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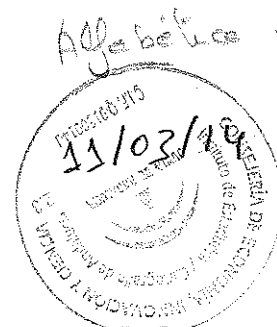
Editorial

I am delighted to welcome Professor Helen MacGillivray as joint editor of Teaching Statistics. The journal was set up by Peter Brooks as a resource for teachers of pupils in the age range 9 to 19 years; although it may be less natural for school teachers to share their best practice via peer reviewed journals, our goal is to continue to attract practical classroom inspiration from this source as well as to maintain the rigour that we enjoy from many university-based teachers. Submissions continue to be welcomed online at www.teachingstatisticsonline.org

In this issue that we have, an article by Clare Orlando and Antonio Orlando 'One man's rubbish' that clearly speaks to the lower end of our target age range (as well as having relevance to older learners). We also have an article by Ardith Baker that provides classroom experience of quality control. Maybe it's a sidenote, but statistical process control can be traced back at least to Dodge and Romig (1929). It can be argued that it is a use of statistical decision making that is

somewhat distinct from Neyman-Pearson hypothesis testing. What is certainly clear is that it represents an important workplace statistical endeavour that avoids many of the non-statistical biases that can make secondary data analysis with human subject survey data challenging at all levels.

Amy Wagler and Ron Wagler provide some practical pointers to working with Madagascan Hissing Cockroaches as a means of developing a memorable class to introduce statistical thinking around study design. If that doesn't engage a class, John Braun, Bethany White and Gavin Craig suggest we study fire (albeit simulated fire using *R*) as a means of introducing computer simulations. Developing and testing the predictions made by simulation models is a rather larger area of science than implied by some introductory statistics courses. As usual, we conclude with Peter Petocz and Eric Sowey's statistical diversions column.



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