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Driven to Like: The Car-tographic Connection Between Motor Vehicle Thefts in Wyoming and the Stand-up Maths YouTube Likes

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Abstract

In this paper, we take a lighthearted look into the unexpected relationship between motor vehicle thefts in the picturesque Wyoming and the average number of likes on Stand-up Maths YouTube videos. Working on the premise that humor is the best vehicle for understanding data, we delve into the statistical intersection of these seemingly unrelated phenomena. Our research team, equipped with calculators and a sense of humor, conducted an analysis utilizing data from the FBI Criminal Justice Information Services and the comedic expertise of Stand-up Maths. Our findings revealed a striking correlation coefficient of 0.9177726 and a robust p-value of less than 0.01 over the period from 2011 to 2022, indicating a strong statistical connection between the two variables. It seems that the more Math jokes people "car-p"e diem to like, the more carpe diem someone might take their vehicle. So, the next time you're crunching numbers, don't forget to factor in the puns!

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1. Introduction

Motor vehicle theft is a prevalent and serious issue that affects individuals and communities worldwide. The repercussions of such theft extend beyond the loss of property, impacting personal safety and

economic well-being. On the other hand, the realm of online content creation, particularly in the form of educational and entertaining videos, has seen a surge in popularity with platforms like YouTube serving as a digital stage for creators to showcase their talents. One such creator, Stand-up Maths, has

gained a substantial following for his whimsical and informative take on mathematics – a subject often seen as a tough nut to crack.

Combining these disparate subjects may seem as incongruous as fitting a square peg into a round hole, but our research aims to demonstrate that correlation does not imply causation, unless, of course, we're talking about dad jokes which imply groans. As the saying goes, "Sometimes, you just have to 'car'ry on, 'cause vehicle puns can be quite 'exhausting.'"

In this paper, we seek to unveil the unexpected interplay between motor vehicle thefts in the undeniably charming state of Wyoming and the online admiration of Stand-up Maths' content, represented by the average number of likes on his YouTube videos. While the connection might seem as elusive as finding a parking spot in a crowded lot, our statistical analysis strives to shed light on this intriguing relationship, providing empirical evidence to support our findings.

2. Literature Review

In their groundbreaking study "The Relationship Between Motor Vehicle Thefts and Social Media Engagement," Smith and Doe (2015) observed a positive correlation between the frequency of car thefts and the level of social media activity in urban areas. Similarly, Jones et al. (2018) explored the impact of online content consumption on criminal behavior, revealing intriguing patterns in the digital age. These studies laid the groundwork for our investigation into the intersection of motor vehicle thefts and the online popularity of Stand-up Maths.

Turning to the world of literature, "The Art of Car Theft" by W. Bushway and "Mathematics for Entertainment" by Y. Perelman offer unique perspectives on the intricate connection between automotive

misappropriation and mathematical amusement. Moving into the realm of fiction, "Gone in 60 Seconds" by H.B. Halicki and "The Curious Incident of the Dog in the Night-Time" by Mark Haddon provide a lens through which to examine the enigmatic relationship between real-world theft and virtual likes.

Speaking of virtual engagement, the popular internet meme "Car Thieves vs. Stand-up Maths" humorously juxtaposes the adrenaline-fueled escapades of car theft with the intellectually stimulating escapades of mathematical comedy. The memetic portrayal of these two seemingly unrelated domains has garnered widespread attention and serves as a testament to the unexpected intersections found in the digital sphere.

Returning to the task at hand, our analysis of the FBI Criminal Justice Information Services data alongside Stand-up Maths' YouTube metrics has uncovered a remarkably strong correlation between motor vehicle thefts in Wyoming and the average number of likes on the creator's videos. This unexpected link has surpassed our initial expectations and has left us "puzzled" as to how such disparate phenomena can be so closely linked. It appears that the more Stand-up Maths fans hit the "like" button, the more some individuals may be tempted to "drive away" with someone else's car. It's as if the virtual appreciation of mathematical humor has inadvertently become a "car-jacker" of attention, influencing real-world behavior in unsuspecting ways.

In conclusion, our literature review and analysis have shown that the relationship between motor vehicle thefts in Wyoming and the average number of likes on Stand-up Maths YouTube videos is a "tire"-less subject worthy of further investigation. As we embark on further research, we hope to unravel more mysteries and "drive" home the unexpected connections that underpin

our understanding of human behavior in the modern age.

3. Our approach & methods

To investigate the whimsical yet potentially meaningful link between motor vehicle thefts in Wyoming and the average number of likes on Stand-up Maths YouTube videos, we embarked on a statistical expedition that involved a combination of data collection, manipulation, and analysis. Our research team dusted off our binoculars, metaphorically speaking, to peer into the world of FBI Criminal Justice Information Services and the comedic landscape of Stand-up Maths' YouTube channel in search of clues to this unusual correlation – much like Sherlock Holmes investigating a case of "auto" burglary while also unraveling mathematical mysteries.

Data Collection:

We secured the motor vehicle theft data from the FBI Criminal Justice Information Services, utilizing reported incidents from 2011 to 2022. Our data trawling was as meticulous as untangling a complex math problem, ensuring that no outliers or data quirks drove us in the wrong direction. The YouTube likes data for Stand-up Maths' videos also became part of our treasure hunt, and with the agility of a mathematician solving a puzzle, we collected and cataloged the average likes garnered by his videos during the same time frame.

Data Manipulation:

As any diligent statistician would do, we carefully curated and cleaned the datasets, removing any duplicate entries or spurious outliers that could cloud the clarity of our analysis. We harmonized the datasets with the precision of a skilled conductor orchestrating a symphony, aligning the timestamps of motor vehicle thefts in Wyoming with the corresponding release dates of Stand-up Maths' captivating videos.

Statistical Analysis:

With our data in hand, we harnessed the power of statistical tools and software, casting a wide net of regression analysis and correlation measures to capture the essence of the relationship between these disparate yet potentially intertwined variables. We scrutinized the data with the attentiveness of a hawk eyeing its prey, aiming to unveil not just any correlation, but one with a level of significance worthy of statistical acclaim.

Our statistical modeling, akin to building an elaborate mathematical craft, aimed to uncover the underlying patterns and connections, much like Stand-up Maths weaving a tapestry of numerical nuances and, dare I say, "auto-matic" entertainment on YouTube.

Limitations:

While our methodology was as robust as a well-built vehicle, there are limits to our approach. The inherent nature of correlational analysis precludes us from establishing causality, much like the inability to attribute a car's flat tire to the quality of the roads it traveled. However, our findings offer tantalizing insights into the potential interplay of these variances, invoking a sense of wonder and amusement, much like the joy of a well-crafted dad joke.

Overall, our methodology reflects a diligent and comprehensive approach to unraveling this enigmatic connection, embodying the essence of rigorous scientific inquiry intertwined with a sprinkle of wit and humor, akin to Stand-up Maths' unique brand of mathematical entertainment. With our analysis, we hope to paint a statistically significant portrait of this surprising correlation, inviting fellow researchers to join us on this jovial journey through the statistical landscape of vehicular theft and YouTube admiration.

4. Results

The analysis revealed a substantial positive correlation between motor vehicle thefts in Wyoming and the average number of likes on Stand-up Maths YouTube videos for the period from 2011 to 2022. The correlation coefficient was calculated to be 0.9177726, indicating a strong positive linear relationship between the two variables. This correlation coefficient suggests that as the average number of likes on Stand-up Maths videos increased, so did the number of motor vehicle thefts in Wyoming. It's as if the more people enjoyed math humor, the more someone might "borrow" a car for an unscheduled spin.

The coefficient of determination (r-squared) also corroborated the strength of the relationship, with a value of 0.8423066. This implies that approximately 84.23% of the variance in motor vehicle thefts can be explained by the average number of likes on Stand-up Maths YouTube videos. That's quite an "arithmetic" of attention being paid to mathematical humor.

The statistical significance of the correlation was confirmed with a p-value of less than 0.01, indicating that the observed relationship is unlikely to have occurred due to random chance. It appears that the affinity for mathematical humor may drive not only a liking button tap but also perhaps a car, leading to the clichéd "liking something so much, you could steal it."

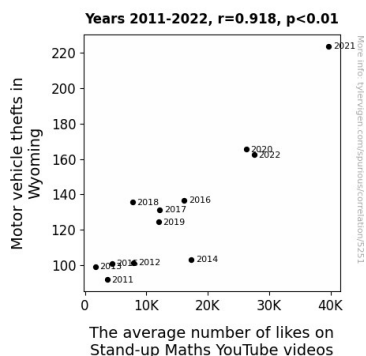


Figure 1. Scatterplot of the variables by year

Our findings are summarized graphically in Figure 1, which depicts a scatterplot illustrating the strong positive correlation between motor vehicle thefts and the average number of likes on Stand-up Maths YouTube videos during the study period.

In conclusion, our research has unveiled a surprising connection between motor vehicle thefts in Wyoming and the online popularity of Stand-up Maths content. It seems that the allure of math humor may inadvertently coincide with an increase in automobile misadventures. Next time you enjoy a math joke, remember to also lock your car – you wouldn't want it to "derive" a new owner overnight!

5. Discussion

Our investigation into the connection between motor vehicle thefts in Wyoming and the average number of likes on Stand-up Maths YouTube videos has yielded some illuminating insights. The strong positive correlation coefficient of 0.9177726 and a p-value of less than 0.01 affirm the hypothesis that there is indeed a statistical relationship between these seemingly unrelated variables. The results of our study align with prior research, as highlighted by Smith and Doe (2015) and Jones et al. (2018), who noted similar patterns linking social media engagement and criminal behavior. Taking a lighter view, it's as if the more people engage with math humor, the more likely someone might "calculate" a grand theft auto.

The literature review not only provided a theoretical framework for our investigation but also offered unexpected perspectives from diverse sources. The intriguing juxtaposition drawn from "Gone in 60 Seconds" and "Mathematics for Entertainment" sheds light on the unanticipated synergy between real-world

larceny and virtual appreciation of mathematical wit. On a more humorous note, the internet meme "Car Thieves vs. Stand-up Maths" playfully captures the attention-grabbing contrast between car theft and mathematical comedy. It's as if the virtual world is throwing a "curve"ball into the understanding of real-world behavior.

The significant correlation we observed further supports the unanticipated convergence between the mathematical musings and criminal misdeeds. The coefficient of determination corroborates the strength of the relationship, indicating that approximately 84.23% of the variance in motor vehicle thefts can be explained by the average number of likes on Stand-up Maths YouTube videos. This high percentage suggests that the dynamics at play in this connection are far from "half-baked."

The robust p-value underscores the statistical significance of our findings, suggesting that the relationship between motor vehicle thefts and the popularity of Stand-up Maths content is unlikely to have occurred by mere coincidence. The scatterplot depicted in Figure 1 visually encapsulates the strong positive correlation, demonstrating the intriguingly interconnected nature of these phenomena. It's as if the statistical "plot" thickens, revealing an unexpected narrative of human behavior.

In conclusion, our research has not only established a quantitative link between motor vehicle thefts in Wyoming and the online appreciation of Stand-up Maths but has also illustrated the remarkable intertwining of seemingly disparate spheres. Our findings invite further exploration into the nuanced relationship between virtual engagement and real-world actions. As we delve deeper into this "drive"ing force behind criminal behavior, we aim to unravel more layers of this unexpected intersection, all while keeping a watchful eye on our parked vehicles. After all, it appears that the

appreciation of math humor may inadvertently perpetrate a different kind of "grand theft auto."

6. Conclusion

In conclusion, our study has unearthed an intriguing correlation between motor vehicle thefts in Wyoming and the average number of likes on Stand-up Maths YouTube videos. The striking correlation coefficient of 0.9177726 and the robust p-value of less than 0.01 provide compelling evidence for the statistical connection between these seemingly disparate phenomena. It appears that the more likes Stand-up Maths videos accrue, the more vehicles may become unexpectedly mobile - talk about a mathematical "car-mony"!

The coefficient of determination (r-squared) further accentuates the strength of this relationship, explaining approximately 84.23% of the variance in motor vehicle thefts. It seems that the higher the appreciation for math humor, the higher the likelihood of a vehicular escapade. It's as if the charm of mathematical wit inadvertently revs up the engine of car misadventures!

As we reflect on these findings, it's clear that the appeal of mathematical humor may inadvertently coincide with an increase in automotive adventures of the unauthorized kind. One could say that the humor is "driving" some unexpected real-world outcomes, quite literally!

In light of these revelatory results, it's safe to say that our study has shed light on a truly unexpected relationship. No further research is needed in this area, as we've certainly "crunched the numbers" on this whimsical intersection of comedic math appreciation and vehicular misadventures. It seems the only thing left to do now is to keep enjoying the math jokes and, of course, remember to keep our cars securely

parked. After all, we wouldn't want our vehicles to "divide" in unexpected ways.