



## Newsletter 4.1.2019

[www.hfgsglendale.org](http://www.hfgsglendale.org)



### 5th Grade attends Blue Ribbon Children's Festival at the Music Center

– Mr. Clarence Clark, 5<sup>th</sup> Grade HR Teacher

5th graders attended the Blue Ribbon Children's Festival at the Music Center's historic Dorothy Chandler Pavilion in downtown Los Angeles. They joined several hundred other 5th graders from Southern California to witness the spectacular gymnastics of the Circa Contemporary Circus from Australia. Afterwards, they performed their own choreographed sitting "dance" in the packed theater, one they had learned using a practice video on the Music Center website.

Back at school, they enjoyed watching short videos of their efforts.







**Fifth Graders attended the “Paper, Pens & Prose: Discovering Early Manuscripts” program at the Huntington on February 27th.**

The day included three learning stations: on different writing media, on the origin of Chaucer’s *Canterbury Tales* and on a Gutenberg Bible. Later, they experienced being “scribes” themselves copying detailed samples of Middle English and Latin texts, which were even bound into simple “book” keepsakes. The afternoon saw more exploration of the Huntington’s vast, beautiful grounds.

**Combined Girl and Cub Scouts’ Celebration and Recognition at Holy Family Catholic Church**



**Celebrating 107th Anniversary of Girl Scouts. Juliette Gordon Low founded the organization on March 12, 1912 in Savannah, Georgia.**

### HFGS Basketball Champions

- by Jon Paul Bautista, Carl John Cortes, and Azucena Ortega, 8<sup>th</sup> Graders



After earning the recent championship title for the CYO Flag Football Navy Division, Holy Family Grade School had high hopes for its upcoming basketball season. Although the beginning of the season did not go as planned, starting with a 40-38 loss to Incarnation in their second game, the team later learned how to cooperate with one another. Their only defeat motivated them to work harder and that drive led them to a 7-1 finish in the regular season, beating most teams by double digits. "It was a walk in the park," said starting Point Guard Matthew Endoso. The main benefactor to the team's success was their chemistry. On and off the court, the team bonded together. Feuds and disagreements among team members were rare. Throughout the season, an ideology was kept in every player's mind: "Success would not come unless you function as a unit."

Coach Karl Johnson's main principle was to slow down and score. Often, the team would rush the offense and play carelessly, resulting in turnovers and missed shots. Johnson's advice helped the team keep their heads in the game and make smarter decisions. He would often tell his players, "I don't care how you do it. Just get the ball in the rim." Most of the offense was run around Brandin Dantzler, a new addition to the basketball team who enrolled at Holy Family Grade School this past summer. Standing at 6'2", Dantzler towered over most of the competition, which made scoring easy. On the defensive end, he converted 3 blocks per game.

Trouble with the CYO Organization landed the basketball team a spot in the Navy Division playoffs, a division lower than what they had expected to be placed in. The team was determined to prove that the organization made a mistake in ranking them in a lower division. In their first playoff game against St. Emydius, the game ended in a mercy rule with 10 minutes left to play. In the quarterfinal, the team won by 20 points. They continued their astonishing playoff run, defeating St. Pius in a hard fought victory by 10. The Bulldogs were once again advancing to the championship game, where they would face off against St. Dorothy, who finished 7-3 in the Mountain East Division. With a valiant effort, Holy Family succeeded in winning the championship, finishing with a 45-28 win.

**HFGS Cheer Teams Winning the State Championship Title from Sharp International Cheer**  
**- by Mrs. Teri Nelson, Athletic Director & Cheer Coach**

Congratulations to our Cheer and Hip Hop Teams for winning the State Championship Title from Sharp International Cheer at Knotts Berry Farm on Saturday, March 9<sup>th</sup>.

**The following trophies were awarded:**

Puppy Cheer - First Place  
Mighty Mite Cheer- First Place  
"B" Cheer Team- First Place  
Varsity Cheer- First Place and Junior High School Division Winner  
Hip Hop- First Place and Junior High Division Winner

**Individual Awards:**

**Stunts**

First Place: Cristine Ceralde 7<sup>th</sup> Grade, Ellamae Fortin 8<sup>th</sup> Grade, Megan Angobung 7<sup>th</sup> Grade, Ava Vasquez 7<sup>th</sup> Grade, Sabrina Padlan 8<sup>th</sup> Grade.

Second Place: ArwenOrbita 7<sup>th</sup> Grade, Cailey Ocampo 7<sup>th</sup> Grade, Luis Ramirez 8<sup>th</sup> Grade, Chelsea Nazareno 8<sup>th</sup> Grade, Riley Miguel 8<sup>th</sup> Grade.

Third Place: Brendan Jazmines 6<sup>th</sup> Grade, Ava Vasquez 7<sup>th</sup> Grade, Sabrina Padlan 8<sup>th</sup> Grade, Megan Angobung 7<sup>th</sup> Grade, Ellamae Fortin 8<sup>th</sup> Grade

Third Place: Emma Leoncio 2<sup>nd</sup> Grade, Dulce Ramirez 4<sup>th</sup> Grade, Megan Cruz 3<sup>rd</sup> Grade, Camilla Tagorda 2<sup>nd</sup> Grade, Ayla Fulencio 3<sup>rd</sup> Grade.

First Place: Mia Haley Ruiz Kindergarten, Ava Lily Gutierrez Kindergarten, Lylah Murguia Solano Kindergarten, Sienna Tagorda Kindergarten

Second Place: Sofia Quintero Kindergarten, Lylah Murguia Solano Kindergarten, Sienna Tagorda Kindergarten, Mia Haley Ruiz Kindergarten

Third Place: LylahMurguia Solano Kindergarten, Sienna Tagorda Kindergarten, Ava Lily Gutierrez

First Place: GabriellePangilinan Second Grade, AudreyMonilla Third Grade, KaseidyKochoa Third Grade.

Second Place: PeightonClavio Second Grade, Giselle Reyess, Second Grade, EiraTomines Third Grade.

Third Place: Alexia Chavez Second Grade, Camilla Tagorda Second Grade, Rachel Singzon Second Grade, Sofia Saure Second Grade.

Fourth Place: Emma Aguilar 3<sup>rd</sup> Grade, Breanna Parada 3<sup>rd</sup> Grade, Shanessa Dias 3<sup>rd</sup> Grade, Adrienne Castro, 3<sup>rd</sup> Grade



Spectator Participants: Myla Ceralde, Lauren Bruns, Mrs. Singzon, Leanna Ocampo, Mrs. Chavez, Mrs. Pangilinan, Mrs. Silvano, Mrs. Tiongson, Mrs. Solano, Mrs. Miguel, Mrs. Clavio, Mr. Miguels, Dresden Clavio, Dylan Jazminez, Gavin Miguels,

First Place Trophy Spectator Dance: Mr. Jared Soliman and Mr. Randy Miguels

**Toe Touches:**

1<sup>st</sup> Place: Brendan Jazmines  
1<sup>st</sup> Place: Donnabelle Silvano  
2<sup>nd</sup> Place: Cristine Ceralde  
2<sup>nd</sup> Place: Addison Miguel  
2<sup>nd</sup> Place: Cailey Ocampo  
2<sup>nd</sup> Place: Camilla Tagorda  
3<sup>rd</sup> Place: Sienna Tagorda  
3<sup>rd</sup> Place: Sofia Saure

**Best Kicks:**

Leona Cochico

**Deanery 6 Spelling Bee 2019**

HFGS hosted the Deanery 6 Spelling Bee 2019 last Wednesday, March 27<sup>th</sup>. Nicola Paja, 8<sup>th</sup> Grade was the Deanery 6 Champion Speller in 2018. Joining her in the 2019 competition were Azucena Ortega, 8<sup>th</sup> Grade and three 6<sup>th</sup> Grade girls – Lindsay Cervantes, Samantha Estrada, and Antoinette Pena. Mrs. Olivia Bowman from Holy Trinity was the Spelling Bee Master and she was co-facilitated by Mrs. Ashley Liberda and Mr. Clarence Clark, HFGS Spelling Bee masters! Thank you and congratulations to all the winners!



**“Sacrifice” and “self” both begin with the same letter, but the spelling is way different after that.”**

*- Craig D. Lounsborough*

### Grandparents Day



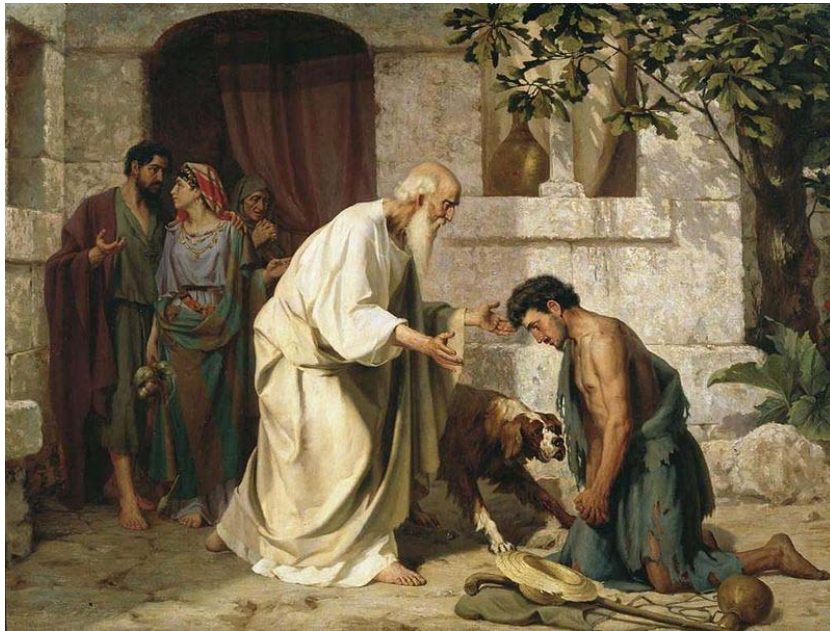
Fr. Marlon Mateo celebrated the School Tuesday Mass and Grandparents Day for HFGS families. There were ninety grandparents who attended the memorable event. 4<sup>th</sup> Grade class, along with their Homeroom Teacher and school's Vice-Principal, Ms. Katy Huntley, processed their retablos to offer the lives of saints in the beginning of the Eucharistic celebration.



Some refreshments and a nice program were provided right after the Mass. Concert Chorus led by Mr. Tom Makiling performed some classic and religious songs. Mr. Jared Soliman's Hip-Hop team performed as well to entertain all the students' grandparents.

*"Young people need something stable to hang on to — a culture connection, a sense of their own past, a hope for their own future. Most of all, they need what grandparents can give them."*

### A Prayer Meditation



**“How many of my father’s hired workers have more than enough food to eat, but here am I, dying from hunger. I shall get up and go to my father and I shall say to him, ‘Father, I have sinned against heaven and against you. I no longer deserve to be called your son; treat me as you would treat one of your hired workers.’” Lk. 15:17-19**

Why do we cling to our sins? This passage comes from the story of the Prodigal Son. We should know that story well. The son decided to leave his father and take his future inheritance, spending it on a life of sin. When the money he had ran out, he was in desperate need. So what did he do? He came to his senses!

This line alone is worth our meditation. First, it reveals what happens to a person who falls into a life of sin. In this case, the son eventually reaped the fruit of his sin. He found that his sin left him destitute and alone. He didn’t know where to turn. And though our sins may not be to the extent of this son, we will all experience the empty effects of the sins we commit, just as this son did.

The profound insight we can gain from this son is that he did come around. Specifically, by “coming to his senses” he recognized two important things. First, he realized that he is worth more than a life of destitution. No one should have to live an impoverished and empty life. Therefore, by seeing his own dignity he came to realize that he was made for more.

Secondly, he knew he could turn to his father. What a blessing it was for him to know this. The reason he knew he could turn to his father was that his father clearly loved him with an unconditional love. The mercy in the heart of the father was so strong that the son was aware of it and this awareness gave him confidence to turn to him.



Reflect, today, upon this twofold action. The son sees his misery and also sees his father as the person to whom he can confidently turn. We must strive to do the same in our own lives. The Father in Heaven will never reject us. No matter what we have done or how far we have turned away, the Father's love is perfect, relentless, unconditional and always inviting. He is ready and willing to dismiss every wrong we have done if we only turn to Him in confidence. Come to your senses in regard to your sins! Let go of them, repent and trust in the mercy of God.

*Lord, my sins do leave me dry and empty inside. I see the misery and pain that result from the sinful choices I have made. Help me, dear Lord, to come to my senses and to turn from every sin I commit. Help me to see that Your mercy is far greater than anything I have done. I thank You for Your perfect love and turn to You in my need. Jesus, I trust in You.*

Reference: <https://catholic-daily-reflections.com/2019/03/30/coming-to-your-senses/>

School Website Calendar: <http://localendar.com/public/HFGS-Bulldogs>

Fr. Jim's Message: <https://d2wldr9tsuuj1b.cloudfront.net/20009/bulletins/20190331.pdf>

### Inviting all of you to our SPRING MUSICAL: The King and I

#### Cast List for "The King and I" Musical Production

Performance dates are Tuesday, April 2 at 10:30 a.m. and Wednesday, April 3 at 7:00 p.m.

<p><b>CAST (in alphabetical order):</b></p> <p>Kaeden Alconaba- Child; The Interpreter  Catherine Bautista - Child  Zachary Brown – The King  Jared Cadua – Child  Lindsay Cervantes – Thara (Wife)  Dresden Clavio - Kralahome (Prime Minister)  Cochico, Leona - Wife; Seamstress #3  Colletta, Alexia - Child  Norah Daniels – Child; Princess Ying Yaowalak  Jaelynn Delfin – Wife; Seamstress  Shanelle Dias – Child  Samantha Estrada – Butri  Brendan Jazmines – Child, Kings' Secretary</p>	<p><b>Continuation of CAST:</b></p> <p>Samantha Jerpseth – Anna  Isabella Lopez – Child; Princess Ying Yaowalak  Denmark Miraballes – Sir Edward; Guard  Jordan Navarro – Child; Prince Chulalongkorn  Azucena Ortega – Lady Thiang  Rachel Pangilinan - Tuptim  Zachary Panis – Child; Captain Orton  Renee Pelongco – Wife  Angelo Quejarro – Lun Tha; Louis  Francis Ramirez – Child  Charlotte Reynaldo – Samorn  Evelyn Samija – Seamstress; Stage crew  Sheenamarie Tanghal - Child</p>
<p><b>Stage Crew:</b></p> <p>Nicole Paja – Stage Lighting Lead  Evelyn Samija – Stage Lighting  Ellamae Fortin – Spotlight  Alyssa Fuellas-Ayala – Audio and mic  Christine Cerlade – Staging  Arwen Orbita – Staging  Ashley Hurjak – Staging</p>	<p><b>Production Crew:</b></p> <p>Miss Alexandre Legaspi – Director  Mr. Tomas Makiling – Music Director  Mrs. Pamela Wardle – Assistant Director –  Choreography Coach  Miss Alexa Isaac – Assistant Director – Prop Maker  Principal &amp; HFGS – Producer</p>



### **The Finnish Educational System – Part 2**

Some top reasons why Finland's education system is the best in the world today.

#### **1. No standardized tests, no stress.**

Finland's education system is consistently ranked best in the world.

- Finland's intellectual and educational reforms have completely revolutionized their educational system. The Finnish system doesn't encourage cramming or standardized tests.
- Finland's common-sense practices and a holistic teaching environment strives for equity over excellence.
- Finland has no standardized tests. Their only exception is something called the National Matriculation Exam, which is a voluntary test for students at the end of an upper-secondary school (equivalent to an American high school.)

All children throughout Finland are graded on an individualized basis and grading system set by their teacher. Tracking overall progress is done by the Ministry of Education, which samples groups across different ranges of schools.

#### **2. Accountability for teachers (not required)**

A lot of the blame goes to the teachers and rightfully so sometimes. But in Finland, the bar is set so high for teachers, that there is often no reason to have a rigorous "grading" system for teachers.

All teachers are required to have a master's degree before entering the profession. Teaching programs are the most rigorous and selective professional schools in the entire country. If a teacher isn't performing well, it's the individual principal's responsibility to do something about it.

#### **3. Cooperation not competition**

While most Americans and other countries see the educational system as one big Darwinian competition, the Finns see it differently. Sahlberg quotes a line from a writer named Samuli Paronen which says that:

**"Real winners do not compete."**

Ironically, this attitude has put them at the head of the international pack. Finland's educational system doesn't worry about artificial or arbitrary merit-based systems. There are no lists of top performing schools or teachers. It's not an environment of competition – instead, cooperation is the norm.

#### **4. Make the basics a priority.**

Many school systems are so concerned with increasing test scores and comprehension in math and science, they tend to forget what constitutes a happy, harmonious and healthy student and learning environment. Many years ago, the Finnish school system was in need of some serious reforms. The

program that Finland put together focused on returning back to the basics. It wasn't about dominating with excellent marks or upping the stake. Instead, they looked to make the school environment a more equitable place.

Since the 1980s, Finnish educators have focused on making these basics a priority:

- Education should be an instrument to balance out social inequality.
- All students receive free school meals.
- Ease of access to health care.
- Psychological counseling
- Individualized guidance

Beginning with the individual in a collective environment of equality is Finland's way.

### **5. Starting school at an older age**

Here the Finns again start by changing very minute details. Students start school when they are seven years old. They're given free reign in the developing childhood years to not be chained to compulsory education. It's simply just a way to let a kid be a kid.

There are only 9 years of compulsory school that Finnish children are required to attend. Everything past the ninth grade or at the age of 16 is optional.

Just from a psychological standpoint, this is a freeing ideal. Although it may be anecdotal, many students really feel like they're stuck in a prison. Finland alleviates this forced ideal and instead opts to prepare its children for the real world.

### **6. Providing professional options past a traditional college degree**

The current pipeline for education in America is incredibly stagnant and immutable. Children are stuck in the K-12 circuit jumping from teacher to teacher. Each grade a preparation for the next, all ending in the grand culmination of college, which then prepares you for the next grand thing on the conveyor belt. Many students don't need to go to college and get a worthless degree or flounder about trying to find purpose and incur massive debt.

Finland solves this dilemma by offering options that are equally advantageous for the student continuing their education. There is a lesser focused dichotomy of college-educated versus trade-school or working class. Both can be equally professional and fulfilling for a career.

In Finland, there is the Upper Secondary School which is a three-year program that prepares students for the Matriculation Test that determines their acceptance into a University. This is usually based off of specialties they've acquired during their time in "high-school"

Next, there is vocational education, which is a three-year program that trains students for various careers. They have the option to take the Matriculation test if they want to then apply to University.

## **7. Finns wake up later for less strenuous schooldays**

Waking up early, catching a bus or ride, participating in morning and after school extra-curriculars are huge time sinks for a student. Add to the fact that some classes start anywhere from 6am to 8am and you've got sleepy, uninspired adolescents on your hands.

Students in Finland usually start school anywhere from 9:00 – 9:45 AM. Some researchers have shown that early start times are detrimental to students' well-being, health, and maturation. Finnish schools start the day later and usually end by 2:00 – 2:45 PM. They have longer class periods and much longer breaks in between. The overall system isn't there to ram and cram information to their students, but to create an environment of holistic learning.

## **8. Consistent instruction from the same teachers**

There are fewer teachers and students in Finnish schools. You can't expect to teach an auditorium of invisible faces and breakthrough to them on an individual level. Students in Finland often have the same teacher for up to six years of their education. During this time, the teacher can take on the role of a mentor or even a family member. During those years, mutual trust and bonding are built so that both parties know and respect each other.

Different needs and learning styles vary on an individual basis. Finnish teachers can account for this because they've figured out the student's own idiosyncratic needs. They can accurately chart and care for their progress and help them reach their goals. There is no passing along to the next teacher because there isn't one.

## **9. A more relaxed atmosphere**

There is a general trend in what Finland is doing with its schools. Less stress, less unneeded regimentation and more caring. Students usually only have a couple of classes a day. They have several times to eat their food, enjoy recreational activities and generally just relax. Spread throughout the day are 15 to 20-minute intervals where the kids can get up and stretch, grab some fresh air, and decompress.

This type of environment is also needed by the teachers. Teacher rooms are set up all over Finnish schools, where they can lounge about and relax, prepare for the day or just simply socialize. Teachers are people too and need to be functional so they can operate at the best of their abilities.

## **10. Less homework and outside work required**

According to the OECD, students in Finland have the least amount of outside work and homework than any other student in the world. They spend only half an hour a night working on stuff from school. Finnish students also don't have tutors. Yet they're outperforming cultures that have toxic school-to-life balances without the unneeded or unnecessary stress.

Finnish students are getting everything they need to get done in school without the added pressures that come with excelling at a subject. Without having to worry about grades and busy-work they are able to focus on the true task at hand – learning and growing as a human being.





Finland's early education is designed around concepts of learning through play.

Imagine you're a Finnish parent (or you are one, in which case, hyvää päivää). You've received state-sponsored maternity leave, a maternity grant, and even a wee-baby care box that doubles as a bed, so you can enjoy those first precious months in one of the best countries to raise children. Now, you're starting to think about your child's education.

Don't worry, you have time. Finnish children aren't required to go to school until age 6, when pre-primary education begins. You are free to spend those early years playing, teaching, and bonding with your little one. If you want to start your child's education earlier, the Finnish system offers an expansive early childhood education and care (ECEC) program, too.

The program adopts a "learning through play" model to promote "balanced growth," according to the Finnish National Agency for Education. Although guided by the National Core Curriculum for ECEC, the local municipality handles ECEC services and has broad autonomy, allowing resident administrators to make the calls regarding budget, class size, and educational aims.

There will be a fee, but one that is heavily subsidized. Parents foot roughly 14 percent of the total bill, but the burden placed on individual households is based on income and number of children. The program is evidently popular, as Finland's enrollment rate for children ages 3 to 5 stands at nearly 80 percent.

## **2. Basic education (plus a free meal) (Grades 1-9/ Ages 7 -16 / 9 Years for Basic Ed)**

When your child turns 7, it'll be time for basic education. Finland doesn't divide its basic education into elementary and junior highs. Instead, it offers single-structure education for nine years, 190 days per year. As with ECEC, policymakers leave plenty of room for local school administrators and teachers to revise and revamp the curriculum to meet the needs of their unique student body.

"The ideology is to steer through information, support and funding," writes Finnish National Agency for Education (which sets core curricula requirements). Their stated goal for basic education is "to support pupils' growth toward humanity and ethically responsible membership of society and to provide them with the knowledge and skills needed in life." This latitude includes what tests to give, how to evaluate student progress and needs, and even the ability to set daily and weekly timetables.

Such autonomy may sound scary to some parents. What if your child spends all day learning phenomenological regressions of the Konami Code? Finland's parents, however, don't have such concerns as teaching is a highly respected and professional field in Finland.

Most teachers hold a master's degree, and basic-ed teachers are required to hold them. Eighty percent of basic-ed teachers also participate in continuing professional development.

"It is understandable that the pragmatic, child-centered educational thinking of John Dewey has been widely accepted among Finnish educators," Pasi Sahlberg, Finnish educator and scholar, wrote for the Washington Post. "Many Finnish schools have adopted Dewey's view of education for democracy by enhancing student's access to decision-making regarding their own lives and studying in school."

Nor are schools left entirely to their own devices. The Finnish National Agency for Education promotes self-evaluation and improvement for both schools and their teachers. In terms of basic education, it's

true that Finland does not use national standardized tests; however, they do implement national evaluations of learning outcomes.

However, Finland's evaluations are sample-based, not comprehensive. They are also not tied to school funding nor used to rank schools. Instead, the evaluations look to assess the school's qualifications and are then provided to the administrators for developmental purposes.

### **3. Upper-secondary education OR Vocational upper secondary in Finland (Grades 10-12/ Ages 16 - 19 / 3 Years)**

After basic education, your child can choose to continue to upper-secondary education. While not compulsory, 90 percent of students start upper-secondary studies immediately after basic. Because of Finland's devotion to no dead ends, the other 10 percent can choose to return to their education later at no cost.

Upper secondary is split into two main paths, general and vocational, and both take about three years. General education takes the form of course work, but students have a lot of freedom to decide their study schedules. At the end of general, students take the national matriculation exam, Finland's only standardized test. Their scores are used as part of their college applications.

Vocational education is more job-focused and incorporates apprenticeships as well as school learning. About 40 percent of students start vocational education after basic. This path ends with competence-based qualifications after the student completes an individual study plan.

It's worth noting that students aren't locked into these paths. As part of Finland's devotion to education and decision-making, the two are permeable so students can discover new interests or create a path that threads between the two.

### **4. Higher education and beyond (Bachelor – 3 Years/Masters – 1 Year / Doctorate – 2 Years)**

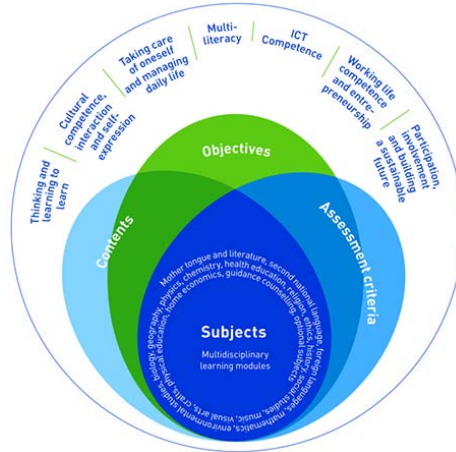
Higher education, like basic and upper secondary, is free.

Remember, equal access to education is a constitutional right in Finland. Students are only required to pay for books, transportation, and other school supplies — and student financial aid is readily available. Finnish colleges are divided into two types: universities and universities of applied sciences. Universities focus on scientific research, while universities of applied sciences emphasize practical applications. Students usually receive a bachelor's degree in four years of full-time study, comprising studies, electives, and a project. Master's degrees take five to six years, and as a rule, students are admitted to study for a master's right away.

If your child chose the vocational path, they can continue their education at a university, typically a university of applied science. But again, Finland's educational paths are highly adaptable.

It will come as no surprise that Finland supports robust adult education to promote social equity and a competent labor force. Companies can purchase in for staff development, and labor training is provided for the unemployed. While not free, adult education is highly subsidized with costs dependent on personal circumstances.





## Rethinking competences

National Goals for Basic Education and Transversal Competences

- knowledge
- skills
- values
- attitudes
- will



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Thank you and God bless!

*Dr. Fidela B. Suelto*, Principal