6. Describe the differences between a parametric and a non-parametric statistical learning approach. What are the advantages of a parametric approach to regression or classification (as opposed to a non-parametric approach)? What are its disadvantages?

7. The table below provides a training data set containing six observations, three predictors, and one qualitative response variable.

Obs.	X_1	X_2	X_3	Y
1	0	3	0	Red
2	2	0	0	Red
3	0	1	3	Red
4	0	1	2	Green
5	-1	0	1	Green
6	1	1	1	Red

Suppose we wish to use this data set to make a prediction for Y when $X_1 = X_2 = X_3 = 0$ using K-nearest neighbors.

(a) Compute the Euclidean distance between each observation and the test point, $X_1 = X_2 = X_3 = 0$.

(b) What is our prediction with $K = 1$? Why?

(c) What is our prediction with $K = 3$? Why?

(d) If the Bayes decision boundary in this problem is highly non-linear, then would we expect the *best* value for K to be large or small? Why?

Applied

8. This exercise relates to the `College` data set, which can be found in the file `College.csv` on the book website. It contains a number of variables for 777 different universities and colleges in the US. The variables are

- `Private` : Public/private indicator
- `Apps` : Number of applications received
- `Accept` : Number of applicants accepted
- `Enroll` : Number of new students enrolled
- `Top10perc` : New students from top 10 % of high school class
- `Top25perc` : New students from top 25 % of high school class
- `F.Undergrad` : Number of full-time undergraduates
- `P.Undergrad` : Number of part-time undergraduates

- Outstate : Out-of-state tuition
- Room.Board : Room and board costs
- Books : Estimated book costs
- Personal : Estimated personal spending
- PhD : Percent of faculty with Ph.D.'s
- Terminal : Percent of faculty with terminal degree
- S.F.Ratio : Student/faculty ratio
- perc.alumni : Percent of alumni who donate
- Expend : Instructional expenditure per student
- Grad.Rate : Graduation rate

Before reading the data into R, it can be viewed in Excel or a text editor.

(a) Use the read.csv() function to read the data into R. Call the loaded data college. Make sure that you have the directory set to the correct location for the data.

(b) Look at the data using the View() function. You should notice that the first column is just the name of each university. We don't really want R to treat this as data. However, it may be handy to have these names for later. Try the following commands:

```
> rownames(college) <- college[, 1]
> View(college)
```

You should see that there is now a row.names column with the name of each university recorded. This means that R has given each row a name corresponding to the appropriate university. R will not try to perform calculations on the row names. However, we still need to eliminate the first column in the data where the names are stored. Try

```
> college <- college[, -1]
> View(college)
```

Now you should see that the first data column is Private. Note that another column labeled row.names now appears before the Private column. However, this is not a data column but rather the name that R is giving to each row.

(c) i. Use the summary() function to produce a numerical summary of the variables in the data set.

ii. Use the pairs() function to produce a scatterplot matrix of the first ten columns or variables of the data. Recall that you can reference the first ten columns of a matrix A using A[,1:10].