



## How We Learn

### A naturalist's reflections on teaching

By Tim Boyle

People often ask what my favorite thing about being a naturalist is. They say, "It must be great to come to work and be able to spend so much time outside, playing with the animals and being with kids." All these points are true and are on my list of why I like what I do, but I really get a lot of satisfaction when I notice that moment of actually *teaching* people, especially kids. The point when the realization of a concept "rings a bell" with them or they have a revelation of the "how" or "why". Sometimes a look comes over their faces; they get a smile of connection, communication, or satisfaction. I think this is why most of us do what we do.

I often find that my most satisfying personal revelations about being a naturalist are about realizing *how* people learn. Not so much *what* they learn, or even that they learn it by using the methods that all we 'experts' think they should.

My particular path into being a naturalist wasn't along the usual environmental education channels, I was an electronics technician for most of my adult career. I think because I started teaching so late in life, sometimes I feel like I am the kid in the school group, the blank slate standing there, overwhelmed by all this new information.

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Photo: Tim Boyle

I'm outdoors in a great big natural world, the rain is falling on my head, I don't have the comfort and security of my schoolroom with *my* desk and *my* chair and familiar things, and I'm being cajoled and moved by the tidal forces of the group of people I'm "on a field trip" with, many that I barely know.

There are all kinds of complex dynamics at play. One part of me wants to be a part of my group; I want to impress my friends, my teacher, and myself, at least a

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# From Our President

## The MNA's New Board of Directors

by Jamie McBride, MNA President



*Jamie McBride is the Naturalist Programs Administrator for the Minneapolis Park and Recreation Board.*

Greetings MNA members,

Tomorrow I have the opportunity to testify before the Minnesota

House of Representatives to advocate for a bill that would benefit the professional naturalist. I am both very nervous and excited about this opportunity as years ago I had concerns about a discussion related to instructor certification. I left this discussion feeling that environmental educators and naturalists should be recognized as the professionals that they are and that the method to achieve this was ambiguous.

While I agreed with the need for professional recognition, I was very concerned with some of the points made about how to create a certification program. Some suggested that in order to accommodate those that have been recognized professionals that whatever certification process was implemented it ought to be inexpensive and short. In other words, cheap and easy. While I thought that would be fine for those that would be grandfathered in, I thought it would really do nothing for the perceived professionalism of our field.

At the time I remember being convinced that under those guidelines we would end up with another certificate not unlike what we get from Project Wet, Wild, Learning Tree, or any of the other inexpensive, one day workshops that anyone can attend. I was worried that folks like us would be impelled to take yet another training just to stay competitive in the challenging world of trying to land that prized full-time naturalist or EE gig. Please note, I don't have any problem with any of these workshops. I hold

many of the certifications myself and have found them valuable.

If the goal was professional recognition and thus a living professional wage, then extensive, ongoing training associated with a degree was going to have to be a part of any certification. This certification we were discussing was really about professional development for those that had those degrees and related experience. At that time I decided that I would do what I could to advance the perceived professionalism of the naturalist field. I had no idea what to do about it, but the idea has stuck with me.

The MNA board has done many things while I have been a board member that I believe will slowly keep pushing for further recognition of the skills and training that naturalists need. Last year the MNA board endorsed both the No Child Left Inside Legislation and the Vote Yes campaign for Minnesota's Natural Resources and Heritage. While the No Child Left Inside legislation is still pending, Minnesota voters have passed the Vote Yes campaign and there is now dedicated money for natural resources and heritage.

Coming out of this, Representative Kate Knuth has sponsored legislation that will allocate some of that money toward creating eight full-time naturalist positions within the DNR, expand the DNR intern program from eighteen to thirty students, call it the "Naturalist Corps," and provide money for self-directed learning opportunities and kiosks. This is the kind of legislation that I was hoping for when the MNA endorsed the campaign, so I am heading to the legislature to testify about the needs for and benefits of naturalists in terms of visitor experience and environmental literacy. I have no idea if this will even get out of the committee, but it fits with the MNA's endorsement of the Vote Yes campaign and if it goes farther, I'll likely be seeking membership help on this matter..

This opportunity has me thinking about the from our

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**From Our President, continued -**  
professionalism argument again, but in different terms. I think we should advocate for professional jobs, rather than the training. The qualifications will dictate the training people will seek. I welcome discussion on this matter from all interested members. Please contact me or another of the board members if you have questions or concerns.

In the meantime check out all the cool stuff our new board is offering this year; a trip to Crex Meadows in April, a naturalist training in early June, and a field trip partnership with the MAEE conference later in June and more. I've been impressed by the new board and member participation (fifteen people on the Program Committee!!!) and am excited to see what else develops for the membership down the road.

## Write On!!

The MNA board works for you, our members. Our newsletter exists as a way to share information, stories, anecdotes, opinions, events, anything! We want you involved! Do you have a response to the President's Letter? Write us! Do you have an event that you think MNA members should know about? Tell us and we'll get the word out. Is there something that you feel you'd like to share with the MNA community? The Newsletter editors always welcome submissions!



# How We Learn

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little, but another part of me would like to just get away from this social group and crawl around on my hands and knees and look at bugs and tie weeds together and poke at stuff without some dorky teacher leading us around, telling us stuff all the time. I try to relate to those kids too.

I feel that there are complex dynamics at play with adult groups as well; it's just a different dimension of those dynamics. I'll be standing there with twenty people in front of me, trying to do all the things I know I *should* do to teach them, trying to remember all the things I learned from Tilden and Ham; all these psychological cause and effect

scenarios about how things are really supposed to do go if I do everything right and someone is actually learning something. But part of me is still thinking, how do I make an impression on each *individual*?

Have you ever seen the movie, "The Nightmare before Christmas"? I remember the character of "the Mayor," whom I can relate to. He has sort of a split personality and his head spins around to present whichever one is currently needed at the front. Like him, my happy teacher head will be facing the group trying to present the program in the Tilden and Ham format, while my back head will be thinking, "I really don't know everything there is to know about this subject, how do I teach it to twenty completely

different people and incorporate everything good I've learned from everyone I've ever worked with..." meanwhile my front head blathers on, doing it's best. My back head tries to remind me not to focus solely on what is on the curriculum page for the day and possibly miss an opportunity to point out a simple but important universal thing like practicality, economy, or common sense.

I try to remember to slip in things that are basic staples of the natural world regardless of the program: using as many of our senses as possible, using another person's or animal's point-of-view to see things in different ways, and it being OKAY to see things differently. Just noticing how being outside is different than being inside. Noticing the wind direction or the sun's location when we start hiking - which way did you come from? Which way do you think you would you go if you were a... bear? A skunk?



A flamingo? Hey... where do you think the Nature Center is from here?

When it comes to interpretation, everything can be a tool, but I've found that what I once thought were everyday items - binoculars, compass, camera, thermometer, matches, our "tools" - are things that we commonly assume our audience is familiar with when suddenly we put these tools into their hands and start a program that talks about the result of using these tools. However, these may not be familiar objects to some because of poverty, culture, interest or opportunity. Even if they were familiar in that person's comfortable home situation, to have to use these simple tools in front of a group of their ☞

peers may make them feel foreign, threatening and uncomfortable.

Have you ever seen someone, especially an adult, use a power drill that has never used anything more than a screwdriver? It's like watching an infant learn to walk. I want to grab it and do it for them but I know it will be better if I let them do it. I have to force my hands into my pockets. Everyone should try and build a birdfeeder at least once in their lives. What I'm getting at is, something that seems totally obvious to one person can be completely incomprehensible to another. I like it when I'm the person with the comprehension problem and someone (usually a kid) blindsides me with "a hidden truth."

With all the distractions within the group; the program props that don't work, the planes flying over so no one can hear me, the deviations from how the book tells me I should have taught it, the teachers trying to help but using entirely wrong examples, the shortened programs for whatever reason, and all the things that stir into the slurry soup that is a naturalist program, it's a wonder that anyone learns anything at all. The fact that they actually do though, re-enforces the marvel of *how they learn* to me, and I really, really enjoy that. I have come to realize that there is no one manner in which everyone learns. You just have to try everything you can think of to get through to them and hope something sticks. One day it might work for one person and the next day it might not work for the same person.

At the heart of interpretive naturalist work is teaching, and I have to remind myself that sometimes just having an individual in the audience take away something, *anything*, even something completely unrelated to today's topic, is also a success. I try to keep in mind that some people might not even give an immediate response or an indication that something has clicked with them at the time, and to not get too deflated when it seems I'm not getting through.

One sequence of events that always comes up, and I think everyone reading this has probably experienced it many times, is what I have deemed "The Blue Car Phenomenon."

You have a group of kids sitting there for a program and you say, "Okay. I think you all know what camouflage is. Does anyone have any questions about how it helps the animals?"

They all start shouting out questions, and you say for the fourteenth time, "Raise your hand if you have a question..."

"Okay, you have your hand up sir, the boy with the blond hair and the skull & crossbones t-shirt. Do you have a question...?"

And he answers, "My dad has a blue car!"

Unhunh. There is *some* type of association going on there, but it's not quite close enough to draw a parallel with what we've just been talking about.

On the other hand, it's a great example of how there is a difference between a question, and just a statement. After we explain the difference between the two, we might just have learning. To me, if that definition is something they take home with them, it doesn't matter that it wasn't exactly nature-related. Anyway, that's okay, I feel that *everything* is actually nature-related when it comes down to it.

I've had days where I've felt completely unsuccessful in getting through to young kids, and then later notice them become very animated and relate nearly everything in my program verbatim when their parents come to pick them up. It makes me realize how important it is to be accurate. Sometimes they are little recording machines that will replay all my faults as well as my strengths. Much to my chagrin.

I think most importantly my back head reminds me to try to be the people in my audience. That I was their age once, or will be their age one day. What can I do that will make them remember this *thing* we're learning about enough to want to tell someone else about it? The key thing that tells me there is learning going on is when they ask questions and make comments.

And my oh my, do they come up with some amazing material.

What I would like to propose you do as a naturalist, or as a nature center is to keep a diary of "The Things Kids Say" or "The Things People Say During

a Program," and more importantly: "Questions That Don't Get Answered." Questions that come up during a program that you don't have an answer for, or the ones that stump everyone during lunch with the naturalists.

These are the things that *really* teach me, make me laugh, and sometimes give me the clues to how people learn. I've been collecting them on my blog for about a year or so and I'm sure some will resonate with you. They can really make me remember the day and the setting, probably better than if I had written down all of the programs we did that day, what school group it was, etc.

Maybe some day we can collect them all into a book to pass around at the "Old Naturalist's Home." Sometimes there are the real, "I-just-got-hit-by-a-baseball-because-I-was-talking-to-someone-in-the-crowd" type questions. The ones that slap me upside the head and indelibly prove to me that learning is happening, and the kid (or adult) is taking the topic one step further and it might even be to a place I can't go without some help.

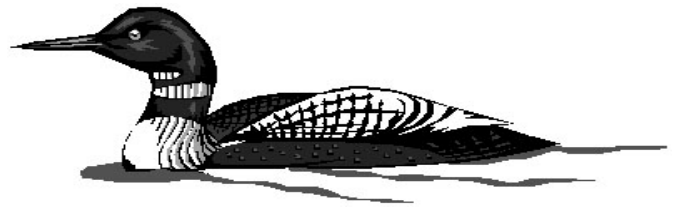
Questions like:

- "Can you swallow a photon?"
- "Why do snake's tongues come in different colors?"
- "What good are wood ticks?"
- "Were the dinosaurs real?"
- "What are worms for?"
- "Why do raccoons only make more raccoons?"

There is also the stuff that comes from way out of left field that causes a temporary brain-stoppage, moment of reflection and/or greater understanding on *my* part:

- "Do you *live* out here...?"
- "Wow, that's so cool! You get to wear an ID tag!"
- "Hey, I remember you, you're that guy."
- "You were at my birthday party!"
- "Um, your sign says, Tim Boyle - Natural."
- "Hey! There goes MR.... TIN FOIL !!!"
- "Hey, it's the zookeeper! He's got a vest on!"
- "I get to be up with the naturalist! Hi Mr. Tim!"
- "Mister, when are you gonna stop tellin' us stuff?!"

Once I was getting ready to do a birthday party.



I had singled out the birthday boy; I walked up to him and said, "Ryan, I heard it's your BIRTHDAY TODAY!"

Ryan said, "On the radio...??!"

Then occasionally there are the comments that are just too funny, the real Reader's Digest material. Just kids being kids, or people being people:

"I think the Salamenander can't eat it 'cause his lips are too slippery."

"That's that animal what lives in the moustache lodge."

"I think I had one of those crotchroaches once."

"Wow, look! A Giant Hamster Ball!!!" (Referring to Springbrook's plexiglass 'Frog Dome').

"Hey kids, what kind of tree does an acorn come from?"

"An acorn tree!"

A father points to taxidermied Loon and asks his daughter, "Abby, which bird is this...?"

Abby responds, "Noisy Duck! Noisy Duck!"

I knew I had really made inroads into the naturalist field when I was sitting at an outside table in front of a coffee shop that was not in my neighborhood, far from any of the nature centers I work at.

A woman gets out of her car, walks up to me and says emphatically,

"Hey, is your name Tim... Yeah! You're that, that... EXPLORER guy! You did my niece's birthday party!"

I encourage you to keep a diary of your own or share one between the people at your nature center, and not just the naturalists; the janitors, city officials, and parents. They can teach you a lot about how people learn.

Even yourself.

- Tim Boyle is a naturalist at Springbrook & Wood Lake Nature Centers.

His blog is called "Infinite Universe" and can be found at <http://dignature.blogspot.com>.

# The Seasonal Naturalist Dilemma

by Brett Sieberer

Even though it has been about two and a half years since I left the ranks of the seasonal naturalists, I still fondly remember those times. Working on the weekends, no benefits or sick days, eating questionable foods (I haven't quite given this one up yet)... everyone who is and or has been a seasonal naturalist knows all too well what I am talking about. In fact, the jokes about being a seasonal are something I'm sure that most of us have been a part of at some time or another. The reality of the situation is that without the seasonal naturalists most of our centers wouldn't run as smoothly as they do, and some not at all.

I currently work at Dodge Nature Center, and we rely heavily on seasonal naturalists for our day to day classes, animal care, and the daily upkeep of the nature center. Dodge isn't alone. I have worked with many seasonals over my six and a half years in the field, all of whom were playing an important role in their organization's success.

Being a seasonal naturalist is one of the coolest jobs around (at least in my opinion). You get to work with many different naturalists and usually at many different places. All of that experience really starts to add up into a well-balanced background that can prove helpful when it comes to resume time. Also, if you are fortunate enough to work somewhere that employs more than one seasonal at a time, you get to work alongside people who are in the same situation, are great to bounce ideas off of and share stories with. Every day you are learning something new and each season brings new classes and new experiences. The problem is that too few seasonals who start the journey make it to the end of the path...a full time, benefited naturalist position.

Full-time naturalist status is something that a lot of seasonal naturalists never attain. Many fight the good fight as long as they can, ultimately to bow out sighting the tireless schedule, little pay, or actually wanting to be able to go to the doctor as the final

## The Top 10 Ways to Tell You are a Seasonal Naturalist

1. If the food you rely on comes mostly from the leftovers of kids' lunches
2. "Sick Days" are when you work when you are not feeling the best
3. You are employed at three or more places
4. Benefits...What are benefits?
5. Your desk is a table, countertop, or any other random open space where you work
6. You own shirts from at least four different nature centers
7. You check the SEEK website at least twice a day
8. Scoring a piece of cake from a birthday party group makes working every weekend somewhat tolerable
9. You don't make plans for President's Day, Fourth of July, or Memorial Day because you'll have to work anyway
10. If you've ever taken food out of the garbage to eat \*

\*Ask me about this sometime if you'd like more details.

factor in their decision. This isn't unique to the naturalist field, but we probably have more than our fair share of this going on. No one can blame the people that jump ship because everyone's story is different and difficult decisions have to be made. When this happens I am definitely bummed to see another friend and co-worker go. When I was a seasonal it meant one less person to compete with for the few jobs. Now as a full time naturalist it usually means one less person trying to take my job. No, I'm kidding. As a full-timer I believe that one of my responsibilities is to help train these individuals so that one day they are ready to step in and take my job.

The future of environmental education will definitely include the continual importance of the seasonal naturalist. To those looking to get into the field, I say give it a shot, it's an awesome job. To those who have been a seasonal for a while and are contemplating leaving the field, I say stick with it, there are many naturalists out there (myself included) that are pulling for you and want to see your hard work pay off.

# Learning to Care:

## An interview with Joe Schmitz of Normandale Community College

By Samantha Weatherston

I asked Normandale Community College “Minnesota Natural History and Field Biology” instructor Joe Schmitz how his class helps to fight “nature deficit disorder.” He responded with the following comments:

“All of us, especially urban/suburban residents, are typically focused on our jobs, studies, family and our day-to-day routines. In the course of our busy lives, connecting to the environment and the natural world is an afterthought or hobby at best. While many Minnesotans hunt, fish, go birding, camp, hike trails and pursue other outdoor activities when we can, few of us have a daily link to the natural world around us. Even when dealing with the rigors of Minnesota's winter weather most of us are disconnected from the reality presented by nature. We dress to go from our heated homes to our (hopefully) warm cars and on to our jobs or schools in climate controlled buildings.

Few of us give a passing thought to the chickadee shivering in a snow covered tree limb, the vole dealing with the challenges of life under the snow, or the pasque flower on a bluff prairie biding its time waiting for the warming rays of the spring equinox. While we have to deal with snow, limited solar radiation, increased demands on our own energy reserves and budget, *and* have lean into the wind on our way to class, the chickadee, vole and pasque flower have to deal with Halfpenny's SCREW factor 24/7.

In the Minnesota Natural History and Field Biology class we examine the structure of an environment. That is, who and what can be found there, and how the who and the what work together to sustain the environment. We look for connections and relationships between the living and non-living components of an environment to better understand the complexity of natural systems. That is all well and good as a basis for understanding the workings

of science and ecology. But that is the science. To become better stewards of the *environment* we have to care about it.

In the course of the semester we take an interdisciplinary approach to the subject at hand, exploring the human relationship with the natural world through current events, literature, philosophy, history, art, and cultures when possible, and appropriate to our understanding of the bigger picture. Finding links beyond the science often give individual students another reason to care.

In my own opinion, the ultimate tool for building connections to the natural world is the lab and field portion of our time together as a class. We look at the three major biomes in MN, we look at the mosaic of forest types within the northern coniferous forest biome, we learn about the relationship between white-tailed deer and poor regeneration of our white cedar forest, and we see in-hand the structure of the scale-like needles of an individual bough of white cedar. We examine a prairie grass species to see the details of their architecture, the beauty of their design, and the purposefulness of their lives not only for the individual specimen in hand, but for a community of its associates and competitors on the prairie. We use our five senses to help us recognize our fellow travelers on this one and only Earth and learn their stories, much as we might listen to the stories of an elder. I think the stories that can be told by a squirrel's midden, the first spring ephemeral emerging from the snow, or the call of an owl in the forest teach us more than the words in a text, and more importantly, encourage us to care.”





## Are you on Facebook?! Use it to feel better about yourself!

Are you feeling down? Have you had a lousy day? Well, log on to the MNA Facebook page and read what your colleagues, friends, and the rest are up to! For example, read the “Stupidest Things Ever Said to an Audience” conversation. As you chuckle at the various faux pas of Tim, Kirk, and Peter, you can relax in the knowledge that at least *you* haven’t said those things before... not that you’d ever admit what you *did* say... So take a load off! Grab a cup of java, put up your feet (unless you’re at a computer desk, which could be awkward), remember that there are many of us out there sharing similar experiences, and practice a little “schadenfreude.”

Go to Facebook.com, type “Minnesota Naturalists” in the search box, and join our group!

View pictures, post some of your own, and find out more than you ever wanted to know about your fellow naturalists.



## Stewardship Fund

The Minnesota Naturalists’ Association budgets \$500 each year to assist members by providing small project-based grants. This is the “Stewardship Fund” and it is another benefit you have access to by joining MNA.

Members can apply to get funds to help with new their programming ideas, research, pilot projects, unusual supplies... or anything else that would improve the outreach and education at your center. Visit our MNA website or contact Joel Light (joellight32@hotmail.com) for more information.

## Scholarship Announcement

Did you know MNA has scholarships available? We want you to learn more and be the best naturalist you can be. If you are interested in attending an environmental conference, but need some help in covering the registration or lodging costs, then this scholarship opportunity is for you.

MNA maintains a scholarship fund each year to help naturalists attend workshops and conferences. We don’t want any of those funds to go unused, so please consider applying.

To apply, visit the MNA website or contact scholarship committee chair:

## Join us for the Second Annual Crex Meadows Bird Watching Field Trip!

On Saturday, May 2, 2009, MNA birders are flocking to Crex Meadows to check new birds off their lists. Crex Meadows is located 85 miles Northeast of the Twin Cities in Grantsburg, WI. Twin Cities Metro residents will be leaving around 6:15 A.M. in order to get to Crex Meadows Wilderness Area in time for the two-hour hike that begins at 8:00 am.

Last year’s trip turned out to be quite a wintry Saturday morning, but despite the cold and blowing snow, participants managed to check nearly 30 birds off their lists. One highlight of last year’s trip was watching the Sandhill cranes performing their courtship ritual. Who knows what new excitement awaits this year’s participants!

This trip is free for MNA members, but will cost \$20 for non-members. Carpooling is encouraged, but space is limited. For details and car-pooling match-making, contact Cristina Palmisano at: [cristina.palmisano@gmail.com](mailto:cristina.palmisano@gmail.com)

For directions, a PDF birdlist, and additional information visit: <http://www.crexmeadows.org>

# MNA Board Updates

## And the votes are in...

Last issue, we asked for members to share their opinions on the option that they personally felt would best serve them as far as getting their MNA information, news, and contacts. Many people responded that they would prefer a PDF file— in fact, many of you may be reading one right now! Congratulations!

We want to make sure everyone gets a chance to make their opinion known, so we are asking those of you that haven't conveyed to us your preference to let us know what you want.

We've been putting out a paper newsletter since inception of our group in the late 1970's.

Now that we are into the 21st century, and we *are* an environmentally-minded organization, it seems a little contradictory for us to put out a lot of paper products without asking if you really want them.

There are advantages to paper and we are not suggesting that it has to go away.

Here are the most practical options that have risen to the top:

1. We will keep printing *some* paper copies, however YOU must tell us if you would like to receive a paper copy by postal mail, or it will be emailed as a PDF document attachment and / or a link for you to download the PDF. You can change this preference at any time. We will still publish the "full" newsletter six times per year. Even if we provide an electronic option, we will DEFINITELY still have paper copies available, we just won't print as many or mandatorily mail them to ALL members.
2. We will post the newsletter as a downloadable PDF document on the MNA website, and we will email (weekly or so) the current membership news and opportunities in a short email "eNewsletter" that will include a link for you to download the current bi-monthly newsletter. Even if you opt NOT to receive this occasional eNews email, you can still be on a list to receive *just* the bi-monthly PDF or Paper.
3. There will be (and already are) many opportunities for you, the membership, to interact with the board and the rest of the members. There are the forums pages at the MNA website, and the wall and discussion board on the MNA Facebook website. There are also the emails, Facebook pages, and contact info of all people involved with MNA that are a resource for your use. We will work to simplify and consolidate these online tools as best as possible in the future. Please tell us if you would NOT like to be involved with any of these features, or if you WOULD like to be and have not, or do not know how to get connected. Our goal as the Newsletter/Information Committee is to involve and present as much information to our members as they would like.

**The important thing is that you give us some feedback on how YOU would like to receive your MNA info and what topics you are interested in.**

You can email the Information / Networking Committee at: [MNAnewsletter@gmail.com](mailto:MNAnewsletter@gmail.com), call a board member, or send mail to the Info Board Chair:

MNA Info Board c/o Tim Boyle  
3701 - East 47th Street  
Minneapolis, MN 55406-3875

## Don't forget about the website!

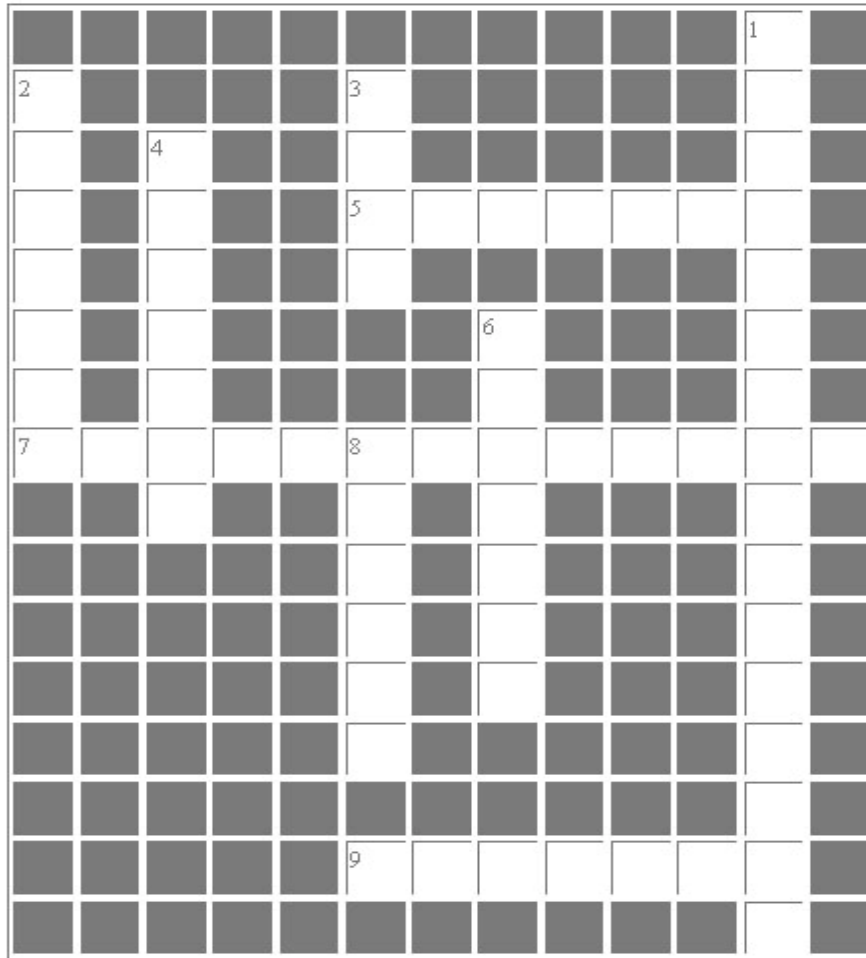
We intend to use the website more, more, more! It's already chock full of resources, news about current events, outings, *and* it gives you the ability to participate in discussions with your fellow naturalists on the forums site.

Again, the web addresses are:

- The MNA Website at: [mnnaturalists.org](http://mnnaturalists.org)
- The MNA Facebook Page at: [www.new.facebook.com/group.php?gid=14521945975](http://www.new.facebook.com/group.php?gid=14521945975), or just search Facebook for "Minnesota Naturalists."

# The Last Word

## Weevil's Last Word A crossword of random animal trivia



### Across

5. True blue-blood?
7. *Turdus migratorius*
9. Pees on its legs to cool itself

### Down

1. Only venomous mammal in North America
2. As far as weevils go, it has the last word
3. A group of these is called a parliament
4. Has ears on its front legs below the knee
6. Macaroni is a type of
8. Its scientific name means "barking dog"

(Answers online and in the next eNewsletter... Or talk them over on the discussion boards!) Do you have a good idea for a "Last Word" activity? Know some riddles? Heard any good jokes? Monty Python quotes? We'll even settle for a list of synonyms... Send it to the newsletter editors at [MNANewsletter@gmail.com](mailto:MNANewsletter@gmail.com).

MINNESOTA NATURALISTS' ASSOCIATION  
Jamie McBride  
Minneapolis Park and Recreation Board  
3800 Bryant Ave. S.  
Minneapolis, MN 55409



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## MNA Membership Form

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone (hm) (\_\_\_\_) \_\_\_\_\_

(wk) (\_\_\_\_) \_\_\_\_\_

Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Organization \_\_\_\_\_

*(This information will appear in the membership directory, unless otherwise noted)*

How did you hear about MNA?  
\_\_\_\_\_

How long have you been a member?  
\_\_\_\_\_

Membership runs one year from payment of dues.  
Please make checks payable to **MNA** and mail to:  
**MNA Membership, c/o Robin Trott**  
**28874 180th Street, Starbuck, MN 56381**

### I am a:

- NEW MEMBER
- RENEWAL
- MAEE MEMBER

### Membership Level:

- \$25 Professional
- \$20 MAEE Member (Prof.)

### Please check if applicable:

- Please do NOT include me in the membership directory
- Please do NOT include me on mailing lists

### *Our Mission:*

*"The Minnesota Naturalists' Association exists to advance natural and cultural resource interpretation for the purpose of fostering wise stewardship of all resources.*

*The MNA offers its members growth opportunities in skill and career development and serves as a forum for interpreters to pool knowledge, share ideas, and establish contacts with colleagues."*