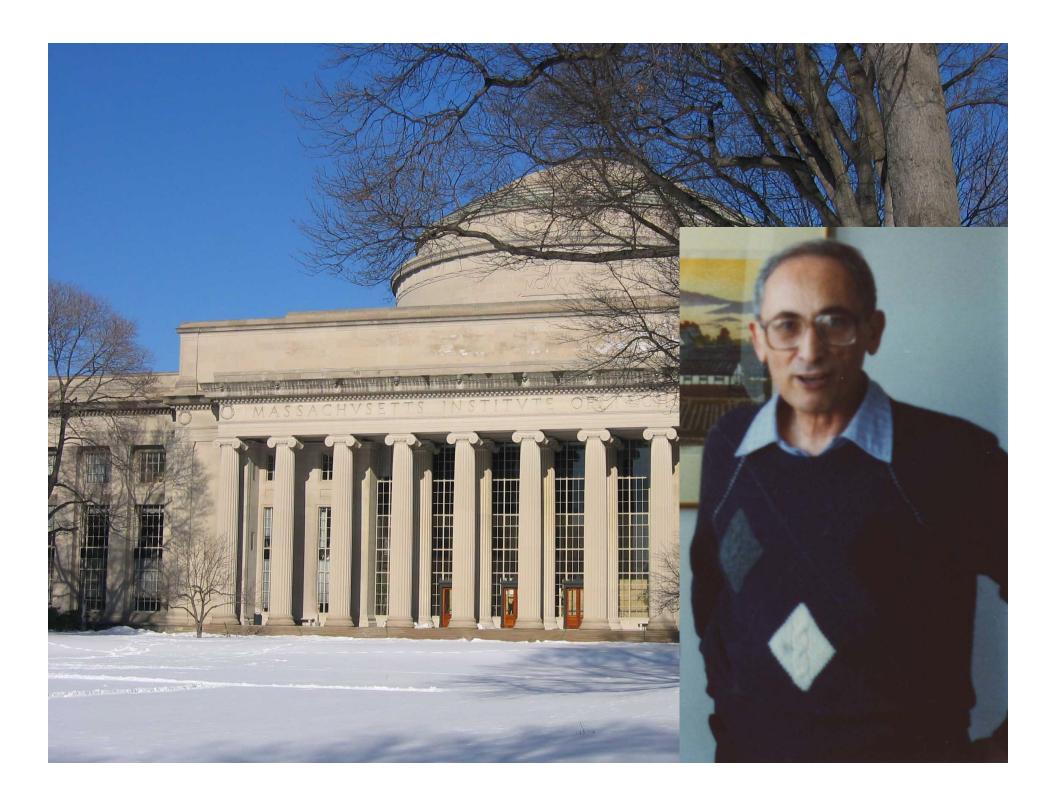
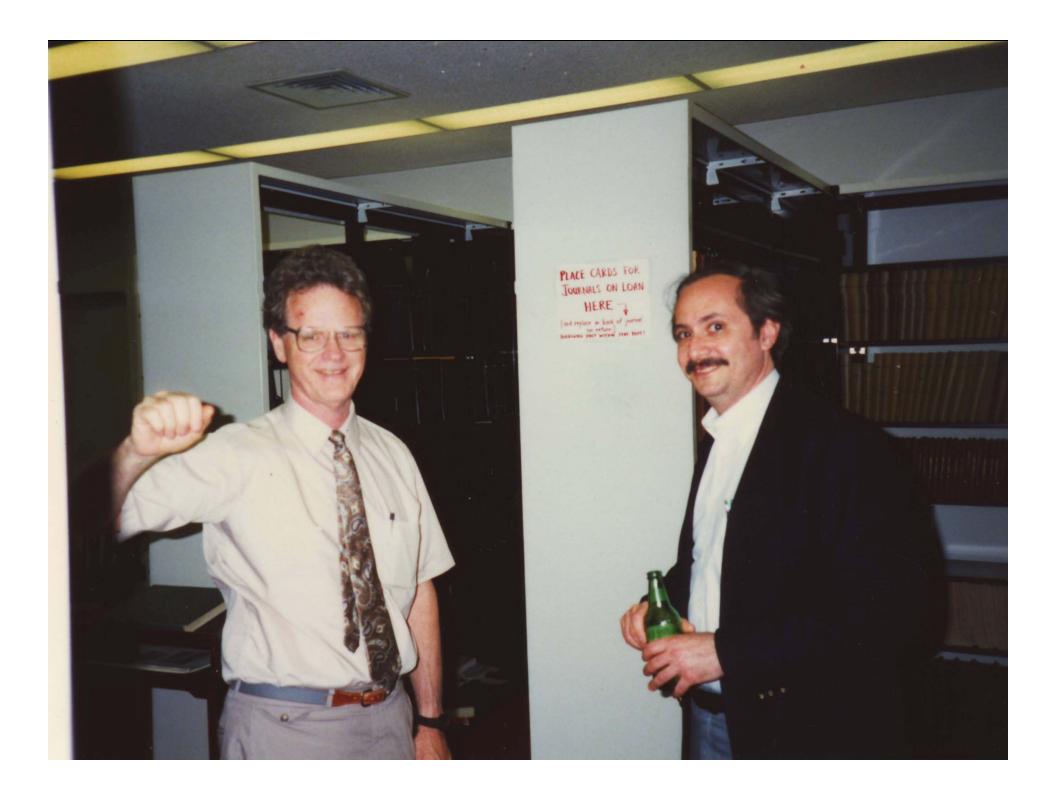
Hierarchical modeling: a unifying framework and some open questions

Andrew Gelman, Department of Statistics and Department of Political Science, Columbia University

Talk for the Harvard Statistics Department 50th anniversary, 26 Oct 2007













DATA ANALYSIS QUESTION

Data were collected in order to develop a means of estimating the total production (biomass) of mesquite leaves using easily measured parameters of the plant, before actual harvesting takes place.

Two separate sets of measurements were taken, one on 26 mesquite bushes (labelled MCD) and the other on 20 bushes (labelled ALS). All the data were obtained in the same geographical location (ranch), but the two groups correspond to different times of the year, and neither constitutes a strictly random sample.

Variables on which data were collected are as follows:

DIAM1 = canopy diameter (meters) measured along the longer axis of the bush

DIAM2 = canopy diameter (meters) measured along the shorter axis of the bush

TOTHT - total height (meters) of the bush

CANHT - canopy height (meters) of the bush

DENS = plant unit density (number of primary stems per plant unit)

LEAFWT = total weight (grams) of photsynthetic material as derived from actual harvesting of the bush

The data are shown on the next page and are available on the Class 3 VAX, in the file [GRADUATE.CARLIN] MESQUITE.DAT.

DATA ANALYSIS QUESTION

THE SOLOMON-WYNNE EXPERIMENT

In a study of "traumatic avoidance learning" Solomon and Wynne describe an experiment in which dogs learn to jump a barrier to avoid an intense electric shock [3]. The subjects were 30 "mongrel dogs of medium size" weighing 9 to 13 kilograms. The apparatus was a variation of the Miller-Mowrer shuttle box used for avoidance training of rats. The box consisted of two compartments separated by a barrier and a "guillotine-type gate," which could be raised or lowered. The barrier was adjusted to the height of each dog's back. The floor of the apparatus consisted of steel bars which were wired to the shock circuit.

The conditioned stimulus (CS) consisted of turning out the lights above the compartment the dog was in and simultaneously raising the gate. The other compartment was still illuminated. In ten pretest trials none of the 30 dogs jumped the barrier during a 2-minute exposure of the CS. During training the CS was presented for 10 seconds and was then followed by an intense electric shock applied through the floor to the dogs' feet. The voltage was the "highest possible without producing tetany of the dogs' leg muscles." The current was about 100 to 125 milliamperes for most dogs. The shock was left on until the dog escaped over the barrier into the illuminated compartment, where no shock was administered.*

DATA ANALYSIS QUESTION

Single Crystal Intensity Measurement Project: (see the attached paper by Abrahams et al., Acta Cryst. (1970), A26, 1).

The data deserve to be re-analyzed by robust methods.

- Keep close to the stated aims of the project.
- The task is, first of all, descriptive: establish magnitudes and patterns of systematic errors, gross errors, and "ordinary" random errors.
- 3. Note that the scale of the measurements is arbitrary; the 17 sets were placed on a common scale by a least squares method. About 25% of the data are missing for various reasons.
- The data are available on VAX3 DISK2:[HUBER2.XRAY].

Table 5(a). Inter-experimental Ry factors
Ry and Ry array × 103

N	13	12	115	110	14	15	16	1	5	7	2	4	8	3	9	6	10	Diffractometer	geometry		⊭× 103
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12	497	7	164	126	138	151	123	128	121	120	135	136	130	130	139	140	162			Mo	141
116	359	164		143	140	093	133	128	135	128	153	171	156	102	100	114	116	Equi-	œ	Мо	092
114	416	126	143	. 45	086	118	104	111	100	096	098	093	113	099	109	116	125	inclination	traverse	Mo	093
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9	406	139	100	109	076	066	060	062	061	· 057	091	099	073	056		052	051	Normal b	cam or	Cu/Mo	039
6	520	140	114	116	069	042	048	072	051	059	120	128	074	042	052	-	033	Zero-layer	only	Mo	040
10	508	162	116	125	088	034	071	083	057	080	145	138	094	048	051	033	- 1			Cu	049

Table 5(b). Inter-experimental wRy factors wRy and wRy array × 100.

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12	500		189	176	210				190	191	190	259	248	152	237	133	213	Equi-	•	Mo	154
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Bayes Estimates for the Linear Model

By D. V. LINDLEY AND A. F. M. SMITH

University College, London

[Read before the ROYAL STATISTICAL SOCIETY at a meeting organized by the RESEARCH SECTION on Wednesday, December 8th, 1971, Mr M. J. R. HEALY in the Chair]

SUMMARY

The usual linear statistical model is reanalyzed using Bayesian methods and the concept of exchangeability. The general method is illustrated by applications to two-factor experimental designs and multiple regression.

Professor OSCAR KEMPTHORNE (Statistical Laboratory, Iowa State University): The authors should be congratulated on their presentation. It will be informative to many. I have no detailed questions or remarks about the formal development, I wish mainly to comment on philosophical issues that underly the whole matter under discussion.

$$(R + ZDZ')^{-1} = R^{-1} - R^{-1}Z(Z'R^{-1}Z + D^{-1})^{-1}Z'R^{-1}.$$

This result grew out of a Bayesian process which I call legitimate because the model is based on prior knowledge and not on lack of knowledge. It is worth noting that Henderson advocates from the viewpoint of computation the maximization with regard to the θ_i of a sort of likelihood equal to $p(\theta_i) p(y \mid \theta_i)$, which gives the mode of the posterior distribution.

obtains data also on μ_C . I believe this sort of idea will not "sell". I believe the idea will "butcher" the accumulation and condensation of investigational information. I doubt strongly that the authors have talked to workers in *experimental* science and tried to sell them the idea. I surmise, furthermore, that if our informed public were aware of the

I can well surmise the attitude of scientists whose only data input from other workers consists of other workers' Bayesian estimates. Surely the answer will be, "I do not care what Joe thinks about the parameter: I want to know the observational facts or a good condensation of them". I believe our present authors are not in touch with the processes of science. They are not aware of the need for the development of interpersonal validity

realistic"? The authors use the phrase. What do they mean? Furthermore, let us turn to the American College Testing Program. Is it "practically realistic" to use an exchangeable prior? Information is available in the records to show that schools differ widely, students of different social and ethnic backgrounds perform differentially on tests, and so on. Information on students is available to show, I think, that exchangeable priors are "practically unrealistic" whatever that means. Are they being used in high school and

Professor Lindley and Dr Smith replied briefly at the meeting and subsequently in writing as follows:

points in detail. We conclude by remarking that his penultimate paragraph reveals that he has not, despite de Finetti's expectation, understood the idea of exchangeability (it does not mean the units are the same), and by expressing the hope that the American College Testing Program can deal with his accusations.

MFI

THE ALBANIANS OF THE NORTH AND SOUTH

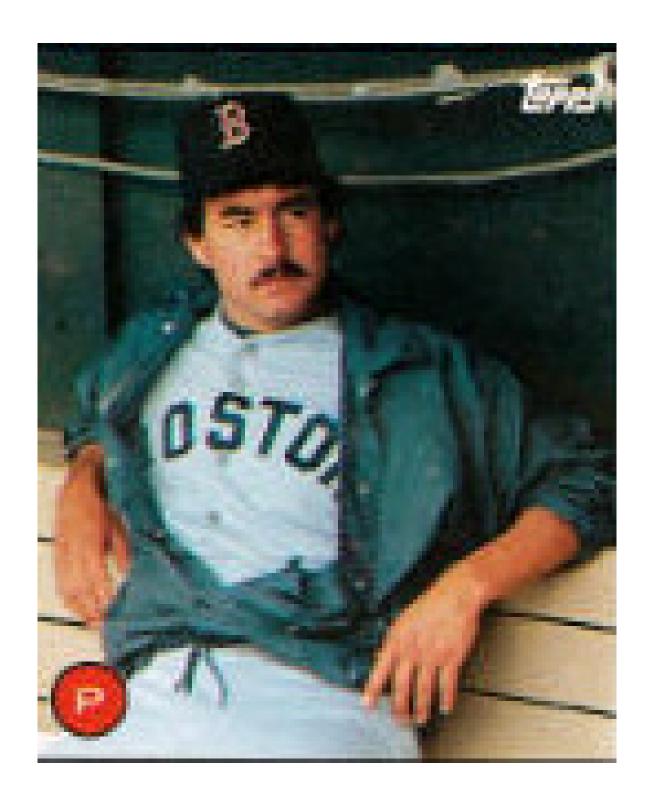
(1) INTRODUCTORY ACCOUNT OF MEASUREMENTS AND PHOTOGRAPHS TAKEN IN 1929.

TABLE I. Constants for the Characters measured.

(Measurements in centimetres.)

Character		Albanians of the	South	Albanians of the North					
Absolute Measurements	No.	Mean ± Prob. Error	Stand, Deviation ± Prob. Error	No.	Mean ± Prob. Error	Stand. Deviation ± Prob. Error			
(1) Stature (23) Sitting Height (17) Span (4) Suprasternal Height (8) Acromial Height (9) Elbow Height (10) Wrist Height (11) Finger Height (35) Shoulder Breadth (40) Hip Breadth (36) Chest Breadth (37) Chest Depth	85 85 85 84 85 85 85 85 85 85	$\begin{array}{c} 163.72 \pm .449 \\ 87.94 \pm .275 \\ 169.32 \pm .495 \\ 133.58 \pm .388 \\ 133.29 \pm .400 \\ 102.80 \pm .318 \\ 78.43 \pm .255 \\ 60.93 \pm .235 \\ \hline \\ 37.06 \pm .121 \\ 27.65 \pm .110 \\ 25.63 \pm .096 \\ 19.18 \pm .081 \\ \hline \end{array}$	$6.14 \pm .318$ $3.73 \pm .194$ $6.76 \pm .350$ $5.28 \pm .275^{-}$ $5.47 \pm .283$ $4.35^{+} \pm .225^{+}$ $3.49 \pm .180^{5}$ $3.21 \pm .166$ $1.65^{+} \pm .086$ $1.50^{+} \pm .078$ $1.31 \pm .068$ $1.11 \pm .058$	77 77 77 77 77 76 77 77 77	$\begin{array}{c} 169 \cdot 03 & \pm \cdot 529 \\ 89 \cdot 19 & \pm \cdot 246 \\ 175 \cdot 58 & \pm \cdot 630 \\ 137 \cdot 91 & \pm \cdot 493 \\ 137 \cdot 86 & \pm \cdot 472 \\ 106 \cdot 33 & \pm \cdot 363 \\ 81 \cdot 03 & \pm \cdot 290 \\ 62 \cdot 84 & \pm \cdot 245 \\ 37 \cdot 48 & \pm \cdot 138 \\ 28 \cdot 33 & \pm \cdot 102 \\ 26 \cdot 05 + \pm \cdot 097 \\ 19 \cdot 70 & \pm \cdot 095 - 336 \\ \end{array}$	$6.68 \pm .374$ $3.20 \pm .174$ $8.20 \pm .446$ $6.42 \pm .349$ $6.14 \pm .334$ $4.69 \pm .257$ $3.77 \pm .205+$ $3.18 \pm .173$ $1.77 \pm .098$ $1.33 \pm .072$ $1.26 \pm .069$ $1.23 \pm .067$			
(52) Hand Breadth (58) Foot Length (59) Foot Breadth	85 85 85	8·39 ±·035 24·30 ±·089 10·05~±·048	1.21 ±.063 .66 ±.034	77 77 77	8·49 ±·028 25·97 ±·098 10·29 ±·037	·36±·020 1·27±·069 ·48±·026			











Hierarchical modeling as a unifying framework

- No longer need to worry about
 - Multiple comparisons
 - Abstract principles for prior distributions
 - Lots of things that used to seem important, once upon a time . . .
- The hierarchical model represents your "reference set"



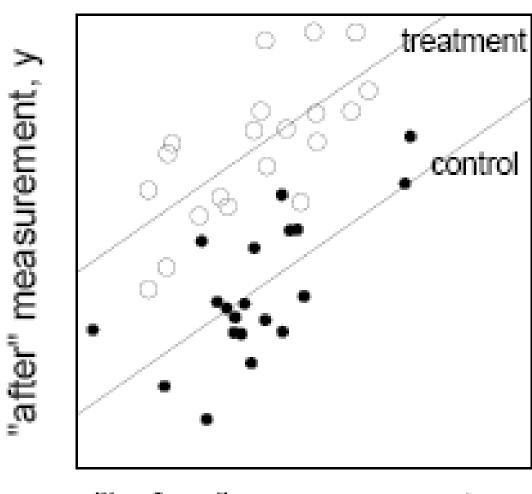
Doing it again and again

- Division of labor
- Actions and policies
- We're all frequentist
- Repetition fits into the hierarchical framework

Some open problems

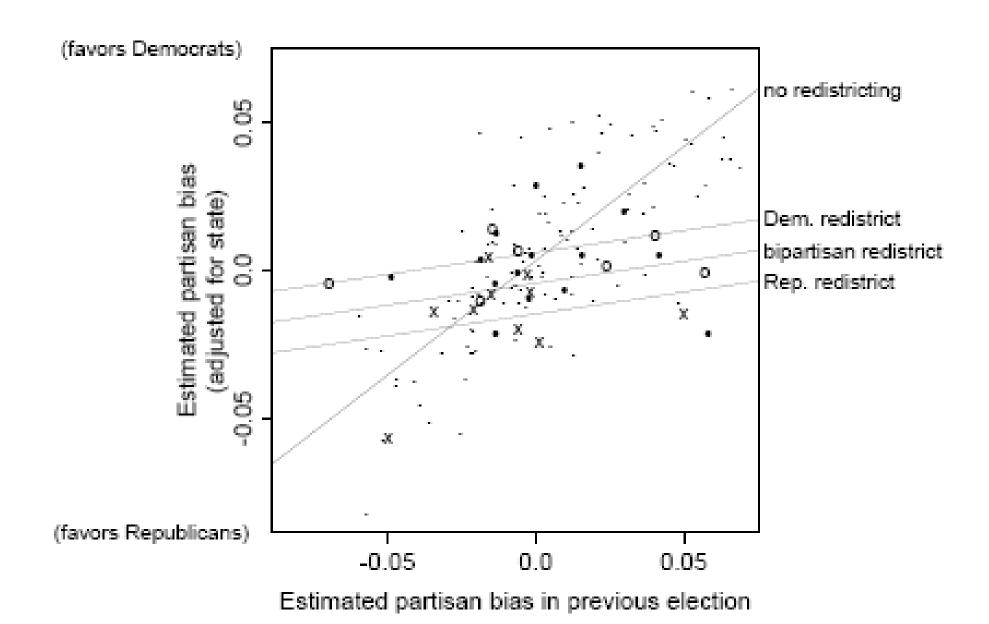
- Computation (of course)
- Priors and invariance to subdivisions
 - (fixed data, increase #groups)
 - taxonomy (tree) models
- Lots of specific models (time series, spatial, networks . . .)
- Deep interactions

Default no-interaction model

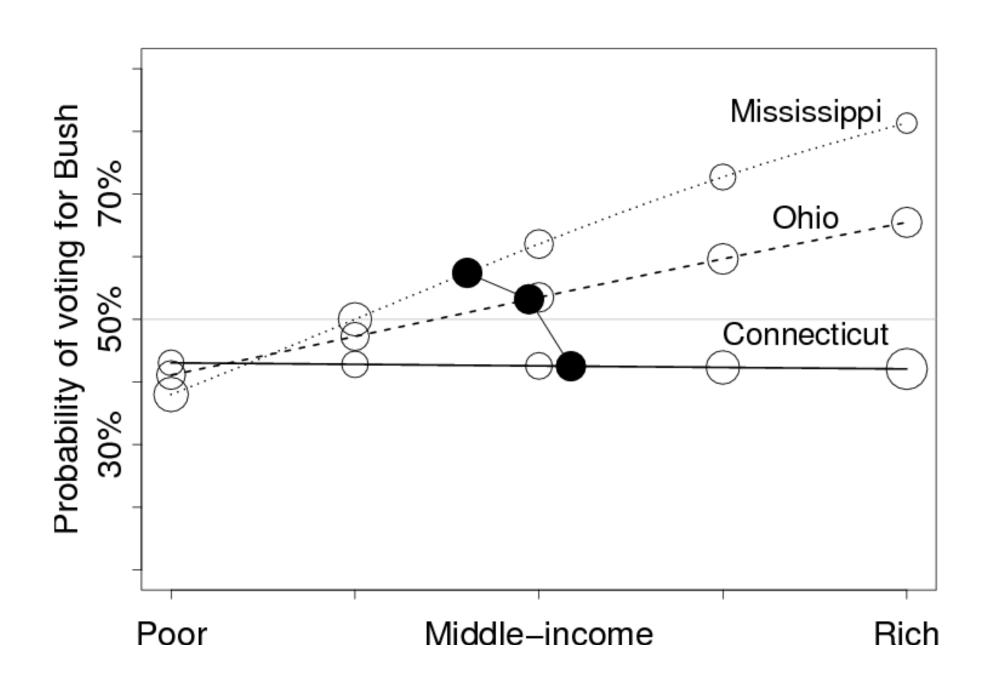


"before" measurement, x

Actual before-after data

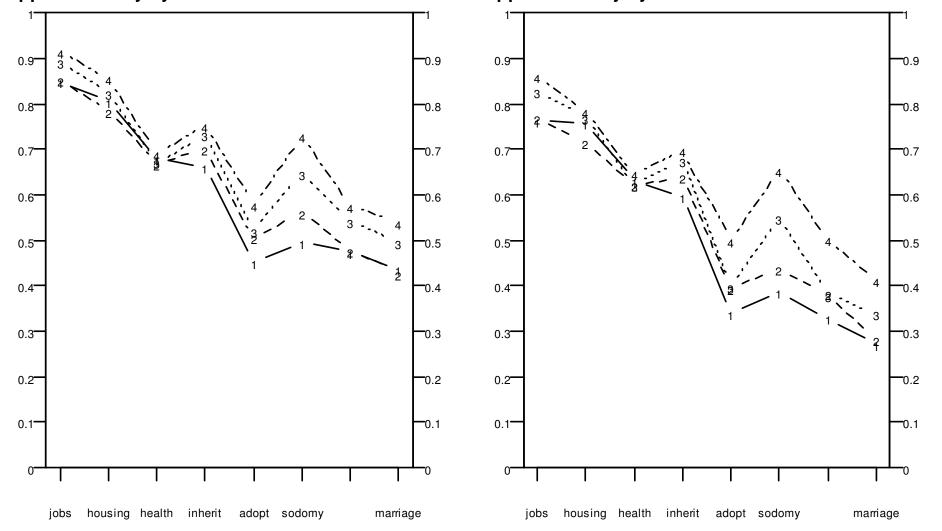


More interactions



Still more . . .

Support Pro-Gay by Educ. Level -- White Males 18-29 Support Pro-Gay by Educ. Level -- White Males 30-44



Conclusions

- Hierarchical modeling is a way of life
- Transforms subjective choices (whether to combine two datasets) into objective methods
- Challenge: constructing generic models . . .

Lots more work for Harvard's next 50 years!