

# Elementary Statistics

A STEP BY STEP APPROACH

Ninth Edition



ALLAN G. BLUMAN

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Ninth Edition



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**ALLAN G. BLUMAN**  
PROFESSOR EMERITUS  
COMMUNITY COLLEGE OF ALLEGHENY COUNTY



ELEMENTARY STATISTICS: A STEP BY STEP APPROACH, NINTH EDITION

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He is also author of *Elementary Statistics: A Brief Version* and coauthor of *Math in Our World*. In addition, he is the author of four mathematics books in the McGraw-Hill DeMystified Series. They are *Pre-Algebra*, *Math Word Problems*, *Business Math*, and *Probability*.

He is married and has two sons, a granddaughter, and a grandson.

**Dedication:** *To Betty Bluman, Earl McPeck, and Dr. G. Bradley Seager, Jr.*

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# CONTENTS

Preface ix

## CHAPTER 1



### The Nature of Probability and Statistics 1

- Introduction 2
- 1-1** Descriptive and Inferential Statistics 3
- 1-2** Variables and Types of Data 6
- 1-3** Data Collection and Sampling Techniques 11
  - Random Sampling* 12
  - Systematic Sampling* 12
  - Stratified Sampling* 13
  - Cluster Sampling* 14
  - Other Sampling Methods* 14
- 1-4** Experimental Design 18
  - Observational and Experimental Studies* 18
  - Uses and Misuses of Statistics* 21
- 1-5** Computers and Calculators 26
- Summary 33

## CHAPTER 2



### Frequency Distributions and Graphs 41

- Introduction 42
- 2-1** Organizing Data 42
  - Categorical Frequency Distributions* 43
  - Grouped Frequency Distributions* 44
- 2-2** Histograms, Frequency Polygons, and Ogives 57
  - The Histogram* 57
  - The Frequency Polygon* 58

- The Ogive* 59
- Relative Frequency Graphs* 61
- Distribution Shapes* 63
- 2-3** Other Types of Graphs 74
  - Bar Graphs* 75
  - Pareto Charts* 77
  - The Time Series Graph* 78
  - The Pie Graph* 80
  - Dotplots* 83
  - Stem and Leaf Plots* 83
  - Misleading Graphs* 86
- Summary 100

## CHAPTER 3



### Data Description 109

- Introduction 110
- 3-1** Measures of Central Tendency 111
  - The Mean* 111
  - The Median* 115
  - The Mode* 116
  - The Midrange* 118
  - The Weighted Mean* 119
  - Distribution Shapes* 121
- 3-2** Measures of Variation 128
  - Range* 129
  - Population Variance and Standard Deviation* 130
  - Sample Variance and Standard Deviation* 133
  - Variance and Standard Deviation for Grouped Data* 135
  - Coefficient of Variation* 138
  - Range Rule of Thumb* 139
  - Chebyshev's Theorem* 139
  - The Empirical (Normal) Rule* 142
- 3-3** Measures of Position 148
  - Standard Scores* 148

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- Percentiles 149
- Quartiles and Deciles 155
- Outliers 157
- 3–4** Exploratory Data Analysis 168
  - The Five-Number Summary and Boxplots* 168
  - Summary 177

## CHAPTER 4



### Probability and Counting Rules 185

- Introduction 186
- 4–1** Sample Spaces and Probability 186
  - Basic Concepts* 186
  - Classical Probability* 189
  - Complementary Events* 192
  - Empirical Probability* 194
  - Law of Large Numbers* 196
  - Subjective Probability* 196
  - Probability and Risk Taking* 196
- 4–2** The Addition Rules for Probability 201
- 4–3** The Multiplication Rules and Conditional Probability 213
  - The Multiplication Rules* 213
  - Conditional Probability* 217
  - Probabilities for “At Least”* 220
- 4–4** Counting Rules 226
  - The Fundamental Counting Rule* 227
  - Factorial Notation* 229
  - Permutations* 229
  - Combinations* 232
- 4–5** Probability and Counting Rules 242
  - Summary 246

## CHAPTER 5



### Discrete Probability Distributions 257

- Introduction 258
- 5–1** Probability Distributions 258
- 5–2** Mean, Variance, Standard Deviation, and Expectation 265
  - Mean* 265

- Variance and Standard Deviation* 267
- Expectation* 269
- 5–3** The Binomial Distribution 276
- 5–4** Other Types of Distributions 290
  - The Multinomial Distribution* 290
  - The Poisson Distribution* 291
  - The Hypergeometric Distribution* 293
  - The Geometric Distribution* 295
- Summary 303

## CHAPTER 6



### The Normal Distribution 311

- Introduction 312
- 6–1** Normal Distributions 312
  - The Standard Normal Distribution* 315
  - Finding Areas Under the Standard Normal Distribution Curve* 316
  - A Normal Distribution Curve as a Probability Distribution Curve* 318
- 6–2** Applications of the Normal Distribution 328
  - Finding Data Values Given Specific Probabilities* 332
  - Determining Normality* 334
- 6–3** The Central Limit Theorem 344
  - Distribution of Sample Means* 344
  - Finite Population Correction Factor (Optional)* 350
- 6–4** The Normal Approximation to the Binomial Distribution 354
  - Summary 361

## CHAPTER 7



### Confidence Intervals and Sample Size 369

- Introduction 370
- 7–1** Confidence Intervals for the Mean When  $\sigma$  Is Known 370
  - Confidence Intervals* 371
  - Sample Size* 377
- 7–2** Confidence Intervals for the Mean When  $\sigma$  Is Unknown 383

**7-3** Confidence Intervals and Sample Size for Proportions 390

*Confidence Intervals* 391

*Sample Size for Proportions* 393

**7-4** Confidence Intervals for Variances and Standard Deviations 399

Summary 406

## CHAPTER 8



### Hypothesis Testing 413

Introduction 414

**8-1** Steps in Hypothesis Testing—Traditional Method 414

**8-2** z Test for a Mean 426

*P-Value Method for Hypothesis Testing* 430

**8-3** t Test for a Mean 442

**8-4** z Test for a Proportion 453

**8-5**  $\chi^2$  Test for a Variance or Standard Deviation 461

**8-6** Additional Topics Regarding Hypothesis Testing 474

*Confidence Intervals and Hypothesis Testing* 474

*Type II Error and the Power of a Test* 476

Summary 479

## CHAPTER 9



### Testing the Difference Between Two Means, Two Proportions, and Two Variances 487

Introduction 488

**9-1** Testing the Difference Between Two Means: Using the z Test 488

**9-2** Testing the Difference Between Two Means of Independent Samples: Using the t Test 499

**9-3** Testing the Difference Between Two Means: Dependent Samples 507

**9-4** Testing the Difference Between Proportions 519

**9-5** Testing the Difference Between Two Variances 528

Summary 539

## CHAPTER 10



### Correlation and Regression 549

Introduction 550

**10-1** Scatter Plots and Correlation 550

*Correlation* 554

**10-2** Regression 566

*Line of Best Fit* 566

*Determination of the Regression Line Equation* 567

**10-3** Coefficient of Determination and Standard Error of the Estimate 582

*Types of Variation for the Regression Model* 582

*Residual Plots* 584

*Coefficient of Determination* 585

*Standard Error of the Estimate* 586

*Prediction Interval* 589

**10-4** Multiple Regression (Optional) 592

*The Multiple Regression Equation* 594

*Testing the Significance of R* 596

*Adjusted R<sup>2</sup>* 597

Summary 601

## CHAPTER 11



### Other Chi-Square Tests 609

Introduction 610

**11-1** Test for Goodness of Fit 610

*Test of Normality (Optional)* 616

**11-2** Tests Using Contingency Tables 624

*Test for Independence* 624

*Test for Homogeneity of Proportions* 630

Summary 640



## CHAPTER 12



## Analysis of Variance 647

Introduction 648

- 12-1** One-Way Analysis of Variance 648
- 12-2** The Scheffé Test and the Tukey Test 660
  - Scheffé Test* 660
  - Tukey Test* 662
- 12-3** Two-Way Analysis of Variance 665
  - Summary 679

## CHAPTER 13



## Nonparametric Statistics 689

Introduction 690

- 13-1** Advantages and Disadvantages of Nonparametric Methods 690
  - Advantages* 690
  - Disadvantages* 690
  - Ranking* 691
- 13-2** The Sign Test 693
  - Single-Sample Sign Test* 693
  - Paired-Sample Sign Test* 695
- 13-3** The Wilcoxon Rank Sum Test 702
- 13-4** The Wilcoxon Signed-Rank Test 707
- 13-5** The Kruskal-Wallis Test 712
- 13-6** The Spearman Rank Correlation Coefficient and the Runs Test 719
  - Rank Correlation Coefficient* 719
  - The Runs Test* 722
  - Summary 733

## CHAPTER 14



## Sampling and Simulation 741

Introduction 742

- 14-1** Common Sampling Techniques 742
  - Random Sampling* 743
  - Systematic Sampling* 746
  - Stratified Sampling* 748
  - Cluster Sampling* 749
  - Other Types of Sampling Techniques* 750
- 14-2** Surveys and Questionnaire Design 757
- 14-3** Simulation Techniques and the Monte Carlo Method 759
  - The Monte Carlo Method* 760
  - Summary 766

## APPENDICES

- A** Tables 773
- B** Data Bank 803
- C** Glossary 810
- D** Photo Credits 818
- E** Selected Answers SA-1

Index I-1

## ADDITIONAL TOPICS ONLINE

(www.mhhe.com/bluman)

- Algebra Review
- Writing the Research Report
- Bayes' Theorem
- Alternate Approach to the Standard Normal Distribution
- Bibliography

# PREFACE

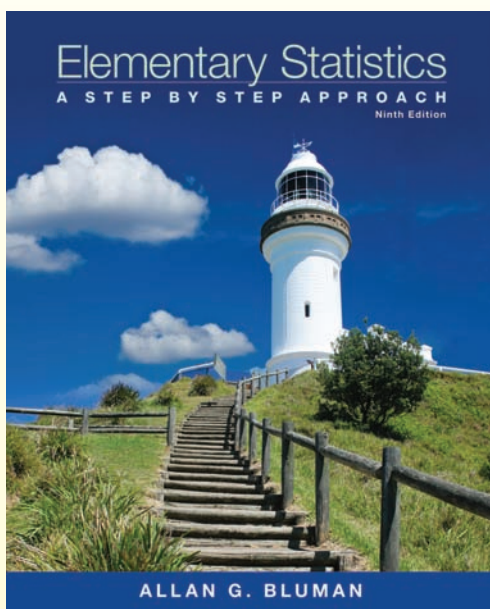
## Approach

*Elementary Statistics: A Step by Step Approach* was written as an aid in the beginning statistics course to students whose mathematical background is limited to basic algebra. The book follows a nontheoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. The applications span a broad range of topics certain to appeal to the interests of students of diverse backgrounds, and they include problems in business, sports, health, architecture, education, entertainment, political science, psychology, history, criminal justice, the environment, transportation, physical sciences, demographics, eating habits, and travel and leisure.

## About This Book

While a number of important changes have been made in the ninth edition, the learning system remains untouched and provides students with a useful framework in which to learn and apply concepts. Some of the retained features include the following:

- Over **1800 exercises** are located at the end of major sections within each chapter.
- **Hypothesis-Testing Summaries** are found at the end of Chapter 9 ( $z$ ,  $t$ ,  $\chi^2$ , and  $F$  tests for testing means, proportions, and variances), Chapter 12 (correlation, chi-square, and ANOVA), and Chapter 13 (nonparametric tests) to show students the different types of hypotheses and the types of tests to use.
- A **Data Bank** listing various attributes (educational level, cholesterol level, gender, etc.) for 100 people and several additional data sets using real data are included and referenced in various exercises and projects throughout the book.
- An updated **reference card** containing the formulas and the  $z$ ,  $t$ ,  $\chi^2$ , and PPMC tables is included with this textbook.
- End-of-chapter **Summaries**, **Important Terms**, and **Important Formulas** give students a concise summary of the chapter topics and provide a good source for quiz or test preparation.
- **Review Exercises** are found at the end of each chapter.
  - Special sections called **Data Analysis** require students to work with a data set to perform various statistical tests or procedures and then summarize the results. The data are included in the Data Bank in Appendix B and can be downloaded from the book's website at [www.mhhe.com/bluman](http://www.mhhe.com/bluman).
  - **Chapter Quizzes**, found at the end of each chapter, include multiple-choice, true/false, and completion questions along with exercises to test students' knowledge and comprehension of chapter content.
  - The **Appendixes** provide students with extensive reference tables, a glossary, and answers to all quiz questions and odd-numbered exercises. New to this edition, the additional Online Appendixes include algebra review, an outline for report writing, Bayes' theorem, and an alternative method for using the standard normal distribution. These can be found at [www.mhhe.com/bluman](http://www.mhhe.com/bluman).
  - The **Applying the Concepts** feature is included in all sections and gives students an opportunity to think about the new concepts and apply them to examples and scenarios similar to those found in newspapers, magazines, and radio and television news programs.



## Changes in the Ninth Edition

### Global Changes

- Updated and redesigned the Technology Boxes to reflect the latest technology updates
- Over 60 new examples and more than 400 new exercises have been added or revised throughout the book
- Design of graphs, photos and art has been revised for clarity
- New interior design was incorporated for ease of reading and flow
- Matched the odd and even exercises

**Chapter 1** Nearly 100 new section exercises have been added  
Statistics Today updated  
Added new material on sampling and the three types of observational studies

**Chapter 2** New subsection on dotplots added  
More material on class boundaries added  
Statistics Today updated

**Chapter 3** New Procedure Table for median added  
New Procedure Table for variance and standard deviation added  
Summary for Chebyshev's Theorem added  
New procedure Table for boxplots included

**Chapter 4** New subsection for permutations with identical objects added

**Chapter 5** New subsection on the geometric probability distribution added

**Chapter 6** Improved flow with a shortened introduction  
Added New Procedure Table for finding data values for specific probabilities

**Chapter 7** Statistics Today updated  
Included summary of the Characteristics of the Chi-Square Distribution

**Chapter 8** Reorganized Section 8-1 for a better flow  
Simplified diagram on stating the conclusion from a hypothesis test

**Chapter 9** Expanded explanation of independent samples  
Added 20 new exercises

**Chapter 10** Statistics Today updated  
Revised and Shortened Introduction  
Added additional information on analyzing scatter plots  
Included six new Procedure Tables

**Chapter 11** Expanded explanation on finding expected frequencies

**Chapter 12** Added additional material on the Computation of the  $F$  test  
Added two new figures

**Chapter 13** Boxed definitions and listed assumptions for the nonparametric tests  
Added a new Procedure Table for finding and testing the significance of the Spearman's Rank Correlation Coefficient  
Added a new Procedure Table for the runs test

**Chapter 14** Added a formal definition for convenience sample  
Improved definitions for systematic sampling and stratified sampling

## Acknowledgments

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—Allan G. Bluman

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# A STEP BY STEP APPROACH

## 7

### Confidence Intervals and Sample Size



#### STATISTICS TODAY

##### Stress and the College Student

A recent poll conducted by the mtvU/Associated Press found that 85% of college students reported that they experience stress daily. The study said, "It is clear that being stressed is a fact of life on college campuses today."

The study also reports that 74% of students' stress comes from school work, 71% from grades, and 62% from financial woes. The report stated that 2240 undergraduate students were selected and that the poll has a margin of error of  $\pm 3.0\%$ .

In this chapter you will learn how to make a true estimate of a parameter, what is meant by the margin of error, and whether or not the sample size was large enough to represent all college students.

See Statistics Today—Revisited at the end of this chapter for more details.

#### OUTLINE

- Introduction
- 7-1 Confidence Intervals for the Mean When  $\sigma$  Is Known
- 7-2 Confidence Intervals for the Mean When  $\sigma$  Is Unknown
- 7-3 Confidence Intervals and Sample Size for Proportions
- 7-4 Confidence Intervals for Variances and Standard Deviations
- Summary

#### OBJECTIVES

After completing this chapter, you should be able to

- 1 Find the confidence interval for the mean when  $\sigma$  is known.
- 2 Determine the minimum sample size for finding a confidence interval for the mean.
- 3 Find the confidence interval for the mean when  $\sigma$  is unknown.
- 4 Find the confidence interval for a proportion.
- 5 Determine the minimum sample size for finding a confidence interval for a proportion.
- 6 Find a confidence interval for a variance and a standard deviation.

#### EXAMPLE 8-6 Cost of College Tuition

A researcher wishes to test the claim that the average cost of tuition and fees at a four-year public college is greater than \$5700. She selects a random sample of 36 four-year public colleges and finds the mean to be \$5950. The population standard deviation is \$659. Is there evidence to support the claim at  $\alpha = 0.05$ ? Use the  $P$ -value method.

Source: Based on information from the College Board.

#### SOLUTION

**Step 1** State the hypotheses and identify the claim.  
 $H_0: \mu = \$5700$  and  $H_1: \mu > \$5700$  (claim).

**Step 2** Compute the test value.

$$z = \frac{\bar{X} - \mu}{\sigma / \sqrt{n}} = \frac{5950 - 5700}{659 / \sqrt{36}} = 2.28$$

**Step 3** Find the  $P$ -value. Using Table E in Appendix A, find the corresponding area under the normal distribution for  $z = 2.28$ . It is 0.9887. Subtract this value for the area from 1.0000 to find the area in the right tail.

$$1.0000 - 0.9887 = 0.0113$$

**Step 4** Hence, the  $P$ -value is 0.0113. Make the decision. Since the  $P$ -value is less than 0.05, the decision is to reject the null hypothesis. See Figure 8-17.

Hundreds of examples with detailed solutions serve as models to help students solve problems on their own. Examples are solved by using a step by step explanation, and illustrations provide a clear display of results.

Numerous **Procedure Tables** summarize processes for students' quick reference.

#### Procedure Table

##### Solving Hypothesis-Testing Problems (Traditional Method)

- 1 State the hypotheses and identify the claim.
- 2 Find the critical value(s) from the appropriate table in Appendix A.
- 3 Compute the test value.
- 4 Make the decision to reject or not reject the null hypothesis.
- 5 Summarize the results.

**Critical Thinking** sections at the end of each chapter challenge students to apply what they have learned to new situations while deepening conceptual understanding.

### Critical Thinking Challenges

The power of a test  $(1 - \beta)$  can be calculated when a specific value of the mean is hypothesized in the alternative hypothesis; for example, let  $H_0: \mu = 50$  and let  $H_1: \mu = 52$ . To find the power of a test, it is necessary to find the value of  $\beta$ . This can be done by the following steps:

**Step 1** For a specific value of  $\alpha$  find the corresponding value of  $\bar{X}$ , using  $z = \frac{\bar{X} - \mu}{\sigma/\sqrt{n}}$ , where  $\mu$  is the hypothesized value given in  $H_0$ . Use a right-tailed test.

**Step 2** Using the value of  $\bar{X}$  found in step 1 and the value of  $\mu$  in the alternative hypothesis, find the area corresponding to  $z$  in the formula  $z = \frac{\bar{X} - \mu}{\sigma/\sqrt{n}}$ .

**Step 3** Subtract this area from 0.5000. This is the value of  $\beta$ .

**Step 4** Subtract the value of  $\beta$  from 1. This will give you the power of a test. See Figure 8–41.

**Technology**  
TI-84 Plus  
Step by Step

**Binomial Random Variables**  
To find the probability for a binomial variable: Press **2nd [DISTR]** then **A (ALPHA MATH)** for **binompdf**. The form is **binompdf(n,p,X)**.

Example:  $n = 20, X = 5, p = .05$  (Example 5–20a from the text)  
**binompdf(20,.05,5)**, then press **ENTER** for the probability.  
The calculator will display the probabilities in a list. Use the arrow keys to view the entire display.

Example:  $n = 20, X = 0, 1, 2, 3, p = .05$  (Example 5–20b from the text)  
**binompdf(20,.05,{0,1,2,3})**, then press **ENTER**.  
The calculator will display the probabilities in a list. Use the arrow keys to view the entire display.

**Technology Step by Step boxes** instruct students how to use Excel, TI-84 Plus graphing calculators, and MINITAB to solve the types of problems covered in the section. Numerous computer or calculator screens are displayed as well as numbered steps.

**Applying the Concepts** are end-of-section exercises that reinforce the concepts explained in the section. They give students an opportunity to think about the concepts and apply them to hypothetical examples similar to real-life ones.

### Applying the Concepts 4–5

#### Counting Rules and Probability

One of the biggest problems for students when doing probability problems is to decide which formula or formulas to use. Another problem is to decide whether two events are independent or dependent. Use the following problem to help develop a better understanding of these concepts.

Assume you are given a five-question multiple-choice quiz. Each question has 5 possible answers: A, B, C, D, and E.

- How many events are there?
- Are the events independent or dependent?
- If you guess at each question, what is the probability that you get all of them correct?
- What is the probability that a person guesses answer A for each question?

### Data Projects

- Business and Finance** Select a pizza restaurant and a sandwich shop. For the pizza restaurant look at the menu to determine how many sizes, crust types, and toppings are available. For the sandwich shop determine how many breads, meats, veggies, cheeses, sauces, and condiments are available. How many different sandwich choices are possible?
- Sports and Leisure** When poker games are shown on television, there are often percentages displayed that show how likely it is that a certain hand will win. Investigate how these percentages are determined. Show an example with two competing hands in a Texas Hold 'Em game. Include the percentages that each hand will win after the deal, the flop, the turn, and the river.
- Technology** A music player or music organization program can keep track of how many different artists are in a library. First note how many different artists are in your music library. Then find the probability that if 25 songs are selected at random, none will have the same artist.
- Health and Wellness** Assume that the gender distribution of babies is such that one-half the time females are born and one-half the time males are born. In a family of 3 children, what is the probability that all are girls? In a family of 4? Is it unusual that in a family with 4 children all would be girls? In a family of 5?
- Politics and Economics** Consider the U.S. Senate. Find out about the composition of any three of the Senate's standing committees. How many different committees of Senators are possible, knowing the party composition of the Senate and the number of committee members from each party for each committee?
- Your Class** Research the famous Monty Hall probability problem. Conduct a simulation of the Monty Hall problem online using a simulation program or in class using live "contestants." After 50 simulations compare your results to those stated in the research you did. Did your simulation support the conclusions?

**Data Projects**, which appear at the end of each chapter, further challenge students' understanding and application of the material presented in the chapter. Many of these require the student to gather, analyze, and report on real data.

# SUPPLEMENTS



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### **Excel Manual**

This workbook, specially designed to accompany the text, provides additional practice in applying the chapter concepts while using Excel.

### **Instructor's Solutions Manual (instructors only)**

By Sally Robinson of South Plains College, this manual includes worked-out solutions to all the exercises in the text and answers to all quiz questions. This manual can be found online at [www.mhhe.com/bluman](http://www.mhhe.com/bluman).

### **Student's Solutions Manual**

By Sally Robinson of South Plains College, this manual contains detailed solutions to all odd-numbered text problems and answers to all quiz questions.



# INDEX OF APPLICATIONS

## CHAPTER 1

### The Nature of Probability and Statistics

#### Education and Testing

Attendance and Grades, 5  
Is Higher Education “Going Digital”?, 1, 35  
Piano Lessons Improve Math Ability, 37

#### Medicine, Clinical Studies, and Experiments

Beneficial Bacteria, 25  
Caffeine and Health, 25  
Smoking and Criminal Behavior, 37  
Thyme and Antioxidants, 25  
The Worst Day for Weight Loss, 13

#### Psychology and Human Behavior

Anger and Snap Judgments, 37  
Hostile Children Fight Unemployment, 38

#### Sports, Exercise, and Fitness

ACL Tears in Collegiate Soccer Players, 37

#### Surveys and Culture

American Culture and Drug Abuse, 17

#### Transportation

Fatal Transportation Injuries, 10  
World’s Busiest Airports, 37

## CHAPTER 2

### Frequency Distributions and Graphs

#### Buildings and Structures

Selling Real Estate, 65  
Stories in Tall Buildings, 86  
Stories in the World’s Tallest Buildings, 52

#### Business, Management, and Work

Career Changes, 103  
Charity Donations, 52  
Commuting Times, 92  
Elderly in the U.S. Labor Force, 79  
Patents, 93  
Trip Reimbursements, 93

#### Demographics and Population Characteristics

Counties, Divisions, or Parishes for 50 States, 66  
Distribution of Blood Types, 43  
Never Married Adults in the United States, 76  
Percent of Cigarette Smokers in the United States, 78

U.S. Population by Age, 93  
Wealthy People, 42

#### Education and Testing

Classroom Technology, 101  
College Completions, 102  
College Spending for First-Year Students, 76  
Do Students Need Summer Development?, 65  
Grading of Schools, 91  
High School Dropout Rate, 102  
Making the Grade, 67  
Math and Reading Achievement Scores, 92  
Math SAT Scores, 68  
Number of College Faculty, 66  
Percentage of People Who Completed 4 or More Years of College, 53  
Teacher Strikes, 92, 107

#### Entertainment

Roller Coaster Mania, 91  
Songs on CDs, 103  
Unclaimed Expired Prizes, 53

#### Environmental Sciences, the Earth, and Space

Air Pollution, 66  
Average Wind Speeds, 53  
Coal Consumption, 106  
Consumption of Natural Gas, 53  
Cost of Utilities, 66  
Energy Consumption, 91  
Length of Major Rivers, 92  
Named Storms, 83  
Record High Temperatures, 47, 57, 58, 59  
Recycled Trash, 106  
Space Launches, 102  
The Great Lakes, 107  
Wind Speed, 101

#### Food and Dining

Cost of Milk, 93  
Eating at Fast Food Restaurants, 52  
Super Bowl Snack Foods, 80  
Worldwide Sales of Fast Foods, 90

#### Government, Taxes, Politics, Public Policy, and Voting

How Much Paper Money is in Circulation Today?, 85  
Salaries of Governors, 52

#### History

Ages of Declaration of Independence Signers, 52  
Ages of Presidents at Inauguration, 51  
Ages of the Vice Presidents at the Time of Their Death, 102  
JFK Assassination, 53

#### Law and Order: Criminal Justice

Car Thefts in a Large City, 85  
Causes of Accidental Deaths in the United States, 90  
Concealed Weapons Licenses, 93  
How Your Identity Can Be Stolen, 41, 104  
Identity Thefts, 106  
Murders in the United States, 81  
Police Calls, 77, 82  
Violent Crimes, 91

#### Marketing, Sales, and Consumer Behavior

Cost of a 30-second Super Bowl Commercial, 89  
How People Get Their News, 101  
Online Ad Spending, 91  
Spending of College Freshmen, 103  
Super Bowl Viewer’s Expenditures, 91  
Valentine’s Day Spending, 91

#### Medicine, Clinical Studies, and Experiments

Blood Glucose Levels, 67  
BUN Count, 101  
Outpatient Cardiograms, 84  
Pain Relief, 103  
Patients at a Medical Care Facility, 92  
Waiting Times, 67

#### Public Health and Nutrition

Calories in Salad Dressings, 92  
Calories of Nuts, 102  
Cereal Calories, 67  
Protein Grams in Fast Food, 67  
Needless Deaths of Children, 106  
U.S. Health Dollar, 92

#### Sports, Exercise, and Fitness

50 Home Run Club, 92  
Ages of Football Players, 91  
Calories Burned While Exercising, 91  
Favorite Sport, 52  
Men’s World Hockey Champions, 101  
Miles Run per Week, 61  
NFL Payrolls, 53  
NFL Salaries, 66  
Peyton Manning’s Colts Career, 103  
Super Bowl Scores, 66

#### Surveys and Culture

Ages of Dogs, 52  
Pet Care, 102  
Pet Population, 90

#### Technology

Energy Used by Plasma TVs, 52  
Trust in Internet Information, 52

#### The Sciences

Bear Kills, 65  
The Value of Pi, 53

#### Transportation

Activities While Driving, 102  
Colors of Automobiles, 91  
Fuel Economy for General Motors Vehicles, 88  
MPGs for SUVs, 49  
Railroad Crossing Accidents, 66

#### Travel and Leisure

Museum Visitors, 103  
Public Libraries, 103  
Reasons We Travel, 91

## CHAPTER 3

### Data Description

#### Buildings and Structures

Prices of Homes, 141  
Suspension Bridges, 145  
Tallest Buildings, 179

#### Business, Management, and Work

Average Earnings of Workers, 179  
Average Weekly Earnings, 160  
Bank Failures, 119  
Commissions Earned, 124  
Costs to Train Employees, 179  
Employee Salaries, 129  
Employee Years of Service, 182  
Executive Bonuses, 124  
Foreign Workers, 123  
Hourly Compensation for Production Workers, 124  
Hours Worked, 180  
Labor Charges, 179  
Missing Work, 145  
Net Worth of Corporations, 124  
Salaries of Personnel, 118  
The Noisy Workplace, 171  
Top-Paid CEOs, 123  
Travel Allowances, 141  
Unemployment Benefits, 143

#### Demographics and Population Characteristics

Ages of Accountants, 145  
Ages of Consumers, 146  
Ages of the Top 50 Wealthiest People, 114  
Ages of U.S. Astronaut Candidates, 144  
Ages of U.S. Residents, 183  
Net Worth of Wealthy People, 178  
Percentage of College-Educated Population over 25, 124  
Percentage of Foreign-Born People, 124

#### Economics and Investment

Investment Earnings, 178

**Education and Testing**

Achievement Test Scores, 160  
 College and University Debt, 159  
 College Enrollments, 123  
 College Room and Board Costs, 160  
 Contest Spelling Words, 124  
 Driver's License Exam Scores, 159  
 Enrollments for Selected Independent Religiously Controlled 4-Year Colleges, 125  
 Errors on a Typing Test, 182  
 Exam Completion Time, 179  
 Exam Grades, 179, 182  
 Graduation Rates, 173  
 SAT Scores, 146, 178, 182  
 Starting Teachers' Salaries, 143  
 Teacher Salaries, 122, 159  
 Teacher Strikes, 134, 135, 173  
 Test Scores, 148, 149, 153, 161, 182  
 Textbooks in Professors' Offices, 179  
 Work Hours for College Faculty, 146

**Entertainment**

Earnings of Nonliving Celebrities, 123  
 FM Radio Stations, 145  
 Households of Four Television Networks, 178  
 Top Movie Sites, 180

**Environmental Sciences, the Earth, and Space**

Annual Precipitation Days, 144  
 Distance of Stars, 123  
 Earthquakes, 161  
 Farm Sizes, 146  
 High Temperatures, 179  
 Hurricane Damage, 161  
 Licensed Nuclear Reactors, 117  
 Moons of Jupiter, 123  
 Natural Gas Drilling Sites, 123  
 Number of Meteorites Found, 169  
 Number of Tornadoes, 173  
 Observers in the Frogwatch Program, 123  
 Rise in Tides, 179  
 Shark Attacks, 178  
 Size of Dams, 173  
 Size of U.S. States, 143  
 Solid Waste Production, 146  
 Tornadoes in the United States, 115  
 Tornado Occurrences, 179  
 Unhealthy Smog Days, 173

**Food and Dining**

Citrus Fruit Consumption, 146  
 Specialty Coffee Shops, 124

**Government, Taxes, Politics, Public Policy, and Voting**

Cigarette Taxes, 143  
 Gasoline Taxes, 161

**History**

Age of Senators, 159

**Law and Order: Criminal Justice**

Accidental Firearm Deaths, 117  
 Murder Rates, 145  
 Murders in Cities, 144  
 Police Calls in Schools, 161  
 Police Incidents, 112  
 Police Officers Killed, 115  
 Prison Executions, 144  
 Violent Crimes, 123

**Manufacturing and Product Development**

Battery Lives, 145, 178  
 Comparison of Outdoor Paint, 128, 129, 131, 132  
 Copier Service Calls, 125  
 Printer Repairs, 180

**Marketing, Sales, and Consumer Behavior**

Average Cost of Smoking, 183  
 Average Cost of Weddings, 182  
 Cost per Load of Laundry Detergents, 144  
 Delivery Charges, 182  
 Diet Cola Preference, 125  
 Magazines in Bookstores, 179  
 Newspapers for Sale, 182  
 Pages in Women's Fitness Magazines, 139  
 Sale Price of Homes, 146  
 Sales of Automobiles, 138

**Medicine, Clinical Studies, and Experiments**

Blood Pressure, 142  
 Determining Dosages, 159  
 Hospital Emergency Waiting Times, 145  
 Hospital Infections, 112  
 Multiple Births, 143  
 Serum Cholesterol Levels, 146  
 Systolic Blood Pressure, 151

**Psychology and Human Behavior**

Reaction Times, 144  
 Trials to Learn a Maze, 146

**Public Health and Nutrition**

Calories in Bagels, 145  
 Calories in Salads, 122  
 Fat Grams, 125  
 Protein Grams of Energy Bars, 173  
 Sodium Content of Cheese, 170

**Sports, Exercise, and Fitness**

Baseball Team Batting Averages, 145  
 Basketball Scores, 160  
 Bowling Scores, 143  
 Earned Run Average, 172  
 Innings Pitched, 173  
 Miles Run per Week, 113, 117, 136  
 NFL Salaries, 180  
 NFL Signing Bonuses, 116, 119

**Technology**

Time Spent Online, 145

**The Sciences**

Sheep Population, 161

**Transportation**

Airplane Speeds, 160  
 Airport Parking, 123  
 Annual Miles Driven, 160  
 Automobile Fuel Efficiency, 124, 144  
 Commuter Times, 179  
 Cost of Car Rentals, 179  
 Cost of Helicopters, 125  
 Fuel Capacity, 179  
 Gas Prices for Rental Cars, 182  
 How Long Are You Delayed by Road Congestion?, 109, 180  
 Miles per Gallon, 182  
 Passenger Vehicle Deaths, 144  
 Times Spent in Rush-Hour Traffic, 144

**Travel and Leisure**

Area Boat Registrations, 118  
 Vacation Days, 159  
 Visitors Who Travel to Foreign Countries, 173

**CHAPTER 4****Probability and Counting Rules****Buildings and Structures**

Building a New Home, 209

**Business, Management, and Work**

Distribution of CEO Ages, 200  
 Overqualified Workers, 216  
 Research and Development Employees, 203  
 Working Women and Computer Use, 223

**Demographics and Population Characteristics**

Blood Types and Rh Factors, 224  
 Distribution of Blood Types, 194, 228  
 Education Level and Smoking, 249  
 Education of Factory Employees, 252  
 Foreign Adoptions, 225  
 Human Blood Types, 199  
 Living Arrangements for Children, 200  
 Male Color Blindness, 214  
 Marital Status of Women, 225  
 Names for Boys, 249  
 Population of Hawaii, 200  
 U.S. Population, 207  
 War Veterans, 249  
 Young Adult Residences, 207

**Education and Testing**

College Courses, 224  
 College Debt, 199  
 College Degrees Awarded, 206  
 College Enrollment, 226

Computers in Elementary

Schools, 199

Doctoral Assistantships, 225

High School Grades of First-Year College Students, 226

Online Course Selection, 248

Reading to Children, 225

Required First-Year College Courses, 200

Student Financial Aid, 223

**Entertainment**

Cable Television, 223

Craps Game, 199

de Mere Dice Game, 252

Dominoes, 237

DVD Players, 249

Family and Children's Computer Games, 225

Getting a Full House, 245

Movie Releases, 248

Odds, 201

Poker Hands, 237

Quinto Lottery, 235

Selecting a Movie, 207, 236

State Lottery Number, 243

The Mathematics of

Gambling, 244

Video and Computer Games, 222

Yahtzee, 250

**Environmental Sciences, the Earth, and Space**

Corn Products, 209

Endangered Species, 207

Lightning Strikes, 224

Plant Selection, 246

Sources of Energy Uses in the United States, 199

Threatened Species of

Reptiles, 235

**Food and Dining**

Breakfast Drink, 248

Coffee Shop Selection, 203

Family Dinner Combinations, 200

Favorite Ice Cream Flavors, 193, 204

Pizzas and Salads, 224

Purchasing a Pizza, 209

**Government, Taxes, Politics, Public Policy, and Voting**

Congressional Terms, 224

Federal Government

Revenue, 200

Government Employees, 222

Health Insurance, 200

Senate Partisanship, 245

**Law and Order: Criminal Justice**

Arrests for Property Crimes, 200

Guilty or Innocent?, 221

Murder Victims, 199

Prison Populations, 222, 223

**Manufacturing and Product Development**

Defective Items, 223

Defective Resistors, 245

Defective Transistors, 242  
Flashlight Batteries, 223  
Garage Door Openers, 234

**Marketing, Sales, and Consumer Behavior**

Commercials, 226  
Customer Purchases, 225  
Door-to-Door Sales, 208  
Gift Baskets, 224  
Shopping Mall Promotion, 198  
Ties, 221

**Medicine, Clinical Studies, and Experiments**

Autism, 225  
Chronic Sinusitis, 249  
Doctor Specialties, 224  
Effectiveness of a Vaccine, 248  
Hospital Stays for Knee Replacements, 195  
Heart Disease, 224  
Medical Patients, 208  
Medical Tests on Emergency Patients, 208  
Medical Treatment, 200  
Medication Effectiveness, 225  
Multiple Births, 207  
Which Pain Reliever Is Best?, 206

**Psychology and Human Behavior**

Would You Bet Your Life?, 185, 250

**Sports, Exercise, and Fitness**

Fitness Center Members, 247  
Health Club Membership, 248  
Leisure Time Exercise, 225

**Surveys and Culture**

Student Survey, 208  
Survey on Stress, 214  
Survey on Women in the Military, 219

**Technology**

Software Selection, 247  
Text Messages via Cell Phones, 223

**Transportation**

Automobile Insurance, 223  
Automobile License Plate, 249  
Automobile Sales, 222  
Carry-on Items, 249  
Driving While Intoxicated, 205  
Fatal Accidents, 225  
License Plates, 250  
Licensed Drivers in the United States, 208  
Motor Vehicle Producers, 247  
On-Time Airplane Arrivals, 225  
Railroad Memorial License Plates, 229  
Rural Speed Limits, 199  
Seat Belt Use, 222  
Types of Vehicles, 226

**Travel and Leisure**

Bowling and Club Membership, 251

Country Club Activities, 224  
Travel over the Thanksgiving Holiday, 194  
World-Class Orchestras, 245

**CHAPTER 5**

**Discrete Probability Distributions**

**Business, Management, and Work**

Employed Women, 307  
Job Applications, 299  
Job Elimination, 285  
Union Workers, 284  
Work Versus Conscience, 300

**Demographics and Population Characteristics**

Alcohol Abstainers, 308  
American and Foreign-Born Citizens, 284  
Blood Types, 296, 300, 308  
Left-Handed People, 293  
Likelihood of Twins, 282  
Today's Marriages, 283  
Unmarried Women, 305

**Economics and Investment**

Benford's Law, 272  
House Insurance, 295  
Income Tax Errors, 307  
Life Insurance, 273

**Education and Testing**

College Education and Business World Success, 284  
Dropping College Courses, 263  
High School Dropouts, 284  
Lessons Outside of School, 300  
Meeting Attendance, 307  
People Who Have Some College Education, 284  
Students Using the Math Lab, 273  
Teachers and Summer Vacation, 300

**Entertainment**

Chuck-a-Luck, 308  
Coins, Births, and Other Random (?) Events, 262  
Gambler's Fallacy, 275  
Lottery Numbers, 308  
Lottery Prizes, 273  
On Hold for Talk Radio, 269  
Roulette, 273  
Winning the Lottery, 273

**Environmental Sciences, the Earth, and Space**

Alternate Sources of Fuel, 285  
Household Wood Burning, 305  
Radiation Exposure, 271

**Food and Dining**

Coffee Shop Customers, 291  
Hors d'Oeuvres Selection, 299  
Items Donated to a Food Bank, 306  
M&M's Color Distribution, 298

Pizza Deliveries, 273  
Pizza for Breakfast, 305  
Unsanitary Restaurants, 282

**Government, Taxes, Politics, Public Policy, and Voting**

Accuracy Count of Votes, 306  
Federal Government Employee E-mail Use, 285  
Poverty and the Federal Government, 285  
Social Security Recipients, 284

**History**

Rockets and Targets, 297

**Law and Order: Criminal Justice**

Calls for a Fire Company, 307  
Emergency Calls, 304  
Study of Robberies, 298  
U.S. Police Chiefs and the Death Penalty, 305

**Manufacturing and Product Development**

Defective Calculators, 299  
Defective Compressor Tanks, 295  
Defective Computer Keyboards, 299  
Defective DVDs, 272, 306  
Defective Electronics, 299  
Quality Control Check, 307

**Marketing, Sales, and Consumer Behavior**

Car Sales, 306  
CD Purchases, 307  
Cellular Phone Sales, 272  
Color of Raincoats, 308  
Company Mailings, 299  
Credit Cards, 304  
Internet Purchases, 285  
Mail Ordering, 299  
Number of Credit Cards, 272  
Reusable Grocery Bags, 298  
Selling Carpet, 299  
Suit Sales, 272  
Tie Purchases, 304

**Medicine, Clinical Studies, and Experiments**

Flu Shots, 305  
Pooling Blood Samples, 257, 306

**Psychology and Human Behavior**

Calls for a Crisis Hotline, 307

**Sports, Exercise, and Fitness**

Baseball World Series, 260  
Shooting an Arrow, 299  
Sports Score Hot Line Calls, 307

**Surveys and Culture**

Survey on Answering Machine Ownership, 285  
Survey on Bathing Pets, 285  
Survey on Concern for Criminals, 284  
Survey on Doctor Visits, 279  
Survey on Employment, 279  
Survey on Fear of Being Home Alone at Night, 280

Survey of High School Seniors, 285  
Survey on Internet Awareness, 285

**Technology**

Computer Assistance, 306  
Computer Literacy Test, 305  
Guidance Missile System, 284  
Internet Access via Cell Phone, 305  
Telephones per Household, 307

**The Sciences**

Colors of Flowers, 299  
Elm Trees, 307  
Mendel's Theory, 298

**Transportation**

Arrivals at an Airport, 305  
Carpooling, 307  
Driver's Exam, 307  
Driving to Work Alone, 284  
Driving While Intoxicated, 280  
Emissions Inspection Failures, 299  
Traffic Accidents, 272  
Truck Inspection Violations, 298

**Travel and Leisure**

Amusement Park Game, 299  
Boating Accidents, 306  
Bowling Team Uniforms, 307  
Christmas Lights, 306  
Destination Weddings, 284  
Leisure Activities, 290  
Lost Luggage in Airlines, 306  
Outdoor Regatta, 305  
Watching Fireworks, 285

**CHAPTER 6**

**The Normal Distribution**

**Buildings and Structures**

New Home Prices, 339  
New Home Sizes, 339  
Parking Lot Construction, 361  
Prices of Homes, 362

**Business, Management, and Work**

Health Insurance Through Work, 360  
Jobs for Registered Nurses, 338  
Multiple-Job Holders, 363  
Retirement Income, 363  
Salaries for Actuaries, 362  
Working Weekends, 349  
Unemployment, 365

**Demographics and Population Characteristics**

Ages of Proofreaders, 353  
Amount of Laundry Washed Each Year, 353  
Heights of People, 365  
Life Expectancies, 353  
Membership in an Organization, 365  
Per Capita Income of Delaware Residents, 353

- Population of College Cities, 360  
Residences of U.S. Citizens, 360  
U.S. Population, 363
- Economics and Investment**  
Home Ownership, 360  
Home Values, 353  
Itemized Charitable Contributions, 339  
Monthly Mortgage Payments, 338
- Education and Testing**  
College Costs, 352  
Doctoral Student Salaries, 338  
Elementary School Teachers, 361  
Enrollment in Personal Finance Course, 363  
Exam Scores, 340  
Female Americans Who Have Completed 4 Years of College, 360  
GMAT Scores, 366  
High School Competency Test, 339  
Private Four-Year College Enrollment, 363  
Professors' Salaries, 338, 339  
Reading Improvement Program, 339  
Salary of Full Professors, 338  
SAT Scores, 338, 340, 352  
School Enrollment, 360  
Smart People, 337  
Teachers' Salaries, 337  
Teachers' Salaries in Connecticut, 352  
Teachers' Salaries in North Dakota, 352  
TIMSS Test, 353  
Years to Complete a Graduate Program, 365
- Entertainment**  
Admission Charge for Movies, 337  
Box Office Revenues, 340  
Drive-in Movies, 340  
Hours That Children Watch Television, 347  
Movie Ticket Prices, 352  
Slot Machines, 363
- Environmental Sciences, the Earth, and Space**  
Amount of Rain in a City, 365  
Annual Precipitation, 353  
Average Precipitation, 363  
Electric Bills, 365  
Glass Garbage Generation, 352  
Heights of Active Volcanoes, 363  
Monthly Newspaper Recycling, 330  
Paper Use, 338  
Temperatures for Dallas, 340  
Water Use, 352
- Food and Dining**  
Bottled Drinking Water, 339  
Lemonade Consumption, 365  
Confectionary Products, 363
- Government, Taxes, Politics, Public Policy, and Voting**  
Cigarette Taxes, 340  
Medicare Hospital Insurance, 353  
Social Security Payments, 340  
Unemployment Benefits, 352  
Voter Preference, 360
- Law and Order: Criminal Justice**  
Larceny Thefts, 363  
Police Academy Acceptance Exams, 339  
Police Academy Qualifications, 333  
Population in U.S. Jails, 337
- Manufacturing and Product Development**  
Breaking Strength of Steel Cable, 353  
Portable CD Player Lifetimes, 363  
Repair Cost for Microwave Ovens, 365  
Wristwatch Lifetimes, 339
- Marketing, Sales, and Consumer Behavior**  
Credit Card Debt, 338  
Mail Order, 360  
Product Marketing, 339  
Technology Inventories, 335
- Medicine, Clinical Studies, and Experiments**  
Lengths of Hospital Stays, 339  
Liters of Blood in Adults, 329  
Normal Ranges for Vital Statistics, 311, 364  
Per Capita Spending on Health Care, 362  
Serum Cholesterol Levels, 352  
Systolic Blood Pressure, 334, 353
- Public Health and Nutrition**  
Calories in Fast-Food Sandwiches, 366  
Chocolate Bar Calories, 338  
Cholesterol Content, 353  
People Who Smoke, 360  
Sodium in Frozen Food, 363  
Youth Smoking, 360
- Sports, Exercise, and Fitness**  
Batting Averages, 358  
Number of Baseball Games Played, 336  
Number of Runs Made, 340
- Surveys and Culture**  
Sleep Survey, 365
- Technology**  
Amount of Electricity Used by a PC, 331  
Cell Phone Lifetimes, 352  
Computer Ownership, 365  
Cost of iPod Repair, 362  
Cost of Personal Computers, 339  
Household Computers, 360  
Household Online Connection, 365  
Internet Users, 340
- Monthly Spending for Paging and Messaging Services, 362  
Telephone Answering Devices, 360
- The Sciences**  
Newborn Elephant Weights, 338  
Ragweed Allergies, 357
- Transportation**  
Ages of Amtrak Passenger Cars, 339  
Ages of Registered Vehicles, 348  
Commute Time to Work, 338  
Commuter Train Passengers, 362  
Miles Driven Annually, 338  
Passengers on a Bus, 365  
Price of Gasoline, 338  
Reading While Driving, 356  
Used Car Prices, 339
- Travel and Leisure**  
Cost of Overseas Trip, 352  
Mountain Climbing Safety, 359  
Number of Branches of the 50 Top Libraries, 322  
Thickness of Library Books, 365
- CHAPTER 7**  
**Confidence Intervals and Sample Size**
- Buildings and Structures**  
Home Fires Started by Candles, 385  
Home Security Systems, 396
- Business, Management, and Work**  
Dog Bites to Postal Workers, 407  
Number of Jobs, 379  
Work Interruptions, 396
- Demographics and Population Characteristics**  
Ages of Insurance Representatives, 410  
Marriages in the United States, 408  
Number of Homeless Individuals, 404  
Unmarried Americans, 396  
Widows, 396
- Economics and Investment**  
Credit Union Assets, 376  
Home Ownership Rates, 405  
NYSE Stock Prices, 388  
Stock Prices, 404
- Education and Testing**  
Adult Education Activities, 408  
Age of College Students, 404  
Child Care Programs, 408  
Cost of Texts, 409  
Covering College Costs, 392  
Credit Card Use by College Students, 398  
Day Care Tuition, 380  
Educational Television, 396  
Freshmen's GPA, 379
- High School Graduates Who Take the SAT, 396  
Hours Spent Studying, 410  
National Accounting Examination, 380  
Number of Faculty, 379  
Private Schools, 395  
SAT Scores, 405  
Spending for Postage at a Community College, 407  
Students per Teacher in U.S. Public Schools, 387  
Students Who Major in Business, 396  
Undergraduate GPAs, 380
- Entertainment**  
Lengths of Children's Animated Films, 407, 408  
Perry Como Fans, 395  
Playing Video Games, 379  
Television Viewing, 380
- Environmental Sciences, the Earth, and Space**  
Depth of a River, 377  
High Temperatures for May, 387  
Lawn Weeds, 392  
Length of Growing Seasons, 380  
Named Storms, 403  
Number of Farms, 380  
Thunderstorm Speeds, 387  
Travel to Outer Space, 396  
Unhealthy Days in Cities, 388
- Food and Dining**  
Cost of Pizzas, 380  
Fast-Food Bills for Drive-Thru Customers, 379
- Government, Taxes, Politics, Public Policy, and Voting**  
Money Spent on Road Repairs, 410  
Parking Meter Revenues, 388  
Presidential Travel, 408  
State Gasoline Taxes, 387  
Women Representatives in State Legislature, 387
- History**  
Ages of Presidents at Time of Death, 403
- Law and Order: Criminal Justice**  
Burglaries, 410  
Gun Control, 397
- Manufacturing and Product Development**  
Baseball Diameters, 408  
Calculator Battery Lifetimes, 405  
How Many Kleenexes Should Be in a Box?, 378  
Lifetimes of Snowmobiles, 408  
Lifetimes of Wristwatches, 404  
MPG for Lawn Mowers, 408  
Nicotine Content, 402
- Marketing, Sales, and Consumer Behavior**  
Costs for a 30-Second Spot on Cable Television, 388

- Days It Takes to Sell an Aveo, 373  
 Number of Customers, 374
- Medicine, Clinical Studies, and Experiments**  
 Birth Weights of Infants, 380  
 Contracting Influenza, 395  
 Cost of Knee Replacement Surgery, 404  
 Doctor Visit Costs, 409  
 Emergency Room Accidents, 410  
 Hospital Noise Levels, 380, 388  
 Infant Growth, 385  
 Patients Treated in Hospital Emergency Rooms, 410
- Psychology and Human Behavior**  
 Stress and the College Student, 369, 408
- Public Health and Nutrition**  
 Calories in a Standard Size Candy Bar, 405  
 Calories in Candy Bars, 387  
 Carbohydrate Grams in Commercial Subs, 379  
 Carbohydrates in Yogurt, 404  
 Carbon Monoxide Deaths, 404  
 Daily Cholesterol Intake, 405  
 Diet Habits, 396  
 Fruit Consumption, 396  
 Obesity, 396  
 Skipping Lunch, 410  
 Sport Drink Decision, 386
- Sports, Exercise, and Fitness**  
 Dance Company Students, 387  
 Indy 500 Qualifier Speeds, 388
- Surveys and Culture**  
 Belief in Haunted Places, 395  
 Does Success Bring Happiness?, 394  
 Pet Owners, 408  
 Political Survey, 410  
 Shopping Survey, 407  
 Survey on Politics, 397
- Technology**  
 Digital Camera Prices, 387  
 Direct Satellite Television, 396  
 Home Broadband Internet Access, 396  
 Home Computers, 394  
 Social Networking Sites, 387  
 Television Set Ownership, 410
- The Sciences**  
 Isotopes, 407
- Transportation**  
 Automobile Pollution, 410  
 Chicago Commuters, 388  
 Distance Traveled to Work, 387  
 Driving to Work, 391  
 Fuel Efficiency of Cars and Trucks, 379  
 Manual Transmission Automobiles, 395  
 Monthly Gasoline Expenditures, 380
- New Car Lease Fees, 404  
 Truck Safety Check, 410  
 Weights of Minivans, 409
- Travel and Leisure**  
 Novel Pages, 410  
 Overseas Travel, 396  
 Vacation Days, 407  
 Vacation Sites, 408
- CHAPTER 8**  
**Hypothesis Testing**
- Buildings and Structures**  
 Cost of Building a Home, 435  
 Heights of Tall Buildings, 449  
 Home Security Systems, 481  
 Monthly Home Rent, 481
- Business, Management, and Work**  
 Copy Machine Use, 436  
 Hourly Wage, 437  
 Men Aged 65 and Over in the Labor Force, 481  
 Number of Jobs, 450  
 Revenue of Large Businesses, 435  
 Sick Days, 437  
 Starting Salary for Nurse Practitioners, 444  
 Working at Home, 479
- Demographics and Population Characteristics**  
 Ages of Professional Women, 483  
 Average Family Size, 450  
 First-Time Marriages, 484  
 Heights of 1-Year-Olds, 436  
 Heights of Models, 483
- Economics and Investment**  
 Home Closing Costs, 483  
 Stocks and Mutual Fund Ownership, 457
- Education and Testing**  
 College Room and Board Costs, 470  
 Cost of College Tuition, 432  
 Debt of College Graduates, 480  
 Doctoral Students' Salaries, 458  
 Exam Grades, 470  
 How Much Better is Better on the SAT?, 413, 482  
 Intelligence Tests, 427  
 Math SAT Test, 464  
 Nonparental Care, 435  
 SAT Tests, 429  
 Student Expenditures, 436  
 Teaching Assistants' Stipends, 450  
 Undergraduate Enrollment, 458
- Entertainment**  
 Cost of a Movie Ticket, 450  
 Cost of Making a Movie, 449  
 Movie Admission Prices, 481  
 Moviegoers, 435, 458  
 Television Set Ownership, 458  
 Television Viewing by Teens, 449
- Times of Videos, 482  
 Trifecta Winnings, 481
- Environmental Sciences, the Earth, and Space**  
 Farm Sizes, 437  
 Heights of Volcanoes, 470  
 High Temperatures in January, 470  
 Natural Gas Heat, 458  
 Pollution By-Products, 484  
 Recycling, 458  
 Tornado Deaths, 470  
 Warming and Ice Melt, 435  
 Water Consumption, 450  
 Wind Speed, 432
- Food and Dining**  
 Chewing Gum Use, 483  
 Soft Drink Consumption, 436
- Government, Taxes, Politics, Public Policy, and Voting**  
 Ages of U.S. Senators, 436  
 Free School Lunches, 481  
 IRS Audits, 478  
 Replacing \$1 Bills with \$1 Coins, 455  
 Salaries of Government Employees, 436
- Law and Order: Criminal Justice**  
 Ages of Robbery Victims, 484  
 Burglaries, 458  
 Car Thefts, 434  
 Federal Prison Populations, 481  
 Female Gun Owners, 454  
 Prison Sentences, 436  
 Prison Time, 479  
 Speeding Ticket Costs, 436  
 Speeding Tickets, 437  
 Stolen Aircraft, 469
- Manufacturing and Product Development**  
 Breaking Strength of Cable, 437  
 Manufactured Machine Parts, 470  
 Soda Bottle Content, 469  
 Strength of Wrapping Cord, 484  
 Sugar Packaging, 474  
 Weights on Men's Soccer Shoes, 481
- Marketing, Sales, and Consumer Behavior**  
 Attorney Advertisements, 456  
 Consumer Protection Agency Complaints, 478
- Medicine, Clinical Studies, and Experiments**  
 Cost of Braces, 449  
 Cost of Rehabilitation, 430  
 Doctor Visits, 450  
 Female Physicians, 458  
 First-Time Births, 478  
 Hospital Infections, 444  
 Outpatient Surgery, 465  
 Time Until Indigestion Relief, 481
- Public Health and Nutrition**  
 After-School Snacks, 458
- Alcohol and Tobacco Use by High School Students, 481  
 Calories in Pancake Syrup, 470  
 Carbohydrates in Fast Foods, 469  
 Chocolate Chip Cookie Calories, 449  
 Eggs and Your Health, 425  
 High-Potassium Foods, 469  
 Nicotine Content of Cigarettes, 448, 466  
 Obese Young People, 454  
 Quitting Smoking, 457  
 Sodium Amounts in Food, 470  
 Vitamin C in Fruits and Vegetables, 470  
 Youth Smoking, 458
- Sports, Exercise, and Fitness**  
 Burning Calories by Playing Tennis, 437  
 Exercise to Reduce Stress, 458  
 Fans of Professional Baseball, 458  
 Football Injuries, 458  
 Games Played by NBA Scoring Leaders, 482  
 Golf Scores, 470  
 Heights of NBA Players, 436  
 Joggers' Oxygen Uptake, 447  
 Step to It with Pedometers, 428
- Surveys and Culture**  
 Breakfast Survey, 484  
 Caffeinated Beverage Survey, 484  
 Survey on Vitamin Usage, 484
- Technology**  
 Cell Phone Bills, 450  
 Cell Phone Call Lengths, 450  
 Facebook Friends, 435  
 Internet Visits, 450  
 MP3 Ownership, 481  
 Radio Ownership, 484  
 Time Online, 480  
 Transferring Phone Calls, 469
- The Sciences**  
 Hog Weights, 475  
 Plant Leaf Lengths, 482  
 Seed Germination Times, 484  
 Strawberry Seeds, 449  
 Whooping Crane Eggs, 481
- Transportation**  
 Car Inspection Times, 468  
 Commute Time to Work, 450  
 Experience of Taxi Drivers, 484  
 First-Class Airline Passengers, 459  
 Fuel Consumption, 481  
 Improper Driving, 457  
 Interstate Speeds, 470  
 One-Way Airfares, 478  
 Operating Costs of an Automobile, 436  
 Stopping Distances, 436  
 Testing Gas Mileage Claims, 468  
 Tire Inflation, 482  
 Transmission Service, 437  
 Travel Times to Work, 480

**Travel and Leisure**

Borrowing Library Books, 458  
 Hotel Rooms, 483  
 Newspaper Reading Times, 479  
 Number of Words in a Novel, 449  
 Pages in Romance Novels, 484

**CHAPTER 9****Testing the Difference Between Two Means, Two Proportions, and Two Variances****Buildings and Structures**

Ages of Homes, 504  
 Apartment Rental Fees, 543  
 Heights of Tall Buildings, 536  
 Heights of World Famous Cathedrals, 541  
 Home Prices, 495, 497

**Business, Management, and Work**

Animal Bites of Postal Workers, 525  
 Interview Errors, 526  
 Male and Female Workers, 522  
 Medical Supply Sales, 526  
 Senior Workers, 526  
 Too Long on the Telephone, 502

**Demographics and Population Characteristics**

Ages of Gamblers, 503  
 Ages of Hospital Patients, 537  
 County Size in Indiana and Iowa, 536  
 Family Incomes, 543  
 Heights of 9-Year-Olds, 495  
 Male Head of Household, 544  
 Married People, 526  
 Never Married People, 526  
 Per Capita Income, 495  
 Population and Area, 536  
 Salaries of Chemists, 543

**Economics and Investment**

Bank Deposits, 510  
 Daily Stock Prices, 537

**Education and Testing**

ACT Scores, 495  
 Ages of College Students, 496  
 Average Earnings for College Graduates, 497, 541  
 College Education, 526  
 Cyber School Enrollment, 504  
 Exam Scores at Private and Public Schools, 497  
 Factory Worker Literacy Rates, 543  
 High School Graduation Rates, 526  
 Improving Study Habits, 515  
 Lay Teachers in Religious Schools, 541  
 Lecture versus Computer-Assisted Instruction, 525

Literacy Scores, 496  
 Mathematical Skills, 543  
 Medical School Enrollments, 504  
 Out-of-State Tuitions, 504  
 Reading Program, 536  
 Reducing Errors in Grammar, 516  
 Retention Test Scores, 515  
 Teachers' Salaries, 495, 503, 536, 541  
 Testing After Review, 541  
 Tuition Costs for Medical School, 536  
 Undergraduate Financial Aid, 526  
 Women Science Majors, 495

**Entertainment**

Hours Spent Watching Television, 503  
 Television Watching, 496

**Environmental Sciences, the Earth, and Space**

Air Quality, 515  
 Average Temperatures, 541  
 High and Low Temperatures, 541  
 Lengths of Major Rivers, 494  
 Winter Temperatures, 536

**Food and Dining**

Prices of Low-Calorie Foods, 543  
 Soft Drinks in School, 541

**Government, Taxes, Politics, Public Policy, and Voting**

Money Spent on Road Repair, 544  
 Monthly Social Security Benefits, 495  
 Partisan Support of Salary Increase Bill, 525  
 Tax-Exempt Properties, 503

**Manufacturing and Product Development**

Battery Voltage, 496  
 Noise Levels of Power Mowers, 532  
 Weights of Running Shoes, 503, 536  
 Weights of Vacuum Cleaners, 503

**Marketing, Sales, and Consumer Behavior**

Coupon Use, 526  
 Credit Card Debt, 496  
 Paint Prices, 542  
 Store Sales, 497

**Medicine, Clinical Studies, and Experiments**

Can Video Games Save Lives?, 514  
 Hospital Stays for Maternity Patients, 504  
 Hospital Volunteers, 541  
 Is More Expensive Better?, 523  
 Length of Hospital Stays, 495  
 Noise Levels in Hospitals, 503, 535, 541  
 Obstacle Course Times, 516  
 Only the Timid Die Young, 544  
 Overweight Dogs, 516

Pulse Rates of Identical Twins, 516  
 Sleeping Brain, Not at Rest, 545  
 Vaccination Rates in Nursing Homes, 487, 521, 542  
 Weights of Newborn Infants, 500

**Psychology and Human Behavior**

Bullying, 527  
 Mistakes in a Song, 516  
 Problem-Solving Ability, 496  
 Self-Esteem Scores, 496  
 Smoking and Education, 524  
 Toy Assembly Test, 516

**Public Health and Nutrition**

Calories in Ice Cream, 536  
 Carbohydrates in Candy, 503, 536  
 Cholesterol Levels, 512, 543  
 Heart Rates of Smokers, 532  
 Hypertension, 525

**Sports, Exercise, and Fitness**

Batting Averages, 505  
 College Sports Offerings, 492  
 Golf Scores, 516  
 Heights of Basketball Players, 544  
 Hockey's Highest Scorers, 504  
 Home Runs, 493  
 Miniature Golf Scores, 504  
 NFL Salaries, 504  
 PGA Golf Scores, 516

**Surveys and Culture**

Desire to Be Rich, 525  
 Dog Ownership, 525  
 Sleep Report, 516  
 Smoking Survey, 526  
 Survey on Inevitability of War, 525

**Technology**

Cell Phones, 541

**The Sciences**

Egg Production, 543  
 Wolf Pack Pups, 535

**Transportation**

Airline On-Time Arrivals, 526  
 Airport Passengers, 533  
 Automatic Transmissions, 534  
 Commuting Times, 495  
 Commuting Times for College Students, 496  
 Gasoline Prices, 504  
 Seat Belt Use, 525

**Travel and Leisure**

Bestseller Books, 503  
 Driving for Pleasure, 540  
 Jet Ski Accidents, 543  
 Leisure Time, 491, 525  
 Museum Attendance, 537

**CHAPTER 10****Correlation and Regression****Buildings and Structures**

Tall Buildings, 565, 573

**Business, Management, and Work**

Typing Speed and Word Processing, 603

**Demographics and Population Characteristics**

Age and Cavities, 605  
 Age and Net Worth, 574  
 Age and Wealth, 553, 558  
 Age, GPA, and Income, 598  
 Life Expectancies, 565, 573

**Economics and Investment**

Oil and Gas Prices, 564, 572

**Education and Testing**

Absences and Final Grades, 552, 557, 569, 574  
 Alumni Contributions, 564, 573  
 Aspects of Students' Academic Behavior, 598  
 Class Size and Grades, 565, 573  
 Faculty and Students, 565, 573  
 Home Smart Home, 593  
 Literacy Rates, 565, 573  
 More Math Means More Money, 597  
 SAT Scores, 574  
 State Board Scores, 595, 596, 597

**Entertainment**

Commercial Movie Releases, 564, 572  
 Television Viewers, 574

**Environmental Sciences, the Earth, and Space**

Coal Production, 574  
 Deaths from Lightning, 603  
 Energy Consumption, 565, 573  
 Farm Acreage, 574  
 Forest Fires and Acres Burned, 564, 573

**Food and Dining**

Special Occasion Cakes, 598

**Government, Taxes, Politics, Public Policy, and Voting**

State Debt and Per Capita Tax, 564, 573

**Law and Order: Criminal Justice**

Can Temperature Predict Crime?, 549, 604  
 Crimes, 564, 572

**Manufacturing and Product Development**

Copy Machine Maintenance Costs, 587

**Medicine, Clinical Studies, and Experiments**

Coffee Not Disease Culprit, 563  
 Father's and Son's Weights, 574  
 Fireworks and Injuries, 574  
 Medical Specialties and Gender, 603

Prescription Drug Prices, 605

**Public Health and Nutrition**

Age, Cholesterol, and Sodium, 598

Carbohydrates and Kilocalories, 565, 573  
 Fat and Cholesterol, 605  
 Fruit Nutrients, 598  
 Protein and Diastolic Blood Pressure, 603  
 Water and Carbohydrates, 565, 573

#### **Sports, Exercise, and Fitness**

Bowling Scores, 565, 573  
 NHL Assists and Total Points, 565, 573  
 Touchdowns and QB Ratings, 603  
 Triples and Home Runs, 565, 573

#### **Transportation**

Car Rental Companies, 552, 556, 568  
 Driver's Age and Accidents, 603, 605  
 Stopping Distances, 562, 572

#### **Travel and Leisure**

Passengers and Airline Fares, 603

## **CHAPTER 11**

### **Other Chi-Square Tests**

#### **Business, Management, and Work**

Displaced Workers, 641  
 Employment of High School Females, 641  
 Employment Satisfaction, 644  
 Job Loss Reasons, 643  
 Mothers Working Outside the Home, 635  
 Workforce Distribution, 635

#### **Demographics and Population Characteristics**

Education Level and Health Insurance, 620  
 Ethnicity and Movie Admissions, 634  
 Health Insurance Coverage, 642  
 Population and Age, 634  
 Women in the Military, 634

#### **Economics and Investment**

Pension Investments, 641

#### **Education and Testing**

Ages of Head Start Program Students, 620  
 Assessment of Mathematics Students, 620  
 College Degree Recipients, 620  
 Education Level of Adults, 614  
 Student Majors at Colleges, 634  
 Study Groups and Professors, 635  
 Volunteer Practices of Students, 636

#### **Entertainment**

Record CDs Sold, 635  
 State Lottery Numbers, 621  
 Television Viewing, 643

#### **Environmental Sciences, the Earth, and Space**

Tornadoes, 641

#### **Food and Dining**

Consumption of Takeout Foods, 643  
 Favorite Ice Cream Flavor, 643  
 Fruit Soda Flavor Preference, 612  
 Genetically Modified Food, 619  
 Restaurants and Types of Meals Purchased, 633  
 Skittles Color Distribution, 618  
 Types of Pizza Purchased, 644

#### **Government, Taxes, Politics, Public Policy, and Voting**

Congressional Representatives, 634  
 Tax Credit Refunds, 644

#### **Law and Order: Criminal Justice**

Firearm Deaths, 615, 620  
 Gun Sale Denials, 641  
 Violent Crimes, 634

#### **Marketing, Sales, and Consumer Behavior**

Grocery Lists, 636  
 Music Sales, 619  
 Pennant Colors Purchased, 644  
 Types of Shopping Bags Used, 619

#### **Medicine, Clinical Studies, and Experiments**

Cardiovascular Procedures, 642  
 Effectiveness of a New Drug, 635  
 Fathers in the Delivery Room, 636  
 Hospitals and Infections, 627  
 Organ Transplantation, 634  
 Paying for Prescriptions, 620  
 Risk of Injury, 641

#### **Psychology and Human Behavior**

Combatting Midday Drowsiness, 619  
 Does Color Affect Your Appetite?, 637  
 Happiness and Income, 631

#### **Sports, Exercise, and Fitness**

Injuries on Monkey Bars, 636  
 Sports Preferences of Males and Females, 629  
 Types of Pitches Thrown, 641  
 Youth Physical Fitness, 635

#### **Surveys and Culture**

Participation in a Market Research Survey, 635

#### **Technology**

Internet Users, 620  
 Satellite Dishes in Restricted Areas, 633

#### **The Sciences**

Endangered or Threatened Species, 634  
 Statistics and Heredity, 609, 642

#### **Transportation**

On-Time Performance by Airlines, 619  
 Truck Colors, 620

Types of Automobiles Purchased, 620  
 Ways to Get to Work, 643

#### **Travel and Leisure**

Recreational Reading and Gender, 635  
 Thanksgiving Travel, 636  
 Travel Accident Fatalities, 641

## **CHAPTER 12**

### **Analysis of Variance**

#### **Buildings and Structures**

Home Building Times, 675  
 Lengths of Various Types of Bridges, 680

#### **Business, Management, and Work**

Weekly Unemployment Benefits, 665

#### **Demographics and Population Characteristics**

Ages of Late-Night TV Talk Show Viewers, 683

#### **Education and Testing**

Alumni Gift Solicitation, 684  
 Annual Child Care Costs, 657  
 Average Debt of College Graduates, 658  
 Expenditures per Pupil, 657, 665  
 Number of Pupils in a Class, 658  
 Review Preparation for Statistics, 681  
 Soap Bubble Experiments (and Math), 674  
 Student Loans, 656

#### **Entertainment**

Television Viewing Time, 657

#### **Environmental Sciences, the Earth, and Space**

Air Pollution, 683  
 Number of State Parks, 680  
 Temperatures in January, 681

#### **Government, Taxes, Politics, Public Policy, and Voting**

Voters in Presidential Elections, 683

#### **Law and Order: Criminal Justice**

Eyewitness Testimony, 647, 682  
 School Incidents Involving Police Calls, 681

#### **Manufacturing and Product Development**

Durability of Paint, 675  
 Environmentally Friendly Air Freshener, 675  
 Types of Outdoor Paint, 675

#### **Marketing, Sales, and Consumer Behavior**

Age and Sales, 676  
 Automobile Sales Techniques, 673  
 Microwave Oven Prices, 657

Prices of Body Soap, 683  
 Tire Prices, 656

#### **Medicine, Clinical Studies, and Experiments**

Diets and Exercise Programs, 684  
 Effects of Different Types of Diets, 681  
 Emergency Room Visits, 664  
 Tricking Knee Pain, 662

#### **Psychology and Human Behavior**

Adult Children of Alcoholics, 684  
 Colors That Make You Smarter, 655, 664

#### **Public Health and Nutrition**

Calories in Fast-Food Sandwiches, 658  
 Carbohydrates in Cereals, 681  
 Carbohydrates in Juices, 681  
 Fiber Content of Foods, 665  
 Grams of Fat per Serving of Pizza, 681  
 Healthy Eating, 656  
 Iron Content of Foods and Drinks, 681  
 Sodium Content of Foods, 656

#### **Sports, Exercise, and Fitness**

Weight Gain of Athletes, 656

#### **Technology**

Cell Phone Bills, 657  
 Weights of Digital Cameras, 665

#### **The Sciences**

Increasing Plant Growth, 674

#### **Transportation**

Employees at Toll Road Interchanges, 653  
 Gasoline Consumption, 669  
 Gasoline Prices, 683  
 Hybrid Vehicles, 656  
 Miles per Gallon, 652

## **CHAPTER 13**

### **Nonparametric Statistics**

#### **Buildings and Structures**

Home Prices, 737  
 Property Assessments, 711

#### **Business, Management, and Work**

Annual Incomes for Men, 698  
 Employee Absences, 730  
 Family Income, 699  
 Job Offers for Chemical Engineers, 716  
 Weekly Earnings of Women, 698

#### **Demographics and Population Characteristics**

Ages of Drug Program Participants, 725  
 Age of Foreign-Born Residents, 695  
 Ages at First Marriage for Women, 698

- Birth Registry, 738  
 Gender of Train Passengers, 725
- Economics and Investment**  
 Bank Branches and Deposits, 720
- Education and Testing**  
 Class Size and Average Grade, 729  
 Cyber School Enrollments, 729  
 Exam Scores, 699, 736  
 Expenditures for Pupils, 716  
 Funding and Enrollment for Head Start Students, 738  
 Homework Exercises and Exam Scores, 735  
 Hours Worked by Student Employees, 735  
 Legal Costs for School Districts, 712  
 Manuscript Pages and References, 735  
 Mathematics Achievement Test Scores, 728  
 Mathematics Literacy Scores, 716  
 Medical School Enrollments, 706  
 Number of Faculty for Proprietary Schools, 699  
 Student Participation in a Blood Drive, 706  
 Students' Opinions on Lengthening the School Year, 699  
 Technology Proficiency Test, 705
- Entertainment**  
 Concert Seating, 730  
 Daily Lottery Numbers, 729, 738  
 Motion Picture Releases and Gross Revenue, 729  
 On-Demand Movie Rentals, 730  
 Television Viewers, 699, 700
- Environmental Sciences, the Earth, and Space**  
 Clean Air, 698  
 Deaths Due to Severe Weather, 699  
 Heights of Waterfalls, 715  
 Record High Temperatures, 735  
 Tall Trees, 728
- Food and Dining**  
 Lunch Costs, 735  
 Price of Pizza, 734  
 Teaspoon Size, 699
- Government, Taxes, Politics, Public Policy, and Voting**  
 Tolls for Bridge, 738  
 Unemployment Benefits, 716
- Law and Order: Criminal Justice**  
 Lengths of Prison Sentences, 705  
 Local Crimes, 716  
 Motor Vehicle Thefts and Burglaries, 729  
 Number of Crimes per Week, 717  
 Shoplifting Incidents, 709  
 Speeding Tickets, 730
- Manufacturing and Product Development**  
 Breaking Strengths of Ropes, 735  
 Lifetime of Truck Tires, 734  
 Lifetimes of Batteries, 737  
 Lifetimes of Handheld Video Games, 705  
 Output of Motors, 738  
 Routine Maintenance and Defective Parts, 700  
 Too Much or Too Little?, 689, 736
- Marketing, Sales, and Consumer Behavior**  
 Book Publishing, 729  
 Grocery Store Repricing, 734  
 Paper or Plastic Bags, 736  
 Printer Costs, 717  
 Textbook Costs, 737
- Medicine, Clinical Studies, and Experiments**  
 Accidents or Illnesses, 730  
 Cavities in Fourth-Grade Students, 729  
 Diet Medication and Weight, 699  
 Drug Prices, 711, 712, 729, 738  
 Drug Side Effects, 692  
 Ear Infections in Swimmers, 696  
 Effects of a Pill on Appetite, 699  
 Hospital Infections, 714, 718  
 Hospitals and Nursing Homes, 729
- Medication and Reaction Times, 737  
 Pain Medication, 711  
 Patients at a Medical Center, 694  
 Speed of Pain Relievers, 706  
 Weight Loss Through Diet, 711
- Public Health and Nutrition**  
 Amounts of Caffeine in Beverages, 717  
 Calories and Cholesterol in Fast-Food Sandwiches, 729  
 Calories in Cereals, 716  
 Prices of Vitamin/Mineral Supplements, 717  
 School Lunch, 704  
 Sodium Content of Fast-Food Sandwiches, 737  
 Sodium Content of Microwave Dinners, 716
- Sports, Exercise, and Fitness**  
 Bowling Scores, 712  
 Game Attendance, 698  
 Hunting Accidents, 706  
 Olympic Medals, 738  
 Skiing Conditions, 730  
 Speed Skating Times, 705  
 Times to Complete an Obstacle Course, 703  
 Winning Baseball Games, 705
- The Sciences**  
 Maximum Speeds of Animals, 717  
 Natural Gas Costs, 699  
 Weights of Turkeys, 737
- Transportation**  
 Fuel Efficiency of Automobiles, 735  
 Glasses or Contact Lenses for Driving, 730  
 Stopping Distances of Automobiles, 705  
 Subway and Commuter Rail Passengers, 728
- Travel and Leisure**  
 Amusement Park Admission Price, 729
- Beach Temperatures for July, 735  
 Fiction or Nonfiction Books, 736
- CHAPTER 14**  
**Sampling and Simulation**
- Demographics and Population Characteristics**  
 Foreign-Born Residents, 765  
 Stay-at-Home Parents, 765
- Education and Testing**  
 Is That Your Final Answer?, 750  
 Overview of U.S. Public Schools, 752
- Entertainment**  
 Television Set Ownership, 765  
 Let's Make A Deal, 741, 769
- Environmental Sciences, the Earth, and Space**  
 Record High Temperatures by State, 753  
 Should We Be Afraid of Lightning?, 747  
 Wind Speed of Hurricanes, 767
- Food and Dining**  
 Smoking Bans and Profits, 759
- Government, Taxes, Politics, Public Policy, and Voting**  
 Electoral Votes, 753  
 Unemployment Rates and Benefits, 767
- Law and Order: Criminal Justice**  
 State Governors on Capital Punishment, 744
- Medicine, Clinical Studies, and Experiments**  
 Snoring, 761
- Public Health and Nutrition**  
 The White or Wheat Bread Debate, 751
- Sports, Exercise, and Fitness**  
 Basketball Foul Shots, 765  
 Clay Pigeon Shooting, 765  
 Playing Basketball, 765



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# The Nature of Probability and Statistics

## STATISTICS TODAY

### Is Higher Education “Going Digital”?

Today many students take college courses online and use eBooks. Also, many students use a laptop, smartphone, or computer tablet in the classroom. With the increased use of technology, some questions about the effectiveness of this technology have been raised. For example,

How many colleges and universities offer online courses?

Do students feel that the online courses are equal in value to the traditional classroom presentations?

Approximately how many students take online courses now?

Will the number of students who take online courses increase in the future?

Has plagiarism increased since the advent of computers and the Internet?

Do laptops, smartphones, and tablets belong in the classroom?

Have colleges established any guidelines for the use of laptops, smartphones, and tablets?

To answer these questions, Pew Research Center conducted a study of college graduates and college presidents in 2011. The procedures they used and the results of the study are explained in this chapter. See Statistics Today—Revisited at the end of the chapter.

# 1



## OUTLINE

Introduction

- 1-1** Descriptive and Inferential Statistics
  - 1-2** Variables and Types of Data
  - 1-3** Data Collection and Sampling Techniques
  - 1-4** Experimental Design
  - 1-5** Computers and Calculators
- Summary

## OBJECTIVES

After completing this chapter, you should be able to

- 1** Demonstrate knowledge of statistical terms.
- 2** Differentiate between the two branches of statistics.
- 3** Identify types of data.
- 4** Identify the measurement level for each variable.
- 5** Identify the four basic sampling techniques.
- 6** Explain the difference between an observational and an experimental study.
- 7** Explain how statistics can be used and misused.
- 8** Explain the importance of computers and calculators in statistics.

## Introduction

You may be familiar with probability and statistics through radio, television, newspapers, and magazines. For example, you may have read statements like the following found in newspapers.

- The FBI reported that violent crimes were down by 6.4% in 2011.
- *USA TODAY* reported that the average college graduate student loan debt was about \$19,000.
- The College Stress and Mental Illness Poll reported that 85% of college and university students reported feeling stress daily; 77% reported stress from school work, and 74% experienced stress from grades.
- The *Occupational Outlook Handbook* reported that the median hourly wage for a registered nurse was \$31.10 per hour.
- *Reader's Digest* reported that the average cost of using a plasma television is \$0.1152 per hour.
- In 2013, the number of sales of smartphones is estimated to be 832.5 million units globally.

### Unusual Stats

Of people in the United States, 14% said that they feel happiest in June, and 14% said that they feel happiest in December.

### Interesting Fact

Every day in the United States about 120 golfers claim that they made a hole-in-one.

### Historical Note

A Scottish landowner and president of the Board of Agriculture, Sir John Sinclair introduced the word *statistics* into the English language in the 1798 publication of his book on a statistical account of Scotland. The word *statistics* is derived from the Latin word *status*, which is loosely defined as a statesman.

Statistics is used in almost all fields of human endeavor. In sports, for example, a statistician may keep records of the number of yards a running back gains during a football game, or the number of hits a baseball player gets in a season. In other areas, such as public health, an administrator might be concerned with the number of residents who contract a new strain of flu virus during a certain year. In education, a researcher might want to know if new methods of teaching are better than old ones. These are only a few examples of how statistics can be used in various occupations.

Furthermore, statistics is used to analyze the results of surveys and as a tool in scientific research to make decisions based on controlled experiments. Other uses of statistics include operations research, quality control, estimation, and prediction.

**Statistics** is the science of conducting studies to collect, organize, summarize, analyze, and draw conclusions from data.

Students study statistics for several reasons:

1. Like professional people, you must be able to read and understand the various statistical studies performed in your fields. To have this understanding, you must be knowledgeable about the vocabulary, symbols, concepts, and statistical procedures used in these studies.
2. You may be called on to conduct research in your field, since statistical procedures are basic to research. To accomplish this, you must be able to design experiments; collect, organize, analyze, and summarize data; and possibly make reliable predictions or forecasts for future use. You must also be able to communicate the results of the study in your own words.
3. You can also use the knowledge gained from studying statistics to become better consumers and citizens. For example, you can make intelligent decisions about what products to purchase based on consumer studies, about government spending based on utilization studies, and so on.

These reasons can be considered some of the goals for studying statistics.

It is the purpose of this chapter to introduce the goals for studying statistics by answering questions such as the following:

What are the branches of statistics?

What are data?

How are samples selected?

## 1-1 Descriptive and Inferential Statistics

### OBJECTIVE 1

Demonstrate knowledge of statistical terms.

#### Historical Note

The 1880 Census had so many questions on it that it took 10 years to publish the results.

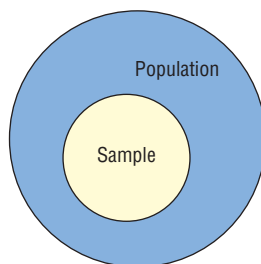
#### Historical Note

The origin of descriptive statistics can be traced to data collection methods used in censuses taken by the Babylonians and Egyptians between 4500 and 3000 B.C. In addition, the Roman Emperor Augustus (27 B.C. – A.D. 17) conducted surveys on births and deaths of the citizens of the empire, as well as the number of livestock each owned and the crops each citizen harvested yearly.

### OBJECTIVE 2

Differentiate between the two branches of statistics.

**FIGURE 1-1**  
Population and Sample



To gain knowledge about seemingly haphazard situations, statisticians collect information for *variables*, which describe the situation.

A **variable** is a characteristic or attribute that can assume different values.

**Data** are the values (measurements or observations) that the variables can assume. Variables whose values are determined by chance are called **random variables**.

Suppose that an insurance company studies its records over the past several years and determines that, on average, 3 out of every 100 automobiles the company insured were involved in accidents during a 1-year period. Although there is no way to predict the specific automobiles that will be involved in an accident (random occurrence), the company can adjust its rates accordingly, since the company knows the general pattern over the long run. (That is, on average, 3% of the insured automobiles will be involved in an accident each year.)

A collection of data values forms a **data set**. Each value in the data set is called a **data value** or a **datum**.

In statistics it is important to distinguish between a sample and a population.

A **population** consists of all subjects (human or otherwise) that are being studied.

When data are collected from every subject in the population, it is called a *census*.

For example, every 10 years the United States conducts a census. The primary purpose of this census is to determine the apportionment of the seats in the House of Representatives.

The first census was conducted in 1790 and was mandated by Article 1, Section 2 of the Constitution. As the United States grew, the scope of the census also grew. Today the Census limits questions to populations, housing, manufacturing, agriculture, and mortality. The Census is conducted by the Bureau of the Census, which is part of the Department of Commerce.

Most of the time, due to the expense, time, size of population, medical concerns, etc., it is not possible to use the entire population for a statistical study; therefore, researchers use samples.

A **sample** is a group of subjects selected from a population.

If the subjects of a sample are properly selected, most of the time they should possess the same or similar characteristics as the subjects in the population. See Figure 1-1.

However, the information obtained from a statistical sample is said to be *biased* if the results from the sample of a population are radically different from the results of a census of the population. Also, a sample is said to be biased if it does not represent the population from which it has been selected. The techniques used to properly select a sample are explained in Section 1-3.

The body of knowledge called statistics is sometimes divided into two main areas, depending on how data are used. The two areas are

1. Descriptive statistics
2. Inferential statistics

**Descriptive statistics** consists of the collection, organization, summarization, and presentation of data.

In *descriptive statistics* the statistician tries to describe a situation. Consider the national census conducted by the U.S. government every 10 years. Results of this census give you the average age, income, and other characteristics of the U.S. population. To obtain this information, the Census Bureau must have some means to collect relevant data. Once data are collected, the bureau must organize and summarize them. Finally, the bureau needs a means of presenting the data in some meaningful form, such as charts, graphs, or tables.

The second area of statistics is called *inferential statistics*.

**Inferential statistics** consists of generalizing from samples to populations, performing estimations and hypothesis tests, determining relationships among variables, and making predictions.

### Historical Note

Inferential statistics originated in the 1600s, when John Graunt published his book on population growth, *Natural and Political Observations Made upon the Bills of Mortality*. About the same time, another mathematician/astronomer, Edmond Halley, published the first complete mortality tables. (Insurance companies use mortality tables to determine life insurance rates.)

### Unusual Stat

Twenty-nine percent of Americans want their boss's job.

Here, the statistician tries to make inferences from *samples* to *populations*. Inferential statistics uses **probability**, i.e., the chance of an event occurring. You may be familiar with the concepts of probability through various forms of gambling. If you play cards, dice, bingo, or lotteries, you win or lose according to the laws of probability. Probability theory is also used in the insurance industry and other areas.

The area of inferential statistics called **hypothesis testing** is a decision-making process for evaluating claims about a population, based on information obtained from samples. For example, a researcher may wish to know if a new drug will reduce the number of heart attacks in men over age 70 years of age. For this study, two groups of men over age 70 would be selected. One group would be given the drug, and the other would be given a placebo (a substance with no medical benefits or harm). Later, the number of heart attacks occurring in each group of men would be counted, a statistical test would be run, and a decision would be made about the effectiveness of the drug.

Statisticians also use statistics to determine *relationships* among variables. For example, relationships were the focus of the most noted study in the 20th century, “Smoking and Health,” published by the Surgeon General of the United States in 1964. He stated that after reviewing and evaluating the data, his group found a definite relationship between smoking and lung cancer. He did not say that cigarette smoking actually causes lung cancer, but that there is a relationship between smoking and lung cancer. This conclusion was based on a study done in 1958 by Hammond and Horn. In this study, 187,783 men were observed over a period of 45 months. The death rate from lung cancer in this group of volunteers was 10 times as great for smokers as for nonsmokers.

Finally, by studying past and present data and conditions, statisticians try to make predictions based on this information. For example, a car dealer may look at past sales records for a specific month to decide what types of automobiles and how many of each type to order for that month next year.

### EXAMPLE 1-1 Descriptive or Inferential Statistics

Determine whether descriptive or inferential statistics were used.

- The average jackpot for the top five lottery winners was \$367.6 million.
- A study done by the American Academy of Neurology suggests that older people who had a high caloric diet more than doubled their risk of memory loss.
- Based on a survey of 9317 consumers done by the National Retail Federation, the average amount that consumers spent on Valentine’s Day in 2011 was \$116.
- Scientists at the University of Oxford in England found that a good laugh significantly raises a person’s pain level tolerance.

#### SOLUTION

- Descriptive statistics were used because this is an average, and it is based on data obtained from the top five lottery winners at this time.
- Inferential statistics were used since this is a generalization made from a sample to a population.
- Descriptive statistics were used since this is an average based on a sample of 9317 respondents.
- Inferential statistics were used since an inference is made from a sample to a population.

## Applying the Concepts 1–1

### Attendance and Grades

Read the following on attendance and grades, and answer the questions.

A study conducted at Manatee Community College revealed that students who attended class 95 to 100% of the time usually received an A in the class. Students who attended class 80 to 90% of the time usually received a B or C in the class. Students who attended class less than 80% of the time usually received a D or an F or eventually withdrew from the class.

Based on this information, attendance and grades are related. The more you attend class, the more likely it is you will receive a higher grade. If you improve your attendance, your grades will probably improve. Many factors affect your grade in a course. One factor that you have considerable control over is attendance. You can increase your opportunities for learning by attending class more often.

1. What are the variables under study?
2. What are the data in the study?
3. Are descriptive, inferential, or both types of statistics used?
4. What is the population under study?
5. Was a sample collected? If so, from where?
6. From the information given, comment on the relationship between the variables.

See page 39 for the answers.

### Unusual Stat

Only one-third of crimes committed are reported to the police.

## Exercises 1–1

1. Define statistics.
2. What is a variable?
3. What is meant by a census?
4. How does a population differ from a sample?
5. Explain the difference between descriptive and inferential statistics.
6. Name two areas where probability is used.
7. Why is information obtained from samples used more often than information obtained from populations?
8. What is meant by a biased sample?
9. Because of the current economy, 49% of 18 to 34 year-olds have taken a job to pay the bills. (Source: Pew Research Center)
10. In 2025, the world population is predicted to be 8 billion people. (Source: United Nations)
11. In 2011, there were 34 deaths from the avian flu. (Source: World Health Organization)
12. Based on a sample of 2739 respondents, it is estimated that pet owners spent a total of 14 billion dollars on veterinarian care for their pets. (Source: American Pet Products Association, Pet Owners Survey)
13. In 2011, 79% of U.S. adults used the Internet. (Source: Pew Research Center)
14. In 2010, a total of 68,905 people died from diabetes. (Source: Centers for Disease Control and Prevention)
15. In an online survey of 500 Virginia Tech students between spring 2010 and spring 2011, 31% said that they had missed class because of alcohol consumption. (Source: Center for Applied Behavior Systems at Virginia Tech)
16. In 2008–2009, a total of 260,327 U.S. students were studying abroad. (Source: Institute of International Education)
17. Forty-four percent of the people in the United States have type O blood. (Source: American Red Cross)

*For Exercises 9–17, determine whether descriptive or inferential statistics were used.*

## Extending the Concepts

18. Find three statistical studies and explain whether they used descriptive or inferential statistics.

19. Find a gambling game and explain how probability was used to determine the outcome.

## 1–2 Variables and Types of Data

### OBJECTIVE 3

Identify types of data.

As stated in Section 1–1, statisticians gain information about a particular situation by collecting data for random variables. This section will explore in greater detail the nature of variables and types of data.

Variables can be classified as qualitative or quantitative.

**Qualitative variables** are variables that have distinct categories according to some characteristic or attribute.

For example, if subjects are classified according to gender (male or female), then the variable *gender* is qualitative. Other examples of qualitative variables are religious preference and geographic locations.

**Quantitative variables** are variables that can be counted or measured.

For example, the variable *age* is numerical, and people can be ranked in order according to the value of their ages. Other examples of quantitative variables are heights, weights, and body temperatures.

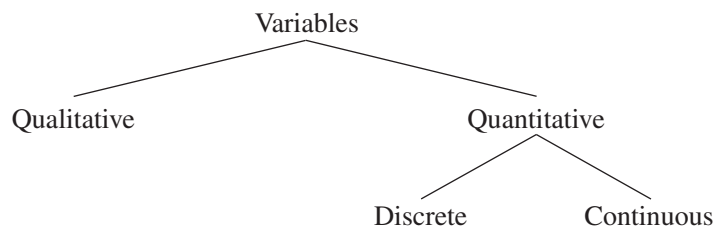
Quantitative variables can be further classified into two groups: discrete and continuous. *Discrete variables* can be assigned values such as 0, 1, 2, 3 and are said to be *countable*. Examples of discrete variables are the number of children in a family, the number of students in a classroom, and the number of calls received by a switchboard operator each day for a month.

**Discrete variables** assume values that can be counted.

*Continuous variables*, by comparison, can assume an infinite number of values in an interval between any two specific values. Temperature, for example, is a continuous variable, since the variable can assume an infinite number of values between any two given temperatures.

**Continuous variables** can assume an infinite number of values between any two specific values. They are obtained by measuring. They often include fractions and decimals.

The classification of variables can be summarized as follows:



**EXAMPLE 1-2** Discrete or Continuous Variables

Classify each variable as a discrete variable or a continuous variable.

- The highest wind speed of a hurricane
- The weight of baggage on an airplane
- The number of pages in a statistics book
- The amount of money a person spends per year for online purchases

**SOLUTION**

- Continuous, since wind speed must be measured
- Continuous, since weight is measured
- Discrete, since the number of pages is countable
- Discrete, since the smallest value that money can assume is in cents

**Unusual Stat**

Fifty-two percent of Americans live within 50 miles of a coastal shoreline.

Since continuous data must be measured, answers must be rounded because of the limits of the measuring device. Usually, answers are rounded to the nearest given unit. For example, heights might be rounded to the nearest inch, weights to the nearest ounce, etc. Hence, a recorded height of 73 inches could mean any measure from 72.5 inches up to but not including 73.5 inches. Thus, the boundary of this measure is given as 72.5–73.5 inches. The **boundary** of a number, then, is defined as a class in which a data value would be placed before the data value was rounded. *Boundaries are written for convenience as 72.5–73.5 but are understood to mean all values up to but not including 73.5.* Actual data values of 73.5 would be rounded to 74 and would be included in a class with boundaries of 73.5 up to but not including 74.5, written as 73.5–74.5. As another example, if a recorded weight is 86 pounds, the exact boundaries are 85.5 up to but not including 86.5, written as 85.5–86.5 pounds. Table 1-1 helps to clarify this concept. The boundaries of a continuous variable are given in one additional decimal place and always end with the digit 5.

**TABLE 1-1** Recorded Values and Boundaries

Variable	Recorded value	Boundaries
Length	15 centimeters (cm)	14.5–15.5 cm
Temperature	86 degrees Fahrenheit (°F)	85.5–86.5°F
Time	0.43 second (sec)	0.425–0.435 sec
Mass	1.6 grams (g)	1.55–1.65 g

**EXAMPLE 1-3** Class Boundaries

Find the boundaries of each variable.

- 8.4 quarts
- 138 mmHg
- 137.63 mg/dL

**SOLUTION**

- 8.35–8.45 quarts
- 137.5–138.5 mmHg
- 137.625–137.635 mg/dL



**OBJECTIVE 4**

Identify the measurement level for each variable.

**Unusual Stat**

Sixty-three percent of us say we would rather hear the bad news first.

**Historical Note**

When data were first analyzed statistically by Karl Pearson and Francis Galton, almost all were continuous data. In 1899, Pearson began to analyze discrete data. Pearson found that some data, such as eye color, could not be measured, so he termed such data *nominal data*. Ordinal data were introduced by a German numerologist Frederich Mohs in 1822 when he introduced a hardness scale for minerals. For example, the hardest stone is the diamond, which he assigned a hardness value of 1500. Quartz was assigned a hardness value of 100. This does not mean that a diamond is 15 times harder than quartz. It only means that a diamond is harder than quartz. In 1947, a psychologist named Stanley Smith Stevens made a further division of continuous data into two categories, namely, interval and ratio.

In addition to being classified as qualitative or quantitative, variables can be classified by how they are categorized, counted, or measured. For example, can the data be organized into specific categories, such as area of residence (rural, suburban, or urban)? Can the data values be ranked, such as first place, second place, etc.? Or are the values obtained from measurement, such as heights, IQs, or temperature? This type of classification—i.e., how variables are categorized, counted, or measured—uses **measurement scales**, and four common types of scales are used: nominal, ordinal, interval, and ratio.

The first level of measurement is called the *nominal level* of measurement. A sample of college instructors classified according to subject taught (e.g., English, history, psychology, or mathematics) is an example of nominal-level measurement. Classifying survey subjects as male or female is another example of nominal-level measurement. No ranking or order can be placed on the data. Classifying residents according to zip codes is also an example of the nominal level of measurement. Even though numbers are assigned as zip codes, there is no meaningful order or ranking. Other examples of nominal-level data are political party (Democratic, Republican, Independent, etc.), religion (Christianity, Judaism, Islam, etc.), and marital status (single, married, divorced, widowed, separated).

The **nominal level of measurement** classifies data into mutually exclusive (nonoverlapping) categories in which no order or ranking can be imposed on the data.

The next level of measurement is called the *ordinal level*. Data measured at this level can be placed into categories, and these categories can be ordered, or ranked. For example, from student evaluations, guest speakers might be ranked as superior, average, or poor. Floats in a homecoming parade might be ranked as first place, second place, etc. *Note that precise measurement of differences in the ordinal level of measurement does not exist.* For instance, when people are classified according to their build (small, medium, or large), a large variation exists among the individuals in each class.

Other examples of ordinal data are letter grades (A, B, C, D, F).

The **ordinal level of measurement** classifies data into categories that can be ranked; however, precise differences between the ranks do not exist.

The third level of measurement is called the *interval level*. This level differs from the ordinal level in that precise differences do exist between units. For example, many standardized psychological tests yield values measured on an interval scale. IQ is an example of such a variable. There is a meaningful difference of 1 point between an IQ of 109 and an IQ of 110. Temperature is another example of interval measurement, since there is a meaningful difference of 1°F between each unit, such as 72 and 73°F. *One property is lacking in the interval scale: There is no true zero.* For example, IQ tests do not measure people who have no intelligence. For temperature, 0°F does not mean no heat at all.

The **interval level of measurement** ranks data, and precise differences between units of measure do exist; however, there is no meaningful zero.

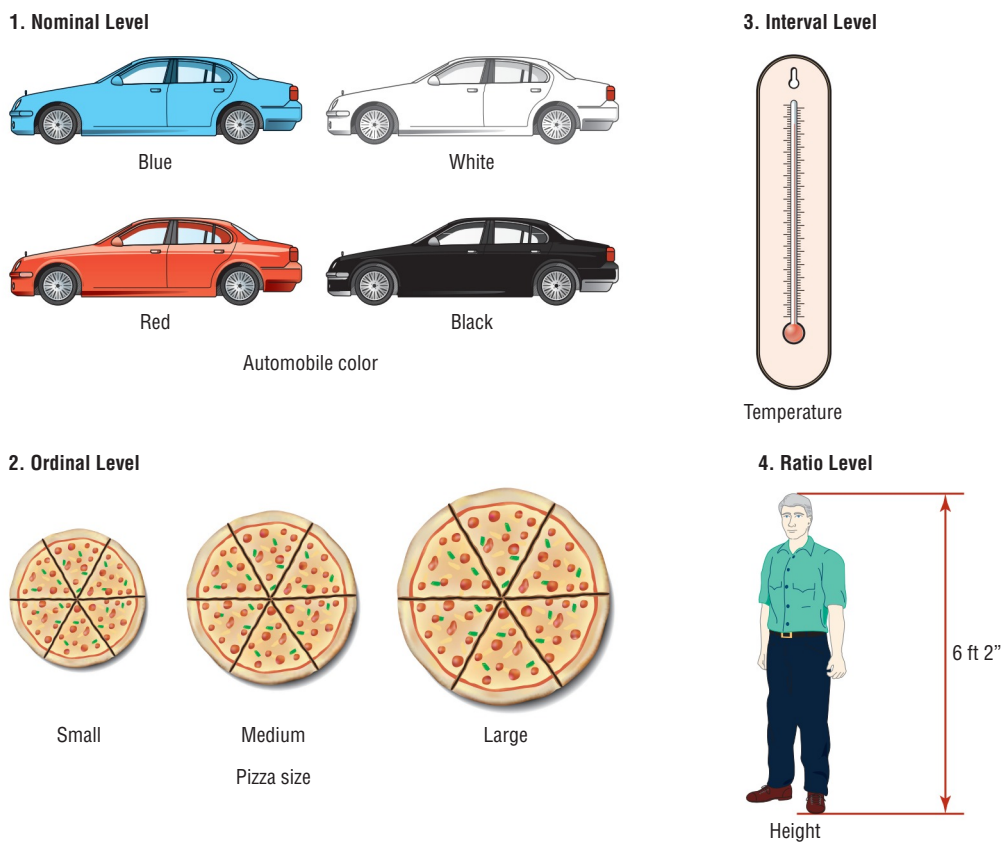
The final level of measurement is called the *ratio level*. Examples of ratio scales are those used to measure height, weight, area, and number of phone calls received. Ratio scales have differences between units (1 inch, 1 pound, etc.) and a true zero. In addition, the ratio scale contains a true ratio between values. For example, if one person can lift 200 pounds and another can lift 100 pounds, then the ratio between them is 2 to 1. Put another way, the first person can lift twice as much as the second person.

The **ratio level of measurement** possesses all the characteristics of interval measurement, and there exists a true zero. In addition, true ratios exist when the same variable is measured on two different members of the population.

TABLE 1-2 Examples of Measurement Scales			
Nominal-level data	Ordinal-level data	Interval-level data	Ratio-level data
Zip code Gender (male, female) Eye color (blue, brown, green, hazel) Political affiliation Religious affiliation Major field (mathematics, computers, etc.) Nationality	Grade (A, B, C, D, F) Judging (first place, second place, etc.) Rating scale (poor, good, excellent) Ranking of tennis players	SAT score IQ Temperature	Height Weight Time Salary Age

FIGURE 1-2

Measurement Scales



There is not complete agreement among statisticians about the classification of data into one of the four categories. For example, some researchers classify IQ data as ratio data rather than interval. Also, data can be altered so that they fit into a different category. For instance, if the incomes of all professors of a college are classified into the three categories of low, average, and high, then a ratio variable becomes an ordinal variable. Table 1-2 gives some examples of each type of data. See Figure 1-2.

#### EXAMPLE 1-4 Measurement Levels

What level of measurement would be used to measure each variable?

- The ages of patients in a local hospital
- The ratings of movies released this month
- Colors of athletic shirts sold by Oak Park Health Club
- Temperatures of hot tubs in local health clubs