

3

3.1 Measures of Central Tendency: Mode, Median, and Mean

3.2 Measures of Variation

3.3 Percentiles and Box-and-Whisker Plots

While the individual man is an insolvable puzzle, in the aggregate he becomes a mathematical certainty. You can, for example, never foretell what any one man will do, but you can say with precision what an average number will be up to.

—ARTHUR CONAN DOYLE,
The Sign of Four



Sherlock Holmes spoke these words to his colleague Dr. Watson as the two were unraveling a mystery. The detective was implying that if a single member is drawn at random from a population, we cannot predict *exactly* what that member will look like. However, there are some “average” features of the entire population that an individual is likely to possess. The degree of certainty with which we would expect to observe such average features in any individual depends on our knowledge of the variation among individuals in the population. Sherlock Holmes has led us to two of the most important statistical concepts: average and variation.

AVERAGES AND VARIATION

PREVIEW QUESTIONS

What are commonly used measures of central tendency? What do they tell you? (SECTION 3.1)

How do variance and standard deviation measure data spread? Why is this important? (SECTION 3.2)

How do you make a box-and-whisker plot, and what does it tell about the spread of the data? (SECTION 3.3)



FOCUS PROBLEM

The Educational Advantage

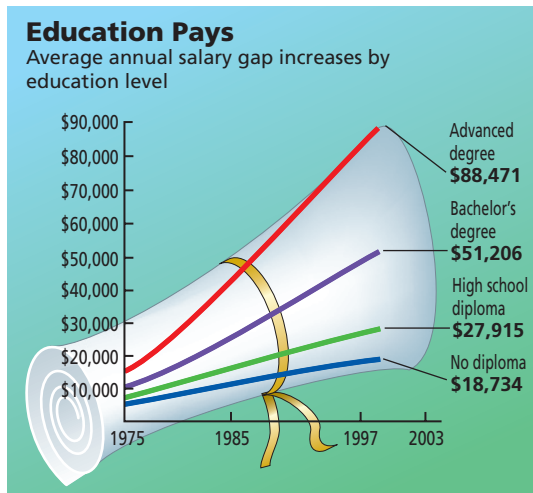
Is it really worth all the effort to get a college degree? From a philosophical point of view, the love of learning is sufficient reason to get a college degree. However, the U.S. Census Bureau also makes another relevant point. Annually, college graduates (bachelor's degree) earn on average \$23,291 more than high school graduates. This means college graduates earn about 83.4% more than high school graduates, and according to "Education Pays" on the next page, the gap in earnings is increasing. Furthermore, as the College Board indicates, for most Americans college remains relatively affordable.

After completing this chapter, you will be able to answer the following questions.

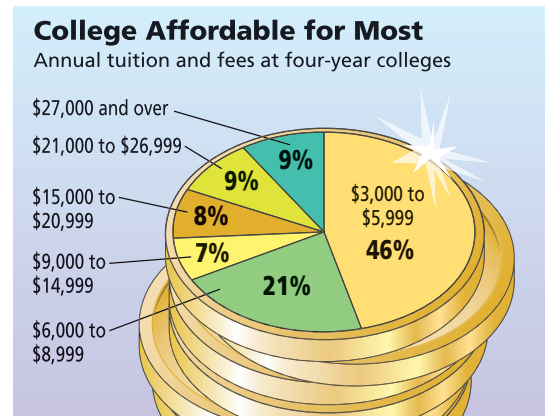
- Does a college degree *guarantee* someone an 83.4% increase in earnings over a high school degree? Remember, we are using only *averages* from census data.
- Using census data (not shown in "Education Pays"), it is estimated that the standard deviation of college-graduate earnings is about \$8,500. Compute a 75% Chebyshev confidence interval centered on the mean (\$51,206) for bachelor's degree earnings.
- How much does college tuition cost? That depends, of course, on where you go to college. Construct a weighted average. Using the data from "College Affordable for Most," estimate midpoints for the



cost intervals. Say 46% of tuitions cost about \$4,500; 21% cost about \$7,500; 7% cost about \$12,000; 8% cost about \$18,000; 9% cost about \$24,000; and 9% cost about \$31,000. Compute the weighted average of college tuition charged at all colleges. (See Problem 9 in the Chapter Review Problems.)



Source: Census Bureau



Source: The College Board

SECTION 3.1

Measures of Central Tendency: Mode, Median, and Mean

FOCUS POINTS

- Compute mean, median, and mode from raw data.
- Interpret what mean, median, and mode tell you.
- Explain how mean, median, and mode can be affected by extreme data values.
- What is a trimmed mean? How do you compute it?
- Compute a weighted average.

This section can be covered quickly. Good discussion topics include *The Story of Old Faithful* in Data Highlights, Problem 1; Linking Concepts, Problem 1; and the trade winds of Hawaii (Using Technology).

The average price of an ounce of gold is \$420. The Zippy car averages 39 miles per gallon on the highway. A survey showed the average shoe size for women is size 8.

In each of the preceding statements, *one* number is used to describe the entire sample or population. Such a number is called an *average*. There are many ways to compute averages, but we will study only three of the major ones.

The easiest average to compute is the *mode*.

The **mode** of a data set is the value that occurs most frequently.

EXAMPLE 1

MODE

Count the letters in each word of this sentence and give the mode. The numbers of letters in the words of the sentence are

5 3 7 2 4 4 2 4 8 3 4 3 4

Scanning the data, we see that 4 is the mode because more words have 4 letters than any other number. For larger data sets, it is useful to order—or sort—the data before scanning them for the mode.

Not every data set has a mode. For example, if Professor Fair gives equal numbers of A's, B's, C's, D's, and F's, then there is no modal grade. In addition,

Median

The notation $\bar{x}$ (read “ x tilde”) is sometimes used to designate the median of a data set.

the mode is not very stable. Changing just one number in a data set can change the mode dramatically. However, the mode is a useful average when we want to know the most frequently occurring data value, such as the most frequently requested shoe size.

Another average that is useful is the *median*, or central value, of an ordered distribution. When you are given the median, you know there are an equal number of data values in the ordered distribution that are above it and below it.

PROCEDURE**HOW TO FIND THE MEDIAN**

The **median** is the central value of an ordered distribution. To find it,

1. Order the data from smallest to largest.
2. For an *odd* number of data values in the distribution,
Median = Middle data value
3. For an *even* number of data values in the distribution,

$$\text{Median} = \frac{\text{Sum of middle two values}}{2}$$

EXAMPLE 2**MEDIAN**

What do barbecue-flavored potato chips cost? According to *Consumer Reports*, Volume 66, No. 5, the prices per ounce in cents of the rated chips are

19 19 27 28 18 35



- (a) To find the median, we first order the data, and then note that there are an even number of entries. So the median is constructed using the two middle values.

18 19 19 27 28 35
 \ /
 middle values

$$\text{Median} = \frac{19 + 27}{2} = 23 \text{ cents}$$

- (b) According to *Consumer Reports*, the brand with the lowest overall taste rating costs 35 cents per ounce. Eliminate that brand, and find the median price per ounce for the remaining barbecue-flavored chips. Again order the data. Note that there are an odd number of entries, so the median is simply the middle value.

18 19 19 27 28
 ↑
 middle value

$$\text{Median} = \text{middle value} = 19 \text{ cents}$$

- (c) One ounce of potato chips is considered a small serving. Is it reasonable to budget about \$10.45 to serve the barbecue-flavored chips to 55 people?

Yes, since the median price of the chips is 19 cents per small serving. This budget for chips assumes that there is plenty of other food!

The median uses the *position* rather than the specific value of each data entry. If the extreme values of a data set change, the median usually does not change. This is why the median is often used as the average for house prices. If one mansion costing several million dollars sells in a community of much-lower-priced homes, the median selling price for houses in the community would be affected very little, if at all.

GUIDED EXERCISE 1**Median and mode**

Bellevue College must make a report to the budget committee about the average credit hour load a full-time student carries. (A 12-credit-hour load is the minimum requirement for full-time status. For the same tuition, students may take up to 20 credit hours.) A random sample of 40 students yielded the following information (in credit hours):

17	12	14	17	13	16	18	20	13	12
12	17	16	15	14	12	12	13	17	14
15	12	15	16	12	18	20	19	12	15
18	14	16	17	15	19	12	13	12	15

- (a) Organize the data from smallest to largest number of credit hours.  12 12 12 12 12 12 12 12 12 12
13 13 13 13 14 14 14 14 15 15
15 15 15 15 16 16 16 16 17 17
17 17 17 18 18 18 19 19 20 20
- (b) Since there are an _____ (odd, even) number of values, we add the two middle values and divide by 2 to get the median. What is the median credit hour load?  There are an even number of entries. The two middle values are circled in part (a).
$$\text{Median} = \frac{15 + 15}{2} = 15$$
- (c) What is the mode of this distribution? Is it different from the median? If the budget committee is going to fund the school according to the average student credit hour load (more money for higher loads), which of these two averages do you think the college will use?  The mode is 12. It is different from the median. Since the median is higher, the school will probably use it and indicate that the average being used is the median.

Note: For small ordered data sets, we can easily scan the set to find the *location* of the median. However, for large ordered data sets of size n , it is convenient to have a formula to find the middle of the data set.

For an ordered data set of size n ,

$$\text{Position of the middle value} = \frac{n + 1}{2}$$

For instance, if $n = 99$, then the middle value is the $(99 + 1)/2$ or 50th data value in the ordered data. If $n = 100$, then $(100 + 1)/2 = 50.5$ tells us that the two middle values are in the 50th and 51st positions.

Mean

Most students will recognize the computation procedure for the mean as the process they follow to compute a simple average of test grades.

An average that uses the exact value of each entry is the *mean* (sometimes called the *arithmetic mean*). To compute the mean, we add the values of all the entries and then divide by the number of entries.

$$\text{Mean} = \frac{\text{Sum of all entries}}{\text{Number of entries}}$$

The mean is the average usually used to compute a test average.

EXAMPLE 3**MEAN**

To graduate, Linda needs at least a B in biology. She did not do very well on her first three tests; however, she did well on the last four. Here are her scores:

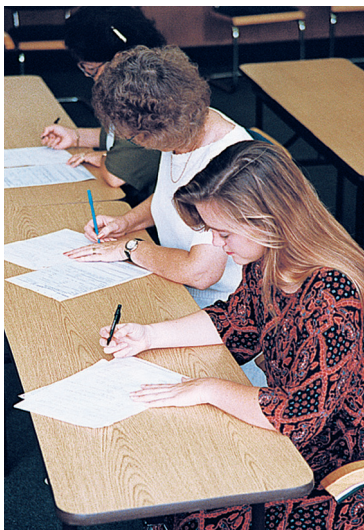
58 67 60 84 93 98 100

Compute the mean and determine if Linda's grade will be a B (80 to 89 average) or a C (70 to 79 average).

SOLUTION:

$$\begin{aligned}\text{Mean} &= \frac{\text{Sum of scores}}{\text{Number of scores}} = \frac{58 + 67 + 60 + 84 + 93 + 98 + 100}{7} \\ &= \frac{560}{7} = 80\end{aligned}$$

Since the average is 80, Linda will get the needed B.



COMMENT When we compute the mean, we sum the given data. There is a convenient notation to indicate the sum. Let x represent any value in the data set. Then the notation

Σx (read “the sum of all given x values”)

means that we are to sum all the data values. In other words, we are to sum all the entries in the distribution. The *summation symbol* Σ means *sum the following* and is capital sigma, the S of the Greek alphabet.

Formula for the mean

The symbol for the mean of a *sample* distribution of x values is denoted by $\bar{x}$ (read “ x bar”). If your data comprise the entire *population*, we use the symbol μ (lowercase Greek letter mu, pronounced “mew”) to represent the mean.

PROCEDURE**HOW TO FIND THE MEAN**

1. Compute Σx ; that is, find the sum of all the data values.
2. Divide the total by the number of data values.

Sample statistic $\bar{x}$

Population parameter μ

$$\bar{x} = \frac{\Sigma x}{n}$$

$$\mu = \frac{\Sigma x}{N}$$

where n = number of data values in the sample

N = number of data values in the population

This is a good time to review calculator procedures with students, with particular emphasis on order of operations.

CALCULATOR NOTE It is very easy to compute the mean on *any* calculator: Simply add the data values and divide the total by the number of data. However, on calculators with a statistics mode, you place the calculator in that mode, *enter* the data, and then press the key for the mean. The key is usually designated $\bar{x}$. Because the formula for the population mean is the same as that for the sample mean, the same key gives the value for μ .

We have seen three averages: the mode, the median, and the mean. For later work, the mean is the most important. A disadvantage of the mean, however, is that it can be affected by exceptional values.

Resistant measure

A *resistant measure* is one that is not influenced by extremely high or low data values. The mean is not a resistant measure of center because we can make the mean as large as we want by changing the size of only one data value. The median, on the other hand, is more resistant. However, a disadvantage of the median is that it is not sensitive to the specific size of a data value.

Trimmed mean

A measure of center that is more resistant than the mean but still sensitive to specific data values is the *trimmed mean*. A trimmed mean is the mean of the data values left after “trimming” a specified percentage of the smallest and largest data values from the data set. Usually a 5% trimmed mean is used. This implies that we trim the lowest 5% of the data as well as the highest 5% of the data. A similar procedure is used for a 10% trimmed mean.

PROCEDURE

HOW TO COMPUTE A 5% TRIMMED MEAN

1. Order the data from smallest to largest.

2. Delete the bottom 5% of the data and the top 5% of the data. *Note:* If the calculation of 5% of the number of data values does not produce a whole number, *round* to the nearest integer.

3. Compute the mean of the remaining 90% of the data.

GUIDED EXERCISE 2

Mean and trimmed mean

Barron's Profiles of American Colleges, 19th Edition, lists average class size for introductory lecture courses at each of the profiled institutions. A sample of 20 colleges and universities in California showed class sizes for introductory lecture courses to be

14	20	20	20	20	23	25	30	30	30
35	35	35	40	40	42	50	50	80	80

(a) Compute the mean for the entire sample.

➡ Add all the values and divide by 20:

$$\bar{x} = \frac{\Sigma x}{n} = \frac{719}{20} \approx 36.0$$

(b) Compute a 5% trimmed mean for the sample.

➡ The data are already ordered. Since 5% of 20 is 1, we eliminate one data value from the bottom of the list and one from the top. These values are circled in the data set. Then take the mean of the remaining 18 entries.

$$5\% \text{ trimmed mean} = \frac{\Sigma x}{n} = \frac{625}{18} \approx 34.7$$

Continued

GUIDED EXERCISE 2 *continued*

- (c) Find the median for the original data set.  Note that the data are already ordered.
- $$\text{Median} = \frac{30 + 35}{2} = 32.5$$
- (d) Find the median of the 5% trimmed data set.  The median is still 32.5. Notice that trimming the same number of entries from both ends leaves the middle position of the data set unchanged.
Does the median change when you trim the data?
- (e) Is the trimmed mean or the original mean closer to the median?  The trimmed mean is closer to the median.

TECH NOTES

Minitab, Excel, and TI-84Plus/TI-83Plus calculators all provide the mean and median of a data set. Minitab and Excel also provide the mode. The TI-84Plus/TI-83Plus calculators sort data, so you can easily scan the sorted data for the mode. Minitab provides the 5% trimmed mean, as does Excel.

All this technology is a wonderful aid for analyzing data. However, *a measurement has no meaning if you do not know what it represents or how a change in data values might affect the measurement.* The defining formulas and procedures for computing the measures tell you a great deal about the measures. Even if you use a calculator to evaluate all the statistical measures, pay attention to the information the formulas and procedures give you about the components or features of the measurement.

CRITICAL THINKING

The ideas at the right can be used to review levels of measurement and link some of those concepts to the material in this section.

In Chapter 1, we examined four levels of data: nominal, ordinal, interval, and ratio. The mode (if it exists) can be used with all four levels, including nominal. For instance, the modal color of all passenger cars sold last year might be blue. The median may be used with data at the ordinal level or above. If we ranked the passenger cars in order of customer satisfaction level, we could identify the median satisfaction level. For the mean, our data need to be at the interval or ratio level (although there are exceptions in which the mean of ordinal-level data is computed). We can certainly find the mean model year of used passenger cars sold or the mean price of new passenger cars.

Data types and averages

Another issue of concern is that of taking the average of averages. For instance, if the values \$520, \$640, \$730, \$890, and \$920 represent the mean monthly rents for five different apartment complexes, we can't say that \$740 (the mean of the five numbers) is the mean monthly rent of all the apartments. We need to know the number of apartments in each complex before we can determine an average based on the number of apartments renting at each designated amount.

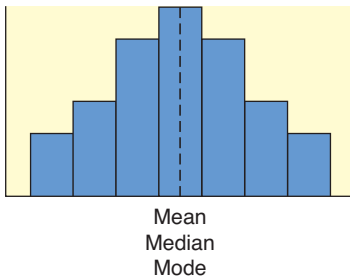
Distribution shapes and averages

In general, when a data distribution is mound-shaped symmetrical, the values for the mean, median, and mode are the same or almost the same. For skewed-left distributions, the mean is less than the median and the median is less than the mode. For skewed-right distributions, the mode is the smallest value, the median is the next largest, and the mean is the largest. Figure 3-1 shows the general relationships among the mean, median, and mode for different types of distributions.

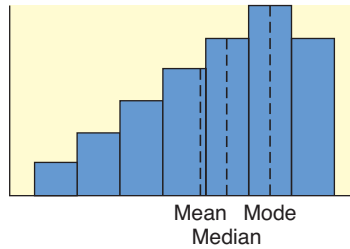
FIGURE 3-1

Distribution Types and Averages

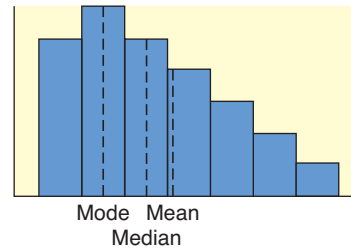
(a) Mound-shaped symmetric



(b) Skewed left



(c) Skewed right



Weighted Average

Sometimes we wish to average numbers, but we want to assign more importance, or weight, to some of the numbers. For instance, suppose your professor tells you that your grade will be based on a midterm and a final exam, each of which is based on 100 possible points. However, the final exam will be worth 60% of the grade and the midterm only 40%. How could you determine an average score that would reflect these different weights? The average you need is the *weighted average*.

Weighted average

Weighted averages have many real-world applications. This is a good time to mention that the sum of the weights may or may not be 1, depending on the application.

$$\text{Weighted average} = \frac{\sum xw}{\sum w}$$

where x is a data value and w is the weight assigned to that data value. The sum is taken over all data values.

EXAMPLE 4

WEIGHTED AVERAGE

Suppose your midterm test score is 83 and your final exam score is 95. Using weights of 40% for the midterm and 60% for the final exam, compute the weighted average of your scores. If the minimum average for an A is 90, will you earn an A?

SOLUTION: By the formula, we multiply each score by its weight and add the results together. Then we divide by the sum of all the weights. Converting the percentages to decimal notation, we get

$$\begin{aligned} \text{Weighted average} &= \frac{83(0.40) + 95(0.60)}{0.40 + 0.60} \\ &= \frac{33.2 + 57}{1} = 90.2 \end{aligned}$$

Your average is high enough to earn an A.

TECH NOTES

The TI-84Plus/TI-83Plus calculators directly support weighted averages. Both Excel and Minitab can be programmed to provide the averages.

TI-84Plus/TI-83Plus Enter the data into one list, such as L1, and the corresponding weights into another list, such as L2. Then press **Stat** ► **Calc** ► **1: 1-Var Stats**. Enter the list containing the data, followed by a comma and the list containing the weights.

VIEWPOINT

What's Wrong with Pitching Today?

One way to answer this question is to look at averages. Batting averages and average hits per game are shown for selected years from 1901 to 2000 (Source: The Wall Street Journal).

Year	1901	1920	1930	1941	1951	1961	1968	1976	1986	2000
B.A.	0.277	0.284	0.288	0.267	0.263	0.256	0.231	0.256	0.262	0.276
Hits	19.2	19.2	20.0	18.4	17.9	17.3	15.2	17.3	17.8	19.1

A quick scan of the averages shows that batting averages and average hits per game are virtually the same as almost 100 years ago. It seems there is nothing wrong with today's pitching! So what's changed? For one thing, the rules have changed! The strike zone is considerably smaller than it once was, and the pitching mound is lower. Both give the hitter an advantage over the pitcher. Even so, pitchers don't give up hits with any greater frequency than they did a century ago (look at the averages). However, modern hits go much farther, which is something a pitcher can't control.

SECTION 3.1
PROBLEMS

Tables and art to accompany margin answers may be found in the back of the book.

- Median; mode; mean.
- Statistic, $\bar{x}$; parameter, μ .
- Mean, median, and mode are approximately equal.
- (a) Mean, median, and mode if it exists.
(b) Mode if it exists.
(c) Mean, median, and mode if it exists.
- (a) Mode = 5; median = 4; mean = 3.8.
(b) Mode.
(c) Mean, median, and mode.
(d) Mode, median.
- (a) Mode = 2; median = 3; mean = 4.6.
(b) Mode = 7; median = 8; mean = 9.6.
(c) Corresponding values are 5 more than original averages. In general, adding the same constant c to each data value results in the mode, median, and mean increasing by c units.

- Statistical Literacy** Consider the mode, median, and mean. Which average represents the middle value of a data distribution? Which average represents the most frequent value of a distribution? Which average takes all the specific values into account?
- Statistical Literacy** What symbol is used for the arithmetic mean when it is a sample statistic? What symbol is used when the arithmetic mean is a population parameter?
- Critical Thinking** When a distribution is mound-shaped symmetrical, what is the general relationship among the values of the mean, median, and mode?
- Critical Thinking** Consider the following types of data that were obtained from a random sample of 49 credit card accounts. Identify all the averages (mean, median, or mode) that can be used to summarize the data.
 - Outstanding balance on each account
 - Name of credit card (e.g., MasterCard, Visa, American Express, etc.)
 - Dollar amount due on next payment
- Critical Thinking** Consider the numbers

2 3 4 5 5

 - Compute the mode, median, and mean.
 - If the numbers represented codes for the colors of T-shirts ordered from a catalog, which average(s) would make sense?
 - If the numbers represented one-way mileages for trails to different lakes, which average(s) would make sense?
 - Suppose the numbers represent survey responses from 1 to 5, with 1 = disagree strongly, 2 = disagree, 3 = agree, 4 = agree strongly, and 5 = agree very strongly. Which averages make sense?
- Critical Thinking: Data Transformation** In this problem, we explore the effect on the mean, median, and mode of adding the same number to each data value. Consider the data set 2, 2, 3, 6, 10.
 - Compute the mode, median, and mean.
 - Add 5 to each of the data values. Compute the mode, median, and mean.
 - Compare the results of parts (a) and (b). In general, how do you think the mode, median, and mean are affected when the same constant is added to each data value in a set?

7. (a) Mode = 2; median = 3; mean = 4.6.
 (b) Mode = 10; median = 15; mean = 23.
 (c) Corresponding values are 5 times the original averages. In general, multiplying each data value by a constant c results in the mode, median, and mean changing by a factor of c .
 (d) Mode = 177.8 cm; median = 172.72 cm; mean = 180.34 cm.

8. (a) Mean increases; median remains same.
 (b) Mean decreases; median remains same.
 (c) Both decrease.

Problem 8 helps students understand how specific data values enter into computations of the mean, median, and mode.

9. Mean $\approx 167.3^\circ\text{F}$;
 median = 171°F ;
 mode = 178°F .

10. $\bar{x} \approx 6.2$; me
 mode = 7.

11. (a) $\bar{x} \approx 3.27$;
 median = 3;
 mode = 3.
 (b) $\bar{x} \approx 4.21$;
 median = 2;
 mode = 1.
 (c) Lower Canyon mean is greater; median and mode are less.
 (d) Trimmed mean = 3.75 and is closer to Upper Canyon mean.

7. **Critical Thinking: Data Transformation** In this problem, we explore the effect on the mean, median, and mode of multiplying each data value by the same number. Consider the data set 2, 2, 3, 6, 10.

- (a) Compute the mode, median, and mean.
 (b) Multiply each data value by 5. Compute the mode, median, and mean.
 (c) Compare the results of parts (a) and (b). In general, how do you think the mode, median, and mean are affected when each data value in a set is multiplied by the same constant?
 (d) Suppose you have information about average heights of a random sample of airplane passengers. The mode is 70 inches, the median is 68 inches, and the mean is 71 inches. To convert the data into centimeters, multiply each data value by 2.54. What are the values of the mode, median, and mean in centimeters?

8. **Critical Thinking** Consider a data set of 15 distinct measurements with mean A and median B .

- (a) If the highest number were increased, what would be the effect on the median and mean? Explain.
 (b) If the highest number were decreased to a value still larger than B , what would be the effect on the median and mean?
 (c) If the highest number were decreased to a value smaller than B , what would be the effect on the median and mean?

9. **Environmental Studies: Death Valley** How hot does it get in Death Valley? The following data are taken from a study conducted by the National Park System, of which Death Valley is a unit. The ground temperatures (8°F) were taken from May to November in the vicinity of Furnace Creek.

146	152	168	174	180	178	179
180	178	178	168	165	152	144

Compute the mean, median, and mode for these ground temperatures.

10. **Ecology: Wolf Packs** How large is a wolf pack? The following information is from a random sample of winter wolf packs in regions of Alaska, Minnesota, Michigan, Wisconsin, Canada, and Finland (Source: *The Wolf*, by L. D. Mech, University of Minnesota Press). Winter pack size:

13	10	7	5	7	7	2	4	3
2	3	15	4	4	2	8	7	8

Compute the mean, median, and mode for the size of winter wolf packs.

11. **Medical: Injuries** The Grand Canyon and the Colorado River are beautiful, rugged, and sometimes dangerous. Thomas Myers is a physician at the park clinic in Grand Canyon Village. Dr. Myers has recorded (for a 5-year period) the number of visitor injuries at different landing points for commercial boat trips down the Colorado River in both the Upper and Lower Grand Canyon (Source: *Fateful Journey* by Myers, Becker, Stevens).

Upper Canyon: Number of Injuries per Landing Point Between North Canyon and Phantom Ranch

2	3	1	1	3	4	6	9	3	1	3
---	---	---	---	---	---	---	---	---	---	---

Lower Canyon: Number of Injuries per Landing Point Between Bright Angel and Lava Falls

8	1	1	0	6	7	2	14	3	0	1	13	2	1
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- (a) Compute the mean, median, and mode for injuries per landing point in the Upper Canyon.
 (b) Compute the mean, median, and mode for injuries per landing point in the Lower Canyon.
 (c) Compare the results of parts (a) and (b).

12. (a) $\bar{x} \approx 26.3$ yr; median = 25.5 yr; mode = 25 yr.
(b) Median; answers are very close.
13. (a) $\bar{x} = \$136.15$; median = \$66.50; mode = \$60.
(b) Trimmed mean $\approx \$121.28$; yes.
(c) Median, as well as low and high price.
14. 87.65.
15. 8.5.
16. (a) 67.1 mg/l.
(b) No; the average chlorine compound concentration (mg/l) seems a bit too high.
- (d) The Lower Canyon stretch had some extreme data values. Compute a 5% trimmed mean for this region, and compare this result to the mean for the Upper Canyon computed in part (a).
12. **Football: Age of Professional Players** How old are professional football players? The 11th Edition of *The Pro Football Encyclopedia* gave the following information. Random sample of pro football player ages in years:
- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 24 | 23 | 25 | 23 | 30 | 29 | 28 | 26 | 33 | 29 |
| 24 | 37 | 25 | 23 | 22 | 27 | 28 | 25 | 31 | 29 |
| 25 | 22 | 31 | 29 | 22 | 28 | 27 | 26 | 23 | 21 |
| 25 | 21 | 25 | 24 | 22 | 26 | 25 | 32 | 26 | 29 |
- (a) Compute the mean, median, and mode of the ages.
(b) Compare the averages. Does one seem to represent the age of the pro football players most accurately? Explain.
13. **Leisure: Maui Vacation** How expensive is Maui? If you want a vacation rental condominium (up to four people), visit the Brase/Brase statistics site at <http://math.college.hmco.com/students>, find the link to Maui, and then search for accommodations. The *Maui News* gave the following costs in dollars per day for a random sample of condominiums located throughout the island of Maui.
- | | | | | | | | | | |
|----|----|-----|----|-----|-----|-----|----|----|-----|
| 89 | 50 | 68 | 60 | 375 | 55 | 500 | 71 | 40 | 350 |
| 60 | 50 | 250 | 45 | 45 | 125 | 235 | 65 | 60 | 130 |
- (a) Compute the mean, median, and mode for the data.
(b) Compute a 5% trimmed mean for the data, and compare it with the mean computed in part (a). Does the trimmed mean more accurately reflect the general level of the daily rental costs?
(c) If you were a travel agent and a client asked about the daily cost of renting a condominium on Maui, what average would you use? Explain. Is there any other information about the costs that you think might be useful, such as the spread of the costs?
14. **Grades: Weighted Average** In your biology class, your final grade is based on several things: a lab score, scores on two major tests, and your score on the final exam. There are 100 points available for each score. However, the lab score is worth 25% of your total grade, each major test is worth 22.5%, and the final exam is worth 30%. Compute the weighted average for the following scores: 92 on the lab, 81 on the first major test, 93 on the second major test, and 85 on the final exam.
15. **Merit Pay Scale: Weighted Average** At General Hospital, nurses are given performance evaluations to determine eligibility for merit pay raises. The supervisor rates the nurses on a scale of 1 to 10 (10 being the highest rating) for several activities: promptness, record keeping, appearance, and bedside manner with patients. Then an average is determined by giving a weight of 2 for promptness, 3 for record keeping, 1 for appearance, and 4 for bedside manner with patients. What is the average rating for a nurse with ratings of 9 for promptness, 7 for record keeping, 6 for appearance, and 10 for bedside manner?
16. **EPA: Wetlands** Where does all the water go? According to the Environmental Protection Agency (EPA), in a typical wetland environment, 38% of the water is outflow; 47% is seepage; 7% evaporates; and 8% remains as water volume in the ecosystem (Reference: United States Environmental Protection Agency Case Studies Report 832-R-93-005). Chloride compounds as residuals from residential areas are a problem for wetlands. Suppose that in a particular wetland environment the following concentrations (mg/l) of chloride compounds were found: outflow, 64.1; seepage, 75.8; remaining due to evaporation, 23.9; in the water volume, 68.2.
(a) Compute the weighted average of chlorine compound concentration (mg/l) for this ecological system.

17. Approx. 66.67 mph.

18. Approx. 1.09247.

(b) Suppose the EPA has established an average chlorine compound concentration target of no more than 58 mg/l. Comment on whether this wetlands system meets the target standard for chlorine compound concentration.

17. **Expand Your Knowledge: Harmonic Mean** When data consist of rates of change, such as speeds, the *harmonic mean* is an appropriate measure of central tendency.

$$\text{Harmonic mean} = \frac{n}{\sum \frac{1}{x}}, \text{ assuming no data value is } 0$$

Suppose you drive 60 miles per hour for 100 miles, then 75 miles per hour for 100 miles. Use the harmonic mean to find your average speed.

18. **Expand Your Knowledge: Geometric Mean** When data consist of percentages, ratios, growth rates, or other rates of change, the *geometric mean* is a useful measure of central tendency. For n data values,

$$\text{Geometric mean} = \sqrt[n]{\text{product of the } n \text{ data values}}$$

assuming all data values are positive

To find the *average growth factor* over 5 years of an investment in a mutual fund with growth rates of 10% the first year, 12% the second year, 14.8% the third year, 3.8% the fourth year, and 6% the fifth year, take the geometric mean of 1.10, 1.12, 1.148, 1.038, and 1.16. Find the average growth factor of this investment.

Note that for the same data, the relationships among the harmonic, geometric, and arithmetic means are: harmonic mean $\leq$ geometric mean $\leq$ arithmetic mean (Source: *Oxford Dictionary of Statistics*).

SECTION 3.2

Measures of Variation

FOCUS POINTS

- Find the range, variance, and standard deviation.
- Compute the coefficient of variation from raw data. Why is the coefficient of variation important?
- Apply Chebyshev's theorem to raw data. What does a Chebyshev interval tell us?

An average is an attempt to summarize a set of data using just one number. As some of our examples have shown, an average taken by itself may not always be very meaningful. We need a statistical cross-reference that measures the spread of the data.

The range is one such measure of variation.

The **range** is the difference between the largest and smallest values of a data distribution.

EXAMPLE 5

RANGE

A large bakery regularly orders cartons of Maine blueberries. The average weight of the cartons is supposed to be 22 ounces. Random samples of cartons from two suppliers were weighed. The weights in ounces of the cartons were

Supplier I:	17	22	22	22	27
Supplier II:	17	19	20	27	27

- (a) Compute the range of carton weights from each supplier.

$$\text{Range} = \text{Largest value} - \text{Smallest value}$$

$$\text{Supplier I range} = 27 - 17 = 10 \text{ ounces}$$

$$\text{Supplier II range} = 27 - 17 = 10 \text{ ounces}$$

Most professors find that this section contains concepts that are new to many students. A little more class time may be needed.



Blueberry patch

Variance and standard deviation

There are many ways to measure data spread, and s is only one way (the range is another way). However, just as *standard time* is the time to which most people refer, *standard deviation* is the measure of data spread to which most people refer.

- (b) Compute the mean weight of cartons from each supplier. In both cases the mean is 22 ounces.
- (c) Look at the two samples again. The samples have the same range and mean. How do they differ? The bakery uses one carton of blueberries in each blueberry muffin recipe. It is important that the cartons be of consistent weight so that the muffins turn out right.

Supplier I provides more cartons that have weights closer to the mean. Or, put another way, the weights of cartons from Supplier I are more clustered around the mean. The bakery might find Supplier I more satisfactory.

As we see in Example 5, although the range tells the difference between the largest and smallest values in a distribution, it does not tell us how much other values vary from one another or from the mean.

Variance and Standard Deviation

We need a measure of the distribution or spread of data around an expected value (either $\bar{x}$ or μ). The *variance* and *standard deviation* provide such measures. Formulas and rationale for these measures are described in the next Procedure display. Then, examples and guided exercises show how to compute and interpret these measures.

As we will see later, the formulas for variance and standard deviation differ slightly depending on whether we are using a sample or the entire population.

PROCEDURE

HOW TO COMPUTE THE SAMPLE VARIANCE AND SAMPLE STANDARD DEVIATION

Quantity	Description
x	The variable x represents a data value or outcome.
Mean	This is the average of the data values , or what you “expect” to happen the next time you conduct the statistical experiment. Note that n is the sample size.
$\bar{x} = \frac{\sum x}{n}$	
$x - \bar{x}$	This is the difference between what happened and what you expected to happen. This represents a “deviation” away from what you “expect” and is a measure of risk.
$\sum (x - \bar{x})^2$	The expression $\sum (x - \bar{x})^2$ is called the sum of squares . The $(x - \bar{x})$ quantity is squared to make it nonnegative. The sum is over all the data. If you don’t square $(x - \bar{x})$, then the sum $\sum (x - \bar{x})$ is equal to 0 because the negative values cancel the positive values. This occurs even if some $(x - \bar{x})$ values are large, indicating a large deviation or risk.
Sum of squares	This is an algebraic simplification of the sum of squares that is easier to compute.
$\sum (x - \bar{x})^2$	
or	The defining formula for the sum of squares is the upper one.
$\sum x^2 - \frac{(\sum x)^2}{n}$	The computation formula for the sum of squares is the lower one. Both formulas give the same result.
Sample variance	The sample variance is s^2 . The variance can be thought of as a kind of average of the $(x - \bar{x})^2$ values. However, for technical
$s^2 = \frac{\sum (x - \bar{x})^2}{n - 1}$	reasons, we divide the sum by the quantity $n - 1$ rather than n .
or	This gives us the best mathematical estimate for the sample variance.
$s^2 = \frac{\sum x^2 - (\sum x)^2/n}{n - 1}$	

Continue

PROCEDURE *continued***Sample standard deviation**

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

or

$$s = \sqrt{\frac{\sum x^2 - (\sum x)^2/n}{n - 1}}$$

The **defining formula** for the variance is the upper one. The **computation formula** for the variance is the lower one. Both formulas give the same result.

This is **sample standard deviation, s** . Why do we take the square root? Well, if the original x units were, say, days or dollars, then the s^2 units would be days squared or dollars squared (wow, what's that?). We take the square root to return to the original units of the data measurements. The standard deviation can be thought of as a measure of variability or risk. Larger values of s imply greater variability in the data.

The **defining formula** for the standard deviation is the upper one. The **computation formula** for the standard deviation is the

Some students have trouble comprehending the information contained in a formula. It may be useful to verbalize the formula for s . It says to compare each data value to the mean, square the difference, sum the squares of the differences, then divide by the quantity $(n - 1)$ and, finally, take the square root of the result.

COMMENT Why is s called a *sample standard deviation*? First, it is computed from sample data. Then why do we use the word *standard* in the name? We know s is a measure of deviation or risk. You should be aware that there are other statistical measures of risk that we have not yet mentioned. However, s is the one that everyone uses, so it is called the “standard” (like standard time).

In statistics, the sample standard deviation and sample variance are used to describe the spread of data about the mean $\bar{x}$. The next example shows how to find these quantities by using the defining formulas. Guided Exercise 3 shows how to use the computation formulas.

As you will discover, for “hand” calculations, the computation formulas for s^2 and s are much easier to use. However, the defining formulas for s^2 and s emphasize the fact that the variance and standard deviation are based on the differences between each data value and the mean.

Defining formulas (sample statistics)

$$\text{Sample variance} = s^2 = \frac{\sum(x - \bar{x})^2}{n - 1} \quad (1)$$

$$\text{Sample standard deviation} = s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}} \quad (2)$$

where x is a member of the data set, $\bar{x}$ is the mean, and n is the number of data values. The sum is taken over all data values.

Computation formulas (sample statistics)

$$\text{Sample variance} = s^2 = \frac{\sum x^2 - (\sum x)^2/n}{n - 1} \quad (3)$$

$$\text{Sample standard deviation} = s = \sqrt{\frac{\sum x^2 - (\sum x)^2/n}{n - 1}} \quad (4)$$

where x is a member of the data set, $\bar{x}$ is the mean, and n is the number of data values. The sum is taken over all data values.

EXAMPLE 6

SAMPLE STANDARD DEVIATION (DEFINING FORMULA)

Big Blossom Greenhouse was commissioned to develop an extra large rose for the Rose Bowl Parade. A random sample of blossoms from Hybrid A bushes yielded the following diameters (in inches) for mature peak blooms.

2 3 3 8 10 10

Find the sample variance and standard deviation.

SOLUTION: Several steps are involved in computing the variance and standard deviation. A table will be helpful (see Table 3-1 on the next page). Since $n = 6$, we take the sum of the entries in the first column of Table 3-1 and divide by 6 to find the mean $\bar{x}$.

$$\bar{x} = \frac{\Sigma x}{n} = \frac{36}{6} = 6.0 \text{ inches}$$



TABLE 3-1 **Diameters of Rose Blossoms (in inches)**

Column I x	Column II $x - \bar{x}$	Column III $(x - \bar{x})^2$
2	$2 - 6 = -4$	$(-4)^2 = 16$
3	$3 - 6 = -3$	$(-3)^2 = 9$
3	$3 - 6 = -3$	$(-3)^2 = 9$
8	$8 - 6 = 2$	$(2)^2 = 4$
10	$10 - 6 = 4$	$(4)^2 = 16$
10	$10 - 6 = 4$	$(4)^2 = 16$
$\Sigma x = 36$		$\Sigma (x - \bar{x})^2 = 70$

Using this value for $\bar{x}$, we obtain Column II. Square each value in the second column to obtain Column III, and then add the values in Column III. To get the sample variance, divide the sum of Column III by $n - 1$. Since $n = 6$, $n - 1 = 5$.

$$s^2 = \frac{\Sigma (x - \bar{x})^2}{n - 1} = \frac{70}{5} = 14$$

Now obtain the sample standard deviation by taking the square root of the variance.

$$s = \sqrt{s^2} = \sqrt{14} \approx 3.74$$

(Use a calculator to compute the square root. Because of rounding, we use the approximately equal symbol, $\approx$.)

GUIDED EXERCISE 3

Sample standard deviation (computation formula)

Big Blossom Greenhouse gathered another random sample of mature peak blooms from Hybrid B. The six blossoms had the following widths (in inches):

5 5 5 6 7 8

- (a) Again, we will construct a table so that we can find the mean, variance, and standard deviation more easily. In this case, what is the value of n ? Find the sum of Column I in Table 3-2, and compute the mean.



$n = 6$. The sum of Column I is $\Sigma x = 36$, so the mean is

$$\bar{x} = \frac{36}{6} = 6 \text{ inches}$$

Continue

GUIDED EXERCISE 3 *continued*

TABLE 3-2 Complete Columns I and II

I x	II x^2
5	_____
5	_____
5	_____
6	_____
7	_____
8	_____
$\Sigma x =$ _____	$\Sigma x^2 =$ _____

TABLE 3-3 Completion of Table 3-2

I x	II x^2
5	25
5	25
5	25
6	36
7	49
8	64
$\Sigma x = 36$	$\Sigma x^2 = 224$

- (b) What is the value of n ? of $n - 1$? Use the computation formula to find the sample variance s^2 .
Note: Be sure to distinguish between Σx^2 and $(\Sigma x)^2$. For Σx^2 , you square the x values first and then sum them. For $(\Sigma x)^2$, you sum the x values first and then square the result.



$$n = 6; n - 1 = 5.$$

$$s^2 = \frac{\Sigma x^2 - \Sigma x^2/n}{n - 1}$$

$$= \frac{224 - 36^2/6}{5} = \frac{8}{5} = 1.6$$

- (c) Use a calculator to find the square root of the variance. Is this the standard deviation?



$$s = \sqrt{s^2} = \sqrt{1.6} \approx 1.26$$

Yes.

Let's summarize and compare the results of Guided Exercise 3 and Example 6. The greenhouse found the following blossom diameters for Hybrid A and Hybrid B:

Hybrid A: Mean, 6.0 inches; standard deviation, 3.74 inches

Hybrid B: Mean, 6.0 inches; standard deviation, 1.26 inches

In both cases, the means are the same: 6 inches. But the first hybrid has a larger standard deviation. This means that the blossoms of Hybrid A are less consistent than those of Hybrid B. If you want a rosebush that occasionally has 10-inches blooms and 2-inches blooms, use the first hybrid. But if you want a bush that consistently produces roses close to 6 inches across, use Hybrid B.

This is a good time to discuss rounding of calculated answers.

ROUNDING NOTE Rounding errors cannot be completely eliminated, even if a computer or calculator does all the computations. However, software and calculator routines are designed to minimize the error. If the mean is rounded, the value of the standard deviation will change slightly depending on how much the mean is rounded. If you do your calculations "by hand" or reenter intermediate values into a calculator, try to carry one or two more digits than occur in the original data. If your resulting answers vary slightly from those in this text, do not be overly concerned. The text answers are computer- or calculator-generated.

In most applications of statistics, we work with a random sample of data rather than the entire population of *all* possible data values. However, if we have data for

Population mean variance and standard deviation

This is a good time once again to stress the difference between sample data and population data. It is interesting to note that the concept of population variance σ^2 was borrowed from classical mechanics. If you check a college physics textbook, you will find that the formula for σ^2 is essentially the same formula physicists use for the second moment.

the entire population, we can compute the *population mean* μ , *population variance* σ^2 , and *population standard deviation* σ (lowercase Greek letter sigma) using the following formulas:

Population Parameters

$$\text{Population mean} = \mu = \frac{\sum x}{N}$$

$$\text{Population variance} = \sigma^2 = \frac{\sum (x - \mu)^2}{N}$$

$$\text{Population standard deviation} = \sigma = \sqrt{\frac{\sum (x - \mu)^2}{N}}$$

where N is the number of data values in the population and x represents the individual data values of the population.

We note that the formula for μ is the same as the formula for $\bar{x}$ (the sample mean) and the formulas for σ^2 and σ are the same as those for s^2 and s (sample variance and sample standard deviation), except that the population size N is used instead of $n - 1$. Also, μ is used instead of $\bar{x}$ in the formulas for σ^2 and σ .

In the formulas for s and σ we use $n - 1$ to compute s , and N to compute σ . Why? The reason is that N (capital letter) represents the *population size*, whereas n (lowercase letter) represents the sample size. Since a random sample usually will not contain extreme data values (large or small), we divide by $n - 1$ in the formula for s to make s a little larger than it would have been had we divided by n . Courses in advanced theoretical statistics show that this procedure will give us the best possible estimate for the standard deviation σ . In fact, s is called the *unbiased estimate* for σ . If we have the population of all data values, then extreme data values are, of course, present, so we divide by N instead of $N - 1$.

COMMENT The computation formula for the population standard deviation is

$$\sigma = \sqrt{\frac{\sum x^2 - (\sum x)^2/N}{N}}$$

We've seen that the standard deviation (sample or population) is a measure of data spread. We will use the standard deviation extensively in later chapters.

TECH NOTE

In Chapter 6 we will use the standard deviation to study standard z values and areas under normal curves. In Chapters 8 and 9 we will use it to study the inferential statistics topics of estimation and testing. The standard deviation will appear again in our study of regression and correlation.

Most scientific or business calculators have a statistics mode and provide the mean and sample standard deviation directly. The TI-84Plus/TI-83Plus calculators, Excel, and Minitab provide the median and several other measures as well.

Many technologies display only the sample standard deviation s . You can quickly compute σ if you know s by using the formula

$$\sigma = s \sqrt{\frac{n-1}{n}}$$

The mean given in displays can be interpreted as the sample mean $\bar{x}$ or the population mean μ as appropriate.

The following three displays show output for the hybrid rose data of Guided Exercise 3.

TI-84Plus/TI-83Plus Display Press STAT ► CALC ► 1:1-Var Stats. S_x is the sample standard deviation. σ_x is the population standard deviation.

```
1-Var Stats
x̄=6
Σx=36
Σx²=224
Sx=1.264911064
σx=1.154700538
↓ n=6
■
```

Excel Display Menu choices: Tools ► Data Analysis ► Descriptive Statistics. Check the summary statistics box. The standard deviation is the sample standard deviation.

Column 1	
Mean	6
Standard Error	0.516398
Median	5.5
Mode	5
Standard Deviation	1.264911
Sample Variance	1.6
Kurtosis	−0.78125
Skewness	0.889391
Range	3
Minimum	5
Maximum	8
Sum	36
Count	6

Minitab Display Menu choices: Stat ► Basic Statistics ► Display Descriptive Statistics. StDev is the sample standard deviation. TrMean is a 5% trimmed mean.

N	Mean	Median	TrMean	StDev	SE Mean
6	6.000	5.500	6.000	1.265	0.516
Minimum	Maximum	Q1	Q3		
5.000	8.000	5.000	7.250		



Now let’s look at two immediate applications of the standard deviation. The first is the coefficient of variation, and the second is Chebyshev’s theorem.

Coefficient of Variation

A disadvantage of the standard deviation as a comparative measure of variation is that it depends on the units of measurement. This means that it is difficult to use the standard deviation to compare measurements from different populations. For this reason, statisticians have defined the *coefficient of variation*, which expresses the standard deviation as a percentage of the sample or population mean.

Coefficient of variation

A good class discussion topic about CV can be found in Linking Concepts, Problem 3 (robin eggs and elephants). See also Data Highlights, Problem 1 (Old Faithful).

If $\bar{x}$ and s represent the sample mean and sample standard deviation, respectively, then the sample **coefficient of variation** CV is defined to be

$$CV = \frac{s}{\bar{x}} \cdot 100$$

If μ and σ represent the population mean and population standard deviation, respectively, then the population coefficient of variation CV is defined to be

$$CV = \frac{\sigma}{\mu} \cdot 100$$

Notice that the numerator and denominator in the definition of CV have the same units, so CV itself has no units of measurement. This gives us the advantage of being able to directly compare the variability of two different populations using the coefficient of variation.

In the next example and guided exercise, we will compute the CV of a population and of a sample and then compare the results.

EXAMPLE 7

COEFFICIENT OF VARIATION

The Trading Post on Grand Mesa is a small, family-run store in a remote part of Colorado. The Grand Mesa region contains many good fishing lakes, so the Trading Post sells spinners (a type of fishing lure). The store has a very limited selection of spinners. In fact, the Trading Post has only eight different types of spinners for sale. The prices (in dollars) are

2.10 1.95 2.60 2.00 1.85 2.25 2.15 2.25

Since the Trading Post has only eight different kinds of spinners for sale, we consider the eight data values to be the *population*.

- (a) Use a calculator with appropriate statistics keys to verify that for the Trading Post data, $\mu \approx \$2.14$ and $\sigma \approx \$0.22$.

SOLUTION: Since the computation formulas for $\bar{x}$ and μ are identical, most calculators provide the value of $\bar{x}$ only. Use the output of this key for μ . The computation formulas for the sample standard deviation s and the population standard deviation σ are slightly different. Be sure that you use the key for σ (sometimes designated as σ_n or σ_x).

- (b) Compute the CV of prices for the Trading Post and comment on the meaning of the result.

SOLUTION:

$$CV = \frac{\sigma}{\mu} \times 100 = \frac{0.22}{2.14} \times 100 = 10.28\%$$

The coefficient of variation can be thought of as a measure of the spread of the data relative to the average of the data. Since the Trading Post is very small, it carries a small selection of spinners that are all priced similarly. The CV tells us that the standard deviation of the spinner prices is only 10.28% of the mean.



GUIDED EXERCISE 4

Coefficient of variation

Cabela's in Sidney, Nebraska, is a very large outfitter that carries a broad selection of fishing tackle. It markets its products nationwide through a catalog service. A random sample of 10 spinners from Cabela's extensive spring catalog gave the following prices (in dollars):

1.69 1.49 3.09 1.79 1.39 2.89 1.49 1.39 1.49 1.99

Continue

GUIDED EXERCISE 4 *continued*

- (a) Use a calculator with sample mean and sample standard deviation keys to compute $\bar{x}$ and s .  $\bar{x} = \$1.87$ and $s \approx \$0.62$.
- (b) Compute the CV for the spinner prices at Cabela's.  $CV = \frac{s}{\bar{x}} \times 100 = \frac{0.62}{1.87} \times 100 = 33.16\%$
- (c) Compare the mean, standard deviation, and CV for the spinner prices at the Grand Mesa Trading Post (Example 7) and Cabela's. Comment on the differences.  The CV for Cabela's is more than three times the CV for the Trading Post. Why? First, because of the remote location, the Trading Post tends to have somewhat higher prices (larger μ). Second, the Trading Post is very small, so it has a rather limited selection of spinners with a smaller variation in price.

Chebyshev's theorem is a little abstract and may require some extra class time. Stress the completely general nature of Chebyshev's theorem. A good class discussion topic can be found in Linking Concepts, Problem 4 (butterflies and the orbits of the planets).

Chebyshev's Theorem

From our earlier discussion about standard deviation, we recall that the spread or dispersion of a set of data about the mean will be small if the standard deviation is small, and it will be large if the standard deviation is large. If we are dealing with a symmetrical bell-shaped distribution, then we can make very definite statements about the proportion of the data that must lie within a certain number of standard deviations on either side of the mean. This will be discussed in detail in Chapter 6 when we talk about normal distributions.

However, the concept of data spread about the mean can be expressed quite generally for *all data distributions* (skewed, symmetric, or other shape) by using the remarkable theorem of Chebyshev.

Chebyshev's theorem

For *any* set of data (either population or sample) and for any constant k greater than 1, the proportion of the data that must lie within k standard deviations on either side of the mean is *at least*

$$1 - \frac{1}{k^2}$$

Results of Chebyshev's theorem

For *any* set of data:

- *at least* 75% of the data fall in the interval from $\mu - 2\sigma$ to $\mu + 2\sigma$.
- *at least* 88.9% of the data fall in the interval from $\mu - 3\sigma$ to $\mu + 3\sigma$.
- *at least* 93.8% of the data fall in the interval from $\mu - 4\sigma$ to $\mu + 4\sigma$.

The results of Chebyshev's theorem can be derived by using the theorem and a little arithmetic. For instance, if we create an interval $k = 2$ standard deviations on either side of the mean, Chebyshev's theorem tells us that

$$1 - \frac{1}{2^2} = 1 - \frac{1}{4} = \frac{3}{4} \text{ or } 75\%$$

is the minimum percentage of data in the $\mu - 2\sigma$ to $\mu + 2\sigma$ interval.

Notice that Chebyshev's theorem refers to the *minimum* percentage of data that must fall within the specified number of standard deviations of the mean. If the distribution is mound-shaped, an even *greater* percentage of data will fall into the specified intervals (see the Empirical Rule in Section 6.1).

EXAMPLE 8**Chebyshev's Theorem**

Students Who Care is a student volunteer program in which college students donate work time to various community projects such as planting trees. Professor Gill is the faculty sponsor for this student volunteer program. For several years, Dr. Gill has kept a careful record of x = total number of work hours volunteered by a student in the program each semester. For a random sample of students in the program, the mean number of hours was $\bar{x} = 29.1$ hours each semester, with a standard deviation of $s = 1.7$ hours each semester. Find an interval A to B for the number of hours volunteered into which at least 75% of the students in this program would fit.

SOLUTION: According to results of Chebyshev's theorem, at least 75% of the data must fall within 2 standard deviations of the mean. Because the mean is $\bar{x} = 29.1$ and the standard deviation is $s = 1.7$, the interval is

$$\begin{aligned} & \bar{x} - 2s \text{ to } \bar{x} + 2s \\ & 29.1 - 2(1.7) \text{ to } 29.1 + 2(1.7) \\ & 25.7 \text{ to } 32.5 \end{aligned}$$

At least 75% of the students would fit into the group that volunteered from 25.7 to 32.5 hours each semester.

GUIDED EXERCISE 5**Chebyshev interval**

The *East Coast Independent News* periodically runs ads in its own classified section offering a month's free subscription to those who respond. In this way, management can get a sense about the number of subscribers who read the classified section each day. Over a period of 2 years, careful records have been kept. The mean number of responses per ad is $\bar{x} = 525$ with standard deviation $s = 30$.

Determine a Chebyshev interval about the mean in which at least 88.9% of the data fall.



By Chebyshev's theorem, at least 88.9% of the data fall into the interval

$$\bar{x} - 3s \text{ to } \bar{x} + 3s$$

Because $\bar{x} = 525$ and $s = 30$, the interval is

$$525 - 3(30) \text{ to } 525 + 3(30)$$

or from 435 to 615 responses per ad.

CRITICAL THINKING

Averages such as the mean are often referred to in the media. However, an average by itself does not tell much about the way data are distributed about the mean. Knowledge about the standard deviation or variance, along with the mean, gives a much better picture of the data distribution.

Chebyshev's theorem tells us that no matter what the data distribution looks like, at least 75% of the data will fall within 2 standard deviations of the mean. As we will see in Chapter 6, when the distribution is mound-shaped and symmetric, about 95% of the data are within 2 standard deviations of the mean. Data values beyond 2 standard deviations from the mean are less common than those closer to the mean.

In fact, one indicator that a data value might be an outlier is that it is more than 2.5 standard deviations from the mean (*Oxford Dictionary of Statistics*, Oxford University Press).

VIEWPOINT

Socially Responsible Investing

Make a difference and make money! Socially responsible mutual funds tend to screen out corporations that sell tobacco, weapons, and alcohol, as well as companies that are environmentally unfriendly. In addition, these funds screen out companies that use child labor in sweatshops. There are 68 socially responsible funds tracked by the Social Investment Forum. For more information, visit the Brase/Brase statistics site at <http://math.college.hmco.com/students> and find the link to social investing.

How do these funds rate compared to other funds? One way to answer this question is to study the annual percent returns of the funds using both the mean and standard deviation. (See Problem 14 of this section.)

SECTION 3.2 PROBLEMS

Tables and art to accompany margin answers may be found in the back of the book.

1. Mean.
2. The standard deviation s is the square root of the variance s^2 .
3. Yes. For the sample standard deviation s , the sum $\sum(x - \bar{x})^2$ is divided by $n - 1$, where n is the sample size. For the population standard deviation σ , the sum $\sum(x - \mu)^2$ is divided by N , where N is the population size.
4. Sample statistic: s . Population parameter: σ .
5. (a) (i), (ii), (iii).
(b) The data change between data sets (i) and (ii) increased the squared difference $(x - \bar{x})^2$ by 9, whereas the data change between data sets (ii) and (iii) increased the squared difference $(x - \bar{x})^2$ by only 4.
6. (a) $s \approx 3.6$.
(b) $s \approx 3.6$.

1. **Statistical Literacy** Which average, mean, median, or mode, is associated with the standard deviation?
2. **Statistical Literacy** What is the relationship between the variance and the standard deviation for a sample data set?
3. **Statistical Literacy** When computing the standard deviation, does it matter whether the data are sample data or data comprising the entire population? Explain.
4. **Statistical Literacy** What symbol is used for the standard deviation when it is a sample statistic? What symbol is used for the standard deviation when it is a population parameter?
5. **Critical Thinking** Each of the following data sets has a mean of $\bar{x} = 10$.
(i) 8 9 10 11 12 (ii) 7 9 10 11 12 (iii) 7 8 10 11 12
(a) Without doing any computations, order the data sets according to increasing value of standard deviations.
(b) Why do you expect the difference in standard deviations between data sets (i) and (ii) to be greater than the difference in standard deviations between data sets (ii) and (iii)? *Hint:* Consider how much the data in the respective sets differ from the mean.
6. **Critical Thinking: Data Transformation** In this problem, we explore the effect on the standard deviation of adding the same constant to each data value in a data set. Consider the data set 5, 9, 10, 11, 15.
(a) Use the defining formula, the computation formula, or a calculator to compute s .
(b) Add 5 to each data value to get the new data set 10, 14, 15, 16, 20. Compute s .

- (c) In general, adding a constant c to each data value in a set does not change the standard deviation. The distribution shifts by c units but the spread between data values does not change.
7. (a) $s \approx 3.6$.
 (b) $s \approx 18.0$.
 (c) When each data value is multiplied by 5, the standard deviation is five times greater than that of the original data set. In general, multiplying each data value by the same constant c results in the standard deviation being $|c|$ times as large.
 (d) No. Multiply 3.1 miles by 1.6 kilometers/mile to obtain $s \approx 4.96$ kilometers.
8. (a) No.
 (b) Yes, since 80 is more than 2.5 standard deviations above the mean.
9. (a) 15.
 (b) Use a calculator.
 (c) 37; 6.08.
 (d) 37; 6.08.
 (e) $\sigma^2 \approx 29.59$; $\sigma \approx 5.44$.
10. (a) $\Sigma x = 103$; $\Sigma x^2 = 4607$; $\Sigma y = 90$; $\Sigma y^2 = 2258$.
 (b) For total stock: $\bar{x} = 10.3$; $s^2 \approx 394.0$; $s \approx 19.85$.
 For balanced: $\bar{y} = 9$; $s^2 \approx 160.8$; $s \approx 12.68$.
 (c) For total stock x , -29.4 to 50 ; for balanced y , -16.36 to 34.36 ; 75% of the returns for the balanced fund fall within a narrower range than those of the stock fund. In particular, the low returns for the balanced fund are not as low as those of the stock fund. However, the stock fund returns range to higher values than the balanced fund returns.
 (d) For the stock fund, $CV \approx 192.7\%$; for the balanced fund, $CV \approx 140.9\%$. For each unit of return, the balanced
- (c) Compare the results of parts (a) and (b). In general, how do you think the standard deviation of a data set changes if the same constant is added to each data value?
7. **Critical Thinking: Data Transformation** In this problem, we explore the effect on the standard deviation of multiplying each data value in a data set by the same constant. Consider the data set 5, 9, 10, 11, 15.
 (a) Use the defining formula, the computation formula, or a calculator to compute s .
 (b) Multiply each data value by 5 to obtain the data new set 25, 45, 50, 55, 75. Compute s .
 (c) Compare the results of parts (a) and (b). In general, how does the standard deviation change if each data value is multiplied by a constant c ?
 (d) You recorded the weekly distances you bicycled in miles and computed the standard deviation to be $s = 3.1$ miles. Your friend wants to know the standard deviation in kilometers. Do you need to redo all the calculations? Given 1 mile ≈ 1.6 kilometers, what is the standard deviation in kilometers?
8. **Critical Thinking: Outliers** One indicator of an outlier is that an observation is more than 2.5 standard deviations from the mean. Consider the data value 80.
 (a) If a data set has mean 70 and standard deviation 5, is 80 a suspect outlier?
 (b) If a data set has mean 70 and standard deviation 3, is 80 a suspect outlier?
9. **General Concepts: Variance, Standard Deviation** Given the sample data
- | | | | | | |
|-------|----|----|----|----|----|
| x : | 23 | 17 | 15 | 30 | 25 |
|-------|----|----|----|----|----|
- (a) Find the range.
 (b) Verify that $\Sigma x = 110$ and $\Sigma x^2 = 2568$.
 (c) Use the results of part (b) and appropriate computation formulas to compute the sample variance s^2 and sample standard deviation s .
 (d) Use the defining formulas to compute the sample variance s^2 and sample standard deviation s .
 (e) Suppose the given data comprise the entire population of all x values. Compute the population variance σ^2 and population standard deviation σ .
10. **Investing: Stocks and Bonds** Do bonds reduce the overall risk of an investment portfolio? Let x be a random variable representing annual percent return for Vanguard Total Stock Index (all stocks). Let y be a random variable representing annual return for Vanguard Balanced Index (60% stock and 40% bond). For the past several years, we have the following data (Reference: Morningstar Research Group, Chicago).
- | | | | | | | | | | | |
|-------|----|----|----|----|----|----|----|-----|-----|-----|
| x : | 11 | 0 | 36 | 21 | 31 | 23 | 24 | -11 | -11 | -21 |
| y : | 10 | -2 | 29 | 14 | 22 | 18 | 14 | -2 | -3 | -10 |
- (a) Compute Σx , Σx^2 , Σy , and Σy^2 .
 (b) Use the results of part (a) to compute the sample mean, variance, and standard deviation for x and for y .
 (c) Compute a 75% Chebyshev interval around the mean for x values and also for y values. Use the intervals to compare the two funds.
 (d) Compute the coefficient of variation for each fund. Use the coefficients of variation to compare the two funds. If s represents risks and $\bar{x}$ represents expected return, then $s/\bar{x}$ can be thought of as a measure of risk per unit of expected return. In this case, why is a smaller CV better? Explain.
11. (a) 7.87.
 (b) Use a calculator.
 (c) $\bar{x} \approx 1.24$; $s^2 \approx 1.78$; $s \approx 1.33$.
 (d) $CV \approx 107\%$. The standard deviation of the time to failure is just slightly larger than the average



11. **Space Shuttle: Epoxy** Kevlar epoxy is a material used on the NASA Space Shuttle. Strands of this epoxy were tested at the 90% breaking strength. The following data represent time to failure (in hours) for a random sample of 50 epoxy strands (Reference: R. E. Barlow, University of California, Berkeley). Let x be a random variable representing time to failure (in hours) at 90% breaking

strength. *Note:* These data are also available with other software on the statSpace CD-ROM.

0.54	1.80	1.52	2.05	1.03	1.18	0.80	1.33	1.29	1.11
3.34	1.54	0.08	0.12	0.60	0.72	0.92	1.05	1.43	3.03
1.81	2.17	0.63	0.56	0.03	0.09	0.18	0.34	1.51	1.45
1.52	0.19	1.55	0.02	0.07	0.65	0.40	0.24	1.51	1.45
1.60	1.80	4.69	0.08	7.89	1.58	1.64	0.03	0.23	0.72

- Find the range.
- Use a calculator to verify that $\Sigma x = 62.11$ and $\Sigma x^2 \approx 164.23$.
- Use the results of part (b) to compute the sample mean, variance, and standard deviation for the time to failure.
- Use the results of part (c) to compute the coefficient of variation. What does this number say about time to failure? Why does a small CV indicate more consistent data, whereas a larger CV indicates less consistent data? Explain.

- $\Sigma x = 284.95$; $\Sigma x^2 \approx 7046.80$;
 $\Sigma y = 421.5$; $\Sigma y^2 \approx 14,562.29$.
- For Grid E, $\bar{x} \approx 20.35$; $s^2 \approx 96$;
 $s \approx 9.79$; for Grid H, $\bar{y}$
 $= 28.1$;
 $s^2 \approx 194$; $s \approx 13.93$.
- For Grid E, 0.77 to 39.93; for Grid H,
0.24 to 55.96. Grid H shows a wider
75% range of values.
- For Grid E, $CV \approx 48\%$; for Grid H,
 $CV \approx 50\%$. Grid H demonstrates
slightly greater variability per
expected signal. The CV, together
with the confidence interval,
indicates that Grid H might have
more buried artifacts.

- Archaeology: Ireland** The Hill of Tara in Ireland is a place of great archaeological importance. This region has been occupied by people for more than 4,000 years. Geomagnetic surveys detect subsurface anomalies in the earth's magnetic field. These surveys have led to many significant archaeological discoveries. After collecting data, the next step is to begin a statistical study. The following data measure magnetic susceptibility (centimeter-gram-second $\times 10^{-6}$) on two of the main grids of the Hill of Tara (Reference: *Tara: An Archaeological Survey* by Conor Newman, Royal Irish Academy, Dublin).

Grid E: x variable

13.20	5.60	19.80	15.05	21.40	17.25	27.45
16.95	23.90	32.40	40.75	5.10	17.75	28.35

Grid H: y variable

11.85	15.25	21.30	17.30	27.50	10.35	14.90
48.70	25.40	25.95	57.60	34.35	38.80	41.00
31.25						

- Compute Σx , Σx^2 , Σy , and Σy^2 .
 - Use the results of part (a) to compute the sample mean, variance, and standard deviation for x and for y .
 - Compute a 75% Chebyshev interval around the mean for x values and also for y values. Use the intervals to compare the magnetic susceptibility on the two grids. Higher numbers indicate higher magnetic susceptibility. However, extreme values, high or low, could mean an anomaly and possible archaeological treasure.
 - Compute the sample coefficient of variation for each grid. Use the CV's to compare the two grids. If s represents variability in the signal (magnetic susceptibility) and $\bar{x}$ represents the expected level of the signal, then $s/\bar{x}$ can be thought of as a measure of the variability per unit of expected signal. Remember, a considerable variability in the signal (above or below average) might indicate buried artifacts. Why, in this case, would a large CV be better, or at least more exciting? Explain.
- Wildlife: Mallard Ducks and Canada Geese** For mallard ducks and Canada geese, what percentage of nests are successful (at least one offspring survives)? Studies in Montana, Illinois, Wyoming, Utah, and California gave the follow-

13. (a) Use a calculator.
 (b) $\bar{x} = 49$; $s^2 \approx 687.49$; $s \approx 26.22$.
 (c) $\bar{y} = 44.8$; $s^2 \approx 508.50$; $s \approx$

22.55.

- (d) Mallard nest $CV \approx 53.5\%$; Canada goose nest $CV \approx 50.3\%$. The CV gives the ratio of the standard deviation to the mean; the CV for

14. (a) Pax, $CV \approx 146.7\%$; Vanguard, $CV \approx 138.6\%$. Vanguard fund has slightly less risk per unit of return.
 (b) Pax, -18.52% to 37.68% ; Vanguard, -15.98% to 34.02% . Vanguard has a narrower range of returns, with less downside, but also less upside.

15. Since $CV = s/\bar{x}$, then $s = CV(\bar{x})$.
 $s = 0.033$.

ing percentages of successful nests (Reference: *The Wildlife Society Press*, Washington, D.C.).

x : Percentage success for mallard duck nests

56 85 52 13 39

y : Percentage success for Canada goose nests

24 53 60 69 18

- (a) Use a calculator to verify that $\Sigma x = 245$; $\Sigma x^2 = 14,755$; $\Sigma y = 224$; and $\Sigma y^2 = 12,070$.
 (b) Use the results of part (a) to compute the sample mean, variance, and standard deviation for x , the percent of successful mallard nests.
 (c) Use the results of part (a) to compute the sample mean, variance, and standard deviation for y , the percent of successful Canada goose nests.
 (d) Use the results of parts (b) and (c) to compute the coefficient of variation for successful mallard nests and Canada goose nests. Write a brief explanation of the meaning of these numbers. What do these results say about the nesting success rates for mallards compared to Canada geese? Would you say one group of data is more or less consistent than the other? Explain.
14. **Investing: Socially Responsible Mutual Funds** Pax World Balanced is a highly respected, socially responsible mutual fund of stocks and bonds (see Viewpoint). Vanguard Balanced Index is another highly regarded fund that represents the entire U.S. stock and bond market (an index fund). The mean and standard deviation of annualized percent returns are shown below. The annualized mean and standard deviation are based on the years 1993 through 2002 (Source: Morningstar).
- Pax World Balanced: $\bar{x} = 9.58\%$; $s = 14.05\%$
 Vanguard Balanced Index: $\bar{x} = 9.02\%$; $s = 12.50\%$
- (a) Compute the coefficient of variation for each fund. If $\bar{x}$ represents return and s represents risk, then explain why the coefficient of variation can be taken to represent risk per unit of return. From this point of view, which fund appears to be better? Explain.
 (b) Compute a 75% Chebyshev interval around the mean for each fund. Use the intervals to compare the two funds. As usual, past performance does not guarantee future performance.
15. **Medical: Physician Visits** In some reports, the mean and coefficient of variation are given. For instance, in *Statistical Abstract of the United States*, 116th Edition, one report gives the average number of physician visits by males per year. The average reported is 2.2, and the reported coefficient of variation is 1.5%. Use this information to determine the standard deviation of the annual number of visits to physicians made by males.

Grouped data

Approximating $\bar{x}$ and s from grouped data

Expand Your Knowledge: Grouped data

When data are grouped, such as in a frequency table or histogram, we can estimate the mean and standard deviation by using the following formulas. Notice that all data values in a given class are treated as though each of them equals the midpoint x of the class.

Sample mean for a frequency distribution

$$\bar{x} = \frac{\Sigma xf}{n} \quad (5)$$

Sometimes grouped data are the only data we can get our hands on. In other situations, it is easier first to group the data and then to estimate the mean and standard deviation.

Sample standard deviation for a frequency distribution

$$s = \sqrt{\frac{\sum(x - \bar{x})^2 f}{n - 1}}$$
 (6)

Computation formula for the sample standard deviation

$$s = \sqrt{\frac{\sum x^2 f - (\sum x f)^2 / n}{n - 1}}$$
 (7)

where

- x is the midpoint of a class,
 - f is the number of entries in that class,
 - n is the total number of entries in the distribution, and $n = \sum f$.
- The summation $\sum$ is over all classes in the distribution.

Use formulas (5) and (6) or (5) and (7) to solve Problems 16–19. To use formulas (5) and (6) to evaluate the sample mean and standard deviation, use the following column heads:

Midpoint x	Frequency f	xf	$(x - \bar{x})$	$(x - \bar{x})^2$	$(x - \bar{x})^2 f$
--------------	---------------	------	-----------------	-------------------	---------------------

For formulas (5) and (7), use these column heads:

Midpoint x	Frequency f	xf	x^2	$x^2 f$
--------------	---------------	------	-------	---------

Note: On the TI-83 calculator, enter the midpoints in column L₁ and the frequencies in column L₂. Then use 1-VarStats L₁, L₂.

16. $\bar{x} \approx 16.1$; $s^2 \approx 119.9$; $s \approx 10.95$.

16. **Anthropology: Navajo Reservation** What was the age distribution of prehistoric Native Americans? Extensive anthropologic studies in the southwestern United States gave the following information about a prehistoric extended family group of 80 members on what is now the Navajo Reservation in northwestern New Mexico. (Source: Based on information taken from *Prehistory in the Navajo Reservation District*, by F. W. Eddy, Museum of New Mexico Press.)

Age range (years)	1–10*	11–20	21–30	31 and over
Number of individuals	34	18	17	11

* Includes infants.

For this community, estimate the mean age expressed in years, the sample variance, and the sample standard deviation. For the class 31 and over, use 35.5 as the class midpoint.

17. $\bar{x} \approx 35.8$; $s^2 \approx 61.1$; $s \approx 7.82$.

17. **Crime: Shoplifting** What is the age distribution of adult shoplifters (21 years of age or older) in supermarkets? The following is based on information taken from the National Retail Federation. A random sample of 895 incidents of shoplifting gave the following age distribution:

Age range (years)	21–30	31–40	41 and over
Number of shoplifters	260	348	287

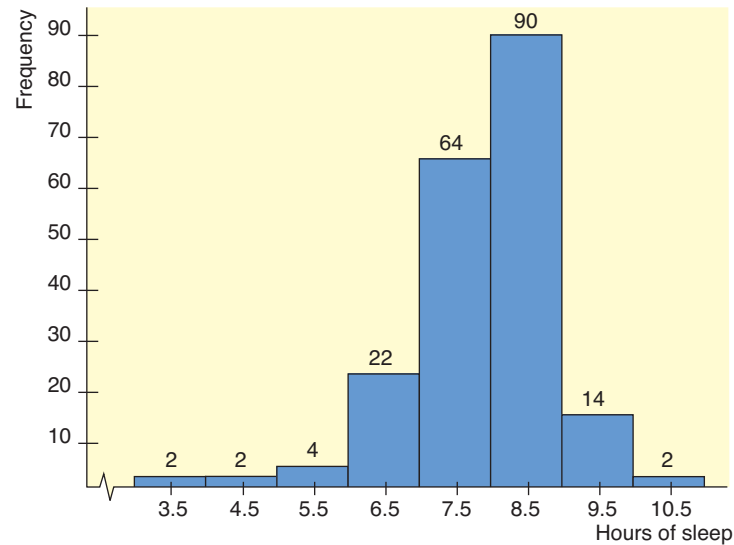
Estimate the mean age, sample variance, and sample standard deviation for the shoplifters. For the class 41 and over, use 45.5 as the class midpoint.

18. $\bar{x} \approx 7.9$ hours; $s \approx 1.05$ hours;
 $CV \approx 13.29\%$.

18. **Medical: Hours of Sleep per Day** Alexander Borbely is a professor at the University of Zurich Medical School, where he is director of the sleep laboratory. The histogram in Figure 3-2 is based on information from his book *Secrets of Sleep*. The histogram displays hours of sleep per day for a random sample of 200 subjects. Estimate the mean hours of sleep, standard deviation of hours of sleep, and coefficient of variation.

FIGURE 3-2

Hours of Sleep Each Day (24-hour period)



19. $\bar{x} \approx 15.6$; $s^2 \approx 23.4$; $s \approx 4.8$.

19. **Business Administration: Profits/Assets** What are the big corporations doing with their wealth? One way to answer this question is to examine profits as percentage of assets. A random sample of 50 *Fortune 500* companies gave the following information. (Source: Based on information from *Fortune 500*, Vol. 135, No. 8.)

Profit as percentage of assets	8.6–12.5	12.6–16.5	16.6–20.5	20.6–24.5	24.6–28.5
Number of companies	15	20	5	7	3

Estimate the sample mean, sample variance, and sample standard deviation for profit as percentage of assets.

20. **Expand Your Knowledge: Moving Averages** You do not need a lot of money to invest in a mutual fund. However, if you decide to put some money into an investment, you are usually advised to leave it in for (at least) several years. Why? Because good years tend to cancel out bad years, giving you a better overall return with less risk. To see what we mean, let's use a 3-year *moving average* on the Calvert Social Balanced Fund (a socially responsible fund).

Point out that moving averages are frequently used in financial settings. Note the dramatic reduction in the standard deviation.

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
% Return	1.78	17.79	7.46	5.95	-4.74	25.85	9.03	18.92	17.49	6.80	-2.38

Source: Morningstar

- (a) Use a calculator with mean and standard deviation keys to verify that the mean annual return for all 11 years is approximately 9.45%, with standard deviation 9.57%.

- (b) To compute a 3-year moving average for 1992, we take the data values for 1992 and the prior two years and average them. To compute a 3-year moving average for 1993, we take the data values for 1993 and the prior two years and average them. Verify that the following 3-year moving averages are correct.

Year	1992	1993	1994	1995	1996	1997	1998	1999	2000
3-year moving average	9.01	10.40	2.89	9.02	10.05	17.93	15.15	14.40	7.30

20. (d) The 3-year moving average has a much lower standard deviation.

- (c) Use a calculator with mean and standard deviation keys to verify that for the 3-year moving average, the mean is 10.68% with sample standard deviation 4.53%.
- (d) Compare the results of parts (a) and (c). Suppose we take the point of view that risk is measured by standard deviation. Is the risk (standard deviation) of the 3-year moving average considerably smaller? This is an example of a general phenomenon that will be studied in more detail in Chapter 6.

21. *Brain Teaser: Sum of Squares* If you like mathematical puzzles or love algebra, try this! Otherwise, just trust that the computational formula for the sum of squares is correct. We have a sample of x values. The sample size is n . Fill in the details for the following steps.

$$\begin{aligned}\Sigma(x - \bar{x})^2 &= \Sigma x^2 - 2\bar{x}\Sigma x + n\bar{x}^2 \\ &= \Sigma x^2 - 2n\bar{x}^2 + n\bar{x}^2 \\ &= \Sigma x^2 - \frac{(\Sigma x)^2}{n}\end{aligned}$$

SECTION 3.3

Percentiles and Box-and-Whisker Plots

FOCUS POINTS

- Interpret the meaning of percentile scores.
- Compute the median, quartiles, and five-number summary from raw data.
- Make a box-and-whisker plot. Interpret the results.
- Describe how a box-and-whisker plot indicates spread of data about the median.

This is a conceptually important section on which it is worth spending a little extra time in class discussion. See Linking Concepts and Using Technology.

We’ve seen measures of central tendency and spread for a set of data. The arithmetic mean $\bar{x}$ and the standard deviation s will be very useful in later work. However, because they each utilize every data value, they can be heavily influenced by one or two extreme data values. In cases where our data distributions are heavily skewed or even bimodal, we often get a better summary of the distribution by utilizing relative position of data rather than exact values.

Recall that the median is an average computed by using relative position of the data. If we are told that 81 is the median score on a biology test, we know that after the data have been ordered, 50% of the data fall at or below the median value of 81. The median is an example of a *percentile*; in fact, it is the 50th percentile. The general definition of the P th percentile follows.

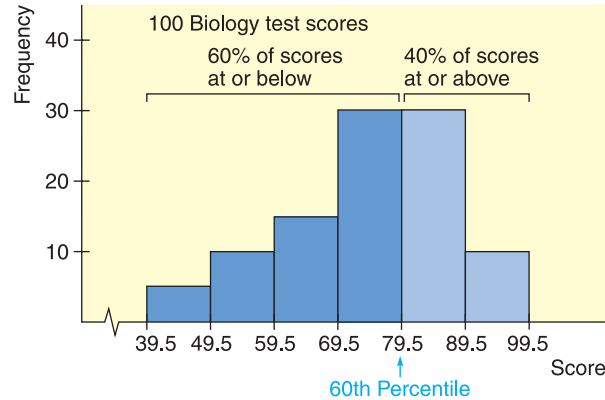
Percentile

For whole numbers P (where $1 \leq P \leq 99$), the P th **percentile** of a distribution is a value such that $P\%$ of the data fall at or below it and $(100 - P)\%$ of the data fall at or above it.

In Figure 3-3, we see the 60th percentile marked on a histogram. We see that 60% of the data lie below the mark and 40% lie above it.

FIGURE 3-3

A Histogram with the 60th Percentile Shown



GUIDED EXERCISE 6

Percentiles

You took the English achievement test to obtain college credit in freshman English by examination.

- (a) If your score is at the 89th percentile, what percentage of scores are at or below yours?
- (b) If the scores ranged from 1 to 100 and your raw score is 95, does this necessarily mean that your score is at the 95th percentile?



The percentile means that 89% of the scores are at or below yours.



No, the percentile gives an indication of relative position of the scores. The determination of your percentile has to do with the number of scores at or below yours. If everyone did very well and only 80% of the scores fell at or below yours, you would be at the 80th percentile even though you got 95 out of 100 points on the exam.

There are 99 percentiles, and in an ideal situation, the 99 percentiles divide the data set into 100 equal parts. (See Figure 3-4.) However, if the number of data elements is not exactly divisible by 100, the percentiles will not divide the data into equal parts.

There are several widely used conventions for finding percentiles. They lead to slightly different values for different situations, but these values are close together. For all conventions, the data are first *ranked* or ordered from smallest to largest. A natural way to find the P th percentile is to then find a value such that $P\%$ of the data fall at or below it. This will not always be possible, so we take the nearest value satisfying the criterion. It is at this point that there are a variety of processes to determine the exact value of the percentile.

FIGURE 3-4

Percentiles

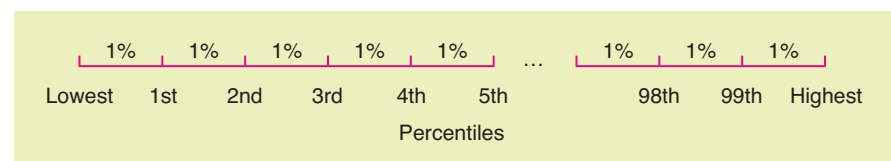
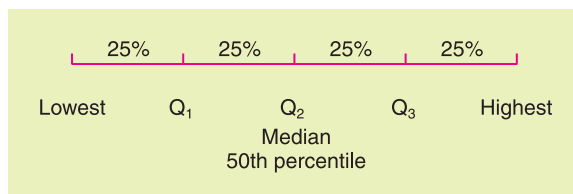


FIGURE 3-5

Quartiles



We will not be very concerned about exact procedures for evaluating percentiles in general. However, *quartiles* are special percentiles used so frequently that we want to adopt a specific procedure for their computation.

Quartiles are those percentiles that divide the data into fourths. The *first quartile* Q_1 is the 25th percentile, the *second quartile* Q_2 is the median, and the *third quartile* Q_3 is the 75th percentile. (See Figure 3-5.)

Again, several conventions are used for computing quartiles, but the following convention utilizes the median and is widely adopted.

PROCEDURE

HOW TO COMPUTE QUARTILES

1. Order the data from smallest to largest.
2. Find the median. This is the second quartile.
3. The first quartile Q_1 is then the median of the lower half of the data; that is, it is the median of the data falling *below* the Q_2 position (and not including Q_2).
4. The third quartile Q_3 is the median of the upper half of the data; that is, it is the median of the data falling *above* the Q_2 position (and not including Q_2).

It is helpful to remind students that the median itself does not fall into either the lower or upper half of the data. In the case of an even number of data, however, the two values used to compute the median are included in the lower and upper halves of the data, respectively.

In short, all we do to find the quartiles is find three medians.

The median, or second quartile, is a popular measure of the center utilizing relative position. A useful measure of data spread utilizing relative position is the *interquartile range (IQR)*. It is simply the difference between the third and first quartiles.

$$\text{Interquartile range} = Q_3 - Q_1$$

The interquartile range tells us the spread of the middle half of the data. Now let's look at an example to see how to compute all of these quantities.

EXAMPLE 9

QUARTILES

In a hurry? On the run? Hungry as well? How about an ice cream bar as a snack? Ice cream bars are popular among all age groups. *Consumer Reports* did a study of ice cream bars. Twenty-seven bars with taste ratings of at least “fair” were listed, and cost per bar was included in the report. Just how much will an ice cream bar cost? The data, expressed in dollars, appear in Table 3-4. As you can see, the cost varies quite a bit, partly because the bars are not of uniform size.

TABLE 3-4 Cost of Ice Cream Bars (in dollars)							
0.99	1.07	1.00	0.50	0.37	1.03	1.07	1.07
0.97	0.63	0.33	0.50	0.97	1.08	0.47	0.84
1.23	0.25	0.50	0.40	0.33	0.35	0.17	0.38
0.20	0.18	0.16					

TABLE 3-5 Ordered Cost of Ice Cream Bars (in dollars)							
0.16	0.17	0.18	0.20	0.25	0.33	0.33	0.35
0.37	0.38	0.40	0.47	0.50	0.50	0.50	0.63
0.84	0.97	0.97	0.99	1.00	1.03	1.07	1.07
1.07	1.08	1.23					



(a) Find the quartiles.

SOLUTION: We first order the data from smallest to largest. Table 3-5 shows the data in order. Next, we find the median. Since the number of data values is 27, there are an odd number of data, and the median is simply the center or 14th value. The value is shown boxed in Table 3-5.

Median = $Q_2 = 0.50$

There are 13 values below the median position, and Q_1 is the median of these values. It is the middle or seventh value and is shaded in Table 3-5.

First quartile = $Q_1 = 0.33$

There are also 13 values above the median position. The median of these is the seventh value from the right end. This value is also shaded in Table 3-5.

Third quartile = $Q_3 = 1.00$

(b) Find the interquartile range.

SOLUTION:

$$\begin{aligned} IQR &= Q_3 - Q_1 \\ &= 1.00 - 0.33 \\ &= 0.67 \end{aligned}$$

This means that the middle half of the data has a cost spread of 67¢.

GUIDED EXERCISE 7

Quartiles

Many people consider the number of calories in an ice cream bar as important as, if not more important than, the cost. The *Consumer Reports* article also included the calorie count of the rated ice cream bars (Table 3-6). There were 22 vanilla-flavored bars rated. Again, the bars varied in size, and some of the smaller bars had fewer calories. The calorie counts for the vanilla bars follow.

TABLE 3-6 Calories in Vanilla-Flavored Ice Cream Bars				
342	377	319	353	295
234	294	286	377	182
310	439	111	201	182
197	209	147	190	151
131	151			

(a) Our first step is to order the data. Do so.



TABLE 3-7 Ordered Data					
111	131	147	151	151	182
182	190	197	201	209	234
286	294	295	310	319	342
353	377	377	439		

GUIDED EXERCISE 7 *continued*

- (b) There are 22 data values. Find the median.
- ➡ Average the 11th and 12th data values boxed together in Table 3-7.

$$\begin{aligned}\text{Median} &= \frac{209 + 234}{2} \\ &= 221.5\end{aligned}$$

- (c) How many values are below the median position? Find Q_1 .
- ➡ Since the median lies halfway between the 11th and 12th values, there are 11 values below the median position. Q_1 is the median of these values.

$$Q_1 = 182$$

- (d) There are the same number of data above as below the median. Use this fact to find Q_3 .
- ➡ Q_3 is the median of the upper half of the data. There are 11 values in the upper portion.

$$Q_3 = 319$$

- (e) Find the interquartile range and comment on its meaning.
- ➡
$$\begin{aligned}IQR &= Q_3 - Q_1 \\ &= 319 - 182 \\ &= 137\end{aligned}$$

The middle portion of the data has a spread of 137 calories.

Box-and-Whisker Plots

Five-number summary

A good class discussion topic can be found in Linking Concepts, Problem 2. This problem compares earlier concepts of this chapter with the box-and-whisker plot. It is good to emphasize that the box-and-whisker plot is easy to construct and contains a lot of information at a glance.

Box-and-whisker plot

The quartiles together with the low and high data values give us a very useful *five-number summary* of the data and their spread.

Five-number summary

Lowest value, Q_1 , median, Q_3 , highest value

We will use these five numbers to create a graphic sketch of the data called a *box-and-whisker plot*. Box-and-whisker plots provide another useful technique from exploratory data analysis (EDA) for describing data.

PROCEDURE

Use the five-number summary and steps 1 to 4 for making a box-and-whisker plot as a kind of mental flowchart to help students organize their work.

It is helpful to point out that a box-and-whisker plot serves the function of a description of data spread about the median, while the standard deviation is a measure of spread about the mean.

HOW TO MAKE A BOX-AND-WHISKER PLOT

1. Draw a vertical scale to include the lowest and highest data values.

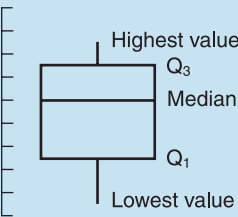
2. To the right of the scale, draw a box from Q_1 to Q_3 .

3. Include a solid line through the box at the median level.

4. Draw vertical lines, called *whiskers*, from Q_1 to the lowest value and from Q_3 to the highest value.

FIGURE 3-6

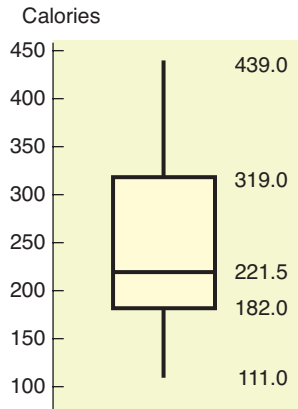
Box-and-Whisker Plot



The next example demonstrates the process of making a box-and-whisker plot.

EXAMPLE 10**BOX-AND-WHISKER PLOT**

Using the data from Guided Exercise 7, make a box-and-whisker plot showing the calories in vanilla-flavored ice cream bars. Use the plot to make observations about the distribution of calories.

FIGURE 3-7**Box-and-Whisker Plot for Calories in Vanilla-Flavored Ice Cream Bars**

- (a) In Guided Exercise 7, we ordered the data (see Table 3-7) and found the values of the median, Q_1 , and Q_3 . From this previous work we have the following five-number summary:

low value = 111; $Q_1 = 182$; median = 221.5; $Q_3 = 319$; high value = 439

- (b) We select an appropriate vertical scale and make the plot (Figure 3-7).

- (c) A quick glance at the box-and-whisker plot reveals the following:

- The box tells us where the middle half of the data lies, so we see that half of the ice cream bars have between 182 and 319 calories, with an interquartile range of 137 calories.
- The median is slightly closer to the lower part of the box. This means that the lower calorie counts are more concentrated. The calorie counts above the median are more spread out, indicating that the distribution is slightly skewed toward the higher values.
- The upper whisker is longer than the lower, which again emphasizes skewness toward the higher values.

COMMENT In exploratory data analysis, *hinges* rather than quartiles are used to create the box. Hinges are computed in a manner similar to the method used to compute quartiles. However, in the case of an odd number of data values, include the median itself in both the lower and upper halves of the data (see *Applications, Basics, and Computing of Exploratory Data Analysis*, by Paul Velleman and David Hoaglin, Duxbury Press). This has the effect of shrinking the box and moving the ends of the box slightly toward the median. For an even number of data, the quartiles as we computed them equal the hinges.

GUIDED EXERCISE 8**Box-and-whisker plot**

The Renata College Development Office sent salary surveys to alumni who graduated 2 and 5 years ago. The voluntary responses received are summarized in the box-and-whisker plots shown in Figure 3-8.

- (a) From Figure 3-8, estimate the median and extreme values of salaries of alumni graduating 2 years ago. In what range are the middle half of the salaries?

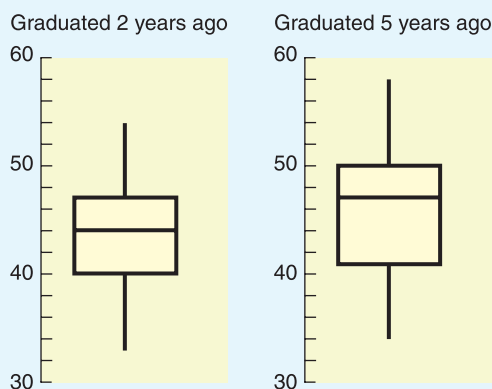


The median seems to be about \$44,000. The extremes are about \$33,000 and \$54,000. The middle half of the salaries fall between \$40,000 and \$47,000.

GUIDED EXERCISE 7 *continued*

FIGURE 3-8

Box-and-Whisker Plots for Alumni Salaries (in thousands of dollars)



- (b) From Figure 3-8, estimate the median and the extreme values of salaries of alumni graduating 5 years ago. What is the location of the middle half of the salaries?
- (c) Compare the two box plots and make comments about the salaries of alumni graduating 2 and 5 years ago.



The median seems to be \$47,000. The extremes are \$34,000 and \$58,000. The middle half of the data are enclosed by the box with low side at \$41,000 and high side at \$50,000.

The salaries of the alumni graduating 5 years ago have a larger range. They begin slightly higher than and extend to levels about \$4,000 above the salaries of those graduating 2 years ago. The middle half of the data are also more spread out, with higher boundaries and a higher median.

CRITICAL THINKING

Box-and-whisker plots provide a graphic display of the spread of data about the median. The box shows the location of the middle half of the data. One quarter of the data are located along each whisker.

To the extent that the median is centered in the box and the whiskers are about the same length, the data distribution is symmetric around the median. If the median line is near one end of the box, the data are skewed toward the other side of the box.

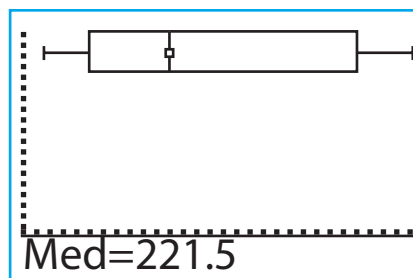
We have developed the skeletal box-and-whisker display. Other variations include *fences*, which are marks placed on either side of the box to represent various portions of data. Values that lie beyond the fences are *outliers*. Problem 10 of this section discusses some criteria for locating fences and identifying outliers.

TECH NOTES

Box-and-Whisker Plot

Both Minitab and the TI-84Plus/ TI-83Plus calculators support box-and-whisker plots. On the TI-84Plus/ TI-83Plus, the quartiles Q_1 and Q_3 are calculated as we calculate them in this text. In Minitab and Excel, they are calculated using a slightly different process.

TI-84Plus/TI-83Plus Press **STATPLOT** ► **On**. Highlight box plot. Use **Trace** and the arrow keys to display the values of the five-number summary. The display shows the plot for calories in ice cream bars.



Excel Does not produce plot. Paste Function (f_x) ► Statistics ► Quartiles gives the five-number summary.

Minitab Press Graph ► Boxplot. In the dialogue box, set Display to IQRRange Box.

VIEWPOINT

Is Shorter Higher?

Can you estimate a person's height from the pitch of his or her voice? Is a soprano shorter than an alto? Is a bass taller than a tenor? A statistical study of singers in the New York Choral Society provided information. For more information, visit the Brase/Brase statistics site at <http://math.college.hmco.com/students> and find the link to DASL, the Carnegie Mellon University Data and Story Library. From the Data Subjects, select music and then singers. Methods of this chapter can be used with new methods we will learn in Chapters 8 and 9 to examine such questions from a statistical point of view.

SECTION 3.3 PROBLEMS

Tables and art to accompany margin answers may be found in the back of the book.

1. 82% at or below; 18% above.
2. 75th percentile.
3. No, it might have a percentile rank less than 70.

4. Timothy; Timothy's percentile score is higher.

5. Low = 2; $Q_1 = 9.5$; median = 23; $Q_3 = 28.5$; high = 42; $IQR = 19$.

1. **Statistical Literacy** Angela took a general aptitude test and scored in the 82nd percentile for aptitude in accounting. What percentage of the scores were at or below her score? What percentage were above?
2. **Statistical Literacy** One standard for admission to Redfield College is that the student must rank in the upper quartile of his or her graduating high school class. What is the minimal percentile rank of a successful applicant?
3. **Critical Thinking** The town of Butler, Nebraska, decided to give a teacher-competency exam and defined the passing scores to be those in the 70th percentile or higher. The raw test scores ranged from 0 to 100. Was a raw score of 82 necessarily a passing score? Explain.
4. **Critical Thinking** Clayton and Timothy took different sections of Introduction to Economics. Each section had a different final exam. Timothy scored 83 out of 100 and had a percentile rank in his class of 72. Clayton scored 85 out of 100 but his percentile rank in his class was 70. Who performed better with respect to the rest of the students in the class, Clayton or Timothy? Explain your answer.
5. **Health Care: Nurses** At Center Hospital there is some concern about the high turnover of nurses. A survey was done to determine how long (in months) nurses had been in their current positions. The responses (in months) of 20 nurses were

23	2	5	14	25	36	27	42	12	8
7	23	29	26	28	11	20	31	8	36

Make a box-and-whisker plot of the data. Find the interquartile range.

6. (a) Low = 3; $Q_1 = 16$; median = 23;
 $Q_3 = 30$; high = 72; $IQR = 14$.
 (b) Compare to Problem 5.

7. (a) Low = 17; $Q_1 = 22$; median = 24;
 $Q_3 = 27$; high = 38; $IQR = 5$.
 (b) 3rd quartile, since it is between the median and Q_3 .

8. (a) Low = 5; $Q_1 = 9$; median = 10;
 $Q_3 = 12$; high = 15; $IQR = 3$.
 (b) First quartile, since it is below Q_1 .

9. (a) Lowest, California; highest, Pennsylvania.
 (b) Pennsylvania.
 (c) Smallest range, California; smallest IQR , Texas.
 (d) Part (a), Texas; part (b), Pennsylvania; part (c), California.

6. **Health Care: Staff** Another survey was done at Center Hospital to determine how long (in months) clerical staff had been in their current positions. The responses (in months) of 20 clerical staff members were

25	22	7	24	26	31	18	14	17	20
31	42	6	25	22	3	29	32	15	72

- (a) Make a box-and-whisker plot. Find the interquartile range.
 (b) Compare this plot with the one in Problem 5. Discuss the locations of the medians, the location of the middle halves of the data banks, and the distances from Q_1 and Q_3 to the extreme values.

7. **Sociology: College Graduates** What percentage of the general U.S. population have bachelor's degrees? The *Statistical Abstract of the United States*, 120th Edition, gives the percentage of bachelor's degrees by state. For convenience, the data are sorted in increasing order.

17	18	18	18	19	20	20	20	21	21
21	21	22	22	22	22	22	22	23	23
24	24	24	24	24	24	24	24	25	26
26	26	26	26	26	27	27	27	27	27
28	28	29	31	31	32	32	34	35	38

- (a) Make a box-and-whisker plot and find the interquartile range.
 (b) Illinois has a bachelor's degree percentage rate of about 26%. Into what quartile does this rate fall?

8. **Sociology: High-school Dropouts** What percentage of the general U.S. population are high-school dropouts? The *Statistical Abstract of the United States*, 120th Edition, gives the percentage of high-school dropouts by state. For convenience, the data are sorted in increasing order.

5	6	7	7	7	7	8	8	8	8
8	9	9	9	9	9	9	9	10	10
10	10	10	10	10	10	11	11	11	11
11	11	11	11	12	12	12	12	13	13
13	13	13	13	14	14	14	14	14	15

- (a) Make a box-and-whisker plot and find the interquartile range.
 (b) Wyoming has a dropout rate of about 7%. Into what quartile does this rate fall?

9. **Auto Insurance: Interpret Graphs** *Consumer Reports* rated automobile insurance companies and gave annual premiums for top-rated companies in several states. Figure 3-9 shows box plots for annual premiums for urban customers (married couple with one 17-year-old son) in three states. The box plots in Figure 3-9 were all drawn using the same scale on a TI-84Plus/TI-83Plus calculator.

FIGURE 3-9

Insurance Premium (annual, urban)

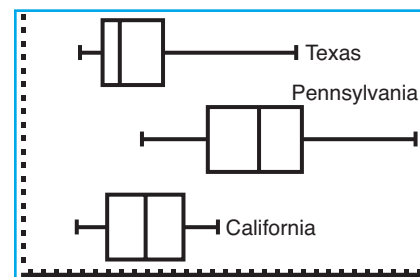


FIGURE 3-10

Five-Number Summaries for Insurance Premiums

(a)	(b)	(c)
<pre> 1-Var Stats ↑n=10 minX=2382 Q1=2758 Med=2991 Q3=3652 maxX=5715 </pre>	<pre> 1-Var Stats ↑n=10 minX=3314 Q1=4326 Med=5116.5 Q3=5801 maxX=7527 </pre>	<pre> 1-Var Stats ↑n=10 minX=2323 Q1=2801 Med=3377.5 Q3=3966 maxX=4482 </pre>

10. (a) Low = 4; $Q_1 = 61.5$; median = 65.5; $Q_3 = 71.5$; high = 80.
 (b) $IQR = 10$.
 (c) Lower limit, 46.5; upper, 86.5.
 (d) Yes, 4 is below the lower limit and is probably an error.

This problem gives one criterion sometimes used to identify outliers in a data set.

- (a) Which state has the lowest premium? the highest?
 (b) Which state has the highest median premium?
 (c) Which state has the smallest range of premiums? the smallest interquartile range?
 (d) Figure 3-10 gives the five-number summaries generated on the TI-84Plus/TI-83Plus calculators for the box plots of Figure 3-9. Match the five-number summaries to the appropriate box plots.

10. **Expand Your Knowledge: Outliers** Some data sets include values so high or so low that they seem to stand apart from the rest of the data. These data are called *outliers*. Outliers may represent data collection errors, data entry errors, or simply valid but unusual data values. It is important to identify outliers in the data set and examine the outliers carefully to determine if they are in error. One way to detect outliers is to use a box-and-whisker plot. Data values that fall beyond the limits

Lower limit: $Q_1 - 1.5 \times (IQR)$

Upper limit: $Q_3 + 1.5 \times (IQR)$

where IQR is the interquartile range, are suspected outliers. In the computer software package Minitab, values beyond these limits are plotted with asterisks (*).

Students from a statistics class were asked to record their heights in inches. The heights (as recorded) were

65	72	68	64	60	55	73	71	52	63	61	74
69	67	74	50	4	75	67	62	66	80	64	65

- (a) Make a box-and-whisker plot of the data.
 (b) Find the value of the interquartile range (IQR).
 (c) Multiply the IQR by 1.5 and find the lower and upper limits.
 (d) Are there any data values below the lower limit? above the upper limit? List any suspected outliers. What might be some explanations for the outliers?

Chapter Review

SUMMARY

To characterize numerical data, we use both measures of center and of spread.

- Commonly used measures of center are the arithmetic mean, the median, and the mode. The weighted average and trimmed mean are also used as appropriate.
- Commonly used measures of spread are the variance, the standard deviation, and the range. The variance and standard deviation are measures of spread about the mean.
- Chebyshev's theorem enables us to estimate the data spread about the mean.

- The coefficient of variation lets us compare the relative spreads of different data sets.
- Other measures of data spread include percentiles, which indicate the percentage of data falling at or below the specified percentile value.
- Box-and-whisker plots show how the data are distributed about the median and the location of the middle half of the data distribution.

In later work, the average we will use most often is the mean; the measure of variation we will use most often is the standard deviation.

IMPORTANT WORDS AND SYMBOLS

Section 3.1

Average
Mode
Median
Mean
Sample mean, $\bar{x}$
Population mean, μ
Summation symbol, Σ
Resistant measure
Trimmed mean
Weighted average
Geometric mean
Harmonic mean

Section 3.2

Range
Sum of squares, $\Sigma(x - \bar{x})^2$

Sample standard deviation, s
Sample variance, s^2
Population standard deviation, σ
Population size, N
Coefficient of variation, CV
Chebyshev's theorem
Mean of grouped data
Standard deviation of grouped data

Section 3.3

Percentile
Quartile
Interquartile range, IQR
Five-number summary
Box-and-whisker plot
Whisker
Outlier

VIEWPOINT

The Fujita Scale

How do you measure a tornado? Professor Fujita and Allen Pearson

(Director of the National Severe Storm Forecast Center) developed a measure based on wind speed and type of damage done by a tornado. The result is an excellent example of both descriptive and inferential statistical methods. For more information, visit the Brase/Brase statistics site at <http://math.college.hmco.com/students> and find the link to the tornado project. Then look up Fujita scale. If we group the data a little, the scale becomes

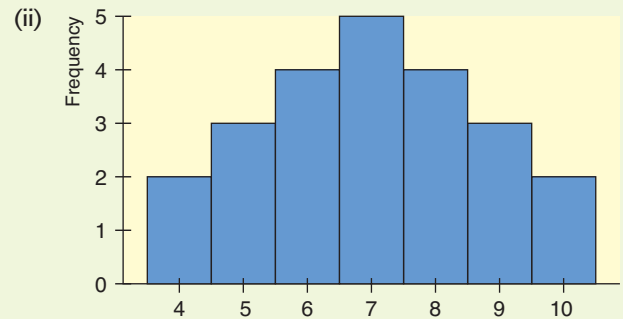
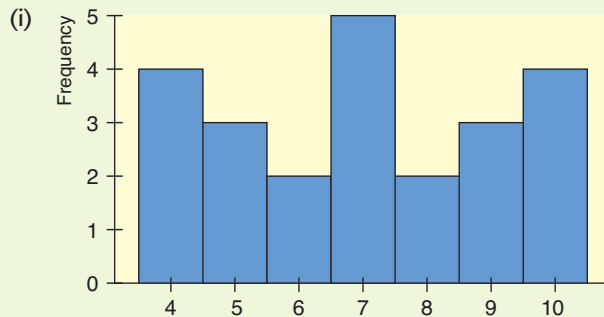
FS	WS	%
F0 & F1	40–112	67
F2 & F3	113–206	29
F4 & F5	207–318	4

where FS represents Fujita scale; WS, wind speed in miles per hour; and %, percentage of all tornados. Out of 100 tornados, what would you estimate for the mean and standard deviation of wind speed?

CHAPTER REVIEW PROBLEMS

Tables and art to accompany margin answers may be found in the back of the book.

1. (a) Variance and standard deviation.
(b) Box-and-whisker plot.



2. (a) For both histograms, mode = 7; median = 7; mean = 7.
(b) Distribution (i), because more of the data are farther from the mean.
3. (a) For both data sets, mean = 20 and range = 24.
(b) The C1 distribution seems more symmetric because the mean and median are equal, and the median is in the center of the interquartile range. In the C2 distribution, the mean is less than the median.
(c) The C1 distribution has a larger interquartile range that is symmetric around the median. The C2 distribution has a very compressed interquartile range with the median equal to Q_3 .
4. (a) $\bar{x} \approx 4.53$; median = 4.05; mode = 1.9.
(b) $s \approx 2.46$; $CV \approx 54.4\%$; range = 6.7.

5. (a) Low = 31; $Q_1 = 40$; median = 45; $Q_3 = 52.5$; high = 68; $IQR = 12.5$.
(b) Class width = 8.

Class	Midpoint	f
31–38	34.5	11
39–46	42.5	24
47–54	50.5	15
55–62	58.5	7
63–70	66.5	3

$\bar{x} \approx 46.1$; $s \approx 8.64$; 28.82 to 63.38.

- (c) $\bar{x} = 46.15$; $s \approx 8.63$.

1. **Statistical Literacy**
(a) What measures of variation indicate spread about the mean?
(b) Which graphic display shows the median and data spread about the median?
2. **Critical Thinking** Look at the two histograms. Each involves the same number of data. The data are all whole numbers, so the height of each bar represents the number of values equal to the corresponding midpoint shown on the horizontal axis. Notice that both distributions are symmetric.

- (a) Estimate the mode, median, and mean for each histogram.
(b) Which distribution has the larger standard deviation? Why?
3. **Critical Thinking** Consider the following Minitab display of two data sets.

Variable	N	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
C1	20	20.00	1.62	7.26	7.00	15.00	20.00	25.00	31.00
C2	20	20.00	1.30	5.79	7.00	20.00	22.00	22.00	31.00

- (a) What are the respective means? the respective ranges?
(b) Which data set seems more symmetric? Why?
(c) Compare the interquartile ranges of the two sets. How do the middle halves of the data sets compare?
4. **Consumer: Radon Gas** “Radon: The Problem No One Wants to Face” is the title of an article appearing in *Consumer Reports*. Radon is a gas emitted from the ground that can collect in houses and buildings. At certain levels it can cause lung cancer. Radon concentrations are measured in picocuries per liter (pCi/L). A radon level of 4 pCi/L is considered “acceptable.” Radon levels in a house vary from week to week. In one house, a sample of 8 weeks had the following readings for radon level (in pCi/L):
1.9 2.8 5.7 4.2 1.9 8.6 3.9 7.2
(a) Find the mean, median, and mode.
(b) Find the sample standard deviation, coefficient of variation, and range.
5. **Political Science: Georgia Democrats** How Democratic is Georgia? County-by-county results are shown for a recent election. For your convenience, the data have been sorted in increasing order (Source: *County and City Data Book*, 12th edition, U.S. Census Bureau).

Percentage of Democratic Vote by Counties in Georgia

31	33	34	34	35	35	35	36	38	38	38	39	40	40	40	40
41	41	41	41	41	41	41	42	42	43	44	44	44	45	45	46
46	46	46	47	48	49	49	49	49	50	51	52	52	53	53	53
53	53	55	56	56	57	57	59	62	66	66	68				

- (a) Make a box-and-whisker plot of the data. Find the interquartile range.
- (b) **Grouped Data** Make a frequency table using four classes. Then estimate the mean and sample standard deviation using the frequency table. Compute a 75% Chebyshev interval centered about the mean.
- (c) If you have a statistical calculator or computer, use it to find the actual sample mean and sample standard deviation.

11. 7.56

11. **Performance Rating: Weighted Average** A performance evaluation for new sales representatives at Office Automation Incorporated involves several ratings done on a scale of 1 to 10, with 10 the highest rating. The activities rated include new contacts, successful contacts, total contacts, dollar volume of sales, and reports. Then an overall rating is determined by using a weighted average. The weights are 2 for new contacts, 3 for successful contacts, 3 for total contacts, 5 for dollar value of sales, and 3 for reports. What would the overall rating be for a sales representative with ratings of 5 for new contacts, 8 for successful contacts, 7 for total contacts, 9 for dollar volume of sales, and 7 for reports?

DATA HIGHLIGHTS: GROUP PROJECTS



Old Faithful Geyser, Yellowstone National Park

Break into small groups and discuss the following topics. Organize a brief outline in which you summarize the main points of your group discussion.

1. *The Story of Old Faithful* is a short book written by George Marler and published by the Yellowstone Association. Chapter 7 of this interesting book talks about the effect of the 1959 earthquake on eruption intervals for Old Faithful Geyser. Dr. John Rinehart (a senior research scientist with the National Oceanic and Atmospheric Administration) has done extensive studies of the eruption intervals before and after the 1959 earthquake. Examine Figure 3-11. Notice the general shape. Is the graph more or less symmetrical? Does it have a single mode frequency? The mean interval between eruptions has remained steady at about 65 minutes for the past 100 years. Therefore, the 1959 earthquake did not significantly change the mean, but it did change the distribution of eruption intervals. Examine Figure 3-12. Would you say there are really two frequency modes, one shorter and the other longer? Explain. The overall mean is about the same for both graphs, but one graph has a much larger standard deviation (for eruption intervals) than the other. Do no calculations, just look at both graphs, and then explain which graph has the smaller and which has the larger standard deviation. Which distribution will have the larger coefficient of variation? In everyday terms, what would this mean if you were actually at Yellowstone waiting to see the next eruption of Old Faithful? Explain your answer.

FIGURE 3-11

Typical Behavior of Old Faithful Geyser Before 1959 Quake

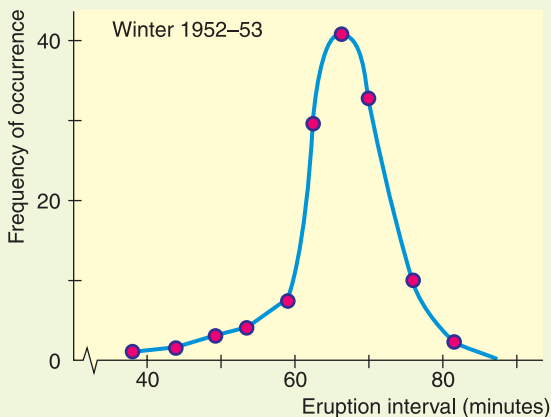


FIGURE 3-12

Typical Behavior of Old Faithful Geyser After 1959 Quake

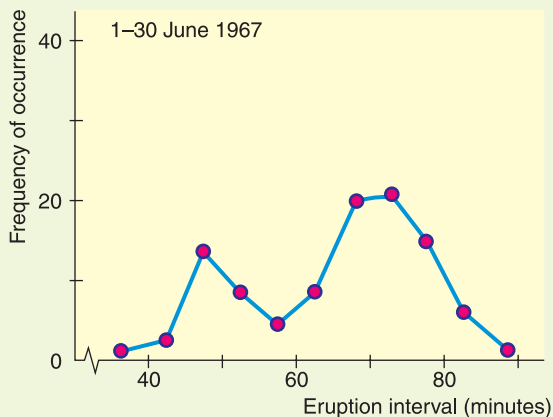
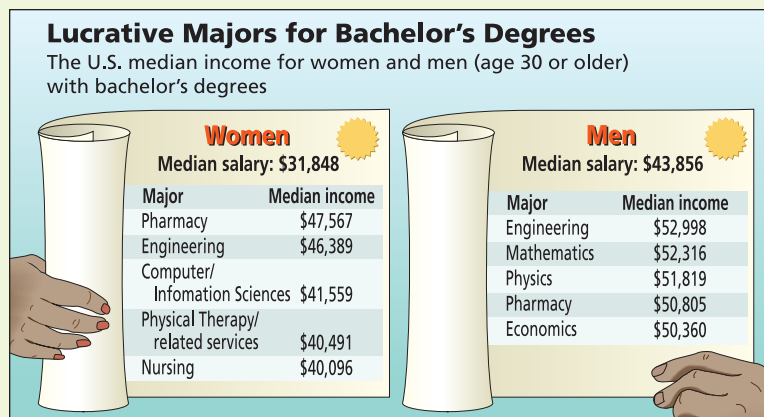


FIGURE 3-13



Source: Bureau of Labor Statistics

- Most academic advisors tell students to major in a field the student really loves. After all, it is true that money cannot buy happiness! Nevertheless, it is interesting to at least look at some of the higher-paying fields of study. After all, a field like mathematics can be a lot of fun, once you get into it. We see that women's salaries tend to be less than men's salaries. However, women's salaries are rapidly catching up, and this benefits the entire work force in different ways. Figure 3-13 shows the median incomes for college graduates with different majors. The employees in the sample are all at least 30 years old. Does it seem reasonable to assume that many of the employees are in jobs beyond the entry level? Explain. Compare the median incomes shown for all women aged 30 or older holding bachelor's degrees with the median incomes for men of similar age holding bachelor's degrees. Look at the particular majors listed. What percentage of men holding bachelor's degrees in mathematics make \$52,316 or more? What percentage of women holding computer/information science degrees make \$41,559 or more? How do median incomes for men and women holding engineering degrees compare? What about pharmacy degrees?

LINKING CONCEPTS: WRITING PROJECTS

Discuss each of the following topics in class or review the topics on your own. Then write a brief but complete essay in which you summarize the main points. Please include formulas and graphs as appropriate.

- An average is an attempt to summarize a collection of data into just *one* number. Discuss how the mean, median, and mode all represent averages in this context. Also discuss the differences among these averages. Why is the mean a balance point? Why is the median a midway point? Why is the mode the most common data point? List three areas of daily life in which you think one of the mean, median, or mode would be the best choice to describe an "average."
- Why do we need to study the variation of a collection of data? Why isn't the average by itself adequate? We have studied three ways to measure variation. The range, the standard deviation, and, to a large extent, a box-and-whisker plot all indicate the variation within a data collection. Discuss similarities and differences among these ways to measure data variation. Why would it seem reasonable to pair the median with a box-and-whisker plot and to pair the mean with the standard deviation? What are the advantages and disadvantages of each method of describing data spread? Comment on statements such as the following: (a) The range is easy to compute, but it doesn't give much information; (b) although the standard deviation is more complicated to compute, it has some significant applications; (c) the box-and-whisker plot is fairly easy to construct, and it gives a lot of information at a glance.

3. Why is the coefficient of variation important? What do we mean when we say that the coefficient of variation has no units? What advantage can there be in having no units? Why is *relative size* important?

Consider robin eggs; the mean weight of a collection of robin eggs is 0.72 ounce and the standard deviation is 0.12 ounce. Now consider elephants; the mean weight of elephants in the zoo is 6.42 tons, with a standard deviation 1.07 tons. The units of measurement are different and there is a great deal of difference between the size of an elephant and that of a robin's egg. Yet the coefficient of variation is about the same for both. Comment on this from the viewpoint of the size of the standard deviation relative to the mean.

4. What is Chebyshev's theorem? Suppose you have a friend who knows very little about statistics. Write a paragraph or two in which you describe Chebyshev's theorem for your friend. Keep the discussion as simple as possible, but be sure to get the main ideas across to your friend. Suppose he or she asks, "What is this stuff good for?" and suppose you respond (a little sarcastically) that Chebyshev's theorem applies to everything from butterflies to the orbits of the planets! Would you be correct? Explain.

USING TECHNOLOGY

Raw Data

Application

Using the software or calculator available to you, do the following.

1. Trade winds are one of the beautiful features of island life in Hawaii. The following data represent total air movement in miles per day over a weather station in Hawaii as determined by a continuous anemometer recorder. The period of observation is January 1 to February 15, 1971.

26	14	18	14	113	50	13	22
27	57	28	50	72	52	105	138
16	33	18	16	32	26	11	16
17	14	57	100	35	20	21	34
18	13	18	28	21	13	25	19
11	19	22	19	15	20		

Source: United States Department of Commerce, National Oceanic and Atmospheric Administration, Environmental Data Service. *Climatological Data, Annual Summary, Hawaii*, Vol. 67, No. 13. Asheville: National Climatic Center, 1971, pp. 11, 24.

- (a) Use the computer to find the sample mean, median, and (if it exists) mode. Also, find the range, sample variance, and sample standard deviation.
- (b) Use the five-number summary provided by the computer to make a box-and-whisker plot of total air movement over the weather station.

- (c) Four data values are exceptionally high: 113, 105, 138, and 100. The strong winds of January 5 (113 reading) brought in a cold front that dropped snow on Haleakala National Park (at the 8000 ft elevation). The residents were so excited that they drove up to see the snow and caused such a massive traffic jam that the Park Service had to close the road. The winds of January 15, 16, and 28 (readings 105, 138, and 100) accompanied a storm with funnel clouds that did much damage. Eliminate these values (i.e., 100, 105, 113, and 138) from the data bank and redo parts (a) and (b). Compare your results with those previously obtained. Which average is most affected? What happens to the standard deviation? How do the two box-and-whisker plots compare?

Technology Hints: Raw Data

TI-84Plus/TI-83Plus, Excel, Minitab

The Tech Note of Section 3.2 gives brief instructions for finding summary statistics for raw data using the TI-84Plus/TI-83Plus calculators, Excel, and Minitab. The Tech Note of Section 3.3 gives brief instructions for constructing box plots using the TI-84Plus/TI-83Plus calculators and Minitab.

SPSS

Many commands in SPSS provide an option to display various summary statistics. A direct way to display summary statistics is to use the menu choices **Analyze ► Descriptive Statistics ► Descriptives**. In the dialogue box, move the variable containing your data into the variables box. Click **Options...** and then check the summary statistics you wish to display. Click Continue and then OK. Notice that the median is not available. A

more complete list of summary statistics is available with the menu choices **Analyze ► Descriptive Statistics ► Frequencies**. Click the **Statistics** button and check the summary statistics you wish to display.

For box-and-whisker plots, use the menu options **Graphs ► Interactive ► Boxplot**. In the dialogue box, place the variable containing your data in the box along the vertical axis. After selecting the options you want, click OK.

Cumulative Review Problems

CHAPTERS 1–3

Critical Thinking and Literacy

- Consider the following measures: mean, median, variance, standard deviation, percentile.
 - Which measures utilize relative position of the data values?
 - Which measures utilize actual data values regardless of relative position?
- Describe how the presence of possible outliers might be identified on
 - histograms.
 - dotplots.
 - stem-and-leaf displays.
 - box-and-whisker plots.
- Consider two data sets A and B. The sets are identical except that the high value of data set B is three times greater than the high value of data set A.
 - How do the medians of the two data sets compare?
 - How do the means of the two data sets compare?
 - How do the standard deviations of the two data sets compare?
 - How do the box-and-whisker plots of the two data sets compare?
- You are examining two data sets involving test scores, set A and set B. The score 86 appears in both data sets. In which of the following data set does 86 represent a higher score? Explain.
 - The percentile rank of 86 is higher in set A than in set B.
 - The mean is the same in both data sets, but set A has a higher standard deviation.



In West Texas, water is extremely important. The following data represent pH levels in ground water for a random sample of 102 West Texas wells. A pH less than 7 is acidic and a pH above 7 is alkaline. Scanning the data, you

can see that water in this region tends to be hard (alkaline). Too high a pH means the water is unusable or needs expensive treatment to make it useable (Reference: C. E. Nichols and V. E. Kane, Union Carbide Technical Report K/UR-1). These data are also available with other software on the statSpace CD-ROM. For convenience, the data are presented in increasing order.



x: pH of Ground Water in 102 West Texas Wells

7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.1	7.1	7.1	7.1
7.1	7.1	7.1	7.1	7.1	7.1	7.2	7.2	7.2	7.2	7.2	7.2
7.2	7.2	7.2	7.2	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3
7.3	7.3	7.3	7.4	7.4	7.4	7.4	7.4	7.4	7.4	7.4	7.4
7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.6	7.6	7.6	7.6
7.6	7.6	7.6	7.6	7.6	7.7	7.7	7.7	7.7	7.7	7.7	7.8
7.8	7.8	7.8	7.8	7.9	7.9	7.9	7.9	7.9	8.0	8.1	8.1
8.1	8.1	8.1	8.1	8.1	8.2	8.2	8.2	8.2	8.2	8.2	8.2
8.4	8.5	8.6	8.7	8.8	8.8						

Tables and art to accompany margin answers may be found in the back of the book.

- Median, percentile.
 - Mean, variance, standard deviation.
- Gap between first bar and rest of bars or between last bar and rest of bars.
 - Large gap between data on far-left or far-right side and rest of data.
 - Several empty stems after stem including lowest values or before stem including highest values.
 - Data beyond fences placed at $Q_1 - 1.5(IQR)$ and $Q_3 + 1.5(IQR)$.

- Same.
 - Set B has a higher mean.
 - Set B has a higher standard deviation.
 - Set B has a much longer whisker beyond Q_3 .
- Set A because 86 is the relatively higher score, since a larger percentage of scores fall below it.
 - Set B because 86 is more standard deviations above the mean.

5. Write a brief description in which you outline how you would obtain a random sample of 102 West Texas water wells. Explain how random numbers would be used in the selection process.
6. Is the given data nominal, ordinal, interval, or ratio? Explain.
7. Make a stem-and-leaf display. Use five lines per stem so that leaf values 0 and 1 are on one line, 2 and 3 are on the next line, 4 and 5 are on the next, 6 and 7 are on the next, and 8 and 9 are on the last line of the stem.
8. Make a frequency table, histogram, and relative-frequency histogram using five classes. Recall that for decimal data, we “clear the decimal” to determine classes for whole number data and then reinsert the decimal to obtain the classes for the frequency table of the original data.
9. Make an ogive using five classes.
10. Compute the range, mean, median, and mode for the given data.
11. (a) Verify that $\Sigma x = 772.9$ and $\Sigma x^2 = 5876.6$.
(b) Compute the sample variance, sample standard deviation, and coefficient of variation for the given data. Is the sample standard deviation small relative to the mean pH?
12. Compute a 75% Chebyshev interval centered on the mean.
13. Make a box-and-whisker plot. Find the interquartile range.

5. Assign consecutive numbers to all the wells in the study region. Then use a random number table, computer, or calculator to select 102 values that are less than or equal to the highest number assigned to a well in the study region. The sample consists of the wells with numbers corresponding to those selected.

6. Ratio.

7. 7 0 represents a pH level of 7.0

7	000000001111111111
7	22222222223333333333
7	444444444555555555
7	666666666777777
7	8888899999
8	01111111
8	2222222
8	45
8	67
8	88

8. Clear the decimals. Then the highest value is 88 and the lowest is 70. The class width for the whole numbers is 4. For the actual data, the class width is 0.4.

Summary

Wow! In Problems 5–13 you constructed a lot of information regarding the pH of West Texas ground water based on sample data. Let’s continue the investigation.

14. Look at the histogram. Is the pH distribution for these wells symmetric or skewed? Are lower or higher values more common?
15. Look at the ogive. What percent of the wells have a pH less than 8.15? Suppose a certain crop can tolerate irrigation water with a pH between 7.35 and 8.55. What percent of the wells could be used for such a crop?
16. Look at the stem-and-leaf plot. Are there any unusually high or low pH levels in this sample of wells? How many wells are neutral (pH of 7)?
17. Use the box-and-whisker plot to describe how the data are spread about the median. Are the pH values above the median more spread out than those below? Is this observation consistent with the skew of the histogram?
18. Suppose you are working for the regional water commissioner. You have been asked to submit a brief report about the pH level in ground water in the West Texas region. Write such a report and include appropriate graphs.

10. Range = 1.8; $\bar{x} \approx 7.58$; median = 7.5; mode = 7.3.

11. (a) Use a calculator or computer.

(b) $s^2 \approx 0.20$; $s \approx 0.45$; $CV \approx 5.9\%$.

12. 6.68 to 8.48.

13. $IQR = 0.7$.

14. Skewed right. Lower values are more common.

15. 89%; 50%.

16. No, there are no gaps in the plot, but only 6 out of 102, or about 6%, have pH levels at or above 8.4. Eight wells are neutral.

17. Half the wells have pH levels between 7.2 and 7.9. The data are skewed toward the high values, with the upper half of the pH levels spread out more than the lower half. The upper half ranges between 7.5 and 8.8, while the lower half is clustered between 7 and 7.5.

18. The report should emphasize the relatively low mean, median, and mode, and the fact that half the wells have a pH level less than 7.5. The data are clustered at the low end of the range.