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# 实用多元统计分析

Applied Multivariate Statistical Analysis

Sixth Edition

第 6 版

(美) 理查德·A.约翰逊 (Richard A. Johnson) 著  
迪安·W.威克恩 (Dean W. Wichern)

清华大学出版社



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# 出 版 说 明

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为了适应经济全球化的发展趋势，满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论的前沿动态，清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书，基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材，绝大部分是该领域中较具权威性的经典之作。

由于原作者所处国家的政治、经济和文化背景等与我国不同，对书中所持观点，敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济学的发展能有所帮助，对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议；同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

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# 总 序

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世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着 21 世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是 20 世纪 90 年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000 年，学院顾问委员会成立，并于 10 月举行了第一次会议，2001 年 4 月又举行了第二次会议。这个顾问委员会包括了世界上最大的一些跨国公司和中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何一所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际一流的水准来要求自己。正如朱镕基同志在清华大学经济管理学院成立十周年时所发的贺信中指出的那样：“建设有中国特色的社会主义，需要一大批掌握市场经济的一般规律，熟悉其运行规则，而又了解中国

企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基同志多次建议清华的 MBA 教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经济管理学院正在不断推动英语教学的步伐，使得英语不仅是一门需要学习的核心课程，而且渗透到各门专业课程的学习当中。

课堂讲授之外，课前课后的大量英文原版著作、案例的阅读对于提高学生的英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段，而且是对学习者思维方式的有效训练。

我们知道，就阅读而言，学习和借鉴国外先进的管理经验和掌握经济理论动态，或是阅读翻译作品，或是阅读原著。前者属于间接阅读，后者属于直接阅读。直接阅读取决于读者的外文阅读能力，有较高外语水平的读者当然喜欢直接阅读原著，这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏，同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础，但又不能完全独立阅读国外原著的读者来说，外文的阅读能力是需要加强培养和训练的，尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书，他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间，他就会在无形中减弱自己的竞争能力。因此，我们认为，有一定外语基础的读者，都应该尝试一下阅读外文原版，只要努力并坚持，就一定能过了这道关，到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时，我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为，原汁原味的世界级大师富有特色的表达方式背后，反映了思维习惯，反映了思想精髓，反映了文化特

征，也反映了战略偏好。知己知彼，对于跨文化的管理思想、方法的学习，一定要熟悉这些思想、方法所孕育、成长的文化土壤，这样，有朝一日才能真正“具备国际战略头脑”。

以往，普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元，多则上百美元，一般读者只能望书兴叹。随着全球经济合作步伐的加快，目前在出版行业有了一种新的合作出版的方式，即外文影印版，其价格几乎与国内同类图书持平。这样一来，读者可以不必再为书价发愁。清华大学出版社这些年来在这方面一直以独特的优势领先于同行。早在 1997 年，清华大学出版社敢为人先，在国内最早推出一批优秀商学英文版教材，规模宏大，在企业界和管理教育界引起不小的轰动，更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需，也为了向全国更多的 MBA 试点院校和更多的经济管理学院的教师和学生提供学习上的支持，清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书，也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新；祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯钧 教授

清华大学经济管理学院

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# Preface

## INTENDED AUDIENCE

This book originally grew out of our lecture notes for an “Applied Multivariate Analysis” course offered jointly by the Statistics Department and the School of Business at the University of Wisconsin–Madison. *Applied Multivariate Statistical Analysis*, Sixth Edition, is concerned with statistical methods for describing and analyzing multivariate data. Data analysis, while interesting with one variable, becomes truly fascinating and challenging when several variables are involved. Researchers in the biological, physical, and social sciences frequently collect measurements on several variables. Modern computer packages readily provide the numerical results to rather complex statistical analyses. We have tried to provide readers with the supporting knowledge necessary for making proper interpretations, selecting appropriate techniques, and understanding their strengths and weaknesses. We hope our discussions will meet the needs of experimental scientists, in a wide variety of subject matter areas, as a readable introduction to the statistical analysis of multivariate observations.

## LEVEL

Our aim is to present the concepts and methods of multivariate analysis at a level that is readily understandable by readers who have taken two or more statistics courses. We emphasize the applications of multivariate methods and, consequently, have attempted to make the mathematics as palatable as possible. We avoid the use of calculus. On the other hand, the concepts of a matrix and of matrix manipulations are important. We do not assume the reader is familiar with matrix algebra. Rather, we introduce matrices as they appear naturally in our discussions, and we then show how they simplify the presentation of multivariate models and techniques.

The introductory account of matrix algebra, in Chapter 2, highlights the more important matrix algebra results as they apply to multivariate analysis. The Chapter 2 supplement provides a summary of matrix algebra results for those with little or no previous exposure to the subject. This supplementary material helps make the book self-contained and is used to complete proofs. The proofs may be ignored on the first reading. In this way we hope to make the book accessible to a wide audience.

In our attempt to make the study of multivariate analysis appealing to a large audience of both practitioners and theoreticians, we have had to sacrifice



a consistency of level. Some sections are harder than others. In particular, we have summarized a voluminous amount of material on regression in Chapter 7. The resulting presentation is rather succinct and difficult the first time through. We hope instructors will be able to compensate for the unevenness in level by judiciously choosing those sections, and subsections, appropriate for their students and by toning them down if necessary.

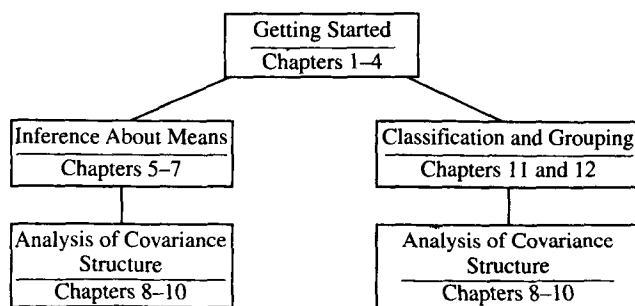
## ORGANIZATION AND APPROACH

The methodological “tools” of multivariate analysis are contained in Chapters 5 through 12. These chapters represent the heart of the book, but they cannot be assimilated without much of the material in the introductory Chapters 1 through 4. Even those readers with a good knowledge of matrix algebra or those willing to accept the mathematical results on faith should, at the very least, peruse Chapter 3, “Sample Geometry,” and Chapter 4, “Multivariate Normal Distribution.”

Our approach in the methodological chapters is to keep the discussion direct and uncluttered. Typically, we start with a formulation of the population models, delineate the corresponding sample results, and liberally illustrate everything with examples. The examples are of two types: those that are simple and whose calculations can be easily done by hand, and those that rely on real-world data and computer software. These will provide an opportunity to (1) duplicate our analyses, (2) carry out the analyses dictated by exercises, or (3) analyze the data using methods other than the ones we have used or suggested.

The division of the methodological chapters (5 through 12) into three units allows instructors some flexibility in tailoring a course to their needs. Possible sequences for a one-semester (two quarter) course are indicated schematically.

Each instructor will undoubtedly omit certain sections from some chapters to cover a broader collection of topics than is indicated by these two choices.



For most students, we would suggest a quick pass through the first four chapters (concentrating primarily on the material in Chapter 1; Sections 2.1, 2.2, 2.3, 2.5, 2.6, and 3.6; and the “assessing normality” material in Chapter 4) followed by a selection of methodological topics. For example, one might discuss the comparison of mean vectors, principal components, factor analysis, discriminant analysis and clustering. The discussions could feature the many “worked out” examples included in these sections of the text. Instructors may rely on di-

agrams and verbal descriptions to teach the corresponding theoretical developments. If the students have uniformly strong mathematical backgrounds, much of the book can successfully be covered in one term.

We have found individual data-analysis projects useful for integrating material from several of the methods chapters. Here, our rather complete treatments of multivariate analysis of variance (MANOVA), regression analysis, factor analysis, canonical correlation, discriminant analysis, and so forth are helpful, even though they may not be specifically covered in lectures.

## CHANGES TO THE SIXTH EDITION

**New material.** Users of the previous editions will notice several major changes in the sixth edition.

- Twelve new data sets including national track records for men and women, psychological profile scores, car body assembly measurements, cell phone tower breakdowns, pulp and paper properties measurements, Mali family farm data, stock price rates of return, and Concho water snake data.
- Thirty seven new exercises and twenty revised exercises with many of these exercises based on the new data sets.
- Four new data based examples and fifteen revised examples.
- Six new or expanded sections:
  1. Section 6.6 Testing for Equality of Covariance Matrices
  2. Section 11.7 Logistic Regression and Classification
  3. Section 12.5 Clustering Based on Statistical Models
  4. Expanded Section 6.3 to include “An Approximation to the Distribution of  $T^2$  for Normal Populations When Sample Sizes are not Large”
  5. Expanded Sections 7.6 and 7.7 to include Akaike’s Information Criterion
  6. Consolidated previous Sections 11.3 and 11.5 on two group discriminant analysis into single Section 11.3

**Web Site.** To make the methods of multivariate analysis more prominent in the text, we have removed the long proofs of Results 7.2, 7.4, 7.10 and 10.1 and placed them on a web site accessible through [www.prenhall.com/statistics](http://www.prenhall.com/statistics). Click on “Multivariate Statistics” and then click on our book. In addition, all full data sets saved as ASCII files that are used in the book are available on the web site.

**Instructors’ Solutions Manual.** An Instructors Solutions Manual is available on the author’s website accessible through [www.prenhall.com/statistics](http://www.prenhall.com/statistics). For information on additional for-sale supplements that may be used with the book or additional titles of interest, please visit the Prentice Hall web site at [www.prenhall.com](http://www.prenhall.com).

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We thank many of our colleagues who helped improve the applied aspect of the book by contributing their own data sets for examples and exercises. A number of individuals helped guide various revisions of this book, and we are grateful for their suggestions: Christopher Bingham, University of Minnesota; Steve Coad, University of Michigan; Richard Kiltie, University of Florida; Sam Kotz, George Mason University; Him Koul, Michigan State University; Bruce McCullough, Drexel University; Shyamal Peddada, University of Virginia; K. Sivakumar University of Illinois at Chicago; Eric Smith, Virginia Tech; and Stanley Wasserman, University of Illinois at Urbana-Champaign. We also acknowledge the feedback of the students we have taught these past 35 years in our applied multivariate analysis courses. Their comments and suggestions are largely responsible for the present iteration of this work. We would also like to give special thanks to Wai Kwong Cheang, Shanhong Guan, Jialiang Li and Zhiguo Xiao for their help with the calculations for many of the examples.

We must thank Dianne Hall for her valuable help with the Solutions Manual, Steve Verrill for computing assistance throughout, and Alison Pollack for implementing a Chernoff faces program. We are indebted to Cliff Gilman for his assistance with the multidimensional scaling examples discussed in Chapter 12. Jacquelyn Forer did most of the typing of the original draft manuscript, and we appreciate her expertise and willingness to endure cajoling of authors faced with publication deadlines. Finally, we would like to thank Petra Recter, Debbie Ryan, Michael Bell, Linda Behrens, Joanne Wendelken and the rest of the Prentice Hall staff for their help with this project.

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