

process, the median artery appears ontogenetically as a secondary branch next to the interosseous artery at the forearm. Moreover, it is supposed phylogenetically to be a principal branch even in the adult stage of the ancestor of primates, from the analysis of ontogenetical changes in *Tupaia* and comparative anatomy of primates. The functional significances are inferred in connection with the primate and human evolution. These various viewpoints indicate various aspects of morphological characters, and the phylogeny should be recognized as their core. And the primate comparative study is indispensable to the concrete analyses of human characteristics.

**Kenmei SHIMIZU : On the Reading of English Texts by Japanese College Students** 43—48

Japanese college students tend to see an English text as a list of sentences. They must be taught that every text is coherent. There are two ways they can find the coherence : the bottom-up way of reading and the top-down way of reading. In the bottom-up way of reading, cohesions, explicit signals of coherence, help them to understand the coherence. In the top-down way of reading, background knowledge on how English texts are structured helps them to infer the coherence. In this paper, both coherence and cohesion are divided into two types, local and global, and the importance of global coherence/cohesion is stressed in teaching how to find the coherence.

**Shigeru SUEMITSU, Tomoko HASHIMOTO, Yoshiko TOKI, Sachiko MORINAGA and Yoko NAKASHIMA : The Practice of Movement Education for Autistic Children — Evaluation of Motor Development by MEPA and Making Programs —**

49—55

Movement education for autistic children was evaluated after estimation of their motor development by Movement Education Program Assessment (MEPA).

The children were 51-to-71-month-old boys with similar brain levels and pathological imbalance but neither with chronic diseases of epilepsy nor neurological findings of motordisorders or apraxia. Movement education was carried out for 20 minutes per week for 6 months and the effectiveness of education was evaluated by MEPA.

Before movement education, it was found that the levels of motor development of the autistic children did not reach those of healthy children by MEPA. Development of speech-sociality was poor compared with exercise-sense, and a skip of development was observed in MEPA. Movement education could make up for the skip of the exercise-sense and development was found in the speech-sociality and the exercise-sense. However, the development was varied and the levels of the speech-sociality and the exercise-sense did not reach those of healthy boys after the education. Therefore, the selection of teaching materials and ideas of visual helping were found to be useful for enforcement of the teaching program.

Motor development in autistic children seemed to be good. However, immaturity and imbalance