**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 October 2020**

**FYS 178 INDIVIDUAL QUIZ#06**

Choose the single best answer in Questions (1) – (4). Each question is worth five points for a total of 25 points.

(1) What was the Norwegian government’s (and Vilhelm’s) primary goal for the summer of 1918? Answer: To use weather forecasting to \_\_\_\_\_\_\_\_.

 (a) increase agricultural production, p. 119

 (b) predict the migration of coastal herring

 (c) protect vital merchant shipping

 (d) support the nation’s air defenses

(2) Vilhelm expanded the number of weather observations leading up to the summer of 1918 “weather experiment” by installing weather instruments \_\_\_\_\_\_\_\_.

 (a) on fishing vessels

 (b) at the major railroad hubs

 (c) on the rooftops of buildings in major Norwegian cities

 (d) at U-boat watch stations, p. 120

(3) Contrary to the thinking at the time, observations from the summer of 1918 “weather experiment” revealed that the thermal structure of a cyclone was \_\_\_\_\_\_\_\_.

 (a) asymmetrical, p. 127, 128

 (b) symmetrical

 (c) anisotropic

 (d) isotropic

(4) The commercial \_\_\_\_\_\_\_\_ industry was anticipated by Vilhelm (and his colleagues) to have an enormous impact on meteorology after the end of World War I.

 (a) agriculture

 (b) aviation, p. 137

 (c) fishing

 (d) shipping

(5) What was the overall challenge facing Vilhelm’s group in defining a conceptual model of a mid-latitude cyclone given that most of their observations were taken at the surface and analysed in two dimensions?

Weather consists of three-dimensional structures [p. 134]