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Freedman statistical models theory and practice pdf

David A. Freedman is Professor of Statistics at the University of California, Berkeley. He has also taught in Athens, Caracas, Jerusalem, Kuwait, London, Mexico City, and Stanford. He has written several previous books, including a widely used elementary text. He is one of the leading researchers in probability and statistics, with 150 papers in the professional literature. He is a member of the American Academy of Arts and Sciences. In 2003, he received the John J. Carty Award for the Advancement of Science from the National Academy of Sciences, recognizing his "profound contributions to the theory and practice of statistics."

Freedman has consulted for the Carnegie Commission, the City of San Francisco, and the Federal Reserve, as well as several departments of the U.S. government. He has testified as an expert witness on statistics in law cases that involve employment discrimination, fair loan practices, duplicate signatures on petitions, railroad taxation, ecological inference, flight patterns of golf balls, price scanner errors, sampling techniques, and census adjustment.

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(A) is explicitly introductory (but in many ways not elementary). That may seem contradictory: perhaps it's fair to say that (A) assumes intelligent readers willing to think hard, but not previous knowledge of statistics. There are no gimmicks such as colour photographs of happy people, boxes of various kinds with extra materials, or rude stories based on the author's wilder experiences or over-fertile imagination. (I allude without references to some of the more appalling alternatives in the market.)

A smart high school student or anyone who remembered most of their high school mathematics would find it rewarding, as well as the more obvious undergraduate market.

(B) is more a second text and would be tough going for anybody who didn't find the content of (A) familiar. I'd say (B) depends on readers having encountered most of the material at least once before, because many of the explanations are cleverly concise but equally rather condensed. I'd say it's really for researchers, minimally final-year undergraduates preparing a dissertation or research paper. It's also more opinionated, which you'll love or loathe according to whether you agree with Freedman, whose high standards often excluded almost anybody else's work. I re-read (A) with profit and pleasure every few years and have done so since the first edition (with skimming and skipping).

Disclosure: I am not a statistician either; nor I have ever taken courses taught by statisticians. Gossip: A biography of John Tukey (see here for details and a review) twice includes an undocumented story that David Freedman as a graduate student at Princeton really couldn't get on with Tukey's sometimes elliptical and elusive teaching style. It is tempting to speculate that this may have been an underlying reason why (A) avoids box plots and Tukeyish exploratory methods generally.

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