PART 1 DESCRIPTIVE STATISTICS

1 Introduction to Statistics

Where You've Been

1.1 An Overview of Statistics 2
1.2 Data Classification 9

Case Study: Reputations of Companies in the U.S. 16
1.3 Data Collection and Experimental Design 17

Activity: Random Numbers 27
Uses and Abuses: Statistics in the Real World 28
Chapter Summary 29
Review Exercises 30
Chapter Quiz 32
Chapter Test 33

Real Statistics—Real Decisions: Putting it all together 34
History of Statistics—Timeline 35
Technology: Using Technology in Statistics 36

2 Descriptive Statistics

Where You've Been

2.1 Frequency Distributions and Their Graphs 40
2.2 More Graphs and Displays 55
2.3 Measures of Central Tendency 67

Activity: Mean Versus Median 81
2.4 Measures of Variation 82

Activity: Standard Deviation 100
Case Study: Business Size 101
2.5 Measures of Position 102

Uses and Abuses: Statistics in the Real World 114
Chapter Summary 115
Review Exercises 116
Chapter Quiz 120
Chapter Test 121

Real Statistics—Real Decisions: Putting it all together 122
Technology: Parking Tickets 123
Using Technology to Determine Descriptive Statistics 124

Cumulative Review: Chapters 1 and 2 126
PART 2 PROBABILITY AND PROBABILITY DISTRIBUTIONS

3 Probability

128

3.1 Basic Concepts of Probability and Counting 130
   Activity: Simulating the Stock Market 146

3.2 Conditional Probability and the Multiplication Rule 147

3.3 The Addition Rule 157
   Activity: Simulating the Probability of Rolling a 3 or 4 166
   Case Study: United States Congress 167

3.4 Additional Topics in Probability and Counting 168
   Uses and Abuses: Statistics in the Real World 178

Chapter Summary 179
Review Exercises 180
Chapter Quiz 184
Chapter Test 185
Real Statistics—Real Decisions: Putting it all together 186
Technology: Simulation: Composing Mozart Variations with Dice 187

4 Discrete Probability Distributions

188

4.1 Probability Distributions 190

4.2 Binomial Distributions 201
   Activity: Binomial Distribution 214
   Case Study: Distribution of Number of Hits in Baseball Games 215

4.3 More Discrete Probability Distributions 216
   Uses and Abuses: Statistics in the Real World 223

Chapter Summary 224
Review Exercises 225
Chapter Quiz 228
Chapter Test 229
Real Statistics—Real Decisions: Putting it all together 230
Technology: Using Poisson Distributions as Queuing Models 231

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5 Normal Probability Distributions

5.1 Introduction to Normal Distributions and the Standard Normal Distribution

5.2 Normal Distributions: Finding Probabilities

5.3 Normal Distributions: Finding Values

5.4 Sampling Distributions and the Central Limit Theorem

5.5 Normal Approximations to Binomial Distributions

Part 3 Statistical Inference

6 Confidence Intervals

6.1 Confidence Intervals for the Mean (μ Known)

6.2 Confidence Intervals for the Mean (μ Unknown)

6.3 Confidence Intervals for Population Proportions

6.4 Confidence Intervals for Variance and Standard Deviation

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7 Hypothesis Testing with One Sample

Where You’ve Been Where You’re Going
7.1 Introduction to Hypothesis Testing 348
7.2 Hypothesis Testing for the Mean (σ Known) 363
7.3 Hypothesis Testing for the Mean (σ Unknown) 377
  Activity: Hypothesis Tests for a Mean 386
  Case Study: Human Body Temperature: What’s Normal? 387
7.4 Hypothesis Testing for Proportions 388
  Activity: Hypothesis Tests for a Proportion 393
7.5 Hypothesis Testing for Variance and Standard Deviation 394
  A Summary of Hypothesis Testing 402
  Uses and Abuses: Statistics in the Real World 404
  Chapter Summary 405
  Review Exercises 406
  Chapter Quiz 410
  Chapter Test 411
  Real Statistics—Real Decisions: Putting it all together 412
  Technology: The Case of the Vanishing Women 413

8 Hypothesis Testing with Two Samples

Where You’ve Been Where You’re Going
8.1 Testing the Difference Between Means (Independent Samples, σ1 and σ2 Known) 418
8.2 Testing the Difference Between Means (Independent Samples, σ1 and σ2 Unknown) 428
  Case Study: How Protein Affects Weight Gain in Overeaters 436
8.3 Testing the Difference Between Means (Dependent Samples) 437
8.4 Testing the Difference Between Proportions 447
  Uses and Abuses: Statistics in the Real World 454
  Chapter Summary 455
  Review Exercises 456
  Chapter Quiz 460
  Chapter Test 461
  Real Statistics—Real Decisions: Putting it all together 462
  Technology: Tails over Heads 463
  Using Technology to Perform Two-Sample Hypothesis Tests 464

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PART 4 MORE STATISTICAL INFERENCE

9 Correlation and Regression 468

9.1 Correlation 470
   Activity: Correlation by Eye 485
9.2 Linear Regression 486
   Activity: Regression by Eye 496
   Case Study: Correlation by Body Measurements 497
9.3 Measures of Regression and Prediction Intervals 498
9.4 Multiple Regression 509
   Uses and Abuses: Statistics in the Real World 514
   Chapter Summary 515
   Review Exercises 516
   Chapter Quiz 520
   Chapter Test 521
   Real Statistics—Real Decisions: Putting it all together 522
   Technology: Nutrients in Breakfast Cereals 523

10 Chi-Square Tests and the F-Distribution 524

10.1 Goodness-of-Fit Test 526
10.2 Independence 536
   Case Study: Food Safety Survey 548
10.3 Comparing Two Variances 549
10.4 Analysis of Variance 558
   Uses and Abuses: Statistics in the Real World 570
   Chapter Summary 571
   Review Exercises 572
   Chapter Quiz 576
   Chapter Test 577
   Real Statistics—Real Decisions: Putting it all together 578
   Technology: Teacher Salaries 579
   Cumulative Review: Chapters 9 and 10 580

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11 Nonparametric Tests (Web Only)*

Where You've Been
11.1 The Sign Test
11.2 The Wilcoxon Tests
   Case Study: College Ranks
11.3 The Kruskal-Wallis Test
11.4 Rank Correlation
11.5 The Runs Test

Where You're Going
Uses and Abuses: Statistics in the Real World
Chapter Summary
Review Exercises
Chapter Quiz
Chapter Test
Real Statistics—Real Decisions: Putting it all together
Technology: U.S. Income and Economic Research
* Available at www.pearson.com/math-stats-resources and in MyLab Statistics.

Appendices

APPENDIX A  Alternative Presentation of the Standard Normal Distribution  A1
Standard Normal Distribution Table (0-to-z)  A1
Alternative Presentation of the Standard Normal Distribution  A2

APPENDIX B  Tables  A7
Table 1  Random Numbers  A7
Table 2  Binomial Distribution  A8
Table 3  Poisson Distribution  A11
Table 4  Standard Normal Distribution  A16
Table 5  t-Distribution  A18
Table 6  Chi-Square Distribution  A19
Table 7  F-Distribution  A20
Table 8  Critical Values for the Sign Test  A25
Table 9  Critical Values for the Wilcoxon Signed-Rank Test  A25
Table 10  Critical Values for the Spearman Rank Correlation Coefficient  A26
Table 11  Critical Values for the Pearson Correlation Coefficient  A26
Table 12  Critical Values for the Number of Runs  A27

APPENDIX C  Normal Probability Plots  A28
Answers to the Try It Yourself Exercises  A31
Answers to the Odd-Numbered Exercises  A40
Instructor's Answers to Selected Even-Numbered Exercises  A89

Index  I1

Photo Credits  P1

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Welcome to *Elementary Statistics: Picturing the World*, Seventh Edition. You will find that this textbook is written with a balance of rigor and simplicity. It combines step-by-step instruction, real-life examples and exercises, carefully developed features, and technology that makes statistics accessible to all.

I am grateful for the overwhelming acceptance of the first six editions. It is gratifying to know that my vision of combining theory, pedagogy, and design to exemplify how statistics is used to picture and describe the world has helped students learn about statistics and make informed decisions.

**What's New in this Edition**

The goal of the Seventh Edition was a thorough update of the key features, examples, and exercises:

**Examples** This edition has 213 examples, over 60% of which are new or revised. Also, several of the examples now show an alternate solution or a check using technology.

**Technology Examples** In addition to showing screen displays from Minitab®, Excel®, and the TI-84 Plus, this edition also shows screen displays from StatCrunch®.

**Try It Yourself** Over 40% of the 213 Try It Yourself exercises are new or revised.

**Picturing the World** Over 50% of these are new or revised.

**Tech Tips** New to this edition are technology tips that appear in most sections. These tips show how to use Minitab, Excel, the TI-84 Plus, or StatCrunch to solve a problem.

**Exercises** Over 40% of the more than 2300 exercises are new or revised.

**Extensive Chapter Feature Updates** Over 60% of the following key features are new or revised, making this edition fresh and relevant to today’s students:

- Where You’ve Been and Where You’re Going
- Uses and Abuses: Statistics in the Real World
- Real Statistics–Real Decisions: Putting it all together
- Chapter Technology Project

**Revised Content** Here is a summary of the content changes.

- **Section 1.1** now has more discussion about populations and samples, how to identify them, and their relationships to parameters and statistics. Also, the Venn Diagrams have been redrawn to use clearer labeling to help students distinguish between a population and a sample.
- **In Section 1.3**, the figure depicting systemic sampling has been redrawn to more clearly depict the sampling process.
- **Section 2.1** now has more discussion of class widths and open-ended classes. Also, a figure showing a histogram and its corresponding frequency polygon was added after Example 4.
- **In Section 2.4**, Example 9 was rewritten to explain the use of an open-ended class.
- **Section 2.5** now has a Study Tip discussing outliers and modified box-and-whisker plots. On pages 124 and 125, students are shown how to create modified box-and-whisker plots using technology.
- **In Section 3.1**, the solutions to the examples were rewritten to explain why a formula was chosen to find a probability.
- **In Chapter 5**, in addition to using a table, examples were revised and Tech Tips were added to show how to find areas or probabilities using technology.
- **In Chapter 6**, in addition to using a table, examples were revised and Tech Tips were added to show how to find critical values using technology. Also, the exercises in this chapter were revised to ask more conceptual questions.
- **Section 6.2** now has more explanation about why the t-distribution is needed when \( \sigma \) is unknown. Also, the flowchart on page 314 was revised to illustrate when it is not possible to use the normal distribution or the t-distribution to construct a confidence interval.
- **In Chapters 7–9**, in addition to using a table, examples were revised and Tech Tips were added to show how to find \( P \)-values and critical values using technology.
- **Section 8.2** now shows the formula for the number of degrees of freedom for the \( t \)-test often used by technology.
- **In Section 9.1**, the requirements to use a correlation coefficient \( r \) to make an inference about a population have been revised.

**Features of the Seventh Edition**

**Guiding Student Learning**


**What You Should Learn** Each section is organized by learning objectives, presented in everyday language in *What You Should Learn*. The same objectives are then used as subsection titles throughout the section.

**Definitions and Formulas** are clearly presented in easy-to-locate boxes. They are often followed by **Guidelines**, which explain In Words and In Symbols how to apply the formula or understand the definition.

**Margin Features** help reinforce understanding:

- **Study Tips** show how to read a table, interpret a result, help drive home an important interpretation, or connect different concepts.
- **Tech Tips** show how to use Minitab, Excel, the TI-84 Plus, or StatCrunch to solve a problem.
- **Picturing the World** is a "mini case study" in each section that illustrates the important concept or concepts of the section. Each Picturing the World concludes with a question and can be used for general class discussion or group work. The answers to these questions are included in the *Annotated Instructor’s Edition*. 

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Examples and Exercises

Examples Every concept in the text is clearly illustrated with one or more step-by-step examples. Most examples have an interpretation step that shows the student how the solution may be interpreted within the real-life context of the example and promotes critical thinking and writing skills. Each example, which is numbered and titled for easy reference, is followed by a similar exercise called Try It Yourself so students can immediately practice the skill learned. The answers to these exercises are in the back of the book, and the worked-out solutions are in the Student’s Solutions Manual.

Technology Examples Many sections contain an example that shows how technology can be used to calculate formulas, perform tests, or display data. Screen displays from Minitab, Excel, the TI-84 Plus, and StatCrunch are shown. Additional screen displays are presented at the ends of selected chapters, and detailed instructions are given in separate technology manuals available with the book.

Exercises The exercises give students practice in performing calculations, making decisions, providing explanations, and applying results to a real-life setting. The section exercises are divided into three parts:

- Building Basic Skills and Vocabulary are short answer, true or false, and vocabulary exercises carefully written to nurture student understanding.
- Using and Interpreting Concepts are skill or word problems that move from basic skill development to more challenging and interpretive problems.
- Extending Concepts go beyond the material presented in the section. They tend to be more challenging and are not required as prerequisites for subsequent sections.

Technology Answers Answers in the back of the book are found using calculations by hand and by tables. Answers found using technology (usually the TI-84 Plus) are also included when there are discrepancies due to rounding.

Review and Assessment

Chapter Summary Each chapter concludes with a Chapter Summary that answers the question What did you learn? The objectives listed are correlated to Examples in the section as well as to the Review Exercises.

Chapter Review Exercises A set of Review Exercises follows each Chapter Summary. The order of the exercises follows the chapter organization. Answers to all odd-numbered exercises are given in the back of the book.

Chapter Quizzes Each chapter has a Chapter Quiz. The answers to all quiz questions are provided in the back of the book. For additional help, see the step-by-step video solutions available in MyLab Statistics.

Chapter Tests Each chapter has a Chapter Test. The questions are in random order. The answers to all test questions are provided in the Annotated Instructor’s Edition.

Cumulative Review There is a Cumulative Review after Chapters 2, 5, 8, and 10. Exercises in the Cumulative Review are in random order and may incorporate multiple ideas. Answers to all odd-numbered exercises are given in the back of the book.

Statistics in the Real World

Uses and Abuses: Statistics in the Real World Each chapter discusses how statistical techniques should be used, while cautioning students about common abuses. The discussion includes ethics, where appropriate. Exercises help students apply their knowledge.

Applet Activities Selected sections contain activities that encourage interactive investigation of concepts in the lesson with exercises that ask students to draw conclusions. The applets are available in MyLab Statistics and at www.pearson.com/math-stats-resources.

Chapter Case Study Each chapter has a full-page Case Study featuring actual data from a real-world context and questions that illustrate the important concepts of the chapter.

Real Statistics—Real Decisions: Putting it all together This feature encourages students to think critically and make informed decisions about real-world data. Exercises guide students from interpretation to drawing of conclusions.

Chapter Technology Project Each chapter has a Technology project using Minitab, Excel, and the TI-84 Plus that gives students insight into how technology is used to handle large data sets or real-life questions.

Continued Strong Pedagogy from the Sixth Edition

Versatile Course Coverage The table of contents was developed to give instructors many options. For instance, the Extending Concepts exercises, applet activities, Real Statistics—Real Decisions, and Uses and Abuses provide sufficient content for the text to be used in a two-semester course. More commonly, I expect the text to be used in a three-credit semester course or a four-credit semester course that includes a lab component. In such cases, instructors will have to pare down the text’s 46 sections.

Graphical Approach As with most introductory statistics texts, this text begins the descriptive statistics chapter (Chapter 2) with a discussion of different ways to display data graphically. A difference between this text and many others is that it continues to incorporate the graphical display of data throughout the text. For example, see the use of stem-and-leaf plots to display data on page 387. This emphasis on graphical displays is beneficial to all students, especially those utilizing visual learning strategies.

Balanced Approach The text strikes a balance among computation, decision making, and conceptual understanding. I have provided many Examples, Exercises, and Try It Yourself exercises that go beyond mere computation.

Variety of Real-Life Applications I have chosen real-life applications that are representative of the majors of students taking introductory statistics courses. I want statistics to come alive and appear relevant to students so they understand the importance of and rationale for studying statistics. I wanted the applications to be authentic—but they also need to be accessible. See the Index of Applications on page xvi.

Data Sets and Source Lines The data sets in the book were chosen for interest, variety, and their ability to illustrate concepts. Most of the 250-plus data sets contain real data with
source lines. The remaining data sets contain simulated data that are representative of real-life situations. All data sets containing 20 or more entries are available in a variety of formats in MyLab™ Statistics or at www.pearson.com/math-stats-resources. In the exercise sets, the data sets that are available electronically are indicated by the icon 

**Flexible Technology** Although most formulas in the book are illustrated with “hand” calculations, I assume that most students have access to some form of technology, such as Minitab, Excel, StatCrunch, or the TI-84 Plus. Because technology varies widely, the text is flexible. It can be used in courses with no more technology than a scientific calculator—or it can be used in courses that require sophisticated technology tools. Whatever your use of technology, I am sure you agree with me that the goal of the course is not computation. Rather, it is to help students gain an understanding of the basic concepts and uses of statistics.

**Prerequisites** Algebraic manipulations are kept to a minimum—often I display informal versions of formulas using words in place of or in addition to variables.

**Choice of Tables** My experience has shown that students find a cumulative distribution function (CDF) table easier to use than a “0-to-z” table. Using the CDF table to find the area under the standard normal curve is a topic of Section 5.1 on pages 237–241. Because some teachers prefer to use the “0-to-z” table, an alternative presentation of this topic is provided in Appendix A.

**Page Layout** Statistics instruction is more accessible when it is carefully formatted on each page with a consistent open layout. This text is the first college-level statistics book to be written so that, when possible, its features are not split from one page to the next. Although this process requires extra planning, the result is a presentation that is clean and clear.

**Meeting the Standards**

**MAA, AMATYC, NCTM Standards** This text answers the call for a student-friendly text that emphasizes the uses of statistics. My goal is not to produce statisticians but to produce informed consumers of statistical reports. For this reason, I have included exercises that require students to interpret results, provide written explanations, find patterns, and make decisions.

**GAISE Recommendations** Funded by the American Statistical Association, the Guidelines for Assessment and Instruction in Statistics Education (GAISE) Project developed six recommendations for teaching introductory statistics in a college course. These recommendations are:

- Emphasize statistical literacy and develop statistical thinking.
- Use real data.
- Stress conceptual understanding rather than mere knowledge of procedures.
- Foster active learning in the classroom.
- Use technology for developing conceptual understanding and analyzing data.
- Use assessments to improve and evaluate student learning.

The examples, exercises, and features in this text embrace all of these recommendations.

**Technology Resources**

**MyLab Statistics Online Course (access code required)**

Used by nearly one million students a year, MyLab Statistics is the world’s leading online program for teaching and learning statistics. MyLab Statistics delivers assessment, tutorials, and multimedia resources that provide engaging and personalized experiences for each student, so learning can happen in any environment.

**Personalized Learning** Not every student learns the same way or at the same rate. Personalized learning in the MyLab gives instructors the flexibility to incorporate the approach that best suits the needs of their course and students.

- Based on their performance on a quiz or test, personalized homework allows students to focus on just the topics they have not yet mastered.
- With Companion Study Plan Assignments you can assign the Study Plan as a prerequisite to a test or quiz, guiding students through the concepts they need to master.

**Preparedness** Preparedness is one of the biggest challenges in statistics courses. Pearson offers a variety of content and course options to support students with just-in-time remediation and key-concept review as needed.

- **Redesign-Ready Course Options** Many new course models have emerged in recent years, as institutions “redesign” to help improve retention and results. At Pearson, we’re focused on tailoring solutions to support your plans and programs.
- **Getting Ready for Statistics Questions** This question library contains more than 450 exercises that cover the relevant developmental math topics for a given section. These can be made available to students for extra practice or assigned as a prerequisite to other assignments.

**Conceptual Understanding** Successful students have the ability to apply their statistical ideas and knowledge to new concepts and real-world situations. Providing frequent opportunities for data analysis and interpretation helps students develop the 21st century skills that they need in order to be successful in the classroom and workplace.

- **Conceptual Question Library** There are 1,000 questions in the Assignment Manager that require students to apply their statistical understanding.
- **Modern statistics is practiced with technology**, and MyLab Statistics makes learning and using software programs seamless and intuitive. Instructors can copy data sets from the text and MyLab Statistics exercises directly into software such as StatCrunch or Excel®. Students can also access instructional support tools including tutorial videos, Study Cards, and manuals for a variety of statistical software programs including StatCrunch, Excel, Minitab®, JMP®, R, SPSS, and TI 83/84 calculators.

**Motivation** Students are motivated to succeed when they are engaged in the learning experience and understand the relevance and power of statistics.

- **Exercises with Immediate Feedback** Homework and practice exercises in MyLab Statistics regenerate algorithmically to give students unlimited opportunity for...
practice and mastery. Instructors can choose from the many exercises available for the author’s approach—or even choose additional exercises from other MyLab Statistics courses. Most exercises include learning aids, such as guided solutions, sample problems, extra help at point-of-use, and immediate feedback when students enter incorrect answers.

- Instructors can create, import, and manage online homework assignments, quizzes, and tests—or start with sample assignments—all of which are automatically graded, allowing instructors to spend less time grading, and more time teaching.

**Data & Analytics** MyLab Statistics provides resources to help instructors assess and improve student results. A comprehensive gradebook with enhanced reporting functionality makes it easier for instructors to manage courses efficiently.

- **Reporting Dashboard** Instructors can view, analyze, and report learning outcomes, gaining the information they need to keep our students on track. Available via the Gradebook and fully mobile-ready, the Reporting Dashboard presents student performance data at the class, section, and program levels in an accessible, visual manner. Its finegrain reports allow instructors and administrators to compare performance across different courses, across individual sections and within each course.

- **Item Analysis** Instructors can track class-wide understanding of particular exercises in order to refine your class lectures or adjust the course/department syllabus. Just-in-time teaching has never been easier.

**Accessibility** Pearson works continuously to ensure our products are as accessible as possible to all students. We are working toward achieving WCAG 2.0 Level AA and Section 508 standards, as expressed in the Pearson Guidelines for Accessible Educational Web Media, [www.pearson.com/mylab/statistics/accessibility](http://www.pearson.com/mylab/statistics/accessibility).

**StatCrunch**

Integrated directly into MyLab Statistics, StatCrunch® is powerful web-based statistical software that allows users to perform complex analyses, share data sets, and generate compelling reports of their data.

- **Collect** Users can upload their own data to StatCrunch or search a large library of publicly shared data sets spanning almost any topic of interest. A Featured Data page houses the best data sets, making it easy for instructors to use current data in their course. Data sets from the text and from online homework exercises can also be accessed and analyzed in StatCrunch. An online survey tool allows users to quickly collect data via web-based surveys.

- **Crunch** A full range of numerical and graphical methods allow users to analyze and gain insights from any data set. Interactive graphics help users understand statistical concepts, and are available for export to enrich reports with visual representations of data.

- **Communicate** Reporting options help users create a wide variety of visually-appealing representations of their data. StatCrunch is integrated into MyLab Statistics, but it is also available by itself to qualified adopters. StatCrunch is also now available on your smartphone or tablet when you visit [www.statcrunch.com](http://www.statcrunch.com) from the device’s browser. For more information, visit our website at [www.statcrunch.com](http://www.statcrunch.com), or contact your Pearson representative.

**MathXL Online Course (access code required)**

Part of the world’s leading collection of online homework, tutorial, and assessment products, MathXL® delivers assessment and tutorial resources that provide engaging and personalized experiences for each student. Each course is developed to accompany Pearson’s best-selling content, authored by thought leaders across the math curriculum, and can be easily customized to fit any course format.

**With MathXL, instructors can:**

- Create, edit, and assign online homework and tests using algorithmically generated exercises correlated at the objective level to the textbook.
- Create and assign their own online exercises and import TestGen tests for added flexibility.
- Maintain records of all student work tracked in MathXL’s online gradebook.

**With MathXL, students can:**

- Take chapter tests in MathXL and receive personalized study plans and/or personalized homework assignments based on their test results.
- Use the study plan and/or the homework to link directly to tutorial exercises for the objectives they need to study.
- Access supplemental animations and video clips directly from selected exercises.

MathXL is available to qualified adopters. For more information, visit our website at [www.pearson.com/mathxl](http://www.pearson.com/mathxl), or contact your Pearson representative.

**Minitab and Minitab Express**

Minitab and Minitab Express™ make learning statistics easy and provide students with a skill-set that is in demand in today’s data driven workforce. Bundling Minitab software with educational materials ensures students have access to the software they need in the classroom, around campus, and at home. And having 12-month access to Minitab and Minitab Express ensures students can use the software for the duration of their course. ISBN 13: 978-0-13-445640-9 ISBN 10: 0-13-445640-8 (access card only; not sold as stand alone)

**JMP Student Edition**


**XLSTAT**

XLSTAT™ is an Excel add-in that enhances the analytical capabilities of Excel. XLSTAT is used by leading businesses and universities around the world. It is available to bundle with this text. For more information, go to [www.pearsonhighered.com/xlstat](http://www.pearsonhighered.com/xlstat).

Resources for Success

MyLab Statistics Online Course for Elementary Statistics: Picturing the World, 7e (access code required)

MyLab™ Statistics is available to accompany Pearson’s market-leading text offerings. To give students a consistent tone, voice, and teaching method, each text’s flavor and approach is tightly integrated throughout the accompanying MyLab Statistics course, making learning the material as seamless as possible. MyLab Statistics for Elementary Statistics includes the following new features, in addition to the resources listed on the previous page.

**UPDATED! Video Program**

Chapter Review Exercises come to life with new review videos that help students understand key chapter concepts. Section Lecture Videos work through examples and elaborate on key objectives.

**NEW! Integrated Review Course**

Designed for just-in-time prerequisite review or for co-requisite courses, the Integrated Review version of the MyLab Statistics course provides pre-made, assignable skill-review quizzes and personalized homework assignments that are integrated throughout the regular statistics course content.

**NEW! StatCrunch Question Library**

This library of questions provides opportunities for students to analyze and interpret data sets in StatCrunch. Instructors can assign individual questions from the library by topic or they can assign questions from the same data set as a longer assignment that spans multiple learning objectives.

pearson.com/mylab/statistics

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Resources for Success

Instructor Resources

Annotated Instructor’s Edition
Includes suggested activities, additional ways to present material, common pitfalls, and other helpful teaching tips. All answers to the section and review exercises are provided in the margins next to the exercise. (ISBN-13: 978-0-13-468358-4; ISBN-10: 0-13-468358-7)

Instructor’s Solutions Manual (downloadable)
Includes complete solutions to all of the exercises (including exercises in Try it Yourself, Case Study, Technology, Uses and Abuses, and Real Statistics—Real Decisions sections). It can be downloaded from within MyLab Statistics or from Pearson’s online catalog, www.pearson.com/us/higher-education.

PowerPoint Lecture Slides (downloadable)
Classroom presentation slides feature key concepts, examples, and definitions from this text, along with notes with suggestions for presenting the material in class. They can be downloaded from within MyLab Statistics or from Pearson’s online catalog, www.pearson.com/us/higher-education.

TestGen® (www.pearson.com/testgen) enables instructors to build, edit, print, and administer tests using a computerized bank of questions developed to cover all the objectives of the text. TestGen is algorithmically based, allowing instructors to create multiple but equivalent versions of the same question or test with the click of a button. Instructors can also modify test bank questions or add new questions. The software and test bank are available for download from Pearson’s online catalog, www.pearson.com/us/higher-education. The questions are also assignable in MyLab Statistics.

Learning Catalytics
Now included in all MyLab Statistics courses, this student response tool uses students’ smartphones, tablets, or laptops to engage them in more interactive tasks and thinking during lecture. Learning Catalytics™ fosters student engagement and peer-to-peer learning with real-time analytics. Access pre-built exercises created specifically for statistics.

Student Resources

Video Resources
A comprehensive set of videos tied to the textbook contain short video clips with solutions to Try It Yourself exercises, Chapter Quiz Prep Videos, and Section Lecture Videos. Also, StatTalk Videos, hosted by fun-loving statistician Andrew Vickers, demonstrate important statistical concepts through interesting stories and real-life events. StatTalk Videos include assessment questions and an instructor’s guide.

Student’s Solutions Manual (softcover and downloadable)
This manual includes complete worked-out solutions to all of the Try It Yourself exercises, the odd-numbered exercises, and all of the Chapter Quiz exercises. This manual is available in print and can be downloaded from MyLab Statistics. (ISBN-13: 978-0-13-468361-4; ISBN-10: 0-13-468361-7)

Technology Manuals for Elementary Statistics (downloadable)
Technology-specific manuals for Graphing Calculator, Excel®, and Minitab® include tutorial instruction and worked-out examples from the book. Each manual can be downloaded from within MyLab Statistics.

pearson.com/mylab/statistics
I owe a debt of gratitude to the many reviewers who helped me shape and refine Elementary Statistics: Picturing the World, Seventh Edition.

**Reviewers of the Current Edition**

Karen Benway, University of Vermont  
B.K. Brinkley, Tidewater Community College  
Christine Curtis, Hillsborough Community College—Dale Mabry  
Carrie Elledge, San Juan College  
Jason Malozi, Lower Columbia College  
Cynthia McGinnis, Northwest Florida State College  
Larry Musolino, Pennsylvania State University  
Cyndi Roemer, Union County College  
Jean Rowley, American Public University and DeVry University  
Heidi Webb, Horry Georgetown Technical College

**Reviewers of the Previous Editions**

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Ahmed Adala, Metropolitan Community College  
Olcay Akman, College of Charleston  
Polly Amstutz, University of Nebraska, Kearney  
John J. Avioli, Christopher Newport University  
David P. Benzle, Montgomery College  
John Bernard, University of Texas—Pan American  
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Many thanks to Betsy Farber for her significant contributions to previous editions of the text. Sadly, Betsy passed away in 2013. I would also like to thank the staff of Larson Texts, Inc., who assisted with the production of the book. On a personal level, I am grateful to my spouse, Deanna Gilbert Larson, for her love, patience, and support. Also, a special thanks goes to R. Scott O’Neil. I have worked hard to make this text a clean, clear, and enjoyable one from which to teach and learn statistics. Despite my best efforts to ensure accuracy and ease of use, many users will undoubtedly have suggestions for improvement. I welcome your suggestions.

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INDEX OF APPLICATIONS

**Biology and Life Sciences**
- Adult weights, 67, 68, 69
- American alligator tail lengths, 127
- Bacteria, 495
- Birth weights and gestation periods, 260
- Black bear weights, 51, 341
- Black cherry tree volume, 512
- Blood types, 130, 155, 160
- Body temperature of humans, 358, 387
- BRCA1 gene, 153
- Brown trout, 218
- Calves born on a farm, 191
- Diameters of white oak trees, 265
- Elephant weight, 512
- Elk in Pennsylvania, 18
- Endangered and threatened species, 573
- Eye color, 141, 153
- Female femur lengths, A30
- Female fibula lengths, 50
- Female heights, 88, 108, 249, 258
- Fijian banded iguana lengths, 53
- Fish measurements, 511
- Fisher’s Iris data set, 60
- Fork length of yellowfin tuna, 433
- Gestational lengths of horses, 121
- Genders of children, 180
- Genetics, 144, 213
- Gestational lengths of horses, 121
- Heights of infants, 13
- Heights and trunk diameters of trees, 505, 507
- Hip and abdomen circumferences, 497
- Incubation period for ostrich eggs, 467
- Incubation period for swan eggs, 361
- Infant crawling age and average monthly temperature, 499
- Infant weight, 106
- Length and girth of harbor seals, 492
- Life spans of fruit flies, 112
- Life spans of houseflies, 64
- Litter size of Florida panthers, 332
- Male heights, 51, 79, 88, 108
- Mean birth weight, 466
- Metacarpal bone length and height of adults, 581
- Milk produced by cows, 233
- North Atlantic right whale dive duration, 385
- Rabbits, 218
- Reaction times to auditory stimulus, 52
- Rolling a tongue, 180
- Salmon swimming, 137, 149
- Shoe size and height, 492
- Species of mammals, 13
- Stomach contents of blue crabs, 433
- Weights of adults, 456
- Weights of boys, 74
- Weights of cats, 254, 456
- Weights of dogs, 13, 254, 456
- Weights of newborns, 235

**Business**
- Accounting department advisory committee, 171
- Advertising sales, 225
- Advertising time and sales, 501
- Annual revenues, 6, 30
- Attracting more customers, 19
- Automobile battery prices, 565
- Bank employee procedure preference, 542, 546
- Bankruptcies, 222
- Better Business Bureau complaints, 59
- Book prices, 306
- Cauliflower yield, 512
- CEO compensations, 31
- Cell phone prices, 315, 316
- Charges for electricity, 118
- Charges for satellite television, 118
- Company sales, 66
- Cotton consumption, 407
- Cotton production, 407
- Crude oil produced and imported, 506, 507
- Customer ratings, 425
- Customer transactions, 433
- Distribution of sales, 570
- Effectiveness of advertising, 568
- Employees and revenue of hotel and gaming companies, 492
- Existing home sales, 70
- Fortune 500 companies, 191
- Fortune 500 revenues, 30
- High-tech earnings, 5
- Hiring applicants, 183
- Hotel room rates, 401, 411, 467, 574
- Hourly earnings at a consulting firm, 110
- Hours spent on calls by telemarketing firm, 190
- Meal prices at a resort, 411
- Milk production, 517, 518
- Monthly sales, 562
- Natural gas expenditures, 497
- Net profit for Procter & Gamble, 114
- Net sales, 521
- New vehicle sales, 506, 507
- Number of calls by telemarketing firm, 190
- Office positions, 184
- Office rental rates, 86, 92
- Online shopping, 76, 320, 322
- President contract, 32
- Printing company departments, 31
- Product ratings, 445
- Profit and loss analysis, 199
- Repair cost for paint damage, 358
- Repair cost for washing machines, 425
- Repeat customers, 360
- Sale per customer, 118
- Sales for a representative, 52, 192, 193, 194, 195, 330
- Sales volumes, 159
- Shipping errors, 360
- Small business websites, 76
- Sorghum yield, 512
- Soybean harvest, 26
- Spinach yield, 519
- Starting salaries for Standard & Poor’s companies, 7
- Sweet potato yield, 580
- Telemarketing and Internet fraud, 578
- Telephone sales, 220
- Tomato prices, 63
- Toothpaste prices, 565, 569
- Top salespeople, 15
- Values of farms, 489
- Website costs, 335
- Wheat production, 574
- Yearly commission earned, 114

**Combinatorics**
- Access codes, 133, 143, 184
- Arranging letters in a word, 175
- Code, 169
- Identification number, 139
- License plates, 133, 180
- Lock box codes, 141
- Passwords, 174, 186
- Security code, 174, 183, 185
- Sudoku, 168
- Telephone numbers, 181

**Computers and Technology**
- Active users on social networking sites, 63
- Battery life of MP3 players, 384
- Battery life of tablets, 360
- Byte, 175
- Cell phone and Internet privileges, 281
- Checking cell phone, 14
- Computer malfunctions, 8
- Computer ownership, 466
- Consumer electronics, 211
- Cost of cellphone repairs, 360
- Customizing a tablet, 141
- Cyberattacks, 295
- Digital device use, 126
- Email, 216

**Demographics**
- Age, 6, 26, 30, 62, 70, 78, 89, 94, 111, 131, 136, 142, 163, 180, 411, 482, 530, 532
- Age distribution in California, 293
- American customs and traditions, 339
- Amount spent on energy, 575
- Amount spent on pet care, 63
- Annual arrests, 197
- Annual income by state, 93
- Birthdays, 162, 185
- Births by day of the week, 535
- Book reading by U.S. adults, 135
- Cell phones per household, 225
- Census, 1, 4
- Characteristics of yoga users and non-yoga users, 417, 449, 450
- Children per household, 90
- Cost of raising a child, 372
- Dogs per household, 199
- DVR and other time-shifted viewing, 307

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INDEX OF APPLICATIONS

SAT physics scores, 341
SAT reading and writing score, 33
SAT scores, 54, 98, 106, 250, 316, 442, 457, 514
School-related extracurricular activities, 199
Science achievement test scores, 408
Science assessment tests, 556
State mathematics test, 430
Statistics course enrollment, 21
Statistics course scores, 78, 121, 183
Student activities and time use, 116
Student daily life, 412
Student employment, 391
Student housing, 444, 446
Student loans, 64, A29
Students who earn bachelor’s degrees, 447
Students paying bills on time, 229
Students planning to study visual and performing arts, 453
Students in public schools, 182
Students undecided on an intended college major, 453, 461
Study habits, 25, 31
Study hours, 97, 110
Teacher body cameras, 325, 327
Teaching conference, 162
Teaching experience, 295
Teaching methods, 434, 457
Teaching styles, 33
Test scores, 74, 96, 111, 117, 127, 137, 535, 581
Testing times, 121
Textbook spending, 51
Time spent on homework, 316
True/false test, 140, 141
Tuition costs, 103, 107
Tuition and fees, 75, 385, 573
University committee, 176
U.S. history assessment tests, 556
Visiting a library or a bookmobile, 30
Vocabulary assessment tests, 401
What Americans know about science, 2

Engineering
Activating temperature of sprinkler systems, 375
Bolt diameters, 334, 335
Bolt widths, 409, 447
Can defects, 163
Carton defects, 163
Circumference of soccer balls, 308
Circumference of tennis balls, 308
Defective disks, 177
Defective DVR, 140
Defective parts, 131, 180, 199, 213, 220, 295
Defective units, 177, 183, 184, 222
Diameter of an engine part, 251
Diameter of a gear, 251
Diameters of machine parts, 270
Fishing line strength, 399
Fracking, 221
Glass manufacturer, 221
Golf ball manufacturing, 394
Injection mold, 575
Juice dispensing machine, 308
Life of appliances, 555
Life span of a backpack, 361
Life span of lawn mowers, 361
Lifetimes of diamond-tipped cutting tools, 270
Light bulb manufacturing, 317, 376
Liquid dispenser, 251
Liquid volume in cans, 116
Load-bearing capacities of transmission line insulators, 270
Machine part accuracy, 32
Machine settings, 292
Manufacturing defect, 222
Mean life of fluorescent lamps, 376
Mean life of furnaces, 350, 355
Melting points of industrial lubricants, 270
Nail length, 251
Paint can volumes, 272, 308
Parachute failure rate, 352
Power failures, 75
Solar panels, 6
Statistical process control, 251
Tennis ball manufacturing, 317
Tensile strength, 433, 434
Testing toothbrushes, 126
Time clocks lose, 360
Volume of gasoline, 191
Washing machine repairs, 142

Entertainment
Academy Award winners, 112
Adult contemporary radio stations, 119
Albums by The Beatles, 121
American roulette, 200
Amusement park attendance, 360
Attendance at concerts, 197
Best sellers list, 14
Book formats, 14
Broadway shows, 15
Celebrities as role models, 154
Chess, 360
Comedy series, 13
Concert tours, 15
eBooks, 208
Fair bet, 199
Game show, 140
Game tournament, 6
Jukebox, 176
Lengths of songs, 14, 113
Lottery, 142, 155, 173, 175, 176, 178, 211, 222, 226
Monopoly, 148
Motion Picture Association of America ratings, 12
Movie genres, 10
Movie ratings, 162
Movie rental late fees, 153
Movies watched in a year, 121
Musical dice game minut, 187
Number one songs, 75
Raffle, 137, 196, 200
Rap and hip-hop music, 212
Reviewing a movie, 581
Roller coaster heights, 50, 338, 375, A30
Roulette wheel, 178
Singing competition, 175
Song playlist, 175
Television watching, 517, 518
Top-grossing films, 32
Type of movie rented by age, 543, 546
Types of televised shows, 12
Vacations, 14, 423
Video game arrangement, 174
Video game scores, 32
Video game systems ownership, 447
Video games on smartphones, 210
Violent video games, 347
Winter vacation, 339

Food and Nutrition
Amounts of caffeine in brewed coffee, 97
Artificial sweetener, 17
Caffeine content of soft drinks, 376
Caloric and sodium content of hot dogs, 492
Carbohydrates in chicken sandwiches, 557
Carbohydrates in an energy bar, 406
Chocolate bars, 341
Chocolate contents of cheese, 307
Cholesterol contents of chicken sandwiches, 557
Coffee consumption, 532
Corn kernel toxin, 173
Dietary habits and school performance, 32
Dietary supplement, 25
Eating healthier foods, 26
Eating at a restaurant, 294
Fast food, 211, 326, 376
Fat content in whole milk, 397
Food allergies or intolerances, 176
Food and Nutrition
Food safety, 548
Food storage temperature, 4
Grocery shopping, 211, 262
Ice cream, 272, 536, 537, 539
Meal kits, 411
Meal programs, 212
Menu selection, 141, 175
Multivitamins and cognitive health, 32
Protein powder, 79
Purchasing food online, 392
Restaurant ratings, 542, 546
Restaurant serving times, 409
Restaurant waiting times, 553
Shelf life of dried fruit, 406
Sodium content of sandwiches, 456
Sports drink, 397
Sugar consumption and cavities, 516
Taste test, 53
Television watching, 312, 313
Vitamin D3, 18
Water consumption and weight loss, 481
Weight loss drink, 19
Weight loss supplement, 458
Weights of bags of baby carrots, 259
Whole-grain foods, 26

Government and Political Science
Ages of House of Representatives members, 75
Ages of presidents, 52
Ages of Supreme Court justices, 118
Ages of voters, 137
Best president, 154
Brexit, 164
Candidate support, 324
Congress, 162, 167, 289, 326, 327
Declaration of Independence, 52
Defense spending, 328
Defense spending, 328
Election polls, 336
Electoral votes, 64
Eligible voters, 214
Fact-checking by media, 30
Gender profile of Congress, 14
Global affairs, 339
Government salaries, 566, 569
International relations, 343
Legislator performance ratings, 440
[...]

Health and Medicine
Age and hours slept, 493
Alcohol and tobacco use, 482
Allergy drug, 25
INDEX OF APPLICATIONS

Plans after high school, 33
Police officer badge numbers, 32
Random number selection, 140, 141, 142
Results of a survey, 66
Reviewer ratings, 199
Rolling a die, 37, 74, 79, 131, 134, 138, 141, 142, 145, 153, 157, 158, 159, 163, 166, 180, 182, 228
Rooms reserved at a hotel, 116
Selecting a jelly bean, 181
Selecting a marble, 202
Selecting a numbered ball, 153
Selecting a playing card, 134, 141, 145, 147, 148, 149, 153, 158, 159, 163, 173, 177, 180, 181, 182, 183, 201, 203, 211
Service at electronics store, 33
Shopping times, 247
Social Security numbers, 10
Sock drawer, 181
Speaking English, 328
Speed of sound, 483
Spinning a spinner, 182
Spring break destinations, 31
Student donations at a food
Survival of the fittest, 121
Survey, 361
Tattoos, 142
Time spent doing activities, 17
Tossing a coin, 37, 136, 140, 141, 148, 178, 180, 181, 226, 351
Transferring a telephone call, 398
Transgender bathroom policy, 526
Travel concerns, 537, 540
Traveling with pets, 7
Typographical errors, 220, 228
Vending machine, 259
Veterinarian visits, 432
Volunteering or donating money, 406
Wait times, 13, 111, 335
Waiting for an elevator, 231
Weights of vacuum cleaners, 565, 569
Wildland fires, 516
Winning a prize, 145, 221
Word counts, 75
World happiness, 249, 258
Writing a guarantee, 259
Yoga classes, 66, 408
Zip codes, 30

Mortality
Deaths caused by falling out of a fishing boat and marriage rate, 482
Drunk driving fatalities, 93
Fatal pedestrian motor vehicle collisions, 574
Homicide rates and ice cream sales, 482
Homicides by county, 533
Homicides by month, 534
 Knowing a murder victim, 154
Leading causes of death, 59
Lightning fatalities, 105
Living to age 100, 212
Motor vehicle fatalities, 14, 546
Shark deaths, 227
Tornado deaths, 227

Motor Vehicles and Transportation
Acceleration times of sedans, 379, 375
Accidents at an intersection, 217, 218
Ages of adults who own automobiles, 7
Ages of vehicles, 507
Aggressive driving, 279
Air travel safety, 31
Airplane defects, 119
Alcohol-impaired driving, 281, 326, 327
Alcohol-related accidents, 545
Amount of fuel wasted, 102, 104, 105
Automobile parts, 330
Average speed of vehicles, 246
Base price of an ATV, 360
Bicycle tire pressure, 295
Black carbon emissions from cars, 287, 288
Blood alcohol concentration of drivers, 31
Braking distances, 255, 288, 425, 484
Canadian border ports of entry, 75
Car battery life spans, 295, 350, 355, 357
Car battery reserve capacities, 335
Car colors, 182
Car inspections, 36
Car rental rates, 410
Carpooling, 207, 3577
Carrying capacities of flatbed trucks, 13
Cars in a parking lot, 197
Commuting distances, 50, 110, 315, 316, 338
Commuting times, 306, 315, 424
Cost per mile for automobiles, 566
Crash tests, 525
Days cars sat on dealership lot, 313
Diameters of tires, 401
DMV wait times, 13, 382, 384
Driverless cars, 32
Driver’s license exam, 181
Driving ranges of ethanol flexible fuel vehicles, 76
Engine displacement and fuel efficiency, 517, 518
Flight arrivals, 156
Flight departures, 14, 156
Flight prices, 76, 407
Fuel consumption, 556
Fuel costs of hybrid electric cars, 76
Fuel economy, 78, 80, 119, 406, 456, 518, 519, 563
Gas mileage, 317, 348, 361, 371, 385, 401, 466
Gas station pumps, 225
Hindenburg airship, 7
Jet fuel use, 228
Least popular drivers, 63
Life spans of tires, 112, 243
Mean age of used cars sold, 380
Mean driving cost per mile, 431
Mean price of used cars sold, 380, 384
Mean vehicle speed, 96, 108
Mileage for a rental car company’s fleet, 118
Mileages of service vehicles, 74
Miles driven per day, 266, 267
Motor vehicle thefts, 61, 63
Motorcycle fuel efficiency, 109
Motorcycle helmet use, 459
Motorcycle prices, 335
Music and driving habits, 24
New highway, 171
Occupancy of vehicles that travel across a bridge, 218
Oil change time, 350, 355, 356
Oil tankers, 221
Parking infractions and fines, 123
Parking ticket, 153
Pickup trucks, 154
Pilot test, 220
Public transportation, 207
Purchasing extended warranties, 7
Purchasing a new car, 132
Racing car engine horsepowers, 32
Safety driving classes and accidents, 481
Seat belt use, 440, 452
Selecting vehicles, 158
Simulations with dummies, 18
Space shuttle flight durations, 118, 334
Space travel, 392
Speed and car accidents, 148
Speed of a rocket, 191
Speeds of automobiles, 366
Speeds of powerboats, 424
Text messaging while driving, 26
Top speeds of sports cars, 62
Towing capacity, 119
Traffic flow rate, 360
Travel time, 361, 385
Truck weight, 225
Type of car owned by gender, 542, 546, 573
Uninsured drivers, 227
Used cars, 513
Vehicle costs, 64
Vehicle prices, 411
Vehicle ratings, 410
Vehicle sales, 568
Vehicle size classes, 30
Vehicles and crashes, 545
Waiting times to turn at an intersection, 269
Weights of packages on a delivery truck, 76

Psychology
Attention deficit hyperactivity disorder, 126
Child behavior, 454
Depression and stress, 80
Gambler’s fallacy, 178
IQ score, 109, 290, 297, 424
Mobile technology and depression and anxiety, 153
Mood and a team’s win or loss, 131
Obsessive-compulsive disorder, 546
Personality inventory test, 192, 194, 195
Psychological screening test, 418
Psychology experiment, 31, 169
Verbal memory test, 429
Video games and aggressive or bullying behavior, 153

Sports
Adult participation in sports, 283
Ages and heights of women’s U.S. Olympic swimming team, 98
Ages of professional athletes, 566
Ages of Tour de France winners, 112
Ages and weights of men’s U.S. Olympic wrestling team, 98
American League home run totals, 11
At-bats, 215
Athlete as an occupation, 339
Athlete use of performance enhancing drugs, 129
Athletic scholarships, 227
Baseball umpires, 178
Basketball defensive assignments, 183
Batting averages, 248, 443
Bench press weights, 424
Big 12 collegiate athletic conference, 168
Body temperatures of athletes, 11
Boston Marathon Open Division champions, 540, 375
Boston Marathon runners’ birth years, 32
Bowling tournament, 184
Caffeine ingestion and freestyle sprints, 443
College football, 15
College football touchdowns, 144, 335
Cycling race, 183
Distance a baseball travels, 197
Distance for holes of a golf course, 80
Diving scores, 15
Efficiency of a pit crew, 366
Final standings, National Basketball Association, 10
Football kick distances, 314

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Football and negative moral values, 205
Football team winning, 142
Footrace, 175
Fourty-yard dash times, 440
Free throws, 201, 228
Games played in World Series, 199
Goal production, 227
Goals allowed and points earned in the National Hockey League, 505, 507
Goals and wins in the English Premier League, 491
Golf driving distances, 435, 556
Golf scores, 360
Golf students, 572
Heart rates of athletes, 11
Heights and weights of a basketball team, 92
Heights of volleyball players, 77
Heights and weights of a basketball team, 92
Highest-paid athletes, 64
Hits per game, 225
Horse race, 176, 226
Indianapolis 500, 169
Lacrosse team, 174
Major League Baseball attendance, 469, 472, 475, 479, 480, 488
Major League Baseball salaries, 6, 469, 472, 475, 479, 480, 488
Marathon training, 310
Maximal strength and jump height, 483, 484
Maximal strength and sprint performance, 483, 484
National Football League retirees and arthritis, 280
National Football League rookies, 161
New York City Marathon, 64
New York Yankees' World Series victories, 11
Numbers on sports jerseys, 10
Olympic medal count, 64
Pass attempts and passing yards, 516
Pass completions, 220, 445, 446
Passing yards for college football quarterbacks, 458
Personal fouls per game, 294
Points scored by Montreal Canadiens, 127
Recovering from a football head injury, 341
Regular season wins for Major League Baseball teams, 120
Runs scored by the Chicago Cubs, 96
Skiing, 174
Soccer goals, 288
Softball team starting lineup, 174
Sports-related head injuries, 9
Stolen bases for Chicago Cubs, 127
Stretching and injury, 542, 543
Strokes per hole, 222
Student-athletes, 4, 197, 298, 300, 301, 302, 304
Super Bowl points scored, 39, 42, 43, 45, 46, 47, 48, 56, 57, 67, 68, 69, 72, 102, 104, 105, 106
10K race, 52, 185, 435
Vertical jump heights, 439
Vertical jumps of college basketball players, 117
Weightlifting, 316
Weights of high school football players, 119
Winning times for men's and women's 100-meter run, 580
Yards per carry, 317

Work
Actuary salaries, 556
Ages and career goals, 544
Architect salaries, 98, 375, 427
Average salary for engineers at a firm, 7
Changing jobs, 77, 391
Chemical engineer salaries, 271, 340
Clinical pharmacist salaries, 271, 334
Company employment, 22
Construction worker salaries, 120
Earnings by educational attainment, 59, 430
Earnings of full-time workers, 410
Earnings of men and women, 505, 507
Electrical engineer salaries, 126
Employee benefits, 30
Employee committee, 177
Employee strike, 137
Employee training and accidents, 470
Employees' ages, 33
Employees' salaries, 4, 50, 99, 200, 509, 511
Employment application, 15
Employment status and educational attainment, 451, 547
Engineer salaries and ages, 508
Entry-level paralegal salaries, 456
Fast-food employees, 33
Forensic science technician salaries, 422
Graphic design specialist salaries, 401
Homemakers, physical therapist salaries, 384
Hourly wages, 64, 79
Hours nurses work per week, 63
Important jobs, 328
Job growth, 10
Late for work, 213
Law firm salaries, 66
Leadership, 3
Length of employment and salary, 60
Librarian and library science teacher salaries, 521
Life insurance underwriter salaries, 289, 316, 317
Likelihood of being laid off, 409
Locksmith salaries, 467
Marketing account executive salaries, 126
Mechanical engineer salaries, 371
Medical care benefits, 226
Minimum wage, 283, 361
MRI technologist salaries, 289, 316, 317
Numbers of manufacturing employees, 101
Nursing career, 2
Nursing supervisor salaries, 401
Overtime, 198, 288
Paid maternity leave, 411
Paycheck errors, 222
Primary reason for career choice, 18
Product engineer salaries, 384
Public relations manager salaries, 556
Public school teacher salaries, 421
Registered nurse salaries, 493
Respiratory therapy technician hourly wages, 577
Salary offers, 94, 95
Security officer applicants, 360
Sick days used by employees, 79
Software engineer salaries, 98, 427
Starting salaries, 82, 83, 84
STEM employment and mean wage, 505, 507
Stressful jobs, 3, 4
Teacher salaries, 65, 118, 520, 579
Time wasted at work, 562
Training program, 177
Travel time to work, 49, 62, 76
Unemployment, 3
Unfilled job openings, 32
U.S. workforce, 453
Vacation days, 110
Video game developer careers, 30
Wages by metropolitan area, 576
Waking times of workers, 338
Warehouse workers, 177
Where people work and educational attainment, 538
Work obstacles, 25
Workdays missed due to illness or injury, 367
Workers by industry, 144
Workplace cleanliness, 212
Workplace drug testing, 211
Workplace fraud, 126
Years of service, 53, 256