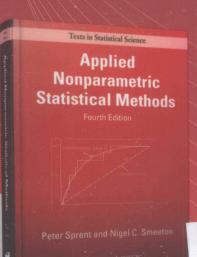
应用非参数统计方法

(注释版・原书第4版)

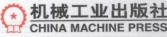
Applied Nonparametric Statistical Methods



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应用非参数统计方法

(注释版・原书第4版)

[英] 彼得・斯普伦特 (Peter Sprent) 尼格尔 C. 斯密顿 (Nigel C. Smeeton) 著

褚挺进 注释



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非参数统计是统计学中的一个重要分支, 也是数据分析的一个重要工 具。它的一个重要特点是并不假设数据服从某个特定的分布, 而是通过已 有的数据去进行分析。相较于其他统计方法,非参数统计更加稳健,且有 更好的适用性。

本书是一本国外经典的教材,该书主要介绍了传统的非参数统计方 法,例如单样本的推断、多样本的推断,配对数据的分析等。此外,在本 书的最后也介绍了现代的非参数统计方法,例如非参数的密度估计。书中 通过将基础理论与实际例子相结合的办法, 比较了不同统计方法之间的优 点和不足,给研究人员在实际问题中选择合适的方法提供了参考。

本书可以作为统计专业本科高年级学生或研究生的教材, 也可以作为 相关专业人员非参数统计的工具书。

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《应用非参数统计方法》第1版出版于1989年,随着基础计算技术的飞速发展,尤其是关于精确置换检验的计算的进步,在1993年出版了第2版,第3版出版于2001年,第3版不但包括了计算技术的进一步发展,也包括了非参数方法的发展,同时考虑了使用这些非参数方法并将其应用于数据预处理、稳健估计和半参数方法中去。近年来,尤其在使用计算密集的方法去处理较难的分析问题和大型数据方面,这一做法得到了进一步的加强。

第4版不但包括了这些新的发展,而且保留了那些得到读者和专家正面评价的特点和内容。

非参数方法是统计分析的基本方法,但是对数据的采集和分析的解释也需要统计学家的参与。在第3版中,我们认为在主流的本科非参数统计课程中,上面提到的有些内容并没有得到应有的重视。

关于本书, 我们在介绍单纯的方法描述和详细的定理说明之间采取了一个折中的方法,即对一些关键的实际观点用例子进行解释,在保证读者可以较好地理解方法的适用范围和局限性的基础上,尽可能少地使用数学知识。

我们编写此书有两个目标。第一个目标是为具有本科水平但初次接触"非参数统计方法"课程的读者提供一本教材。该课程可以作为统计专业的主流课程,也可以是服务于其他专业的课程。第二个目标是为专业人员、管理者、研发人员、咨询师和其他领域的读者提供一本可读的介绍基本方法的书籍。上述读者中的很多人可能具备一些基本的统计知识,但对非参

数方法的了解有限,同时他们觉得这些方法在实际工作中很有用。我们采用的编写形式使得这本书不但适合作为教材,同时也适合作为参考书。

为了实现这一目标,本书更侧重于方法的广度而不是深度。我们认为在入门阶段这是一个很好的方法。当读者对非参数统计有了一个全面的了解后,才可能进一步学习某个感兴趣的方法。因为每个人感兴趣的领域都不同,第二阶段比较适合于采用参加特定的课程或者阅读特定领域的有深度的专业文献的方法。在本书中,我们会给出本书的参考文献,在那里可以找到对很多主题更有深度的讨论。

之前版本中受欢迎的特点在本版本中得到了保留,其中包括大部分例子都有一个规范的结构,有潜在应用领域的列表和在每章结尾的一些练习。

在第4版中,内容被重新安排了顺序,并添加了新内容。之前版本中的第1章被分为两章,接下来的章节号也相应地进行了调整。新的第1章对一些相关的统计概念进行了总结,新的第2章介绍了非参数的基本思想。新的第3~7章大致介绍了之前版本的第2~6章,但在重点方面进行了很多调整并把很多试验设计的内容放到了新的第8章,对关于生存数据的内容进行了扩展并放到了新的第9章。在新的第8章中,试验设计,尤其是关于因素处理的内容,囊括了最新的研究成果。新的第10~14章是对上版第7~11章的修改。在第4版中,第15章是新添加的,介绍了一些比较重要的非参数统计的现代发展,其中大部分的应用对计算要求较高。

与之前的版本相同,本版中没有包括非参数方法相关的分位数与临界值表。现代软件使得这些表格有些多余,那些需要使用这些表的读者可以在很多标准统计表中找到它们,参考文献中给出这些特殊表格的相关参考书。附录2给出了一些习题的解答。

我们非常感谢之前版本的很多读者和专家提出的很多

关于内容和特定主题的建设性意见。他们的贡献促成了本版中的很多重大改变。我们要感谢Edger Brunner和 Thomas P. Hettmansperger提供的一系列关于在非参数领域中处理相关性的文献,Joseph Gastwirth关于很多实际问题的最新发展的提醒,Nick Cox提供的在Stata软件中关于随机游程分布的模拟。我们同时要再次感谢那些在之前版本中就提供帮助的人士: Jim McGarrick在心理量度领域的有用的讨论,Richard Hughes教授关于吉兰巴雷综合症的建议,Timothy P. Davis和Chris Theobald为例子提供的数据。我们还要感谢Cryus Mehta和Cytel Software向我们提供的关于StatXact7软件和帮助文件,以及Shashi Kumar在把字体嵌入表格方面提供的技术帮助。

P.Sprent N.C. Smeeton

第1章

第1章着重介绍一些统计学中的基本概念。主要内容包括基本统计知识,总体与样本,假设检验,参数估计等问题。本章还对统计学涉及的职业规范进行了探讨。

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CHAPTER 1

SOME BASIC CONCEPTS

1.1 Basic Statistics

We assume most readers are familiar with the basic statistical notions met in introductory or service courses in statistics of some 20 hours duration. Nevertheless, those with no formal statistical training should be able to use this book in parallel with an introductory statistical text. Rees (2000) adopts a straightforward approach. Some may prefer a more advanced treatment, or an introduction that emphasizes applications in a discipline in which they are working.

Readers trained in general statistics, but who are new to nonparametric methods will be familiar with some of the background material in this chapter. However, we urge them at least to skim through it to see where we depart from conventional treatments, and to learn how nonparametric procedures relate to other approaches. We explain the difference between parametric and nonparametric methods and survey some general statistical notions that are relevant to nonparametric methods. We also comment on good practice in applied statistics.

In Chapter 2 we use simple examples to illustrate some basic nonparametric ideas and introduce some statistical notions and tools that are widely used in this field. Their application to a range of problems is covered in the remaining chapters.

1.1.1 Parametric and Nonparametric Methods

The word statistics has several meanings. It is used to describe a collection of data, and also to designate operations that may be performed with that primary data. The simplest of these is to form descriptive statistics. These include the mean, range, or other quantities to summarize primary data, as well as preparing tables or pictorial representations (e.g., graphs) to exhibit specific facets of the data. The scientific discipline called statistics, or statistical inference, uses observed data — in this context called a sample — to make inferences about a larger potentially observable collection of data called a population. We explain the terms sample and population more fully in Section 1.2

We associate distributions with populations. Early in their careers statistics students meet families of distributions such as the normal and binomial where

individual members of the family are distinguished by assigning specific values to entities called *parameters*.

The notation $N(\mu, \sigma^2)$ denotes a member of the normal, or Gaussian, family with mean μ and variance σ^2 . Here μ and σ are parameters.

The binomial family depends on two parameters, n and p, where n is the total number of observations and p is the probability associated with one of two possible outcomes at any observation. Subject to certain conditions, the number of occurrences, r, where $0 \le r \le n$, of that outcome among n observations, has a binomial distribution with parameters n and p. We call this a B(n, p) distribution.

Given a set of independent observations, called a random sample, from some population with a distribution that is a member of a family such as the normal or binomial, *parametric statistical inference* is often concerned with testing hypotheses about, or estimation of, unknown parameters.

For a sample from a normal distribution the sample mean is a point (i.e., a single value) estimate of the parameter μ . Here the well-known t-test provides a measure of the strength of the evidence provided by a sample in support of an *a priori* hypothesized value μ_0 for the distribution, or population, mean. We may also obtain a *confidence interval*, a term we explain in Section 1.4.1, for the "true" population mean.

When we have a sample of n observations from a B(n, p) distribution with p unknown, if the event with probability p is observed r times an appropriate estimate of p is $\hat{p} = r/n$. We may want to assess how strongly sample evidence supports an a priori hypothesized value p_0 , say, for p, or to obtain a confidence interval for the population parameter p.

Other well-known families of distributions include the uniform (or rectangular), multinomial, Poisson, exponential, gamma, beta, Cauchy and Weibull distributions. This list is not exhaustive and you may not be, and need not be, familiar with all of them.

It may be reasonable on theoretical grounds, or on the basis of past experience, to assume that observations come from a particular family of distributions. Also experience, backed by theory, suggests that for many measurements inferences based on the assumption that observations form a random sample from some normal distribution may not be misleading, even if the normality assumption is incorrect. A theorem called the *central limit theorem* justifies such a use of the normal distribution especially in what are called asymptotic approximations. We often refer to these in this book.

Parametric inference may be inappropriate or even impossible. For example, records of examination results may only give the numbers of candidates in banded and ordered grades designated Grade A, Grade B, Grade C, etc. Given these numbers for pupils from two different schools, we may want to know if they indicate a difference in performance between those schools that might be attributed to different methods of teaching, or to the ability of one school to attract more able pupils. There is no obvious family of distributions that provides our data, and there are no clearly defined parameters about