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## Editorial

You would imagine that concepts underpinning the difference between histograms and bar charts had been settled decades ago. Nevertheless, teaching materials on this point can still be found that cause difficulties. We therefore have an article in this issue revisiting the topic by Patricia B. Humphrey, Sharon Taylor and Kathleen Cage Mittag. Our last issue featured much on the Birthday paradox. While all that material clearly illustrates the complexities of conditional probability, in this issue, we offer an editorial on some ideas around teaching probability. Essentially, we reflect on probability as a way of reasoning about the way we observe the world, rather than as a consequence of some axioms. Certainly in the UK, you can find text books at primary level (aimed at 9-10 year olds) dealing with probability. And it is interesting to note that various definitions of probability

(frequency, symmetry, subjective) are intermingled in the exercises. The article by Jorge López Puga in this issue should make sure we have tools to clarify this point. A few of our articles in this issue are of most interest to teachers working with the upper end of the 9-19 age range. Dustin Jones and Stephen Scariano present another way of trying to help students understand variance. David Trafimov offers an argument around the use of the coefficient of variation, whereas while Marcin Kozak and Agnieszka Wnuk offer thoughts on use of Tukey mean difference/Bland Altman plots (showing that not every pair of continuous variables has to be visualized as a conventional scatterplot). Mickey Dunlap shows how to use stock market data to introduce the Poisson distribution. As usual, we feature an excellent Statistical Diversions column.