

## Chapter 5.

### **7. Finger-Nose Test.**

This is described at the end of chapter 5 in the box. A variation is to sit the student in front of the teacher and for the student to touch the teacher's upheld finger and his own nose, back and forth rapidly. The upheld finger can be moved unexpectedly to other positions, and the student will have to make adjustments. These adjustments may result in a "wobble" or tremor as the fingers touch. This "wobble" should dissappear on the next trial or two as the student quickly learns to adjust to the new trajectory. This is one type of motor learning that is probably controlled by the cerebellum. If there is damage to the cerebellum, this "wobble" will be very slow to dissappear.

### **8. Nystagmus.**

For this test chose a student who has not eaten recently! Warn him (or her) that he will be dizzy afterwards. Spin the student around as fast as possible about 5 to 10 times. Then stop the student suddenly and look at the eyes. They will be beating back and forth with jery movements. This is nystagmus. When the cerebellum is damaged, nystagmus occurs easily and frequently. Highly trained athletes such as figure skaters can suppress this response using vision.

## Chapter 6.

### **9. Rhomberg's Test.**

This tests the information going up the spinal cord. The student is instructed to stand with feet together, eyes closed, and hands by the side. Normally some swaying will occur. When pushed