

## GREAT FRIEND TO KIDS AWARD RECIPIENT PROFILES



The *Great Friend to Kids Award* was initiated in 1991 by the Association of Children's Museums to honor individuals or institutions that have made outstanding contributions toward strengthening education for children. Children's museums are a pioneering and dynamic group of institutions that are challenging the boundaries of the traditional museum world and redefining the traditional education system for children. So too have these individuals and institutions redefined our ideas about the needs of children. Each year's recipient has focused his or her life's work or its institution's mission on some aspect of improving the lives of children, for which they are recognized through the *Great Friends to Kids Award*.

### **2008 JOE L. FROST, ED.D., L.H.D.**

Dr. Frost is Parker Centennial Professor, Emeritus, for the College of Education's Department of Curriculum and Instruction at the University of Texas at Austin, where he taught for 34 years. He has authored or co-authored 18 books, several having been translated into other languages, as well as six volumes of original papers, reports and articles, and has edited for many texts. Dr. Frost has also served as editor for many texts. Frost is known all over the world for more than 30 years of work on early childhood and children's play environments. He has also served as a consultant for playgrounds worldwide and is a past president of the Association for Childhood Education International. He is presently writing a history of children's play and play environments in America, and directs a three decades-old University of Texas research program at a site featuring playgrounds, natural habitats and gardens.

### **2007 HEAD START FOUNDERS EDWARD ZIGLER, JULIUS B. RICHMOND AND BETTYE CALDWELL**

ACM present the 2007 *Great Friend to Kids Award* to the architects and early founders of the Head Start program.

Dr. Zigler is Sterling Professor of Psychology, Emeritus, at Yale University. He was the first Director of the Office of Child Development (now the Administration on Children, Youth, and Families) and chief of the U.S. Children's Bureau. He was a member of the national planning committees of the Head Start, Follow Thru and Early Head Start programs. Dr. Zigler founded the Edward Zigler Center in Child Development and Social Policy and the School of the 21st Century model, which has been adopted by more than 1,300 schools in 20 states.

Dr. Richmond is Professor of Health Policy, Emeritus, Department of Social Medicine at Harvard Medical School. From 1983 to 1988, Dr. Richmond was director of the division of health policy research and education at Harvard University. His collaborative work with Bettye Caldwell at the State University of New York at Syracuse on the development of young children growing up in poverty led to his appointment in 1965 as the first national director of the Head Start program of the Office of Economic Opportunity, where he also served as director for Health Affairs and initiated the Community Health Centers Program. From 1977 to 1981, Dr. Richmond served as U.S. Surgeon-General and Assistant Secretary of the Department of Health and Human Services.

Dr. Caldwell is Professor, Emeritus, Department of Pediatrics at University of Arkansas for Medical Sciences. Dr. Caldwell is a past President of the National Association for the Education of Young Children. Her Home Observation for Measurement of the Environment — known as “the HOME” — has helped researchers and practitioners alike become keen observers of the elements of a supportive home environment for young children — sensitivity and responsivity, acceptance, organization, learning materials, involvement and variety. In addition to the more than 60 studies that Dr. Caldwell and her colleagues have produced, more than 300 studies by other researchers have used the HOME.

## **2006 T. BERRY BRAZELTON, M.D.**

One of Dr. Brazelton's foremost achievements in pediatrics is his Neonatal Behavioral Assessment Scale, first published in 1973, revised in 1984 and again in 1996. Known as the "Brazelton," this evaluation tool is used worldwide, clinically and in research to assess not only the physical and neurological responses of newborns but also their emotional well-being and individual differences. His many childcare books and developmental centers —The Brazelton Touchpoints Center and Child Development Unit at Boston Children's Hospital provide the best possible services to meet the needs of families, not just the needs of children.

## **2005 ERIKSON INSTITUTE**

Erikson Institute is an independent institution of higher education that prepares child development professionals for leadership. Through its academic programs, applied research, and community service and engagement, Erikson advances the ability of practitioners, researchers, and decision makers to improve life for children and their families. The Institute is a catalyst for discovery and change, continually bringing the newest scientific knowledge and theories of children's development and learning into its classrooms and out to the community so that professionals serving children and families are informed, inspired, and responsive.

## **2004 KEVIN CLASH**

A "Sesame Street" fan from early childhood, Clash began making puppets when he was 10. He started performing with his puppets at age 12 in his neighborhood and later taking his act to Baltimore's Harborplace. Local Baltimore television personality Stu Kerr spotted Clash and hired him for his show, "Caboose." In 1979, he began working for national television shows like "The Great Space Coaster" and "Captain Kangaroo." His work came to the attention of Muppet designer Kermit Love, and he joined the cast of "Sesame Street" full-time in 1985. At that time, Clash was entrusted with the task of developing the character of Elmo. Clash gave Elmo a falsetto voice and a sweet, curious outlook on the world, and soon Elmo became one of the most popular characters on "Sesame Street." Clash has been executive producer of several films featuring Elmo and in addition to Elmo, his Muppet characters include Hoots, Natasha and others from "Sesame Street;" and Leon and Clifford from "The Jim Henson Hour." He also works as a talent scout for Jim Henson Productions. Nominated several times for an Emmy, Clash took home the award in 1990 for outstanding performer in a children's series. He won again in 2001, 2002 and 2003 for his work as co-executive producer of "Sesame Street."

## **2003 FORMER FIRST LADY, BARBARA PIERCE BUSH**

Throughout her years in public life, Mrs. Bush has volunteered in and supported hundreds of charity and humanitarian causes. Today, she continues her service as AmeriCares' ambassador-at-large and supporter of various organizations, including the Leukemia Society of America, Ronald McDonald Houses and the Boys & Girls Clubs of America. Her number one cause, however, is family literacy. In 1990, she helped develop the Barbara Bush Foundation for Family Literacy with a mission to support the development of family literacy programs; break the intergenerational cycle of illiteracy; and establish literacy as a value in every American family. She currently serves as honorary chair of the Foundation and hosts its annual fundraiser, "A Celebration of Reading." To learn more about the Barbara Bush Foundation for Family Literacy, visit their Web site at [www.barbarabushfoundation.com](http://www.barbarabushfoundation.com).

Mrs. Bush's involvement in the literacy cause does not end with her foundation. Involved in myriad projects, she maintains a rigorous appearance schedule designed to emphasize reading as a part of daily family life. By visiting literacy programs across the country – in schools, housing projects, organizations and businesses – she witnesses, first hand, the powerful impact reading has on self-esteem and family dynamics. She authored *C. Fred's Story* and the best-selling *Millie's Book*, the profits from which benefited the literacy cause, and most recently wrote *Barbara Bush: A Memoir*, a best-selling autobiography emphasizing the importance of family, faith and friends.

## **2002 UNICEF – UNITED NATIONS CHILDREN’S FUND**

UNICEF, the United Nations Children’s Fund, was founded in 1949 to meet the needs of children in war torn Europe, China, and the Middle East. Today, UNICEF continues to respond rapidly to emergencies, often caused by armed conflict and natural disasters, while working in more than 160 countries and territories for the survival, protection, development and rights of all children. As the leading global children’s organization, UNICEF programs place special emphasis on the areas of education for all, especially girls, and the importance of early childhood development. For more than 50 years, UNICEF, a winner of the Nobel Peace Prize, has been assisting governments, communities, and families in creating a world fit for children. In partnership with numerous organizations, UNICEF has made progress for millions of children by improving health and nutrition, increasing protection from hazardous and exploitative labor, providing more opportunities to attend school and verging on the eradication of polio. Sadly, HIV/AIDS, armed conflict, gender discrimination and poverty continue to take a devastating toll on the well being of children worldwide. For example, some 30,000 children still die each day from preventable causes, including measles and dehydration. And, in many developing countries healthcare, clean water, better nutrition and access to education are not available to all children who need and have the right to these basic necessities.

## **2001 DAVID ELKIND, PH.D., PROFESSOR OF CHILD DEVELOPMENT, TUFTS UNIVERSITY**

David Elkind is Professor of Child Development at Tufts University in Medford, Massachusetts, and was formerly Professor of Psychology, Psychiatry and Education at the University of Rochester. Dr. Elkind earned a doctorate from UCLA and then spent a year as a research fellow at the Austin Riggs Center in Stockbridge, Massachusetts. In 1964-65, Dr. Elkind was a National Science Foundation Senior Postdoctoral Fellow at Piaget’s Institute d’Epistemologie Genetique in Geneva, where he conducted research in the areas of cognitive, perceptual and social development, building upon the research and theory of Jean Piaget. Dr. Elkind’s extensive bibliography includes research, theoretical articles, book chapters and eighteen books. He may be best know for his popular books, *The Hurried Child: Growing Up Too Fast Too Soon (1989)*; *All Grown Up and No Place to Go: Teenagers in Crisis (1997)*; *Ties That Stress: The New Family Imbalance (1995)*; and the recently published, *Reinventing Childhood: Raising and Educating Children in a Changing World (1998)*. Some of his journal publications include “The Death of Child Nature” in *Phi Delta Kappan*; “The Behavior Disorders: A Postmodern Perspective in Behavior Disorders, Computers and Young Children” in *Child Information Exchange*; and “The Authority of the Brain” in *Developmental and Behavioral Pediatrics*. Dr. Elkind frequently serves as a consultant to state education departments, clinics and mental health centers, government agencies and private foundation. He lectures extensively in the United States, Canada and abroad. He is Past President of the National Association for the Education of Young Children and has appeared on *Good Morning America*, *The Today Show*, *Nightline*, *20/20* and *The Oprah Winfrey Show*. Dr. Elkind also co-hosted the Lifetime television series, *Kids These Days*.

## **2000 ROBERT COLES, M.D., PROFESSOR OF PSYCHIATRY AND MEDICAL HUMANITIES, HARVARD UNIVERSITY MEDICAL SCHOOL; PROFESSOR OF SOCIAL ETHICS, HARVARD UNIVERSITY**

Robert Coles is a research psychiatrist for the Harvard University Health Services, Professor of Psychiatry and Medical Humanities at the Harvard Medical School, Professor of Social Ethics at Harvard University and a child psychiatrist who has spent his career trying to understand the lives of children from diverse backgrounds. Since 1961, Dr. Coles has published more than 1,300 articles, reviews and essays in newspapers, magazines, journals and anthologies. His 60 books on the lives of children include: *Children of Crisis* (in five volumes) (Boston, Little, Brown, 1967); *The Moral Life of Children* (Houghton Mifflin Company, 1991); *The Political Life of Children* (Houghton Mifflin Company, 1986); *The Spiritual Life of Children* (Houghton Mifflin Company, 1990); *Their Eyes Meeting the World* (on the meaning of children’s drawings and paintings) (Houghton Mifflin Company, 1992); and *The Moral Intelligence of Children* (Penguin Putnam, 1998). He is the editor of *Double Take Magazine*, a community service based magazine dedicated to preserving the American documentary tradition through photography, poetry and fiction. Dr. Coles received his A.B. from Harvard University and his M.D. from Columbia University College of Physicians and Surgeons. He has received numerous awards, including the Ralph Waldo Emerson Prize of Phi Beta Kappa (1967), the Pulitzer Prize (1973), and a John D. and Catherine T. MacArthur Foundation Fellowship Award (1981).

### **1999 SESAME WORKSHOP (CHILDREN'S TELEVISION WORKSHOP)**

Children's Television Workshop (CTW) was selected for the 1999 Great Friend to Kids Award for its significant contribution to the life-long learning of children and families through an incredibly successful array of media products. Since 1968, CTW has been trusted by parents worldwide to provide safe, entertaining, and educational programs and products. Best known as the creators of *Sesame Street*, Children's Television Workshop's programming extends far beyond the lovable furry monsters of this highly successful television program. Together with Nickelodeon, Children's Television Workshop produces *NOGGIN*, an educational cable network for children. Other television titles include *Big Bag*, *The New Ghostwriter Mysteries*, *Ghostwriter*, *CRO*, *Dragon Tales*, *3-2-1 Contact*, *Square One TV*, *Kid City*, *Encyclopedia* and *The Electric Company*. CTW also produces the award-winning magazines *Sesame Street Magazine*, *Sesame Street Parents*, *Kid City*, *Contact Kids* and *Padres de Sesame Street*. CTW's success and popularity is due in part to the important messages conveyed in its programming. Like children's museums, CTW is committed to advancing the message that children deserve respect, families are important as children's first teachers, learning occurs in many different ways and communities are diverse and connected. CTW's success is also due to the care and thought that is taken in producing its quality programs and products through an innovative approach known as the "CTW Model." The "CTW Model" is a dynamic, collaborative process in which experts — educators, researchers, psychologists, child development specialists, and others — determine curricular goals that reflect children's cultural, social, and educational needs. These goals are then translated by producers, directors, writers, and artists into media that engage and delight as they educate and inform. CTW's programs and products touch the lives of children and families in more than 140 countries around the globe.

### **1998 FORMER FIRST LADY HILLARY RODHAM CLINTON**

Former First Lady Hillary Rodham Clinton has demonstrated the importance of children to America and to the world through her life's work on behalf of children and families — as an advocate, author, parent and public servant. As First Lady of Arkansas, Mrs. Clinton served as an advocate for children's issues: she founded the Arkansas Advocates for Children and Families, served on the board of the Arkansas Children's Hospital and introduced a pioneering program called Arkansas' Home Instruction Program for Preschool Youth (HIPPY), which trains parents to work with their children on school preparedness and literacy. As First Lady, Mrs. Clinton used her office as a platform to promote children's needs through welfare, health and education reform. Her acclaimed book, *It Takes A Village and Other Lessons Children Teach Us* (1996), encourages parents, grandparents, educators, civic leaders and citizens to take responsibility for all children, reminding us that children will thrive only when families thrive and when the whole society cares enough to nurture them. Mrs. Clinton's efforts to increase public awareness of children's issues and to elevate standards of excellence led to two national conferences in 1997: *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us about Our Youngest Children* and *The White House Conference on Child Care*. Through her writing, public speaking across America and abroad and endorsement of legislation before Congress, Mrs. Clinton has made the care for all children an international priority.

### **1997 JAMES P. COMER, M.D., DIRECTOR, CHILD STUDY CENTER, YALE UNIVERSITY; ASSOCIATE DEAN, YALE UNIVERSITY MEDICAL SCHOOL**

Since joining the faculty at the Yale University Medical School in the 1960s, James P. Comer has devoted his career to serving the educational and social needs of low-income children. Based on his work with two New Haven schools in 1968, Dr. Comer developed an intervention model that has helped educators across the country nurture the self-esteem and social skills that are critical to ensuring academic success among minority and low-income students. Dr. Comer's model, known as the Comer Method, is based on a simple principle: Everyone with a stake in a school should have a say in how it is run — including teachers, students, parents, the principal, psychologists, health care workers, community leaders and cafeteria workers. The Comer Method calls for a strong school governance team, which works collaboratively to formulate a comprehensive plan for operating the school, developing new programs and monitoring student progress. By the late 1980s, the success of the Comer Method in turning troubled schools around had received national recognition. The Rockefeller Foundation launched a five-year, \$15 million project in 1990 to implement the Comer Method in failing schools throughout the United States. Today, more than 600 schools have adopted Dr. Comer's

intervention model, which has contributed to improved social skills, attendance and academic performance in low-income children across the nation.

**1996 FRED ROGERS (1928-2003), FOUNDER AND CHAIRMAN OF FAMILY COMMUNICATIONS, INC. AND CREATOR AND HOST OF MISTER ROGERS' NEIGHBORHOOD**

Fred Rogers had an extensive and impressive career in television and in child development practices. Many of his beloved characters, such as Daniel Striped Tiger and King Friday XIII, appeared in his first television series *The Children's Corner*. This series won the Sylvania Award for the best locally produced children's program in the country. In 1962, ordained by the Pittsburgh Presbytery, Mr. Rogers was charged to continue his work with children and families through the media. In 1971, Fred Rogers founded Family Communications, Inc., a nonprofit corporation that produces a variety of materials that encourage the healthy emotional growth of children and their families. His famed television series, *Mister Rogers' Neighborhood*, first broadcast in 1968, is the longest-running program on public television. Fred Rogers became a much loved and trusted visitor to three generations of children and parents and an interpreter of early childhood issues who was respected by psychologists and educators across the country. *Mister Rogers' Neighborhood* reaches almost eight million households and childcare settings each week. There are nearly 900 episodes in the series, and *Mister Rogers' Neighborhood* remains a place where friends help children find within themselves the courage to grow. Honorary degrees were awarded to Fred Rogers by more than 30 colleges and universities, including Yale University; his alma mater, Rollins College; Carnegie Mellon University; and Boston University. Fred Rogers died on February 27, 2003, at home in Pittsburgh, Pennsylvania.

**1995 ERNEST L. BOYER, PH.D. (1928-1995), PRESIDENT OF THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING**

Dr. Boyer had a long and distinguished career in education. He assumed the presidency of The Carnegie Foundation after serving as United States Commissioner of Education (under President Carter). Prior to this appointment, Dr. Boyer served for seven years as Chancellor of the State University of New York, with its 64 campuses and 350,000 students. Dr. Boyer was named by three presidents — Nixon, Ford, and Carter — to national commissions. He held more than 120 honorary degrees and received the Distinguished Service Medal from Teachers College, Columbia University; The Horatio Alger Award; The Encyclopedia Britannica *Achievement in Life* Award; the President's Medal from Tel Aviv University; and the James B. Conant Award for Leadership in Education. Dr. Boyer authored landmark books including: *High School: A Report on Secondary Education*; *College: The Undergraduate Experience*; *Campus Life: Scholarship Reconsidered*; *Ready to Learn* and *The Basic School* — all of which have left an indelible stamp on American education. In 1990, Dr. Boyer was named Educator of the Year by *U.S. News & World Report* and in 1994 he received the prestigious Charles Frankel Prize in the Humanities, a Presidential citation.

**1994 PEGGY CHARREN, FOUNDER OF ACTION FOR CHILDREN'S TELEVISION (ACT)**

Ms. Charren is best known for her crusade for the improvement of children's television. She has received several honorary degrees from institutions including Regis College, Emerson College, Bank Street College, Tufts University and Wheelock College. She was the driving force behind the 1990 Children's Television Act, a law passed by Congress to set limits on advertising geared toward children and to require that educational programming be aired for children. An advocate for free speech issues, Ms. Charren has also worked for literature, arts, and theater as Director of the Creative Arts Council in Newton, MA, (1966-68), as a member of the Massachusetts Council on Arts and Humanities (1980-1987) and as a member of the board of directors of the Women's Campaign Fund. The numerous awards Ms. Charren has received include Distinguished Public Information Service Award from the American Academy of Pediatrics, Honorary Award from the Motion Pictures Association, Helen Homans Gilbert award of Radcliffe College and she was named the Humanist of the Year by the Ethical Society of Boston in 1988.

**1993 MARIAN WRIGHT EDELMAN, PRESIDENT & FOUNDER OF THE CHILDREN'S DEFENSE FUND**

Marian Wright Edelman is one of the foremost advocates for children internationally. Ms. Edelman received her undergraduate degree from Spelman College and her law degree from Yale University. In addition, she has received more than 75 honorary degrees. Before founding the Children's Defense Fund, Ms. Edelman was the director of the NAACP Legal Defense and Educational Fund, congressional and federal liaison to the Poor People's Campaign and director of the Harvard University Center for Law and Education. She has authored two well-known works, *The Measure of our Success: A Letter to My Children and Yours* (1992) and *Families in Peril* (1987), both advocating children's rights. Internationally, Ms. Edelman has served as a U.S. representative to UNICEF and was presented the Ghandi Peace Award in 1990. Other awards including Washingtonian of the Year (1979), Black Women's Forum award (1980), MacArthur Prize fellow (1985), AFL-CIO award (1989), Robie award for humanitarianism, and an Essence award.

**1992 HOWARD GARDNER, PH.D., PSYCHOLOGIST AND AUTHOR; HOBBS PROFESSOR OF COGNITION AND EDUCATION, HARVARD GRADUATE SCHOOL OF EDUCATION**

Howard Gardner is a renowned expert in developmental psychology and educational reform. He received his undergraduate and doctorate degrees at Harvard University. Dr. Gardner's focus has been on the development of the intellect and the role of intelligence in a child's development. He has authored more than 20 books including *The Shattered Mind; Art, Mind, and Brain; Frames of Mind; The Mind's New Science; To Open Mind; The Unschooled Mind; and Multiple Intelligences*. *To Open Minds* and *Multiple Intelligences* explore the development of the mind and the theories of children's museums as a tool for educating the young mind. He was a MacArthur Prize fellow in 1981 and received the Grawemeyer award in education along with numerous research grants from government and private foundation sources. He holds more than 20 honorary degrees.

**1991 MICHAEL SPOCK, FORMER DIRECTOR OF THE BOSTON CHILDREN'S MUSEUM**

Michael Spock has focused his professional work on the development of informal learning systems dedicated to serving the broadest possible cross section of the community. Spock served as Executive Director of the Boston Children's Museum for 23 years before becoming Vice President for Public Programs at the Field Museum in Chicago, Illinois, as well as serving as a consultant for a variety of museums and serving on funding agency review panels. Currently, Spock is Co-Director for the Informal Learning Program at the Chapin Hall Center for Children, University of Chicago and Scholar-in-Residence at the Chicago Historical Society. He is a recipient of the John Cotton Dana Award for Leadership in Museum Education and is a fellow of the American Association for the Advancement of Science. In 1994, he received the American Association of Museums Distinguished Service Award.