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INTRODUCTION TO
**PROBABILITY &
STATISTICS**

Third Canadian Edition

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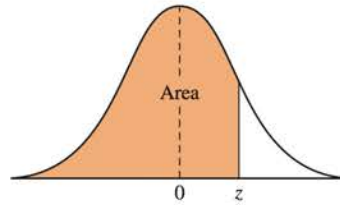


TABLE 3 Areas under the Normal Curve, pages 720–721

<i>z</i>	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
−3.4	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0003	0.0002
−3.3	0.0005	0.0005	0.0005	0.0004	0.0004	0.0004	0.0004	0.0004	0.0004	0.0003
−3.2	0.0007	0.0007	0.0006	0.0006	0.0006	0.0006	0.0006	0.0005	0.0005	0.0005
−3.1	0.0010	0.0009	0.0009	0.0009	0.0008	0.0008	0.0008	0.0008	0.0007	0.0007
−3.0	0.0013	0.0013	0.0013	0.0012	0.0012	0.0011	0.0011	0.0011	0.0010	0.0010
−2.9	0.0019	0.0018	0.0017	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014	0.0014
−2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020	0.0019
−2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027	0.0026
−2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037	0.0036
−2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049	0.0048
−2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066	0.0064
−2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087	0.0084
−2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110
−2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146	0.0143
−2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188	0.0183
−1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239	0.0233
−1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301	0.0294
−1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0401	0.0392	0.0384	0.0375	0.0367
−1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465	0.0455
−1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571	0.0559
−1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.0735	0.0722	0.0708	0.0694	0.0681
−1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838	0.0823
−1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003	0.0985
−1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190	0.1170
−1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401	0.1379
−0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635	0.1611
−0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894	0.1867
−0.7	0.2420	0.2389	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177	0.2148
−0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2483	0.2451
−0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810	0.2776
−0.4	0.3446	0.3409	0.3372	0.3336	0.3300	0.3264	0.3228	0.3192	0.3156	0.3121
−0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520	0.3483
−0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897	0.3859
−0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286	0.4247
−0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681	0.4641

TABLE 3 (continued)

<i>z</i>	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.5000	0.5040	0.5080	0.5120	0.5160	0.5199	0.5239	0.5279	0.5319	0.5359
0.1	0.5398	0.5438	0.5478	0.5517	0.5557	0.5596	0.5636	0.5675	0.5714	0.5753
0.2	0.5793	0.5832	0.5871	0.5910	0.5948	0.5987	0.6026	0.6064	0.6103	0.6141
0.3	0.6179	0.6217	0.6255	0.6293	0.6331	0.6368	0.6406	0.6443	0.6480	0.6517
0.4	0.6554	0.6591	0.6628	0.6664	0.6700	0.6736	0.6772	0.6808	0.6844	0.6879
0.5	0.6915	0.6950	0.6985	0.7019	0.7054	0.7088	0.7123	0.7157	0.7190	0.7224
0.6	0.7257	0.7291	0.7324	0.7357	0.7389	0.7422	0.7454	0.7486	0.7517	0.7549
0.7	0.7580	0.7611	0.7642	0.7673	0.7704	0.7734	0.7764	0.7794	0.7823	0.7852
0.8	0.7881	0.7910	0.7939	0.7967	0.7995	0.8023	0.8051	0.8078	0.8106	0.8133
0.9	0.8159	0.8186	0.8212	0.8238	0.8264	0.8289	0.8315	0.8340	0.8365	0.8389
1.0	0.8413	0.8438	0.8461	0.8485	0.8508	0.8531	0.8554	0.8577	0.8599	0.8621
1.1	0.8643	0.8665	0.8686	0.8708	0.8729	0.8749	0.8770	0.8790	0.8810	0.8830
1.2	0.8849	0.8869	0.8888	0.8907	0.8925	0.8944	0.8962	0.8980	0.8997	0.9015
1.3	0.9032	0.9049	0.9066	0.9082	0.9099	0.9115	0.9131	0.9147	0.9162	0.9177
1.4	0.9192	0.9207	0.9222	0.9236	0.9251	0.9265	0.9279	0.9292	0.9306	0.9319
1.5	0.9332	0.9345	0.9357	0.9370	0.9382	0.9394	0.9406	0.9418	0.9429	0.9441
1.6	0.9452	0.9463	0.9474	0.9484	0.9495	0.9505	0.9515	0.9525	0.9535	0.9545
1.7	0.9554	0.9564	0.9573	0.9582	0.9591	0.9599	0.9608	0.9616	0.9625	0.9633
1.8	0.9641	0.9649	0.9656	0.9664	0.9671	0.9678	0.9686	0.9693	0.9699	0.9706
1.9	0.9713	0.9719	0.9726	0.9732	0.9738	0.9744	0.9750	0.9756	0.9761	0.9767
2.0	0.9772	0.9778	0.9783	0.9788	0.9793	0.9798	0.9803	0.9808	0.9812	0.9817
2.1	0.9821	0.9826	0.9830	0.9834	0.9838	0.9842	0.9846	0.9850	0.9854	0.9857
2.2	0.9861	0.9864	0.9868	0.9871	0.9875	0.9878	0.9881	0.9884	0.9887	0.9890
2.3	0.9893	0.9896	0.9898	0.9901	0.9904	0.9906	0.9909	0.9911	0.9913	0.9916
2.4	0.9918	0.9920	0.9922	0.9925	0.9927	0.9929	0.9931	0.9932	0.9934	0.9936
2.5	0.9938	0.9940	0.9941	0.9943	0.9945	0.9946	0.9948	0.9949	0.9951	0.9952
2.6	0.9953	0.9955	0.9956	0.9957	0.9959	0.9960	0.9961	0.9962	0.9963	0.9964
2.7	0.9965	0.9966	0.9967	0.9968	0.9969	0.9970	0.9971	0.9972	0.9973	0.9974
2.8	0.9974	0.9975	0.9976	0.9977	0.9977	0.9978	0.9979	0.9979	0.9980	0.9981
2.9	0.9981	0.9982	0.9982	0.9983	0.9984	0.9984	0.9985	0.9985	0.9986	0.9986
3.0	0.9987	0.9987	0.9987	0.9988	0.9988	0.9989	0.9989	0.9989	0.9990	0.9990
3.1	0.9990	0.9991	0.9991	0.9991	0.9992	0.9992	0.9992	0.9992	0.9993	0.9993
3.2	0.9993	0.9993	0.9994	0.9994	0.9994	0.9994	0.9994	0.9995	0.9995	0.9995
3.3	0.9995	0.9995	0.9995	0.9996	0.9996	0.9996	0.9996	0.9996	0.9996	0.9997
3.4	0.9997	0.9997	0.9997	0.9997	0.9997	0.9997	0.9997	0.9997	0.9997	0.9998



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Introduction to Probability and Statistics

THIRD CANADIAN EDITION

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Brief Contents

	INTRODUCTION	1
1	DESCRIBING DATA WITH GRAPHS	9
2	DESCRIBING DATA WITH NUMERICAL MEASURES	55
3	DESCRIBING BIVARIATE DATA	99
4	PROBABILITY AND PROBABILITY DISTRIBUTIONS	130
5	SEVERAL USEFUL DISCRETE DISTRIBUTIONS	189
6	THE NORMAL PROBABILITY DISTRIBUTION	231
7	SAMPLING DISTRIBUTIONS	267
8	LARGE-SAMPLE ESTIMATION	310
9	LARGE-SAMPLE TESTS OF HYPOTHESES	356
10	INFERENCE FROM SMALL SAMPLES	399
11	THE ANALYSIS OF VARIANCE	466
12	LINEAR REGRESSION AND CORRELATION	527
13	MULTIPLE REGRESSION ANALYSIS	578
14	ANALYSIS OF CATEGORICAL DATA	624
15	NONPARAMETRIC STATISTICS	659
	APPENDIX I TABLES	711
	DATA SOURCES	743
	ANSWERS TO SELECTED EXERCISES	757
	INDEX	775

Contents

PREFACE xvi

Introduction: Train Your Brain for Statistics 1

- The Population and the Sample 4
- Descriptive and Inferential Statistics 5
- Achieving the Objective of Inferential Statistics: The Necessary Steps 6
- Keys for Successful Learning 7

1 **DESCRIBING DATA WITH GRAPHS** 9

- 1.1 Variables and Data 10
- 1.2 Types of Variables 12
- 1.3 Graphs for Categorical Data 14
 - Exercises 17
- 1.4 Graphs for Quantitative Data 20
 - Pie Charts and Bar Charts 20
 - Line Charts 21
 - Dotplots 22
 - Stem and Leaf Plots 23
 - Interpreting Graphs with a Critical Eye 25
- 1.5 Relative Frequency Histograms 27
 - Exercises 31
 - Chapter Review** 35
 - CASE STUDY: How Is Your Blood Pressure?** 52
 - PROJECT 1-A: Five Tips for Keeping Your Home Safe This Summer** 53
 - PROJECT 1-B: Handwashing Saves Lives: It's in Your Hands** 54

2 **DESCRIBING DATA WITH NUMERICAL MEASURES** 55

- 2.1 Describing a Set of Data with Numerical Measures 56
- 2.2 Measures of Centre 56
 - Exercises 60
- 2.3 Measures of Variability 62
 - Exercises 67
- 2.4 On the Practical Significance of the Standard Deviation 68

- 2.5 A Check on the Calculation of s 72
Exercises 73
- 2.6 Measures of Relative Standing 77
- 2.7 The Five-Number Summary and the Box Plot 81
Exercises 84
Chapter Review 87
CASE STUDY: The Boys of Winter 96
PROJECT 2: Ignorance Is Not Bliss 97

3 DESCRIBING BIVARIATE DATA 99

- 3.1 Bivariate Data 100
- 3.2 Graphs for Qualitative Variables 100
Exercises 103
- 3.3 Scatterplots for Two Quantitative Variables 105
- 3.4 Numerical Measures for Quantitative Bivariate Data 106
Exercises 112
Chapter Review 115
CASE STUDY: Paying for Players 127
PROJECT 3-A: Child Safety Seat Survey 128
PROJECT 3-B: Child Safety Seat Survey, Continued 129

4 PROBABILITY AND PROBABILITY DISTRIBUTIONS 130

- 4.1 The Role of Probability in Statistics 131
- 4.2 Events and the Sample Space 131
- 4.3 Calculating Probabilities Using Simple Events 134
Exercises 137
- 4.4 Useful Counting Rules (Optional) 139
Exercises 144
- 4.5 Event Relations and Probability Rules 146
Calculating Probabilities for Unions and Complements 148
- 4.6 Independence, Conditional Probability, and the Multiplication Rule 150
Exercises 157
- 4.7 Bayes' Rule (Optional) 162
Bayesian and Frequentist Perspectives in Statistics 167
Exercises 168
- 4.8 Discrete Random Variables and Their Probability Distributions 169
Random Variables 170
Probability Distributions 170

The Mean and Standard Deviation for a Discrete Random Variable 172

Exercises 176

Chapter Review 178

CASE STUDY: Probability and Decision Making in the Congo 186

PROJECT 4-A: Child Safety Seat Survey, Part 2 187

PROJECT 4-B: False Results in Medical Testing 187

PROJECT 4-C: Selecting Condiments 188

5

SEVERAL USEFUL DISCRETE DISTRIBUTIONS 189

5.1 Introduction 190

The Uniform Probability Distribution 190

The Bernoulli Probability Model 191

5.2 The Binomial Probability Distribution 192

Exercises 201

5.3 The Poisson Probability Distribution 205

Exercises 211

5.4 The Hypergeometric Probability Distribution 212

Exercises 216

Chapter Review 217

CASE STUDY: How Safe Is Plastic Surgery? Myth versus Fact! 228

PROJECT 5: Relations among Useful Discrete Probability Distributions 229

6

THE NORMAL PROBABILITY DISTRIBUTION 231

6.1 Probability Distributions for Continuous Random Variables 232

Uniform Distribution 234

Exponential Distribution 234

6.2 The Normal Probability Distribution 237

6.3 Tabulated Areas of the Normal Probability Distribution 238

The Standard Normal Random Variable 238

Calculating Probabilities for a General Normal Random Variable 243

Exercises 245

6.4 The Normal Approximation to the Binomial Probability Distribution (Optional) 248

Exercises 253

Chapter Review 255

CASE STUDY: "Are You Going to Curve the Grades?" 264

PROJECT 6-A: The Spectrum of Prematurity 265

PROJECT 6-B: Premature Babies in Canada 266

7	SAMPLING DISTRIBUTIONS 267
	7.1 Introduction 268
	7.2 Sampling Plans and Experimental Designs 268
	Exercises 273
	7.3 Statistics and Sampling Distributions 275
	7.4 The Central Limit Theorem 277
	7.5 The Sampling Distribution of the Sample Mean 280
	Standard Error 281
	Exercises 285
	7.6 The Sampling Distribution of the Sample Proportion 288
	Exercises 291
	7.7 A Sampling Application: Statistical Process Control (Optional) 293
	A Control Chart for the Process Mean: The \bar{x} Chart 294
	A Control Chart for the Proportion Defective: The p Chart 296
	Exercises 298
	Chapter Review 299
	CASE STUDY: Sampling the Roulette at Monte Carlo 307
	PROJECT 7-A: Canada's Average IQ Just Jumped a Bunch—Stephen Hawking's Coming to Canada! 308
	PROJECT 7-B: Test the Nation on CBC 309
8	LARGE-SAMPLE ESTIMATION 310
	8.1 Where We've Been 311
	8.2 Where We're Going—Statistical Inference 311
	8.3 Types of Estimators 312
	8.4 Point Estimation 313
	Exercises 318
	8.5 Interval Estimation 320
	Constructing a Confidence Interval 321
	Large-Sample Confidence Interval for a Population Mean μ 322
	Interpreting the Confidence Interval 324
	Large-Sample Confidence Interval for a Population Proportion p 326
	Exercises 327
	8.6 Estimating the Difference between Two Population Means 330
	Exercises 333
	8.7 Estimating the Difference between Two Binomial Proportions 336
	Exercises 338
	8.8 One-Sided Confidence Bounds 340

- 8.9 Choosing the Sample Size 342
 - Exercises 345
 - Chapter Review 347**
 - CASE STUDY: How Reliable Is That Poll? 351**
 - PROJECT 8-A: Saving Time and Making Patients Safer 353**
 - PROJECT 8-B: Attitudes of Canadian Women Toward Birthing Centres and Midwife Care for Childbirth 354**

9

LARGE-SAMPLE TESTS OF HYPOTHESES 356

- 9.1 Testing Hypotheses about Population Parameters 357
- 9.2 A Statistical Test of Hypothesis 357
- 9.3 A Large-Sample Test about a Population Mean 361
 - The Essentials of the Test 361
 - Calculating the p -Value 364
 - Two Types of Errors 367
 - The Power of a Statistical Test 368
 - Exercises 371
- 9.4 A Large-Sample Test of Hypothesis for the Difference between Two Population Means 374
 - Hypothesis Testing and Confidence Intervals 376
 - Exercises 377
- 9.5 A Large-Sample Test of Hypothesis for a Binomial Proportion 379
 - Statistical Significance and Practical Importance 381
 - Exercises 382
- 9.6 A Large-Sample Test of Hypothesis for the Difference between Two Binomial Proportions 384
 - Exercises 387
- 9.7 Some Comments on Testing Hypotheses 389
 - Chapter Review 390**
 - CASE STUDY: Cure for the Cold—Pooling Data: Making Sense or Folly? 394**
 - PROJECT 9-A: Proportion of “Cured” Cancer Patients: How Does Canada Compare with Europe? 396**
 - PROJECT 9-B: Walking and Talking: My Favourite Sport 397**

10

INFERENCE FROM SMALL SAMPLES 399

- 10.1 Introduction 400
- 10.2 Student’s t Distribution 400
 - Assumptions behind Student’s t Distribution 403
- 10.3 Small-Sample Inferences Concerning a Population Mean 404
 - Exercises 410

- 10.4 Small-Sample Inferences for the Difference between Two Population Means: Independent Random Samples 413
 - Exercises 419
- 10.5 Small-Sample Inferences for the Difference between Two Means: A Paired-Difference Test 423
 - Exercises 428
- 10.6 Inferences Concerning a Population Variance 431
 - Exercises 437
- 10.7 Comparing Two Population Variances 438
 - Exercises 444
- 10.8 Revisiting the Small-Sample Assumptions 446
 - Chapter Review 447**
 - CASE STUDY: How Does Bait Type Affect the Visit of the American Marten in Ontario? 462**
 - PROJECT 10: Watch Your Sugar Level! 463**

11 THE ANALYSIS OF VARIANCE 466

- 11.1 The Design of an Experiment 467
- 11.2 What Is an Analysis of Variance? 468
- 11.3 The Assumptions for an Analysis of Variance 468
- 11.4 The Completely Randomized Design: A One-Way Classification 469
- 11.5 The Analysis of Variance for a Completely Randomized Design 470
 - Partitioning the Total Variation in an Experiment 470
 - Testing the Equality of the Treatment Means 473
 - Estimating Differences in the Treatment Means 475
 - Exercises 478
- 11.6 Ranking Population Means 482
 - Exercises 484
- 11.7 The Randomized Block Design: A Two-Way Classification 485
- 11.8 The Analysis of Variance for a Randomized Block Design 486
 - Partitioning the Total Variation in the Experiment 486
 - Testing the Equality of the Treatment and Block Means 489
 - Identifying Differences in the Treatment and Block Means 491
 - Some Cautionary Comments on Blocking 492
 - Exercises 493
- 11.9 The $a \times b$ Factorial Experiment: A Two-Way Classification 496
- 11.10 The Analysis of Variance for an $a \times b$ Factorial Experiment 498
 - Exercises 503
- 11.11 Revisiting the Analysis of Variance Assumptions 507
 - Residual Plots 508

11.12 A Brief Summary 510

Chapter Review 510

CASE STUDY: “A Fine Mess” 523

PROJECT 11: **Hard to Shake: *Globe and Mail* Series Exposes the Pervasive Health Risks Associated with Canada’s Excessive Salt Consumption** 52312 **LINEAR REGRESSION AND CORRELATION** 527

12.1 Introduction 528

12.2 A Simple Linear Probabilistic Model 528

12.3 The Method of Least Squares 531

12.4 An Analysis of Variance for Linear Regression 533

Exercises 536

12.5 Testing the Usefulness of the Linear Regression Model 539

Inferences Concerning β , the Slope of the Line of Means 540The Analysis of Variance F Test 542

Measuring the Strength of the Relationship: The Coefficient of Determination 543

Interpreting the Results of a Significant Regression 544

Exercises 545

12.6 Diagnostic Tools for Checking the Regression Assumptions 548

Dependent Error Terms 549

Residual Plots 549

Exercises 550

12.7 Estimation and Prediction Using the Fitted Line 553

Exercises 557

12.8 Correlation Analysis 560

Exercises 563

Chapter Review 566CASE STUDY: **Are Foreign Companies “Buying Up the Canadian Economy”?** 575PROJECT 12: **Aspen Mixedwood Forests in Alberta** 57613 **MULTIPLE REGRESSION ANALYSIS** 578

13.1 Introduction 579

13.2 The Multiple Regression Model 579

13.3 A Multiple Regression Analysis 580

The Method of Least Squares 581

The Analysis of Variance for Multiple Regression 582

Testing the Usefulness of the Regression Model 583

Interpreting the Results of a Significant Regression 584

Checking the Regression Assumptions 586

Using the Regression Model for Estimation and Prediction 586

- 13.4 A Polynomial Regression Model 587
 - Exercises 590
- 13.5 Using Quantitative and Qualitative Predictor Variables in a Regression Model 594
 - Exercises 599
- 13.6 Testing Sets of Regression Coefficients 603
- 13.7 Interpreting Residual Plots 605
- 13.8 Stepwise Regression Analysis 607
- 13.9 Misinterpreting a Regression Analysis 608
 - Causality 608
 - Multicollinearity 608
- 13.10 Steps to Follow When Building a Multiple Regression Model 609
 - Chapter Review 610**
 - CASE STUDY: “Buying Up the Canadian Economy”—Another Look 620**
 - PROJECT 13: Aspen Mixedwood Forests in Canada, Part 2 621**

14

ANALYSIS OF CATEGORICAL DATA 624

- 14.1 A Description of the Experiment 625
- 14.2 Pearson’s Chi-Square Statistic 626
- 14.3 Testing Specified Cell Probabilities: The Goodness-of-Fit Test 627
 - Exercises 629
- 14.4 Contingency Tables: A Two-Way Classification 631
 - The Chi-Square Test of Independence 632
 - Exercises 636
- 14.5 Comparing Several Multinomial Populations: A Two-Way Classification with Fixed Row or Column Totals 638
 - Exercises 641
- 14.6 The Equivalence of Statistical Tests 643
- 14.7 Other Applications of the Chi-Square Test 643
 - Chapter Review 645**
 - CASE STUDY: Can a Marketing Approach Improve Library Services? 655**
 - PROJECT 14-A: Child Safety Seat Survey, Part 3 655**
 - PROJECT 14-B: The Dating Strategies 657**

15

NONPARAMETRIC STATISTICS 659

- 15.1 Introduction 660
- 15.2 The Wilcoxon Rank Sum Test: Independent Random Samples 660
 - Normal Approximation for the Wilcoxon Rank Sum Test 664
 - Exercises 667
- 15.3 The Sign Test for a Paired Experiment 669
 - Normal Approximation for the Sign Test 670
 - Exercises 672

NEL

15.4 A Comparison of Statistical Tests	673
15.5 The Wilcoxon Signed-Rank Test for a Paired Experiment	674
Normal Approximation for the Wilcoxon Signed-Rank Test	677
Exercises	678
15.6 The Kruskal–Wallis H Test for Completely Randomized Designs	680
Exercises	684
15.7 The Friedman F_r Test for Randomized Block Designs	686
Exercises	689
15.8 Rank Correlation Coefficient	690
Exercises	694
15.9 Summary	696
Chapter Review	697
CASE STUDY: How’s Your Cholesterol Level?	707
PROJECT 15-A: Air Conditioning Makes You Gain Weight	707
PROJECT 15-B: Does Drinking Water Increase Metabolism?	708
PROJECT 15-C: Increase Your Overall Muscle Mass and Boost Your Metabolism	709

APPENDIX I TABLES 711

Table 1	Cumulative Binomial Probabilities	712
Table 2	Cumulative Poisson Probabilities	718
Table 3	Areas under the Normal Curve	720
Table 4	Critical Values of t	722
Table 5	Critical Values of Chi-Square	723
Table 6	Percentage Points of the F Distribution	725
Table 7	Critical Values of T for the Wilcoxon Rank Sum Test, $n_1 \leq n_2$	733
Table 8	Critical Values of T for the Wilcoxon Signed-Rank Test, $n = 5$ to $n = 50$	735
Table 9	Critical Values of Spearman’s Rank Correlation Coefficient for a One-Tailed Test	736
Table 10	Random Numbers	737
Table 11	Percentage Points of the Studentized Range, $q_\alpha(k, df)$	739

DATA SOURCES 743

ANSWERS TO SELECTED EXERCISES 757

INDEX 775

List of Applications

- 9-1-1, 334
- 100-Metre Run, 139, 145
- “900” Numbers, 320
- Aboriginal People in Canada, 384
- Acid Rain, 328
- Actuaries, 178
- Admission Standards, 631
- Ads in Outer Space, 340
- Advertising at the Movies, 373
- Advertising Campaigns, 685
- Air Pollution, 545, 551, 593
- Airline Occupancy Rates, 372
- Airport Safety, 211
- Airport Security, 168
- Alcohol Consumption and Smoking among Canadian Medical Students, 159
- Alzheimer’s Disease, 667
- Animation Helps, 505–506
- Anxious Infants, 637
- Archeological Find, 67, 423
- Are You Dieting, 335
- Armspan and Height, 539, 548
- Art Critics, 695–696
- Ask Canada, 274
- Assembling Electronic Equipment, 479–480
- Auto Accidents, 340
- Auto Insurance, 60, 428–429
- Avian Flu, 383, 384
- Bacteria in Water, 247, 286
- Bacteria in Water Samples, 212
- Baseball Bats, 299
- Baseball Stats, 565
- Bidding on Construction Jobs, 496
- Biology Skills, 335
- Biomass, 319
- Birth Control versus Abortion, 642
- Birth Order and University Success, 339–340
- Birth Order and Personality, 61
- Birthday Problem, 158–159
- Black Jack, 298
- Blood Pressure Again, 601–602
- Blood Thinner, 274
- Blood Types, 203
- Body Temperature and Heart Rate, 565
- Braking Distances, 247
- Brass Rivets, 298
- Breathing Rates, 74, 247
- Bulimia, 412
- Calcium, 481, 485
- Calcium Content, 33
- Calgary Weather, 203
- Canada’s Food Basics, 429
- Canadian Federal Election, 85–86
- Canadian Prime Ministers by Age, 33–34
- Canadian Youth Survey, 161
- Canadians Are Huge Online Users, 159–160
- Cancer in Rats, 273
- Car Colours, 203
- Card Game, 144–145
- Catching a Cold, 339
- Cerebral Blood Flow, 246–247
- Charitable Contributions, 104
- Cheating on Your Taxes, 169
- Cheese, Please, 565
- Chemical Experiment, 537
- Chemistry Experiment, 328
- Chemotherapy, 668
- Chirping Crickets, 114, 550–551
- Cholesterol, 412
- Choosing a Mate, 161
- Christmas Trees, 246
- Clash between Islam, West Is Political, Majority of Canadians Say, 18
- Clopidogrel and Aspirin, 388
- Coal Burning Power Plant, 298
- Colour Preferences in Mice, 204
- Comparing NFL Quarterbacks, 423, 668
- Comparing NHL Superstars, 85, 422–423
- Competitive Running, 695
- Construction Projects, 602
- Consumer Confidence, 319
- Consumer Outlook, 339
- Consumer Price Index, 103–104
- Contaminated Waste Sites (in 2002), 34–35
- Corporate Profits, 593
- Cost of Flying, 504–505
- Cost of Lumber, 481, 485
- Cotton versus Cucumber, 600–601
- Cramming, 146
- Cricket (the insect, not the game), 546
- Cricket by Chance, 565, 567
- Cross-Border Drinking, 212
- Cure for Insomnia, 383–384
- Cure for the Common Cold, 377–378
- Death Penalty in Lima, 254
- Deep-Sea Research, 642
- Defective Computer Chips, 216
- Defective Equipment, 177
- Deli Sales, 287
- Demand for Diamonds, 504
- Digitalis and Calcium Uptake, 495–496
- Dinner at a French Restaurant, 145
- Diseased Chickens, 641
- Disinfectants, 421
- Dissolved O₂ Content, 411, 422, 480, 667–668
- Drew Brees, 559–560
- Drilling Oil Wells, 177
- Driving Emergencies, 78
- Drug Offenders, 158
- Drug Potency, 437–438
- Drug Testing, 158
- DVRs, 60–61
- e-Shopping, 329
- E. coli Outbreak, 212
- Early Detection of Breast Cancer, 383
- Economic Forecasts, 247
- Education Attainment, 18–19
- Elevator Capacities, 247
- Evolution: Pro or Con, 642
- Excedrin or Tylenol, 340
- Eye Movement, 668
- Facebook Fanatics, 19–20, 104
- Faculty Salaries, 286
- Fast Food and Gas Stations, 204
- Fats and Sweets, 292–295
- Fear Factor, 319–320, 346
- Fighting the Flu, 62
- Flextime, 373
- Football Strategies, 168–169
- Freestyle Swimmers, 422
- Fruit Flies, 139
- Fuel Efficiency, 494
- Gender Bias, 145–146, 177, 216
- Generation Next, 340
- Genetic Defects, 254
- Geothermal Power, 564–565
- Gestation Times and Longevity, 546
- Glare in Rearview Mirrors, 494–495
- Global Warming, 538
- Glucose Tolerance, 485
- Golfing, 161
- Good at Math, 481
- Good Tasting Medicine, 690
- Gourmet Cooking, 672, 679
- GPA’s, 346–347
- Grant Funding, 158
- GRE Scores, 485
- Grocery Costs, 113
- Ground Beef, 246, 328, 372, 412
- Ground or Air, 430
- Happy in the Air, 33
- Hard Hats, 438
- Harry Potter, 203
- Health Canada Testing, 177
- Health Care, 139
- Health Care: Canada Speaks, 274
- Healthy Eating, 378
- Healthy Teeth, 420–421, 430
- Heart Attacks on Mondays, 630

NEL

- Heart Rate and Exercise, 685
Hockey, 564
Hormone Therapy and Alzheimer's Disease, 388
Hospital Survey, 145
Hotel Costs, 319, 335, 378–379
Housing Prices, 558, 559
How Big Is the Household, 104, 642
How Long Is It, 538
How Long Is the Line, 33
How Many Words, 248
How Much Free Time, 103
Human Heights, 246
Hungry Rats, 320
Hunting Season, 346
Images and Word Recall, 680
Impurities, 445–446
Inspection Lines, 159
Instrument Precision, 437
Insuring Your Diamonds, 177
Intensive Care, 212
Internet Hotspots, 86
Invasive Species, 372
Itineraries, 144
Japanese Automakers in 2005, 114
JFK Assassination, 637–638
Jigsaw Puzzles, 679–680
Jordan and Alex, 161
Jury Duty, 138–139
Kids Take on Media, 328–329
LCD TVs, 62, 114, 552
Lead Levels in Blood, 672–673
Lead Levels in Drinking Water, 378
Less Red Meat, 346, 600
Less Vegetable Servings, 205
Letterman or Leno, 176
Lexus, Inc., 594
Light Bulbs, 438
Loading Grain, 247–248
Lobsters, 411, 564
Love for Pets in Canada, 384
Lumber Specs, 298
Lung Cancer, 254
M&Ms, 103, 293, 339, 388, 630–631
Machine Breakdowns, 679
Male Teachers, 319
Management Training, 506–507
MCAT Scores, 203, 445
Measured Obesity, 293
Measurement Error, 286
Medical Bills, 204
Medical Diagnostics, 169
Memory Experiments, 431
Mercury Concentration in Dolphins, 85
MMT in Gasoline, 379
Monkey Business, 146
More Billionaires in 2007, 61
Mortality Statistics, 630
Mosaic or Melting Pot, 320
Movie Marketing, 388
MRIs, 274
Multiculturalism, 329
Multimedia Kids, 319
Music in the Workplace, 431
Need Eyeglasses, 138
NHL, 145
NHL Goals Against Average Leaders, 34
No Left Turn, 429–430
No Pass, No Play, 169
No Shows, 254
No Time for Vegetables, 178
Noise and Stress, 335, 379
Normal Temperatures, 287
Nuclear Power Plant, 299
O Canada, 203–204
Oh, Nuts!, 293
Old Faithful, 75
Omega-3 Fats, 273
Online Dating, 161
Operating Expenses, 346
Ore Samples, 74
Organized Religion, 35
Overweight Young Canadians, 641
Packaging Hamburger Meat, 74, 85
Paper Strength, 287
Peanut M&Ms, 631
Peonies, 630
Pepsi's Market Share, 254–255
Pet Peeves, 204
PGA, 177
pH in Rainfall, 346
pH Levels in Water, 685
Phosphate Mine, 247
Plant Genetics, 160, 383
Playing Poker, 145
Political Corruption, 346
Polluted Rain, 346
Post-secondary Education Pays Off
 Big—Especially for Albertans, 32
Potassium Levels, 287
Potency of an Antibiotic, 373
Preschool, 32–33
Prime Minister's Children, 75
Professor Asimov, 537, 546–547, 551
Property Values, 672, 679
Pulse Rates, 248
Purifying Organic Compounds, 412
R and M Entertainment, 382–383
Racial Bias, 273–274
Raise Your MCAT Test Scores, 373
Raisins, 422
Rating Political Candidates, 695
Rating Tobacco Leaves, 696
RBC Counts, 34, 412
Real Estate Prices, 113
Recovery Rates, 673
Recurring Illness, 32
Red Dye, 430
Reducing Hostility, 479
Rh Factor, 254
Road Trip, 292
Roethlisberger and Rodgers, 445
Roulette, 138, 177
Runners and Cyclists, 421, 429, 445
Same-Sex Legislation, 637
Same-Sex Marriage in Argentines, 254
San Andreas Fault, 319
SAT Scores, 445
Schizophrenia, 630
Screening Tests, 169
Security Systems, 203
Seed Treatments, 217
Selenium, 334, 347
Service Times, 33
Shipping Charges, 178
Slash Pine Seedlings, 495
Sleep Deprivation, 537–538
Smoke Detectors, 160
Smoking and Cancer, 159
Smoking and Lung Capacity, 411
Snap Peas, 630
Social Insurance Numbers, 74
Social Media and Canadians, 160
Social Skills Training, 564, 696
Spending Patterns, 637
Sports and Achilles Tendon Injuries, 287, 373
Sports Salaries, 61
Standardized Test Scores, 506
Starbucks or Tim Hortons, 159
Starting Salaries, 335, 378
Strawberries, 539, 547, 559
Stride Rate, 559
Student Ratings, 695
Students with Disabilities, 113
Sunday Shopping, 248
Sunflowers, 247
Supermarket Prices, 689–690
Surfing the Net, 293
Survival Times, 74–75
SUVs, 329
Swampy Sites, 480, 484, 685
Sweet Potato Whitefly, 383
Systolic Blood Pressure (SBP) and Body Mass Index (BMI), 547–548, 551–552
Tai Chi and Fibromyalgia, 274, 387–388
Taste Test for PTC, 205
Taste Tasting, 383
Tax Assessors, 430–431
Tax Audit, 247
Tax Savings, 286–287
Tea Tasters, 139
Teaching Biology, 334
Teaching Credentials, 216–217
Telecommuting, 638
Telemarketers, 203
Tennis Anyone, 177, 248
Tennis Racquets, 695
Terrain Visualization, 504
Test Interviews, 538–539
Tim Hortons, 61–62
Timber Tracts, 75
Time on Task, 61
Titanium, 421, 422
Tomatoes, 286
Tolerant Society, 329
Top 20 Movies, 34
Toxic Chemicals, 690
Traffic Control, 679
Traffic Problems, 145
Treatment versus Control, 387
Trying to Be More Frugal, 255
Tuna Fish, 61, 75, 411, 421, 445, 481
“Tweens, 328
Union, Yes!, 339
University Textbooks, 591–592
Utility Bills in Southern Ontario, 67, 86
Vacation Plans, 144
Veggie-Burgers, 592–593
Violent Crime, 168
Voter Turnout in Canada, 329–330
Wage Losses and the “Motherhood Gap,” 161

Waiting for a Prescription, 637
 Water Resistance in Textiles, 494
 Wayne Gretzky, 75–76, 411–412
 Wealth and Education Levels, 641–642
 Weights of Turtles, 668

Welfare Issue, 339
 What to Buy, 557–558
 What to Wear, 144
 What's Normal, 86, 329, 336, 373, 379
 Which Key Fits, 176–177

Whitefly Infestation, 204
 Who Is Paying More at the Pump,
 76, 86–87
 Worker Error, 168
 Your Favourite Lane, 629–630



NEED TO KNOW

How to Construct a Stem and Leaf Plot 23
 How to Construct a Relative Frequency Histogram 30

How to Calculate Sample Quartiles 81

How to Calculate the Correlation Coefficient 112
 How to Calculate the Regression Line 112

How to Calculate the Probability of an Event 137
 The Difference between Mutually Exclusive
 and Independent Events 155

How to Use Table 1 to Calculate Binomial Probabilities 199
 How to Use Table 2 to Calculate Poisson Probabilities 208

How to Use Table 3 to Calculate Probabilities under the Standard
 Normal Curve 241

How to Calculate Binomial Probabilities Using the Normal
 Approximation 251

When the Sample Size Is Large Enough to Use the Central
 Limit Theorem 280

How to Calculate Probabilities for the Sample Mean \bar{x} 282
 How to Calculate Probabilities for the Sample Proportion \hat{p} 290

How to Estimate a Population Mean or Proportion 316
 How to Choose the Sample Size 343

Rejection Regions, p -Values, and Conclusions 367
 How to Calculate β 371

How to Decide Which Test to Use 446

How to Determine Whether Calculations Are Accurate 478

How to Ensure that Calculations Are Correct 533

How to Determine the Appropriate Number of Degrees of
 Freedom 626, 634, 639

Preface

Every time you pick up a newspaper or a magazine, when you watch TV, or surf the Internet, you encounter statistics. Every time you fill out a questionnaire, register at an online website, or pass your grocery rewards card through an electronic scanner, your personal information becomes part of a database containing your personal statistical information. You cannot avoid the fact that in this information age, data collection and analysis are an integral part of our day-to-day activities. In order to be an educated consumer and citizen, you need to understand how statistics are used and misused in our daily lives. To that end we need to “train your brain” for statistical thinking—a theme we emphasize throughout the Third Canadian Edition.

THE SECRET TO OUR SUCCESS

The first course in introductory statistics that we ever took used *Introduction to Probability and Statistics* by William Mendenhall. Since that time, this text—now in a Third Canadian Edition—has helped several generations of students understand what statistics is all about and how it can be used as a tool in their particular area of application. The secret to the success of *Introduction to Probability and Statistics* is in its ability to blend the old with the new. With each revision we try to build on the strong points of previous editions, while always looking for new ways to motivate, encourage, and interest students using new technological tools.

HALLMARK FEATURES OF THE THIRD CANADIAN EDITION

The Third Canadian Edition retains the traditional outline for the coverage of descriptive and inferential statistics. This revision maintains the straightforward presentation of the previous edition. In this spirit, the Third Canadian Edition continues to simplify and clarify the language and to make the language and style more readable and “user friendly”—without sacrificing the statistical integrity of the presentation. Great effort has been taken to “train your brain” to explain not only how to apply statistical procedures, but also to explain:

- how to meaningfully describe real sets of data
- what the results of statistical tests mean in terms of their practical applications
- how to evaluate the validity of the assumptions behind statistical tests
- what to do when statistical assumptions have been violated

Exercises

In the tradition of the previous Canadian edition, the variety and number of real applications in the exercise sets is a major strength of this edition. Within the Third Canadian Edition are “big picture” projects, or mini cases, added throughout the text.

PROJECTS

Project 9-A: Proportion of “Cured” Cancer Patients: How Does Canada Compare with Europe?

[Sources: <http://www.astrazeneca.ca/en/news/release.asp?id=2002050601>; <http://www.medscape.com/viewarticle/590475>; special April issue of the *European Journal of Cancer*, April 2009 issue.]

Lung cancer remains the leading cause of cancer death for both Canadian men and women, responsible for the most potential years of life lost to cancer. Lung cancer alone accounts for 28% of all cancer deaths in Canada (32% in Quebec). Most forms of lung cancer start insidiously and produce no apparent symptoms until they are too far advanced. Consequently, the chances of being cured of lung cancer are not very promising, with the five-year survival rate being less than 15%. The overall data for Europe show that the number of patients who are considered “cured” is rising steadily. For lung cancer, this proportion rose from 6% to 8%. However, there was a wide variation in the proportion of patients cured in individual European countries. For instance, the study shows that for lung cancer, less than 5% of patients were cured in Denmark, the Czech Republic, and Poland, whereas more than 10% of patients

These provide an opportunity for students to build on knowledge gained from previous chapters and apply it to big picture projects. Rather than working with problems based only on the individual sections, students will be using almost all of the concepts, definitions, and techniques given in that chapter, thus bolstering students’ success rate. We have also added more examples and exercises to selected chapters and a number of new and updated real data sets from applications in many interesting fields. The Third Canadian Edition contains over 1300 problems, with almost 200 that are Canadian. Exercises are graduated in level of difficulty; some, involving only basic techniques, can be solved by almost all students, while others, involving practical applications and interpretation of results, will challenge students to use more sophisticated statistical reasoning and understanding.

Organization and Coverage

Chapters 1 to 3 present descriptive data analysis for both one and two variables, using both *MINITAB* and *Microsoft Excel*. We believe that Chapters 1 through 10—with the possible exception of Chapter 3—should be covered in the order presented. The remaining chapters can be covered in any order. The analysis of variance chapter precedes the regression chapter, so that the instructor can present the analysis of variance as part of a regression analysis. Thus, the most effective presentation would order these three chapters as well.

Chapter 4 includes a full presentation of probability and probability distributions. Three optional sections—Counting Rules, the Total Law of Probability, and Bayes’ Rule—are placed into the general flow of text, and instructors will have the option of complete or partial coverage. The sections that present event relations, independence, conditional probability, and the Multiplication Rule have been rewritten in an attempt to clarify concepts that often are difficult for students to grasp. Responding to the needs of Canadian students, we have added a new section, Exponential Distribution, to Chapter 6. The memoryless property of the exponential distribution is also discussed. Further, some discussions on Bayesian and Frequentist perspectives in statistics are included in the current edition.


NEL

The section on Bayes' rule has been expanded by adding new examples based on new real Canadian data sets. The chapters on analysis of variance and linear regression include both calculational formulas and computer printouts in the basic text presentation. These chapters can be used with equal ease by instructors who wish to use the “hands-on” computational approach to linear regression and ANOVA and by those who choose to focus on the interpretation of computer-generated statistical printouts.

With the advent of computer-generated p -values, the emphasis on p -values and their use in judging statistical significance have become essential components in reporting the results of a statistical analysis. As such, the observed value of the test statistic and its p -value are presented together at the outset of our discussion of statistical hypothesis testing as equivalent tools for decision making. Statistical significance is defined in terms of preassigned values of α , and the p -value approach is presented as an alternative to the *critical value approach* for testing a statistical hypothesis. Examples are presented using both the p -value and *critical value* approaches to hypothesis testing. Discussion of the practical interpretation of statistical results, along with the difference between statistical significance and practical significance, is emphasized in the practical examples in the text.

Finally, the third Canadian edition has attempted to address inconsistencies in the use of notation for random variables. In this edition, “ X ” is employed to denote a random variable and “ x ” or “ k ” to denote an observed value. The classical approach is retained for the notation of regression.

Special Features of the Third Canadian Edition

- **NEED TO KNOW...:** A special feature of this edition are highlighted sections called “NEED TO KNOW...” and identified by this icon:  **NEED TO KNOW** These sections provide information consisting of definitions, procedures or step-by-step hints on problem solving for specific questions such as “NEED TO KNOW... How to Construct a Relative Frequency Histogram” or “NEED TO KNOW... How to Decide Which Test to Use”
- **Applets:** Easy access to the Internet has made it possible for students to visualize statistical concepts using an interactive webtool called an applet. Applets written by Gary McClelland, author of *Seeing Statistics*TM, are found on the website for the third Canadian edition (www.probandstats3e.nelson.com). Following each applet, appropriate exercises are available that provide visual reinforcement of the concepts presented in the text. Applets allow the user to perform a statistical experiment, to interact with a statistical graph, to change its form, or to access an interactive “statistical table.”

The Role of Computers in the Third Canadian Edition—TECHNOLOGY TODAY

Computers are now a common tool for college students in all disciplines. Most students are accomplished users of word processors, spreadsheets, and databases, and they have no trouble navigating through software packages in the Windows environment. We believe, however, that advances in computer technology should not turn statistical analyses into a “black box.” Rather, we choose to use the computational shortcuts and interactive visual tools that modern technology provides to give us more time to emphasize statistical reasoning as well as the understanding and interpretation of statistical results.

In this edition, students will be able to use computers for both standard statistical analyses and as a tool for reinforcing and visualizing statistical concepts. Both

Microsoft Excel and *MINITAB 16* (consistent with earlier versions of *MINITAB*) are used exclusively as the computer packages for statistical analysis. However, we have chosen to isolate the instructions for generating computer output into individual sections called Technology Today at the end of each chapter. Each discussion uses numerical examples to guide the student through the *Microsoft Excel* commands and options necessary for the procedures presented in that chapter, and then present the equivalent steps and commands needed to produce the same or similar results using *MINITAB*. We have included screen captures from both *Microsoft Excel* and *MINITAB 16*, so that the student can actually work through these sections as “mini-labs.”

If you do not need “hands-on” knowledge of *MINITAB* or *Microsoft Excel*, or if you are using another software package, you may choose to skip these sections and simply use the printouts as guides for the basic understanding of computer printouts.

TECHNOLOGY TODAY

Numerical Descriptive Measures in *Microsoft Excel*

Excel provides most of the basic descriptive statistics presented in Chapter 2 using a single command on the **Data** tab. Other descriptive statistics can be calculated using the **Function** command on the **Formulas** tab.

EXAMPLE 2.15 The following data are the front and rear leg rooms (in centimetres) for nine different sports utility vehicles.¹⁸

Make & Model	Front Leg Room	Rear Leg Room
Acura MDX	104.1	72.4
Buick Enclave	105.4	76.2
Chevy TrailBlazer	101.6	64.8
Chevy Tahoe Hybrid V8 CVT	104.1	69.9
GMC Terrain 1L 4-cyl	109.2	78.7
Honda CR-V	104.1	74.9
Hyundai Tucson	108.0	74.9
Kia Sportage	101.6	73.7
Lexus GX	106.7	76.2

Numerical Descriptive Measures in *MINITAB*

MINITAB provides most of the basic descriptive statistics presented in Chapter 2 using a single command in the drop-down menus.

EXAMPLE 2.16 The following data are the front and rear leg rooms (in centimetres) for nine different sports utility vehicles.¹⁹

Make & Model	Front Leg Room	Rear Leg Room
Acura MDX	104.1	72.4
Buick Enclave	105.4	76.2
Chevy TrailBlazer	101.6	64.8
Chevy Tahoe Hybrid V8 CVT	104.1	69.9
GMC Terrain 1L 4-cyl	109.2	78.7
Honda CR-V	104.1	74.9
Hyundai Tucson	108.0	74.9
Kia Sportage	101.6	73.7
Lexus GX	106.7	76.2

Any student who has Internet access can use the applets found on the website for the third Canadian edition (www.probandstats3e.nelson.com) to visualize a variety of statistical concepts. In addition, some of the applets can be used instead of computer software to perform simple statistical analyses. Exercises written specifically for use with these applets also appear on the text website. Students can use the applets at home

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or in a computer lab. They can use them as they read through the text material, once they have finished reading the entire chapter, or as a tool for exam review. Instructors can use the applets as a tool in a lab setting, or use them for visual demonstrations during lectures. We believe that these applets will be a powerful tool that will increase student enthusiasm for, and understanding of, statistical concepts and procedures.

STUDY AIDS

The many and varied exercises in the text provide the best learning tool for students embarking on a first course in statistics. The answers to all odd-numbered exercises are given in the back of the text, and a detailed solution appears in the *Student Solutions Manual*, which is available as a supplement for students. Each application exercise has a title, making it easier for students and instructors to immediately identify both the context of the problem and the area of application.

3.2 EXERCISES

BASIC TECHNIQUES

3.1 Gender Differences Male and female respondents to a questionnaire about gender differences are categorized into three groups according to their answers on the first question:

	Group 1	Group 2	Group 3
Men	37	49	72
Women	7	50	31

a. Create side-by-side pie charts to describe these data.
b. Create a side-by-side bar chart to describe these data.
c. Draw a stacked bar chart to describe these data.
d. Which of the three charts best depicts the difference or similarity of the responses of men and women?

3.2 Province by Province A group of items are categorized according to a certain attribute—X, Y, Z—and according to the province in which they are

APPLICATIONS

3.4 M&Ms The colour distributions for two snack-size bags of M&M® candies, one plain and one peanut, are displayed in the table. Choose an appropriate graphical method and compare the distributions.

	Brown	Yellow	Red	Orange	Green	Blue
Plain	15	14	12	4	5	6
Peanut	6	2	2	3	3	5

3.5 How Much Free Time? When you were growing up, did you feel that you did not have enough free time? Parents and children have differing opinions on this subject. A research group surveyed 198 parents and 200 children and recorded their responses to the question, “How much free time does your child have?” or “How much free time do you have?” The responses are shown in the table below:¹

Students should be encouraged to use the “NEED TO KNOW...” sections as they occur in the text. The placement of these sections is intended to answer questions as they would normally arise in discussions. In addition, there are numerous hints called “NEED A TIP?” that appear in the margins of the text. The tips are short and concise.

NEED A TIP?

x “explains” y or y “depends on” x .

x is the **explanatory** or **independent variable**.

y is the **response** or **dependent variable**.

Sometimes the two variables, x and y , are related in a particular way. It may be that the value of y depends on the value of x ; that is, the value of x in some way explains the value of y . For example, the cost of a home (y) may *depend* on its amount of floor space (x); a student’s grade point average (x) may *explain* her score on an achievement test (y). In these situations, we call y the **dependent variable**, while x is called the **independent variable**.

If one of the two variables can be classified as the dependent variable y and the other as x , and if the data exhibit a straight-line pattern, it is possible to describe the relationship relating y to x using a straight line given by the equation

Finally, sections called **Key Concepts and Formulas** appear in each chapter as a review in outline form of the material covered in that chapter.

CHAPTER REVIEW

Key Concepts and Formulas

I. Measures of the Centre of a Data Distribution

1. Arithmetic mean (mean) or average
 - a. Population: μ
 - b. Sample of n measurements: $\bar{x} = \frac{\sum x_i}{n}$
2. Median; **position** of the median = $0.5(n + 1)$
3. Mode
4. The median may be preferred to the mean if the data are highly skewed.

II. Measures of Variability

1. Range: $R = \text{largest} - \text{smallest}$
2. Variance
 - a. Population of N measurements:

III. Tchebysheff's Theorem and the Empirical Rule

1. Use Tchebysheff's Theorem for any data set, regardless of its shape or size.
 - a. At least $1 - (1/k^2)$ of the measurements lie within k standard deviations of the mean.
 - b. This is only a lower bound; there may be more measurements in the interval.
2. The Empirical Rule can be used only for relatively mound-shaped data sets. Approximately 68%, 95%, and 99.7% of the measurements are within one, two, and three standard deviations of the mean, respectively.

IV. Measures of Relative Standing

The text website for the Third Canadian Edition of *An Introduction to Probability and Statistics* (www.probandstats3e.nelson.com) provides students with data sets for many of the text exercises saved in a variety of formats, and the complete set of My Applet sections from the text. A complete set of Java Applets is available on the text website.

INSTRUCTOR RESOURCES



The Nelson Education Teaching Advantage (NETA) program delivers research-based instructor resources that promote student engagement and higher-order thinking to enable the success of Canadian students and educators.

Instructors today face many challenges. Resources are limited, time is scarce, and a new kind of student has emerged: one who is juggling school with work, has gaps in his or her basic knowledge, and is immersed in technology in a way that has led to a completely new style of learning. In response, Nelson Education has gathered a group of dedicated instructors to advise us on the creation of richer and more flexible ancillaries and online learning platforms that respond to the needs of today's teaching environments. Whether your course is offered in-class, online, or both, Nelson is pleased to provide pedagogically-driven, research-based resources to support you.

The members of our editorial advisory board have experience across a variety of disciplines and are recognized for their commitment to teaching. They include:

Norman Althouse, Haskayne School of Business, *University of Calgary*

Brenda Chant-Smith, Department of Psychology, *Trent University*

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Mercedes Rowinsky-Geurts, Department of Languages and Literatures,
Wilfrid Laurier University
David DiBattista, Department of Psychology, *Brock University*
Roger Fisher, PhD

In consultation with the editorial advisory board, Nelson Education has completely rethought the structure, approaches, and formats of our key textbook ancillaries and online learning platforms. We've also increased our investment in editorial support for our ancillary and digital authors. The result is the Nelson Education Teaching Advantage and its key components: *NETA Engagement*, *NETA Assessment*, *NETA Presentation*, and *NETA Digital*. Each component includes one or more ancillaries prepared according to our best practices and may also be accompanied by documentation explaining the theory behind the practices.

NETA Engagement presents materials that help instructors deliver engaging content and activities to their classes. Instead of Instructor's Manuals that regurgitate chapter outlines and key terms from the text, NETA Enriched Instructor's Manuals (EIMs) provide genuine assistance to teachers. The EIMs answer questions like *What should students learn?*, *Why should students care?*, and *What are some common student misconceptions and stumbling blocks?* EIMs not only identify the topics that cause students the most difficulty, but also describe techniques and resources to help students master these concepts. Dr. Roger Fisher's *Instructor's Guide to Classroom Engagement (IGCE)* accompanies every Enriched Instructor's Manual. (Information about the NETA Enriched Instructor's Manual prepared for *Introduction to Probability and Statistics*, Third Canadian Edition, is included in the description of the IRCD below.)

NETA Assessment relates to testing materials. Under *NETA Assessment*, Nelson's authors create multiple-choice questions that reflect research-based best practices for constructing effective questions and testing not just recall but also higher-order thinking. Our guidelines were developed by David DiBattista, a 3M National Teaching Fellow whose recent research as a professor of psychology at Brock University has focused on multiple-choice testing. All Test Bank authors receive training at workshops conducted by Prof. DiBattista, as do the copyeditors assigned to each Test Bank. A copy of *Multiple Choice Tests: Getting Beyond Remembering*, Prof. DiBattista's guide to writing effective tests, is included with every Nelson Test Bank/Computerized Test Bank package. (Information about the NETA Test Bank prepared for *Introduction to Probability and Statistics*, Third Canadian Edition is included in the description of the IRCD below.)

NETA Presentation has been developed to help instructors make the best use of PowerPoint® in their classrooms. With a clean and uncluttered design developed by Maureen Stone of StoneSoup Consulting, NETA Presentation features slides with improved readability, more multi-media and graphic materials, activities to use in class, and tips for instructors on the Notes page. A copy of *NETA Guidelines for Classroom Presentations* by Maureen Stone is included with each set of PowerPoint slides. (Information about the NETA PowerPoint® prepared for *Introduction to Probability and Statistics*, Third Canadian Edition is included in the description of the IRCD below.)

NETA Digital is a framework based on Arthur Chickering and Zelda Gamson's seminal work "Seven Principles of Good Practice In Undergraduate Education" (AAHE Bulletin, 1987) and the follow-up work by Chickering and Stephen C. Ehrmann, "Implementing the Seven Principles: Technology as Lever" (AAHE Bulletin, 1996). This aspect of the NETA program guides the writing and development of our digital