A Special Issue on Music
Music plays a central role in the Neighborhood, and especially in the programs this fall, which include many musical guests, two Neighborhood Operas, and an entire week about Music.

Neighborhood Music in the Key of Childhood
From the very first camera shot of the model Neighborhood, even before Mister Rogers comes through the door, a sophisticated jazz melody runs up the piano keys. John Costa, gifted musician and Neighborhood Music Director says, “Children have good ears, and they’re people. They can hear good music as well as anybody else. So I started right from the beginning playing for them as I would for any adult.”

Opening the door, Mister Rogers sings “Won’t You Be My Neighbor,” musically inviting his viewers to enter into a relationship...to be a “television neighbor” and join him in exploring things and feelings that are important in childhood. As Mister Rogers continues through the half-hour, he weaves into his discussion a song or two. In the Neighborhood, singing about something is almost as natural as talking about it.

Music from all corners of the Neighborhood. Mister Rogers making sounds with bottles, Music Director John Costa playing behind-the-scenes, and neighbors performing at the Bass Violin Festival in a whole week about MUSIC scheduled for December 26-30.

For Fred Rogers, who writes all the melodies and lyrics for the Neighborhood songs, music has always been a comfortable way to express ideas and feelings.

What makes Fred Rogers’ songs so effective and comforting for children is the rare combination of his background in Music Composition and his graduate training in Child Development. Through his songs, he translates concepts of child development into musical messages, using language that children can understand.

Because the messages are in song form, they are “portable.” Children and providers can take them away from the program and sing them. Some songs celebrate good feelings. Some are calming. Others are for times when children are struggling with a particular issue, like jealousy over the new baby or separation fears.

Children might even latch on to a Neighborhood song, singing it over and over or wanting to hear it over and over, perhaps because it puts into words something that’s central to them at that time and assures them that others feel that way, too.

“Portable” Neighborhood Songs
Here are some ways children and providers have used the Neighborhood music:

We heard about one young boy who goes to his room when he’s frustrated and loudly sings “You’ve Got To Do It.” With honesty and hopefulness, this song says some things are hard to learn and hard to do, but you might accomplish them if you keep trying. Often, after singing that song over and over, he goes back to the task with fresh energy to try again.

Some providers help children after an angry moment by singing “What Do You Do with the Mad that You Feel?” That phrase lets them know that everyone gets angry sometimes and that there are lots of healthy ways to get the anger out — ways that don’t hurt or destroy. The final verse reminds them, “You can stop when you’ve planned a thing that’s wrong and do something else instead...”

Many providers and parents have told us the song they’ve used most is “I’m proud of you.” It’s a way of applauding children’s attempts and accomplishments...even potty training successes! One caregiver uses that song when she sees a child who is ready to hit, but who finds self-control and holds back. There are lots of moments in a child care day to let children know that you’re proud of them...and that they can be proud of themselves, too.

Like the Neighborhood programs, the songs can be a tool for you to use in your own way in your work with the children. To make them effective, you don’t need to know all the words...or have a musical voice. Whether you sing the songs, play them on cassette, talk about them, or listen to the ways children use them, it’s your appreciation of the messages they convey about children’s needs and feelings that will help make them valuable.

Fred Rogers writes the melodies and lyrics for the Neighborhood songs. Words for the songs are in the back of the PLAN & PLAY BOOK. Audiocassettes and songbooks are available through Family Communications, Inc., Dept. CC, 4802 Fifth Avenue, Pittsburgh, PA 15213
Dear Parents and Providers,

When I was four years old, my parents told me I could choose what I wanted for my birthday from a toy catalogue. When I saw the toy piano on one of the pages, that was it! It seems that music has always been at the root of who I am and what I do.

When I was angry as a child, my family wouldn’t allow me to crash and stomp around through the house, but they did encourage me to play out my feelings on the piano. That’s when I discovered the real power of music. I’d begin by banging random notes—anything (like a punch!). The longer I played, though, the calmer my music became, the calmer I became, too. That piano probably got me out of a lot of trouble. To this day, I can still laugh and cry and express rage through the tips of my fingers on piano keys.

Music can be a healthy way for people to express all sorts of feelings, and it has a chance to become a child’s way if he or she is given an appreciation of it by parents and caregivers who truly care about music themselves. As with most things, a love of music is more “caught” than “taught.” If it means something special to the adult, the child will recognize that.

Often on Mister Rogers’ Neighborhood, I tell children that they can find ways to manage their anger, ways that don’t have to hurt themselves or anyone else. Music is one way. I show and tell them it’s one of my most important ways. And I always encourage them to find their own. If they are to grow into competent and caring human beings, they will.

Sincerely,

Fred Rogers

Fred Rogers, host of MISTER ROGERS’ NEIGHBORHOOD, begins his 27th year on PBS.
Music is a natural part of childhood and family life. Lots of families put their babies to bed with lullabies. Babies and young children are calmed by soft melodies. Parents and grandparents delight in watching children “dance” to music. “Ring-around-the-Rosie” is one of the first songs children like to do — now they can control when they “fall down.” Through the ABC song, many parents teach their children the alphabet.

When you help your child enjoy music, you’re also helping your child develop learning skills, like listening, coordination, imagination, and memory. Here are ways parents have encouraged their child’s interest in music, song, and rhythm:

**Listening To Music**

A radio or cassette player can help you and your child have fun with different kinds of music.

- Use the radio or cassette player to introduce your child to a variety of music, including classical, jazz, and songs from other countries. Just enjoy listening a while to whatever holds your child’s interest. You could borrow tapes with different music from the library, too.

- When children hear music, they often like to move to the sounds. You might turn some music on the radio and encourage your child to move with the beat. Then switch to another radio station with different music and let your child dance to that.

**Music And Rhythm Games**

To help your child develop learning skills through music and rhythm:

- Read or recite nursery rhymes, like “Baa Baa Black Sheep” or “Little Bo Peep.” These rhymes usually have a rhythm pattern that is clear and easy to follow.

- Sing songs with your child while cleaning up or while riding in the car.

- Do finger plays with your child, like “Where is Thumbkin” and “Itsy Bitsy Spider.” These help children develop finger coordination that they’ll need for writing.

- Clap out rhythms like the syllables in your child’s name, or clap along with a song.

- Clap out a simple rhythm, like “short, short, long...short, short, long” and have your child repeat the pattern. Try other patterns, like “long, short, short, long...long, short, short, long.” Your child could create rhythms by clapping or by using a wooden spoon on a pan, bowl, or empty box.

**Homemade Instruments**

Playing an instrument gives a child a more active part because he or she is actually making the music. There are lots of ways to make simple instruments from household things:

- A shoe-box harp can be made from an old shoe box. Take off the lid. Stretch different-sized rubber bands around the box. As your child plucks the bands across the open part, he or she can hear different sounds.

- With your supervision, your child can make musical jars by filling glasses or jars with water at different levels. When tapped lightly with a spoon, each jar makes a different musical tone.

- Fill empty plastic containers with dried beans or popcorn kernels. Be sure to seal the containers tightly. Children can shake these instruments to play along with a song or to make up their own rhythms.

- Paper towel tubes can become cardboard trumpets. Children can decorate the tubes and then hum through the opening in one end to create kazoo-type sounds.
Musical Extravaganzas

For many children and caregivers, the most exciting musical moments are on Mister Rogers' Neighborhood. They are original Make-Believe musical stories about common themes of childhood.

Behind the Scenes
The idea for making an "opera" came from Fred Rogers' own background in Music Composition from Rollins College. There he struck up a lifetime friendship with fellow-student John Reardon, who went on to become a well-known baritone with the Metropolitan Opera Company, and who delighted in visiting the Neighborhood as its resident opera singer. All of the Neighborhood operas have been written and composed by Fred Rogers and orchestrated by the Neighborhood Music Director, John Costa. Reardon starred in every one, until his death in 1988.

In a typical opera week, Reardon would arrive on a Monday for a visit in the Neighborhood of Make-Believe, and he would be commanded by King Friday to make an opera by Friday. As the opera develops through the week, children can learn much about the "process" seeing how something starts with an idea, develops, and grows into a final product. That can help (now and later on in life) with their own ability to stick with something and develop it.

Your Children's Opera Play
Children making up an opera? Of course they can! As Mister Rogers says, "An opera is just a story for which you sing the words, instead of say them."

You could lead the children into this activity by singing your words, instead of talking. Can you sing, "Let's think of a story for our opera...Jamilla and Peter, what do you like to make up stories about?" Can they sing their answer back to you?

Like the neighbors in Make-Believe often do, the children could begin by deciding on an idea for their opera story. Or, sometimes in Make-Believe the story grows out of the parts each one wants to play. Do the children have particular characters, people, or animals they like to pretend to be?

To add an appreciation of literacy, you could ask them to tell you the story, while you write it out and then read it back to them. Help them choose what role to play. Some might be content to be in the audience. Simple props, like crowns, briefcases, spoons, or straws can invite imaginative opera play. So can fancy dress-up costumes.

Of course, the most important way you encourage children in their creative play is by your appreciation of whatever they do — however long or short, simple or elaborate their ideas may be.
Check 'Em Out! — Books To Share With Children

October 3-7 — “Discipline”
Frederick by Leo Lionni. The field mice scold Frederick for not helping store food for winter, but they rely on his store of dreams when the food runs low.

October 10-14 — “Pets”
Pet Show by Ezra Jack Keats. A group of city children bring some unusual pets to show.

October 17-21 — “Friends”
Mrs. Huggins and Her Hen Hannah by Lydia Dabovich. Gentle story of the caring friendship amongst an elderly woman and her hardworking hen.

October 24-28 — “Superheroes”
Effie by Allison Beverly. Effie’s loud voice often bothers her fellow ants and gets them in trouble as well. However, it’s her loud voice that saves everyone from danger.

October 31-November 4 — “Creativity/Opera”
Oh, Were They Ever Happy! by Peter Spier. Painting the house becomes a creative activity for the children in the family; the result is a house of many colors.

November 7-11 — “Divorce”
All Kinds of Families by Norma Simon. Families come in all shapes and sizes and colors, bound together by what they share, not how different they are.

Also, on #1479, author Earl Grollman shows his book Talking About Divorce and Separation: A Dialogue Between Parent and Child.

November 14-18 — “Games”
Pretend You’re a Cat by Jean Marzollo. Rich, lush illustrations depict children performing various creative play exercises.

November 21-25 — “Food”
If You Give a Mouse a Cookie by Laura Numeroff. Giving a mouse a cookie starts a chain of events that involves writing activities, personal grooming, and cleaning up.

November 28-December 2 — “Conflict”
The Wolf’s Chicken Stew by Keiko Kasza. A crafty wolf tries to fatten up some chicks for supper but is tricked into feeding the mother hen’s brood.

December 5-9 — “Work”
Mike Mulligan and His Steam Shovel by Virginia Lee Burton. A classic tale of Mike whose steam shovel becomes the furnace for the new library.

December 12-16 — “No & Yes”
What Do You Say, Dear? by Joslin Scsyle. Polite answers to ridiculous questions may make any four year old laugh.

December 19-23 — “Grandparents/Opera”
Clams Can’t Sing by James Stevenson. A group of undersea animals make beautiful music in spite of the fact that they can’t carry a tune.

On #1531, Mister Rogers shows a book about trolleys, called Western Pennsylvania Railways. On #1533, he has the book Tools by Ken Robbins.

The week about GRANDPARENTS ends with a musical story called GRANDDAD FOR DANIEL. The children make up their own musical stories.

When Fred Rogers combined his musical interest with his graduate studies in Child Development, he found a new appreciation of using music to express feelings. “It helps children to see people dressed up in costumes, pretending, and singing their thoughts instead of saying them, knowing it’s all right to sing sad and angry songs, as well as happy, carefree ones. I hope these operas can encourage children to express who they really are, and in doing so, help them to feel better about themselves.” (See page 4 for more about the “operas.”)
Highlights of Coming Programs

Mister Rogers meets new friends who are Southern folk musicians, the Mississippi Fife and Drum Band, on program #1509 (scheduled for October 20) in the week about FRIENDS.

The musical story, “Spoon Mountain,” features neighbors “Chef” Brockett, Miss Paulifficante, and Chuck Aber pretending to be a royal family on program #1505 (scheduled for November 4) in the week about CREATIVITY.

World-famous cellist, Yo-Yo Ma, visits with Mister Rogers on program #1547 (scheduled for December 27) in the week about MUSIC.
How To Use The Broadcast Schedule

The broadcast schedule identifies the Mister Rogers' Neighborhood programs that PBS stations broadcast on specific dates. (Check with your local PBS station to find out if it broadcasts Mister Rogers' Neighborhood on dates different from those shown on this schedule.) The schedule also shows the theme for each week of programs and some of the events occurring in each episode.

The specific episode number (for instance, "#1492" for October 4th) corresponds to the program description and activities in the Mister Rogers' Plan & Play Book. The 370-page Plan & Play Book contains easy and appropriate activities for preschoolers. It also contains words to many of the songs from Mister Rogers' Neighborhood and a special section with recipes and how-to's.

Copies may be ordered from your local public television station or Family Communications.

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<td>This Week: DISCIPLINE</td>
<td>Trying &amp; Practicing; How People Make Pinno Rolls</td>
<td>Feeling Frustrated; How People Make Dolls</td>
<td>Keeping Promises; Mister Rogers Goes Swimming</td>
<td>Practicing; Olympian Peggy Fleming Skates</td>
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<td>Making Stuffed Animals &amp; Toys</td>
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<td>Caring for Neighbor's Dog; a Parrot</td>
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<td>Dreams Can Be Scary, But They're Not Real</td>
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<td>Mister Rogers Rides a Back Hoe</td>
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<td>This Week: CREATIVITY</td>
<td>How People Make — and Play — Spoons</td>
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