**Small Group Discussion Questions FYS 178**

27, 29 Oct 2020 (Wk#12) Society, Technology & Weather

Questions for **Chapter 9** of “Appropriating the Weather…”

[1] In Chapter 2 [middle of p. 46 – p. 47], the author lists three conditions that had to be met for Vilhelm to change his career to that of a geophysicist. Write down the three conditions. VB’s activity in one of these endeavors is described on p. 180 of Chapter 9. What steps did VB take to establish a school of disciples? Why were young disciples (assistants) important to VB’s research program? Why did VB have trouble recruiting young disciples into meteorology?

[2] What convention that impacted meteorology was formed as part of the Paris Peace Conference of 1919? What issues covered by the convention were of particular relevance to meteorology? What happened at the convention that met one of VB’s three conditions in Question [1]?

[3] Vilhelm was preparing a report, “a comprehensive plan for the development of a weather service for \_\_\_\_\_\_\_\_,” for a Norwegian government’s commission at the time he made several trips abroad. To which two countries did he travel? Why did he visit these countries? What impact did this trip have on the forecasting practices of VB and his assistants? {fill in the blank}

[4] “Atlantic fever” related to aviation raged on both sides of the ocean after World War I. Explain the meaning of “Atlantic fever.” To what weather related factors were post-World War I aircraft vulnerable? How did fuel capacity impact their ability to deal with dangerous weather once airborne? How did “Atlantic fever” cause meteorologists to think internationally?

[5] What happened to the shipping industry after World War I in terms of competition and shipping rates? How would improved weather observations and forecasts give a shipping company a “competitive edge”? What were the technical limits to making these improvements?

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Questions for **Chapter 9** of “Appropriating the Weather…” (cont.)

[6] “Between the two opposing types of air lies a battlefront that extends around the hemisphere, marking the \_\_\_\_\_\_\_\_’s furthest advances-hence the name \_\_\_\_\_\_\_\_.” {Fill in the blanks.} How did recent world events shape the Bergen school’s view of the movement of warm and cold air? Eventually the steering surface was named the \_\_\_\_\_\_\_\_ front and the squall surface was named the \_\_\_\_\_\_\_\_ front. {Fill in the blanks.}

[7] How might the changing aviation and shipping views toward international transport have influenced the Bergen school’s use of the polar front concept [p. 190]? What type of weather forecast would they require (short-term or long-term)? How might this have stretched the abilities of weather forecasting circa 1919, 1920 in terms of technology and observations? Was the polar front concept well received by Vilhelm’s colleagues outside of the Bergen school?

[8] By focusing on the polar front, a hemispheric phenomenon, toward what type of influence was VB heading for his field weather service? How was this influence consistent with the three career conditions listed in Question [1]? “…the polar front would have to be used in conjunction with a \_\_\_\_\_\_\_\_.” {Fill in the blank.}

[9] Where along the polar front did fog “prevail,” according to Vihelm’s new model? Was this based on objective assessment of weather observations (p. 194)? Why did Vihelm and his disciples imply that they had “the secret” to predicting fog? Did this notion of fog remain tied to the Bergen school’s polar front model indefinitely? What does this reveal about their motivation?

[10] What tactics were used by the Bergen school to gain acceptance of their polar front meteorology by the international community (p. 196-199)? What were some of the nicknames given to Vilhelm’s students/assistants? What prejudice did they meet on occasion (p. 198)? Why were the Austrian meteorologists particularly “hostile” to the Bergen school’s methods?