

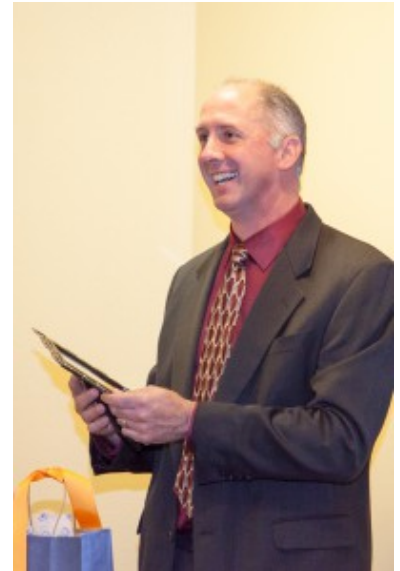
Welcome, Tim!



Clark College Foundation President and CEO Lisa Gibert, *center*, gives new Director of Facilities Services Tim Petta, *right*, a warm welcome.

Incoming Director of Facilities Services Tim Petta was welcomed warmly by the Clark College community at a reception in the Baird rotunda on Friday, November 15. Petta joined the college on November 4.

Petta has extensive experience in facilities management at the University of California Los Angeles, where he was Senior Educational Facility Planner. As part of UCLA's facilities management team, he was responsible for supporting 175 on-campus and 100 off-campus buildings. He has been involved in a number of large new construction projects—from design and document review to building and commissioning.



Director of Facilities Services holds his welcome-to-Clark gift of a framed photo of the Chime Tower.

Petta began his career early, working in construction while in high school and college. He studied computer science at California State University Northridge, but decided to instead go into plumbing. He quickly rose to a management position, and has taken management courses through Dale Carnegie Training, Fred Pryor Seminars, and other companies, as well as college courses in mechanical engineering.

As Director of Facilities Services, Petta oversees all capital projects at the Clark College, ranging from the soon-to-be-built STEM Building to minor repairs and improvements. He is also responsible for the maintenance, grounds, and custodial services provided to the college every day. His department includes more than 50 full- and part-time staff in all facilities trades, from maintenance mechanics to grounds specialists to custodians.

Vice President of Administrative Services Bob Williamson welcomed Petta with a framed photo of the Chime Tower and a

bright orange Administrative Services T-shirt.

Photos: Clark College/Jenny Shadley

Green Penguins with Wet Feathers



Environmental Biology students take a break before planting a Chinese Pistache in Scarpelli Circle to smile with Instructional and Classroom Support Technician Tim Carper, who organizes the annual tree planting at Clark.

As Kermit the Frog once sang, it's not easy being green.

Admittedly, Kermit probably wasn't talking about shoveling dirt in a cold, quintessentially Pacific Northwest drizzle. But members of the Clark College and greater Vancouver community banded together on November 6 to do just that during the college's annual tree planting. These plantings help maintain the main campus's arboretum, as well as its status as a Tree Campus USA.

The group that gathered under rainy skies to plant trees included students from Clark's Environmental Biology class; members of the Clark College Environmental Club; participants in the Washington Conservation Corps; members of the college's Tree Advisory Committee; and representatives from Vancouver's Urban Forestry. Staff from Clark College Facilities Services also assisted in the project.



Volunteers clear Scarpelli Circle of non-native plants and prepare it for having a new tree planted in its center.

The group planted four trees. Two of them—an American Yellowwood and a Chinese Pistache—were donated by Urban Forestry and are new species to the arboretum. The group also planted a Knobcone Pine; this tree was actually an offshoot from an older tree on campus that died and was removed. “So technically, it is a new tree to campus as well, because the parent tree had died and been removed from the inventory,”

said Instructional and Classroom Support Technician Tim Carper, who has organized the tree planting and Tree Campus USA activities at Clark for the past four years.

Carper noted that the Yellowwood and Pistache weren't just new species to the campus—they were entirely new genera. "We are very close to having trees representing every genus that will reasonably grow in our climate and is available to us," he said. "That has been kind of the guideline for adding to the arboretum."

The fourth tree, a Snake-Bark Maple with colorful leaves and bark, was appropriately enough planted near Frost Arts Center.

Photos: Clark College/Hannah Erickson

Q&A with: English instructor Alexis Nelson



English instructor
Alexis Nelson

English instructor Alexis Nelson has taught at Clark College for four years. Last year she became active in the committee that organizes the college's Columbia Writers Series (CWS), which brings accomplished writers to the college to read from and discuss their work; the next installment of the series is on Monday, Nov. 18. Nelson, who earned her Bachelor of Arts degree in English Literature from the University of California at Santa Barbara, has a Master of Fine Arts degree in Nonfiction Writing from Portland State University. Recently, *Clark 24/7* chatted with her about CWS, as well as about a new English course she's helping to develop and her own recent brush with literary fame.

I understand you've become part of the group that organizes Clark's Columbia Writers Series. Could you tell me a little bit about that event and its purpose?

The Columbia Writers Series brings professional authors to campus to read from and talk about their work. We bring in local and national fiction writers, nonfiction writers, poets, playwrights and screenwriters. As for the purpose of the series, last year I had a student tell me she didn't "get"

poetry until she attended a CWS reading, with the poet Matthew Dickman. Hearing Dickman read his work helped this student appreciate and understand poetry in a new way, and it got her interested in attending more readings in the future. To me, that's what CWS is all about: enriching the educational experience of Clark students by introducing them to contemporary authors and by exposing them to literature in a new way. The series also emphasizes Clark's role as a center for arts and culture within the community, and it builds connections between Clark faculty, students, and members of the public.

CWS seems to be undergoing a sea change recently. What's the thought process behind that, and what can we look forward to seeing at CWS in the future?

There is a core group of English department faculty that is really excited about CWS right now, and we've been putting a lot of work into getting great authors to come to campus and creating more awareness of our readings. We're all writers ourselves, and we see so much opportunity to build this series into something truly special for Clark and the community. We've also been working on building stronger connections between CWS and some of the other exciting creative writing initiatives we have at Clark. For instance, last year, Clark's art and literary journal, *Phoenix*, published a fantastic interview with one of our CWS readers, Charles D'Ambrosio. D'Ambrosio is an award-winning author with a national reputation, and having that in-depth interview with him was great for *Phoenix*, not to mention a wonderful opportunity for the student who conducted the interview. We'd love to be able to do more things like this in the future, in addition to continuing to bring in the best writers from the Northwest and beyond.

Tell me about this coming CWS reading.

I'm really excited about the November 18 reading for a couple

of reasons. First, we're going to have two writers: poet Zachary Schomburg and fiction-writer Ismet Prcic. Zachary and Ismet both won Oregon Book Awards this year, so this is a chance to hear two of the Northwest's best contemporary writers share their work. I'm also especially excited for this reading because Ismet actually teaches at Clark—he's an adjunct in the Drama department—so we'll also be celebrating Clark's talented faculty. Ismet was born in Bosnia and his award-winning novel *Shards* tells the story of a young Bosnian immigrant, so there's also a connection between the November 18 reading and International Education Week, which will be happening at the same time.

I know you've been developing a Creative Nonfiction course at Clark. How did that come about, and what role do you think the course will fill at Clark?

Creative nonfiction is an important genre that has become a lot more prominent and popular in the last couple of decades. It's a diverse genre that includes things like memoir, personal essay, travel writing, and even journalistic pieces that use some of the techniques of fiction-writing such as description and scene-building. If you look at other schools that offer fiction and poetry writing courses, most of them will have creative nonfiction writing classes as well. My MFA is in nonfiction writing, and I'm a nonfiction writer myself, so when I saw that there weren't any creative nonfiction courses being offered at Clark, I wanted to design one. I think this class will help round out the creative writing offerings at Clark. It's also an important course because this type of writing is fun and creative, but it also has practical applications. If you're interested in writing for magazines, you need to know creative nonfiction. Being able to write a great personal essay will also help with college and scholarship applications.

How do Clark students respond to the coursework in this class?

When I taught nonfiction writing at Clark last spring, I had a number of Running Start students who were in their teens; there were also several returning students in their 30s and 40s. To me, this diversity is part of what makes Clark special. Particularly in a class where you're writing from personal experience, having students who have been through a lot in their lives and others who are just beginning to figure out who they are makes for a dynamic class. The students were so respectful of one another, and I think that both the older and the younger students learned a lot from each another.

How has teaching this course informed your own writing process?

Teaching forces me to think about how different pieces of writing are put together, and to put into words ideas about craft that I might not otherwise fully articulate to myself. I also like to do all the writing exercises that I give my students along with them, and this can sometimes open unexpected doors for me and lead to new work. Overall, it's just great to be immersed in reading, thinking, and talking about the kind of writing I'm most passionate about. It's like breathing richer air.

Finally, I know you're hesitant to talk about this, but your essay, "On Love and Memory," was recently listed as a notable essay in *The Best American Essays 2013*. How does it feel to have your work recognized by such a prestigious publication? Also, since the original essay isn't available online, could you share a little about its theme?

One of my grandmothers had dementia and the other currently has Alzheimer's; so the essay is partly about what they've gone through and partly about my own fears of losing my memory. It also, like the title suggests, explores the relationship between memory and love. The essay is structured like a collage, with short, discrete sections that are woven together to create a whole that's greater than the sum of its

parts. It's a somewhat experimental kind of writing that I've been really excited by lately.

I was thrilled when the essay was published in the first place (in a great journal called *The Normal School*), but knowing that it stood out to the editor of the *Best American Essays* series feels even better. At the same time, it's funny how quickly the initial excitement over getting news like that fades, in the sense that it doesn't make the work any easier. I'd imagine that even getting a big book deal or winning a prestigious prize would be same. Afterward, you still have to go back to your desk and figure out how to put more words on the page.

Photo: Clark College/Jenny Shadley

Curse of the Starving Class



"See, I always figured on the future. I banked on it. I was banking on it getting better. ... I figured that's why everyone wants you to buy things. Buy refrigerators. Buy cars, house, lots, invest. They wouldn't be so generous if they didn't figure you had it comin' in. At some point it had to be comin' in." –Weston, *Curse of the Starving Class*

Clark College Theatre opens its 2013-14 season with a mordant examination of American aspiration, *Curse of the Starving Class* by Sam Shepard. Winner of the 1976-77 Obie Award for best new American play, this is a major work by one of theatre's most respected and celebrated writers. The production is directed by Mark Owsley and runs Nov. 8 – 23.



At once dark and absurdist, comic and challenging, *Curse of*

the Starving Class focuses on the dysfunctional Tate clan—the drunken dreamer of a father, burned-out mother, rebellious teenage daughter, and idealistic son—as they struggle for control of the rundown family farm in a futile search for freedom, security, and ultimately meaning in their lives. Clark College Theatre Program Director Gene Biby says, “Given the recent economic crisis, the issues raised in this drama are as relevant today as they were 35 years ago.”



Cast includes Derek J. Neiman (Weston), Emily Wells (Ella), Katie Lindstrom (Emma), Nicholas Detering (Wesley), and Andy Houseman (Taylor). Production includes nudity, strong language, and adult themes.

Show Dates: November 8, 9, 15, 16, 21, 22, and 23. All show times are at 7:30 p.m. November 16, there will also be a 2:00 p.m. matinee.

Ticket Information: Students (with ID) \$9; Alumni (with membership) \$9; Senior Citizens \$11; General Admission \$13. Tickets may be purchased in person at the Clark College Bookstore in Gaiser Hall, online, or by calling 360-992-2815. All shows held in the Decker Theatre in Frost Arts Center.

If you need accommodation due to a disability in order to fully participate in this event, contact Clark College's Disability Support Services Office at 360-992-2314 or 360-991-0901 (VP), or visit Gaiser Hall room 137, two weeks before the event.

Photos: Clark College/Jenny Shadley

See more photos on Flickr.

Educating for the Seventh Generation

On Friday, November 1, the aroma of fry bread wafted through Gaiser Student Center as Clark College hosted its annual "Educating for the Seventh Generation," a celebration of Native American cultures and mini-powwow. The event included food, music, dancing, and socializing among the estimated 275 guests.

Native American flautist Isaac Trimble provided music as guests arrived. Then emcee Sande Allman and arena director Ed Goodell got the event started. Clark College President Bob Knight and Clark College Trustee Jack Burkman welcomed the assembled guests on behalf of the college and its trustees; Vancouver Mayor Tim Leavitt also offered a welcome from the city. Native American military veterans led the grand entry, after which there was an invocation and then an honoring of the recently passed. Clark College Facilities Services fiscal specialist Lori Jimerson spoke in memory of longtime Clark employee and supporter Bob Moser, who died in December 2012. Moser was a strong supporter of Clark's Native American student group when it was first receiving charter in the early 1990s.

Much of the rest of the evening was given to dancing, including a "Tiny Tots" dance hosted by Child and Family Services and a series of exhibitions of the powwow dance styles of all the tribes in attendance. Guests also enjoyed

“Indian Tacos” served in the adjoining cafeteria, while drummers provided music for the occasion. The dancing continued late into the evening, with a diverse range of dancers—from grandchildren to grandparents, some dressed in full regalia and others in jeans and T-shirts.

This is the fifth year that Clark College has coordinated and hosted an event in honor of Native American Heritage Month. It is one of four signature events hosted by the college annually to celebrate diverse cultures. According to organizers, the title references “a responsibility to pass on and teach the future seven generations to protect our resources, culture and heritage.”

A selection of photos are below. [Click here](#) to view the full Flickr album.

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Choppers, Gunk, Bugs and Barges

On Saturday, November 2, Clark College’s main campus was fizzing like a lab beaker as hundreds of students participated in the Southwest Washington Elementary Science Olympiad. Almost 300 third-through-fifth grade students from 19 local

elementary schools participated in the half-day event, which included five competitions: Green Eggs Go Bam!, Chopper Challenge, Tug-o-War Gunk, Benthic Bugs, and Buoyant Barges. (See complete results from the contest.) In addition to hosting the event, Clark provided more than 60 volunteers, most of them students. This was Clark's sixth year of hosting the event, which helps promote STEM (science, technology, engineering, and math) among young learners.

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Photos: Clark College/Jenny Shadley

View photos from this event on Flickr.

Student Leader Profiles: Pathways Peer Mentors



Pathways Peer Mentors, *left to right*, Julie Mercado, Mark Damian, Alana Leon-Guerrero, Jamie Brindley-Bagent, Chantear Song, and Seunghyun Roh

Students who enroll in Basic Education at Clark College often find themselves facing a host of challenges.

What kind of challenges? “Oh my gosh, there are so many!” exclaims Pathways Peer Mentor Jamie Brindley-Bagent. “Everyone has different stories: if you don’t have money, if you don’t have parents to help you, if you don’t have a place to stay, if you think of yourself as dumb.”

Thankfully, students enrolled in Clark’s Adult Basic Education—as well as its English as a Second Language and IBEST programs—can turn to their Pathways Peer Mentors (PPMs) for support and advice when the road gets rough. PPMs are fellow students who have successfully transitioned from ABE, GED, and/or ESL programs to college-credit academic classes at Clark—or who are first-generation college students. Their unique experience gives them insight into the challenges faced

by their peers, allowing them to provide necessary support, guidance and encouragement to help those peers stay in school and achieve their long-term educational goals.

This year's Pathways Peer Mentors are:

Jamie Brindley-Bagent, 19, grew up in Vancouver. She is studying criminal psychology and hopes to earn her master's degree in this field, eventually becoming a detective. "I know it's really hard to go to college and I want to show people that they can do it," she says.

Mark Damian, 17, grew up in St. Petersburg, Russia. He is pursuing an associate transfer degree, with the goal of becoming an engineer. A Running Start student, he enjoys working as a Peer Mentor because "there's a lot of opportunity to make new friends."

Alana Leon-Guerrero, 21, is originally from the island of Saipan in the Northern Mariana Islands. Currently studying for her Associate of Arts degree, she plans to transfer to Washington State University Vancouver after graduating from Clark. "I decided to become a Pathways Peer Mentor because I want to help people and let them know that there are a lot of resources on campus."

Julie Mercado, 21, began at Clark taking ESL classes; she currently is enrolled in the I-BEST Academic program, which allows students to enroll in academic classes while simultaneously receiving Adult Basic Education assistance within the class. A native of Guadalajara, Mexico, she came to the United States at age 18. "Now that I am a Pathways Peer Mentor, I get the satisfaction of seeing how we help people," says the aspiring elementary teacher.

Seunghyun Roh is from South Korea, where he learned to enjoy helping students during his time as an English tutor. Now studying at Clark through International Programs, he decided to become a Peer Mentor because he "wanted to have more

experience with people from other countries.” He hopes to become an engineer.

Chantear Song, 26, grew up in Washington state. She is studying elementary education. “My goal for the future is to be a bright, influential teacher for students,” she says, adding that she chose to become a Pathways Peer Mentor to “challenge myself, get out of my comfort zone, and help people.”

This year, the PPMs have begun using a new tool in their work: bright-orange “Look for the Good and Praise It!” appreciation note cards. These notes offer students, staff, and others a vehicle for offering thanks and encouragement. “It’s one thing to talk about the power of appreciation; it’s another thing to experience its uplifting, invigorating impact,” says Marilyn Sprague, PPM Program Coordinator. “With the appreciation note cards, PPM mentors have a simple, easy-to-use tool guaranteed to build ABE/ESL students’ confidence.”

The notecards are available in the Pathways Center (TBG 229).

Story co-written with Suzanne Smith

Photo: Clark College/Jenny Shadley

Exemplary Citizenship



Bob '50 and Sally '55 Schaefer with Oswald at the Clark County First Citizen ceremony

Clark College alumnus Robert Bob Schaefer '50 has plenty of accomplishments and accolades to his name: former Washington state Speaker of the House, a Fifty-Year Award of Honor from the Washington State Bar Association, 2006 Outstanding Clark Alumnus. On Oct. 1, he added another honor to that list when he was formally named the 2013 Clark County First Citizen.

Schaefer joined a group of 71 other community standouts during a ceremony at the Hilton Vancouver Washington.

Pat Jollota, the 2012 First Citizen, presented this year's award to Schaefer after lauding him as "a very wise person." Others called him a "solutions person" with a gift for bringing people together to improve things in his community.

A video highlighted Schaefer's career, volunteer activities and family life. The presentation touched upon how Schaefer and his wife, Sally, have worked for decades to ensure a

brighter future for Southwest Washington. Some of Schaefer's lifelong passions include early learning education; local government leadership; and economic development, particularly the high-tech industry. He was instrumental in establishing Washington State University's Vancouver campus and in creating Paradise Point State Park.

The event had a definite Clark College connection from the beginning—with musical performances by Clark students—to the end, when Schaefer announced he was donating half of his \$1,000 award to Clark College Foundation.

Such generosity has been a hallmark of Schaefer's career. Schaefer, 83, explained to the audience how he and his sister were adopted as children and were raised to help others. He grew up in Clark County, attending Vancouver public schools and Clark College, where he met Sally (Clark College class of 1955, recipient of the 2012 Iris Award, and a First Citizen recipient herself). He later transferred to Willamette University to study law.



Clark College President Bob Knight, *far right*, and SEH Vice President of Operations Ben Bagherpour '75, *far left*, congratulate Bob Schaefer '50, *center*, on his award.

After passing the bar, he got a job with Clark County Prosecutor's Office, while serving in the Army Reserves. He ran for the Washington State Legislature in 1958, spending \$560 on his campaign. He won that election, going on to serve four terms, from 1959 to 1967, and serving as Speaker of the House in his last term.

Reflecting on his past political work, Schaefer bemoaned the lack of compromise and personal relationships between current political parties. "I think it's a sad commentary of our system that these (personal relationships) are not taking place today," he said.

On the day that the federal government partially shut down because of legislative stalemate, he reminded the audience that public officials must compromise: "You just don't get your way," he said. "It has to be worked out, and it has to be in the public interest."

Schaefer wrapped up his remarks with a reminder that Vancouver is a "can-do community."

"My prayer is that each of us can participate in some way to carry out this can-do philosophy for the future," he said.

Photos: Clark College/Jenny Shadley (see more photos on Flickr)

Penguin Profile: Billy Henry



Billy Henry began lifting weights as a teenager, an experience he found so empowering that he decided to create a nonprofit dedicated to promoting athletics and physical fitness among the blind and visually impaired.

Cast your mind back to your high school physical education classes and ask yourself: How many of those activities could you have done blindfolded? Basketball? No way. Relay races? Only if someone made significant changes to the way it was organized. Dodgeball? *Please*.

Small wonder, then, that almost 70 percent of all blind or visually impaired school-aged children in the U.S. never participate in any sort of sport, physical activity, or physical education program. The result is that many miss out on opportunities to boost their confidence, teamwork skills, and both physical and mental health. But thanks to Clark student Billy Henry, all that's changing in the Pacific Northwest.

Henry, 21, is the executive director of the Northwest Association of Blind Athletes (NWABA), a nonprofit organization dedicated to creating opportunities for blind and visually impaired people to participate in sports and physical activities. He founded the organization in 2007, when he was all of 15 years old.

Henry, who is legally blind due to a congenital condition called optic nerve hypoplasia, might well have become part of that 70 percent of non-active youth if he hadn't discovered the sport of powerlifting in his teens. Energized by what he calls the "life-changing" boost in self-confidence and strength provided by competing in this sport, he decided to create the NWABA to share that feeling with other blind and visually impaired people.

"I just saw a real need in the community," says Henry. "There are a lot of challenges to blind and visually impaired people joining sports and physical activities, and I wanted to give them that opportunity to gain confidence and self-esteem to carry into other parts of their lives."

The organization started small, with just six people practicing powerlifting in the Henry family's garage; Henry's parents would make dinner for the team twice a week. "I got a couple friends to be on the board of directors—it took some arm-twisting," recalls Henry, who at the time was attending Hudson's Bay High School. "I sat down with a friend to fill out the 32-page IRS application for 501c3 [nonprofit] status. Fundraising was really challenging. We held a lot of bake sales."

The effort paid off: Over the next six years, the organization grew in leaps and bounds. In 2012, more than 1,000 blind and visually impaired people participated in NWABA events, which now include activities like judo, tandem cycling, swimming, track and field, skiing, baseball, golf, and an adaptive form of ping pong called showdown. With an operating budget of

\$150,000, the organization has expanded its reach to Washington, Oregon, Idaho, and Montana; this summer, it hosted the 2013 National Goalball Championships, featuring a sport specifically developed for blind and visually impaired athletes.



Clark student Billy Henry became interested in weight lifting while still in high school, in part because the sport allowed him to compete on an even footing with sighted athletes. Here he holds a trophy from the World Association of Benchers and Dead Lifters.

Henry now operates out of an office in downtown Vancouver, which he moved into in the fall of 2010—the same time he enrolled at Clark to study business administration. “I chose Clark because it allowed me to stay local and I knew it had a good reputation for its disability support services,” says Henry. “They’re phenomenal. They’re really experienced with working with blind and visually impaired students and understanding each student’s individual needs.”

Clark College Director of Access Services Tami Jacobs says that the college has a high proportion of students who are blind or visually impaired, in part due to its proximity to

the Washington State School for the Blind (just a block away from Clark's main campus) and its strong working relationship with the Washington State Department of Services for the Blind. Jacobs says she and her staff work hard to provide a welcoming and supportive learning environment for students of all abilities. Jacobs says she has been impressed by Henry's work ethic, both in class and with the NWABA. "He is driven, passionate, and looks for solutions outside of the box," she says.

"It's interesting, because at the nonprofit I get a lot of hands-on learning," says Henry. "And at the same time I do learn a lot in my business classes that I've brought into the nonprofit. Reading financial statements is *much* easier since I've taken Accounting."

Henry has taken a mix of in-person and online classes, noting that online classes offer certain advantages for the visually impaired. "I struggle with math, and I really like [taking] math classes online because I can go back and watch a video lecture over and over, and get as close to the screen as I want," he says. "That's more challenging in a room with a whiteboard. But I also really like the personal interaction that you get in the physical classroom setting."

Henry expects to graduate from Clark in 2014 and plans to attend Washington State University Vancouver afterward to earn a bachelor's degree in business. Meanwhile, he plans to continue growing NWABA, even if that means eventually handing the reins over to someone else.

"It's hard, because I want to keep doing the work," he says. "But getting my education is very, very important to me as well."

Eventually, he would like to earn a master's degree—either in business or in health care administration. When someone mentions that health care organizations could probably benefit

from his unique perspective, Henry chuckles softly.

“Yeah, that’s what I thought, too,” he says.

Photos: Clark College/Jenny Shadley

Striking Developments

On October 3, the Clark College community came together for an annual tradition, the Students vs. Staff softball game. One change to the tradition: After years of being held during spring quarter, this event was moved to fall quarter. (Expect another competition, possibly kickball, to take its place during spring quarter.) Another change: After many years as the underdogs, Team Staff (which also includes faculty) came away with the victory, trouncing Team Student 13-4. Team Staff owed some of their success to new softball coach Mandy Hill’s able leadership, as well as Health and Physical Education instructor Alan Wiest’s impressive tally of four home runs.

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