” dataset are much larger than the “Arbuthnot” dataset.
- 2.2 The datasets are not on the same scale. “Arbuthnot” is measuring counts within a large city while “present” is measuring a the thrid most populous country.

### Student Responses to Question 3

- 3.1 Plot boy-to-girl ratio using the “present” dataset.

```

year <- presentOnlyData$year
boys <- presentOnlyData$boys
girls <- presentOnlyData$girls

plot(year, boys / girls, type = 'l')

```



3.2 The plot of boy-to-girl ratio for the U.S. shows that Arbuthnot’s observation about boys being born in greater proportion than girls does hold up in the U.S. However, the ratio in the “present” dataset is much closer to 1 than the “Arbuthnot” dataset and the “present” dataset has general downward trend.

#### Student Responses to Question 4

```

## add computed column totaling births for boys and girls
presentOnlyData$Total <- presentOnlyData$boys + presentOnlyData$girls

## find the max birth count
maxBirthCount <- max(presentOnlyData$Total)

## subset present to the record having total birth count equal to max birth count
yearMaxBirthCount <- presentOnlyData[which(presentOnlyData$Total == maxBirthCount), c("year")]

```

4.1 The year with the most total number of births in the U.S. within the “present” dataset was 1961.