**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 October 2020**

**FYS 178 INDIVIDUAL QUIZ#08**

Choose the single best answer in Questions (1) – (3). Each question is worth five points for a total of 25 points.

(1) As leader of the Bergen Meteorological Observatory in 1918 and 1919, \_\_\_\_\_\_\_\_ knew Vilhelm quite well and the two gentlemen \_\_\_\_\_\_\_\_ get along.

 (a) Anderson, did

 (b) Anderson, did not

 (c) Birkeland, did

 (d) Birkeland, did not, p. 153

(2) What structures replaced the two-dimensional lines of convergence as the primary focus of practice and inquiry by Vilhelm and his assistants in 1919?

 (a) fronts, p. 161

 (b) thunderstorms

 (c) tornadoes

 (d) wall clouds

(3) The \_\_\_\_\_\_\_\_ of cirrus clouds was used by Jacob Bjerknes to aid in his prediction of the motion of a cyclone.

 (a) brightness

 (b) direction of movement, p. 165

 (c) elevation

 (d) thickness

(4) \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ do not stand in opposition to one another or separate from one another; they are interconnected and interdependent. {Fill in the blanks.}

Theory, practice [p. 177]

(5) Why did the Bergen school’s 1919 cyclone model have a big impact on forecasting practices when Shaw’s innovative pre-war cyclone model (Figure 19) did not?

Vilhelm purposely connected theory and forecasting practice, while Shaw focused on theory rather than working to apply his theory in operations [p. 177]