

An Invitation to Probability

Le Chen

lzc0090@auburn.edu

(Creative Commons Zero 1.0)

Science Center Auditorium

5:30pm – 6:30pm, June 08, 2022

Github Hash: 9c781ea

2022-06-08 11:02:55 -0400

https://github.com/chenle02/2012_Science_Summer_Institute_Auburn_Probability_by_Le

Summer Science Institute 2022
Auburn University

What is chance

How to measure chance

Birthday problem

Rolling three dices

Poker

What is CHANCE?

Tyche – The Greek goddess of chance



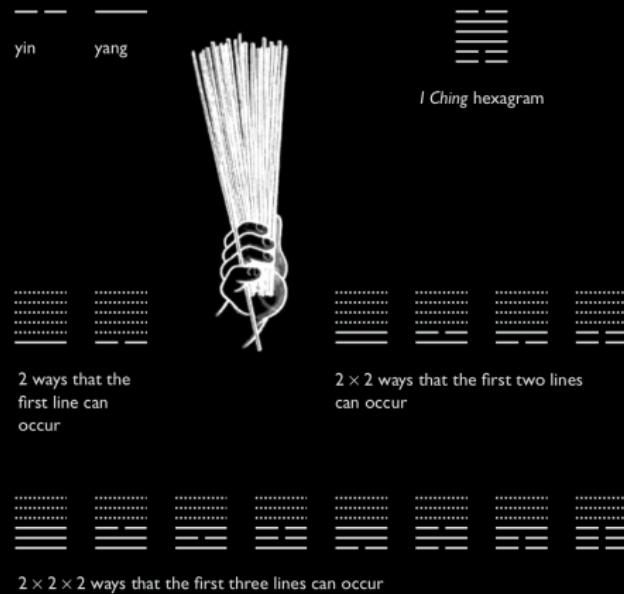
Fortuna – The goddess of chance in Roman religion



... et bonnes
merveilles que l'on fait
et que l'on trouve au
jour présent en
autre pour humeur
nouer ou pour son
deff ou pour des
autres intencion de
ses et des temps et des lieux. Et aussi
que vous peultes autre et rompre, uni
en partie amys ou less et fam
pour les domes autre feste qui lue
comme merveille. Et celle feste de
l'autre. Des bate en meubles ne pas

bonne a la une pour felement ame
des au entier lequel est en la forme
en la forme d'antre profond en la
face par bon de quatorze et par mou
vement de force que en force
entier que le mouvement de force
dans lequel il est en la forme de
mier fait a l'entierement et beaulte
d'autre en la forme de l'autre et
fameuse le mome mal que l'autre
est en la forme de force et en la forme
de force. Et la ressemblance de

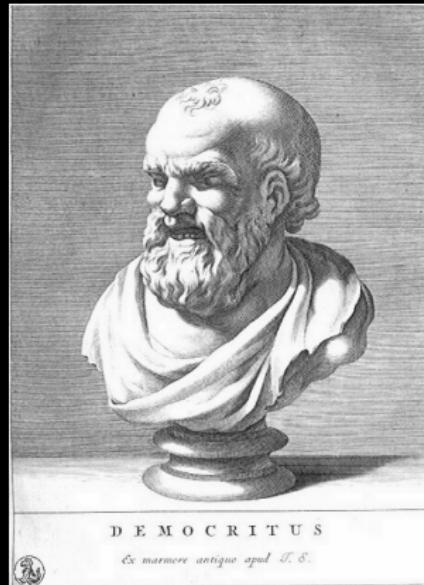
I Ching in China (~ 6th century B.C.)



1

¹Image is from Bennett (1998), *Randomness*, Harvard University Press.

Democritus (460 – 370 BC) — Father of modern science



Atomic theory of the universe:

A physical chance affecting all the atoms
that made up the universe.

Games of chance — using knucklebones or dice



Known to Egyptians, Babylonians, Romans, ...

There was no qualitative theory of chance in these times.

How to measure chance?

How about measure length?



The determination of a “right and lawful rood” or rod in the early sixteenth century in Germany by measuring an essentially random selection of 16 men as they leave church ².

²Stephen Stigler (1996). Statistics and the Question of Standards, *Journal of Research of the National Institute of Standards and Technology*, vol. 101.

The same for chance

To measure probability,

1. we first find or make equally probable cases,
2. then we count.

The probability of an event A , denoted by $\mathbb{P}(A)$, is then

$$\mathbb{P}(A) = \frac{\text{no. of cases in which } A \text{ occurs}}{\text{total no. of cases}}.$$

The same for chance

To measure probability,

1. we first find or make equally probable cases,
2. then we count.

The probability of an event A , denoted by $\mathbb{P}(A)$, is then

$$\mathbb{P}(A) = \frac{\text{no. of cases in which } A \text{ occurs}}{\text{total no. of cases}}.$$

The same for chance

To measure probability,

1. we first find or make equally probable cases,
2. then we count.

The probability of an event A , denoted by $\mathbb{P}(A)$, is then

$$\mathbb{P}(A) = \frac{\text{no. of cases in which } A \text{ occurs}}{\text{total no. of cases}}.$$

The same for chance

To measure probability,

1. we first find or make equally probable cases,
2. then we count.

The probability of an event A , denoted by $\mathbb{P}(A)$, is then

$$\mathbb{P}(A) = \frac{\text{no. of cases in which } A \text{ occurs}}{\text{total no. of cases}}.$$

The same for chance

To measure probability,

1. we first find or make equally probable cases,
2. then we count.

The probability of an event A , denoted by $\mathbb{P}(A)$, is then

$$\mathbb{P}(A) = \frac{\text{no. of cases in which } A \text{ occurs}}{\text{total no. of cases}}.$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B)$$

In particular, the probability of an event not occurring is equal to

$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B).$$

In particular, the probability of an event not occurring is equal to

$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B).$$

In particular, the probability of an event not occurring is equal to

$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B).$$

In particular, the probability of an event not occurring is equal to

$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B).$$

In particular, the probability of an event not occurring is equal to

$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

Now we see that probability has to satisfy the following properties:

1. Probability should be never negative.
2. If A occurs in all cases, then $\mathbb{P}(A) = 1$.
3. If A and B never occur in the same case, then

$$\mathbb{P}(A \text{ or } B) = \mathbb{P}(A) + \mathbb{P}(B).$$

In particular, the probability of an event not occurring is equal to

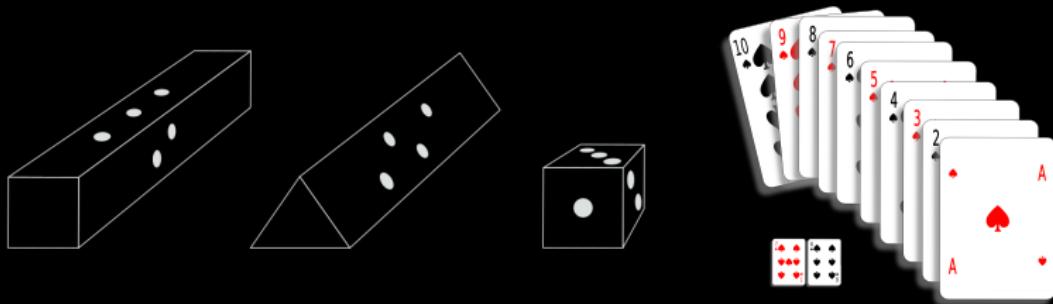
$$\mathbb{P}(\text{not } A) = 1 - \mathbb{P}(A).$$

How to generate the equi-probable cases?

Prim sticks (variations of dice)³ and deck of poker...

³Image is from Bennett (1998), *Randomness*, Harvard University Press.

How to generate the equi-probable cases?



Prim sticks (variations of dice) ³ and deck of poker...

³Image is from Bennett (1998), *Randomness*, Harvard University Press.



Girolamo Cardano (1501 – 1576), an Italian polymath, whose interests and proficiencies ranged through those of mathematician, physician, biologist, physicist, chemist, astrologer, astronomer, philosopher, writer, and gambler. He was one of the most influential mathematicians of the Renaissance, and was one of the key figures in the foundation of probability and the earliest introducer of the binomial coefficients and the binomial theorem in the Western world.

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years).
2. birthdays are equi-probable.
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years),
2. birthdays are equi-probable,
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years),
2. birthdays are equi-probable,
3. birthdays are independent (no twins in the class).

Birthday Problem

Question: How likely do two students have the same birth day if there are

- ▶ 2
- ▶ 5
- ▶ 15
- ▶ 23
- ▶ 46
- ▶ 64
- ▶ 366

students in the class?

Assuming that

1. each year has 365 days (i.e., neglecting leap years),
2. birthdays are equi-probable,
3. birthdays are independent (no twins in the class).

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

- ▶ Suppose $n = 5$.
- ▶ Let A be the event that there is a shared birthday among these n students.
- ▶ It is not easy to compute $\mathbb{P}(A)$ directly.
- ▶ However, one can compute $\mathbb{P}(\text{not } A)$ by counting:

the probability that no two students have the same birthday, or

all students have different birthday,

is equal to

$$\mathbb{P}(\text{not } A) = \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365}$$

- ▶ Hence,

$$\mathbb{P}(A) = 1 - \mathbb{P}(\text{not } A) = 1 - \frac{365}{365} \frac{364}{365} \frac{363}{365} \frac{362}{365} \frac{361}{365} \approx 0.027.$$

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$							1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027						1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271					1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271	0.2529				1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271	0.2529	0.5073			1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

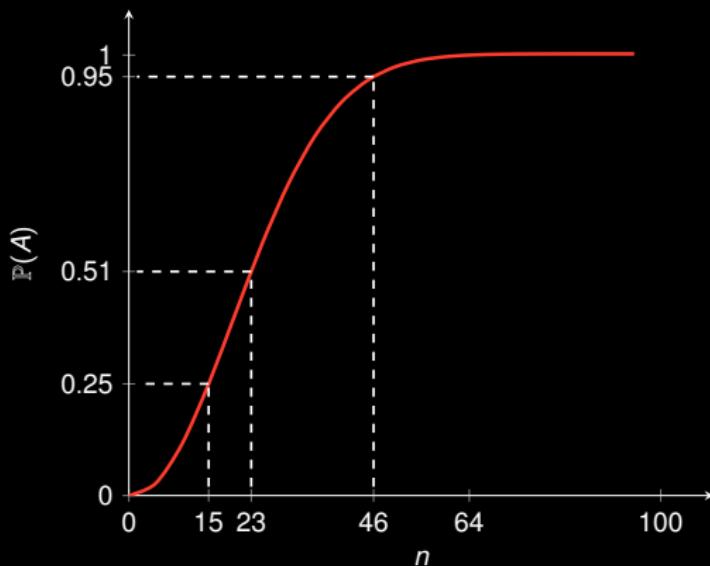
n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271	0.2529	0.5073	0.9483		1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271	0.2529	0.5073	0.9483	0.9972	1.0

$$\mathbb{P}(A) = 1 - \frac{365 \times 364 \times \cdots \times (365 - n + 1)}{365^n}$$

n	2	5	15	23	46	64	366
$\mathbb{P}(A)$	0.0027	0.0271	0.2529	0.5073	0.9483	0.9972	1.0



When time permits, we will try some simulations !

Source codes are here:

https://github.com/chenle02/2012_Science_Summer_Institute_Auburn_Probability_by_Le

A question asked by *Grand Duke of Tuscany* to *Galileo* in early seventh century

Three dice are thrown, such as

9 : 

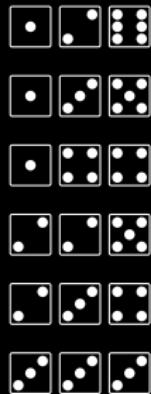
10 : 

11 : 

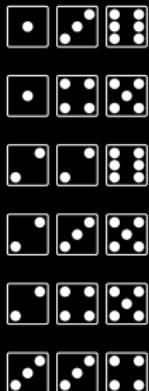
12 : 

Counting combinations of numbers, 10 and 11 can be made in 6 ways, as can 9 and 12. Yet it is known that long observation has made dice-players consider 10 and 11 to be more advantageous than 9 and 12. How can this be?

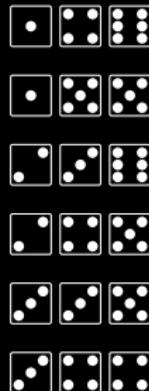
9



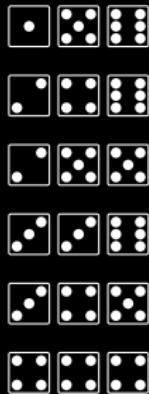
10



11



12



$$3 = \square + \square + \square$$

$$4 = \square + \square + \square$$

$$5 = \square + \square + \square = \square + \square + \square$$

$$6 = \square + \bullet + \blacksquare = \square + \circlearrowleft + \blacksquare = \blacksquare + \circlearrowright + \blacksquare$$

$$7 = \square + \square + \blacksquare = \square + \blacksquare + \blacksquare = \blacksquare + \blacksquare + \blacksquare = \blacksquare + \square + \square$$

$$8 = \square + \square + \blacksquare + \blacksquare = \square + \square + \blacksquare + \blacksquare = \square + \square + \blacksquare + \blacksquare = \square + \square + \blacksquare + \blacksquare$$

$$9 = \square + \square + \square = \square + \square + \square$$

$$10 = \square + \square + \blacksquare = \square + \blacksquare + \blacksquare = \square + \square + \blacksquare = \square + \square + \blacksquare = \square + \blacksquare + \blacksquare = \square + \square + \blacksquare = \square + \square + \blacksquare$$

$$11 = \square + \square + \square = \square + \square + \square$$

$$12 = \square + \square + \square = \square + \square + \square$$

$$13 = \square + \square + \square = \square + \square + \square$$

$$14 = \square + \square + \square = \square + \square + \square = \square + \square + \square = \square + \square + \square$$

$$15 = \square + \square + \square - \square + \square + \square - \square + \square + \square$$

16 + + +

17 8+8+8

10 11 12

$$3 = 1 + 1 + 1$$

$$4 = 1 + 1 + 2$$

$$5 = 1 + 1 + 3 = 1 + 2 + 2$$

$$6 = 1 + 1 + 4 = 1 + 2 + 3 = 2 + 2 + 2$$

$$7 = 1 + 1 + 5 = 1 + 2 + 4 = 2 + 2 + 3 = 3 + 3 + 1$$

$$8 = 1 + 1 + 6 = 1 + 2 + 5 = 1 + 3 + 4 = 2 + 2 + 4 = 2 + 3 + 3$$

$$9 = 1 + 2 + 6 = 1 + 3 + 5 = 1 + 4 + 4 = 2 + 2 + 5 = 2 + 3 + 4 = 3 + 3 + 3$$

$$10 = 1 + 3 + 6 = 1 + 4 + 5 = 2 + 2 + 6 = 2 + 3 + 5 = 2 + 4 + 4 = 3 + 3 + 4$$

$$11 = 1 + 4 + 6 = 1 + 5 + 5 = 2 + 3 + 6 = 2 + 4 + 5 = 3 + 3 + 5 = 3 + 4 + 4$$

$$12 = 1 + 5 + 6 = 2 + 4 + 6 = 2 + 5 + 5 = 3 + 3 + 6 = 3 + 4 + 5 = 4 + 4 + 4$$

$$13 = 1 + 6 + 6 = 2 + 5 + 6 = 3 + 4 + 6 = 3 + 5 + 5 = 4 + 4 + 5$$

$$14 = 2 + 6 + 6 = 3 + 5 + 6 = 4 + 4 + 6 = 4 + 5 + 5$$

$$15 = 3 + 6 + 6 = 4 + 5 + 6 = 5 + 5 + 5$$

$$16 = 4 + 6 + 6 = 5 + 5 + 6$$

$$17 = 5 + 6 + 6$$

$$18 = 6 + 6 + 6$$

k	Probability of a sum of k	\approx
3	1/216	0.5%
4	3/216	1.4%
5	6/216	2.8%
6	10/216	4.6%
7	15/216	7.0%
8	21/216	9.7%
9	25/216	11.6%
10	27/216	12.5%
11	27/216	12.5%
12	25/216	11.6%
13	21/216	9.7%
14	15/216	7.0%
15	10/216	4.6%
16	6/216	2.8%
17	3/216	1.4%
18	1/216	0.5%

Game of rolling three dices dated back to Roman Empire.

3	18	Punctatura	1	Cadentia	1
4	17	Punctatura	1	Cadentia	3
5	16	Punctatura	2	Cadentia	6
6	15	Punctatura	3	Cadentia	10
7	14	Punctatura	4	Cadentia	15
8	13	Punctatura	5	Cadentia	21
9	12	Punctatura	6	Cadentia	25
10	11	Punctatura	6	Cadentia	27

Richard de Fournival discovered in 13th century the summary of
216 possible sequences ⁴
in his poem, *De Vetula*, written between 1220 to 1250.

⁴Image is from Bennett (1998), *Randomness*, Harvard University Press.



POKER

HAND RANKINGS



#1 ROYAL FLUSH



#6 STRAIGHT



#2 STRAIGHT FLUSH



#7 THREE OF A KIND



#3 FOUR OF A KIND



#8 TWO PAIR



#4 FULL HOUSE



#9 ONE PAIR



#5 FLUSH



#10 HIGH CARD

Table 10-1. Ways to Deal Five-Card Poker Hands

Hand	Number of ways	Probability that opponent has a better hand ^a when the number of opposing hands is:					
		1	2	3	4	5	6
Straight flush	40	0	0	0	0	0	0
Four of a kind	624	.00002	.00003	.00005	.00006	.00008	.00009
Full house	3,744	.00026	.00051	.00078	.00102	.00128	.00153
Flush	5,108	.00170	.00339	.00509	.00677	.00847	.01015
Straight	10,200	.00366	.00731	.01094	.01457	.01817	.02177
Three of a kind	54,912	.00759	.01511	.02259	.03000	.03736	.04466
Two pairs:							
Aces high	19,008	.02871	.05660	.08369	.11001	.13556	.16038
Kings	17,424	.03603	.07076	.10424	.13651	.16762	.19761
Queens	15,840	.04273	.08364	.12280	.16028	.19617	.23052
Jacks	14,256	.04883	.09527	.13945	.18146	.22143	.25945
Tens	12,672	.05431	.10568	.15425	.20019	.24362	.28470
Nines	11,088	.05919	.11487	.16726	.21655	.26292	.30655
Eights	9,504	.06345	.12288	.17854	.23067	.27948	.32520
Sevens	7,920	.06711	.12972	.18812	.24261	.29344	.34086
Sixes	6,336	.07016	.13540	.19606	.25246	.30491	.35367
Fives	4,752	.07260	.13992	.20236	.26027	.31397	.36378
Fours	3,168	.07443	.14331	.20707	.26608	.32071	.37126
Threes	1,584	.07564	.14556	.21019	.26993	.32515	.37620

Table 10-1. continued

Hand	Number of ways	Probability that opponent has a better hand ^a when the number of opposing hands is:					
		1	2	3	4	5	6
One pair:							
Aces	84,480	.07625	.14669	.21176	.27187	.32739	.37868
Kings	"	.10876	.20569	.29208	.36907	.43769	.49885
Queens	"	.14126	.26257	.36674	.45620	.53302	.59899
Jacks	"	.17377	.31734	.43597	.53398	.61496	.68187
Tens	"	.20627	.37000	.49995	.60310	.68497	.74995
Nines	"	.23878	.42054	.55891	.66423	.74441	.80544
Eights	"	.27129	.46898	.61303	.71801	.79451	.85026
Sevens	"	.30379	.51529	.66254	.76506	.83643	.88612
Sixes	"	.33630	.55950	.70764	.80596	.87121	.91452
Fives	"	.36880	.60159	.74852	.84127	.89981	.93676
Fours	"	.40131	.64157	.78541	.87153	.92309	.95395
Threes	"	.43381	.67943	.81850	.89724	.94182	.96706
Deuces	"	.46632	.71518	.84800	.91888	.95671	.97690
No pair	1,302,540	.49882	.74882	.87411	.93691	.96838	.98415
All hands	2,598,960						

a. Assuming that you have the best hand of its type—for example, ace-high if you have no pair.

Thank you for your
listening and participating !

References:

- ▶ Persi Diaconis and Brian Skyrms (2017). *The great ideas about chance*. Princeton University Press.
- ▶ Deborah J. Bennett (1998). *Randomness*. Harvard University Press.
- ▶ John D. McGervey (1986). *Probabilities in everyday life*. Nelson Hall Publishers.