

Thanks Hurkyl!

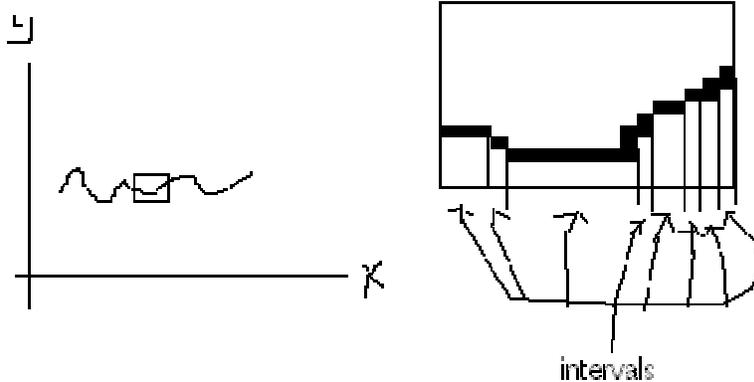
Yes, I think I understand now. Your example helped quite a bit although I had to think about it for a while.

I used your example and found the general case:

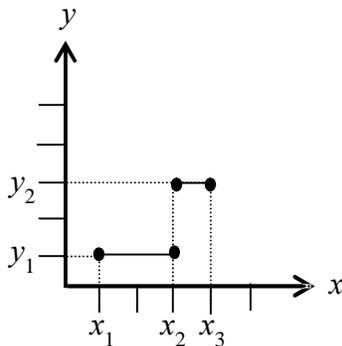
$x \equiv$  manipulated variable.

$y \equiv$  responding variable.

Data can be broken down into intervals as shown below:



Graph below shows 2 intervals



Say that  $y$  is  $y_1$  for  $D=\{x_1, x_2\}$  and  $y_2$  for  $D=\{x_2, x_3\}$ .

Numerically, the average is  $\frac{y_1 + y_2}{2}$ . But because the domain during  $y = y_1$  is  $>$  the domain during which  $y = y_2$

, the **weighted** average is  $\frac{y_1(x_2 - x_1) + y_2(x_3 - x_2)}{(x_2 - x_1) + (x_3 - x_2)}$ .

*Notice the special case:* that if  $x_2 - x_1 = n$  and  $x_3 - x_2 = n$ , then

$\frac{y_1(x_2 - x_1) + y_2(x_3 - x_2)}{(x_2 - x_1) + (x_3 - x_2)}$  becomes  $\frac{y_1n + y_2n}{n + n}$  and simplifies to  $\frac{y_1 + y_2}{2}$ . From this we can

deduce that when all the  $x$  intervals (regardless of how many there may be) are the same, then the numerical average is equal to the weighted average.

I think what was confusing me was explaining the math in sentences. Specifically, dealing with "units of class" was

throwing me off. For example, when I would setup a graph and try to describe it in words I would get something like: "More units of class were spent at 3 hours than at 5 hours". In comparison, a statement such as "traveled 5 miles for  $x$  units of time and 2 miles for  $y$  units of time" makes more sense to me. To make things even more confusing, the words "were spent" refer to the units of the  $x$ -axis but in the situation dealing with classes, time refers to the units of the  $y$ -axis. It wasn't until I found the general algebraic equation for calculating a weighted average that I really started to feel comfortable with understanding what was going on. Because the general equation is unit independent, I was able to focus on what is really happening instead of trying to understand what was going on in terms of the units. It also didn't help that when I was calculating the low-, high-, and weighted-average I didn't think it necessary at first to visualize the data in the table graphically—I was approaching it entirely from a symbolic/logic standpoint. In doing so, I failed to fully understand why the numerical and weighted averages should be and are different.

So, with your help, I think I've acquired a much better understanding of this problem. It's something that's plagued me off and on for a few years. I have asked about it before but you're the first to give me a descent explanation. I feel now I can finally put it to rest and I've very grateful to you for that. I salute you!

~ Astro ~