

C Artley, A. Sterl (1907-1998), Papers, 1940-1998  
3955 1.8 linear feet

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## INTRODUCTION

The papers of A. Sterl Artley, a professor at the University of Missouri School of Education, consist of correspondence, his autobiography, publicity and newspaper clippings, photographs, lecture notes, and publications. Artley was one of three authors of the children's "Dick and Jane" primers and an expert in the field of reading education.

## DONOR INFORMATION

The A. Sterl Artley Papers were donated to the University of Missouri by Dr. Artley on 17 December 1992 (Accession No. 5130). Additions to these papers were made on 6 May 1992 (Accession No. 5170) by Dr. Artley and October 1998 (Accession No. 5787) by Richard D. Robinson.

## BIOGRAPHICAL SKETCH

A. Sterl Artley was born in Liberty, Pennsylvania, in 1907. He taught high school English for several years in Williamsport, Pennsylvania, and then went on to earn his M.A. and Ph.D. in psychology and reading at Penn State.

After receiving his degrees he and his family moved to Columbia, Missouri, where he taught psychology at Stephens College. After four years at Stephens he took a position teaching reading education at the University of Missouri.

Professional speaking soon became a part of his job and this duty took him around the country and around the world. In 1947, while speaking in Peoria, Illinois, he met two editors from the Scott, Foresman Company who persuaded him to help write stories for the popular children's primer series "Dick, Jane, and Sally."

He was president of the International Reading Association (IRA) and he began a Child Study Clinic in Columbia, Missouri, which was dedicated in his honor in 1977. He received numerous awards and commendations for his commitment to teaching reading including the Citation of Merit for Distinguished Service in Education, and the rank of Professor Emeritus from the School of Education. Artley and his wife, Dorothy had three children. He died in Overland Park, Kansas, on 7 July 1998.

## SCOPE AND CONTENT NOTE

The Artley Papers consist of newspaper clippings, publications, lecture notes, correspondence, photographs, and his autobiography. They are arranged into three series: **Professional**, **Personal**, and **Publications**.

Artley's professional correspondence, newspaper clippings, lecture notes, and some photographs from the Commitment to Reading Symposium held in 1977 comprise the **Professional** series. This series gives a good overview of Dr. Artley's travels and discussions, and the progression of reading theory in the second half of the twentieth century. The papers are arranged alphabetically by topic and chronologically within each topic.

The **Personal** series includes personal correspondence, awards and certificates,

newspaper clippings, photographs, and his autobiography. These papers are arranged alphabetically by topic and chronologically within each topic.

The **Publications** series contains much of Dr. Artley's writings on teaching and reading theory and a bibliography of his published works. Included are three primers for the elementary and intermediate grades as well as three teacher's editions from the "Dick and Jane" series to which Artley contributed. The papers are arranged alphabetically by title and the volumes are arranged chronologically.

Researchers should also consult the University of Missouri Archives about records of the Child Study Clinic which relate to Artley's activities at the clinic.

## FOLDER LIST

### Professional Series

- f. 1 A Commitment to Reading" Symposium, 1977
- f. 2 Biography, 1977
- f. 3 Correspondence, 1944-1950
- f. 4 Correspondence, 1961-1976
- f. 5 IRA 25th Anniversary, 1980
- f. 6 Lecture notes
- f. 7 Lecture notes
- f. 8 Poem from students
- f. 9 Publicity, 1942-1966
- f. 10 Publicity, 1967-1976
- f. 11 Publicity, 1977-1986

### Personal Series

- f. 12 Autobiography, 1984
- f. 13 Awards, Certificates, 1966-1979
- f. 14 Awards, Programs and Invitations, 1977
- f. 15 Correspondence, 1957-66, 1986
- f. 16 Newspaper Clippings, 1976-1999
- f. 17 Newspaper Clippings, 1998
- f. 18 Photographs
- f. 19 Photographs

### Publications Series

- f. 20 Bibliography of Professional Writing of A. Sterl Artley
- f. 21 *An Approach to Teaching Reading Through a Basal Reading Series*
- f. 22 *Are Reading Teachers Becoming Obsolete*
- f. 23 *Basal Materials in Reading—Use and Misuse*
- f. 24 *Beyond Skills*
- f. 25 *Brief History of the International Reading Association*
- f. 26 *Children Are Ready for the Dictionary*

- f. 27 *A Clinical Service for Teachers and Administrators*
- f. 28 *Controversial Issues with Respect to Word Perception*
- f. 29 *Developing Basic Reading Skills in Junior High School Through Skill-Building Materials*
- f. 30 *The Development of the Inventory of Teacher Knowledge of Reading*
- f. 31 *Developmental Reading in the 1960's*
- f. 32 *Early Readers: How They Got That Way*
- f. 33 *Educating Teachers for Secondary Reading Instruction*
- f. 34 *Effective Reading Teachers- To Do and Not To Do!*
- f. 35 *The English Teacher as a Reading Teacher*
- f. 36 *Evaluating Reading Achievements*
- f. 37 *A Fence at the Top of the Cliff*
- f. 38 *Growing in Independence—The Second Year*
- f. 39 *Growth Toward Independence in Reading*
- f. 40 *How and When Word Attack Skills Should Be Taught*
- f. 41 *How Reading is Taught in Today's Schools*
- f. 42 *Implementing a Critical Reading Program on the Primary Level*
- f. 43 *Improvement of Instruction Through the Recognition of Reading Skills*
- f. 44 *Individual Differences and Reading Instruction*
- f. 45 *Influence of the Field Studied and the Material Read on the Reading Attitudes, Habits, and Skills Needed*
- f. 46 *Interrelatedness Among the Language Arts*
- f. 47 *Language Relationships and the Remedial Reading Program*
- f. 48 *Learning Disabilities vs. Reading Disabilities*
- f. 49 *Literature Reading Versus Basal Reading*
- f. 50 *The Middle Grade Program*
- f. 51 *The Open Classroom and Reading*
- f. 52 *The Parent's Guide to the Use of the World Book*
- f. 53 *Phonic Skills in Beginning Reading*
- f. 54 *Phonics Revisited*
- f. 55 *Prevention of Reading Disabilities as a Reading Problem*
- f. 56 *Principles Applying to the Development of Word Recognition Skills*
- f. 57 *Principles Applying to the Improvement of Spelling Ability*
- f. 58 *Principles Applying to the Teaching of Word Perception*
- f. 59 *Procedures to Implement These Needs*
- f. 60 *Psycholinguistics Applied to Reading Instruction*
- f. 61 *Putting Remediation Into Remedial Reading*
- f. 62 *Readiness for Dictionary Usage*
- f. 63 *Reading*
- f. 64 *Reading and Children's Literature*
- f. 65 *Reading Difficulties*
- f. 66 *Reading for the Rapid Learner*
- f. 67 *Reading in Kindergarten*
- f. 68 *Reading in the Secondary School*
- f. 69 *Reading Instruction and Cognitive Development*
- f. 70 *Reading: Skills or Competencies?*

- f. 71 *The Reading Specialist Talks to the Public*
- f. 72 *Reading—Study in the Content Areas*
- f. 73 *The Reading-Study Process*
- f. 74 *Reading Teachers I Have Seen*
- f. 75 *Released Through Word Perception*
- f. 76 *Report of the Visitation of the School of Education, Southern University of Illinois-Edwardsville*
- f. 77 *Research Concerning the Interrelatedness Among the Language Arts*
- f. 77a *Research in Reading and Its Relation to Practices*
- f. 78 *Sacred Cows That Should Be Put to Pasture*
- f. 79 *Saint Louis Caravan Meeting*
- f. 80 *Selection of Materials for a Balanced Reading Program*
- f. 81 *Significant Issues in the Teaching of Reading*
- f. 82 *Some “Musts” Ahead in the Teaching of Reading*
- f. 83 *Strengthening the Word Perceptions Program*
- f. 84 *A Study of Certain Factors Presumed to Be Associated with Reading and Speech Difficulties*
- f. 85 *The Teacher Variable in the Teaching of Reading*
- f. 86 *Teaching About Phonics (Reviewed by A. Sterl Artley)*
- f. 87 *Teaching Phonics in the Intermediate Grades*
- f. 88 *The Teaching of the Directed Reading Lesson*
- f. 89 *The Teaching of Reading in the Intermediate Grades*
- f. 90 *Television—Tyrant or Tool?*
- f. 91 *This We Believe About Reading*
- f. 92 *Types of Development in Reading Needed in the Social Studies*
- f. 93 *Using Experience Stories at All Levels*
- f. 94 *Using Instructional Materials and Activities Wisely and Well*
- f. 95 *Vowel Values in Early Reading Words*
- f. 96 *What Do Parents’ Questions Mean?*
- f. 97 *What Is Reading?*
- f. 98 *What Makes a Sound Reading Program*
- f. 99 *What Reading Means to a Child*
- f. 100 *When It Comes to Reading PARENTS WANT TO KNOW What They May Do to Help*
- f. 101 *Untitled*
- f. 102 *Untitled*
- f. 103 *Untitled*
- f. 104 *Untitled*
- f. 105 *Untitled: Chicago S.F. Field Conference, 15 December 1975*
- f. 106 *Untitled*
- f. 107 *Untitled: St. Louis National Conference on Research in English, 28 February 1955*

- v. 1 *Guidance in Reading for the Few or All?*, 1940
- v. 2 *A Study of Certain Relationships Existing Between General Reading Comprehension and Reading Comprehension in a Specific Subject-Matter Area*, 1942
- v. 3 *The Appraisal of Reading Comprehension*, 1943
- v. 4 *What Next?*, 1947
- v. 5 *On Their Own in Reading: How to Give Children Independence in Attacking New Words*, 1948 (Forward only)
- v. 6 *We Three*, 1952
- v. 7 *A Survey of the Educational Program of the Elementary Schools of Manhattan, Kansas*, 1958
- v. 8 *Fun Wherever We Are*, 1962
- v. 9 *Before We Read: Teacher's Edition*, 1965
- v. 10 *We Read Pictures: Teacher's Edition*, 1965
- v. 11 *What is Reading?*, 1965
- v. 12 *We Read More Pictures: Teacher's Edition*, 1966
- v. 13 *Trends and Practices in Secondary Reading: A Review of the Literature*, 1968
- v. 14 *Proceedings- A. Sterl Artley: A Commitment to Reading*, 1977
- v. 15 *Individual Differences and Reading Instruction*, 1981
- v. 16 *Journal of Reading*, 1988
- v. 17 *Leaders in Reading Research and Instruction: An Interview with Dr. A. Sterl Artley*, 1990
- v. 18 *The Reading Teacher*, 1992
- v. 19 *Reading in an Age of Mass Communication*, William S. Gray, editor, 1949

## INDEX TERMS

Subject	Folders	Volumes	Image
Aaron, Ira	19		y
Anderson, Etta May	19		y
Artley, A. Sterl (1907-1998)	1-107	v. 1-18	
Artley, A. Sterl (1907-1998)	1,18,19		y
Artley, Dorothy	12		
Artley, Dorothy	1,19		y
Basal reading instruction	21,23,47,95		
Beymer, Rosemary	19		y
Breimyler, Harold	19		y
Burton, Robert	1		y
Callaway, Bryan	19		y
Children's encyclopedias and dictionaries	26,52,62		
Comic books and children	9		
Commitment to Reading Symposium	1	v. 14	
Crenshaw, Shirley	18		y

Subject	Folders	Volumes	Image
Cunningham, Noble	19		y
Edelman, Gene	1		y
Education, Bilingual	6		
Eisenstark, Abe	19		y
Ellis, Elmer (1901-1989)	19		y
Gillis, Carol	19		y
Hardin, Veralee	30, 48		
Hardin, Veralee	1		y
International Reading Association	5, 10, 25		
Jackson, Andrew	19		y
Kansas, Manhattan--Schools		v. 7	
Language arts--Study and teaching	6, 7, 46, 77, 104, 107		
Learning disability	6, 48		
Linguistics--Study and teaching	103		
Mallory, Arthur	19		y
McCarney, Stephen	19		y
Open plan schools	51, 78		
Pettit, Jack	1		y
Pettit, Neila	1		y
Phonetics	16, 53, 54, 78, 86, 87		
Poehlman, Milton	19		y
Primers	9-12, 15-17, 79	v. 4, 6, 8	
Psycholinguistics--Study and teaching	60, 105		
Reading (Adult education)	9		
Reading (Early childhood)	9, 10, 32, 67, 81, 102		
Reading (Junior high)	29, 59		
Reading (Middle school)	6, 50, 87, 89		
Reading (Primary)	42		
Reading (Secondary)	7, 9, 33, 68	v. 13	
Reading (Special education)	6, 66		
Reading disability	48, 55, 65, 84		
Reading readiness	7		
Reading teachers	22, 30, 34, 35, 74, 85	v. 18	
Reading, Content area	6, 7, 35, 72, 92		
Reading--Parent participation	9, 52, 96, 100		
Reading--Remedial teaching	47, 61		
Reading--Rural schools	6		
Reading--Study and teaching	1, 3, 4, 6, 7, 21-107	v. 1-18	

<b>Subject</b>	<b>Folders</b>	<b>Volumes</b>	<b>Image</b>
Roberts, Rebecca	19		
Robinson, Richard D.	19		y
Schooling, Herbert W. (1912-1987)	1, 19		y
Sinclair, Lee Ann	19		y
Southern University of Illinois--Edwardsville, School of Education	76		
Strickland, Arvarh E. (1930-2013)	19		y
Television and reading	9, 90		
TenBrink, Terry	24		
Twitty, Lynn	19		y
University of Missouri, Child Study Clinic	11		
Watson, Richard	19		y
Woods, Jan	1		y
Woods, Robert K.	1, 19		y