Editor's Notebook

By Steve Wilent

A Simple Goal: Eliminate Fire Regime Condition Class 3 by 2030

I've been a long-time reader of Forest Source and have been impressed by the quality of the articles. However, I was particularly intrigued by the recent article on the topic of fire regime condition class 3. I believe that this is a crucial issue for the forest industry and the environment as a whole.

The article discusses the problem of fire regime condition class 3 and the proposed solutions. I was particularly interested in the section on the proposed solutions. The author suggests that we need to focus on reducing the number of fires in this class, as they are the most harmful to the environment.

I agree with this approach. It is clear that we need to take action to reduce the number of fires in this class. This can be done through a variety of measures, including improving forest management practices, investing in research and development, and implementing policies that encourage sustainable forest practices.

I would like to see more articles on this topic in the future. Forest Source is an excellent source of information on forest management and the environment, and I believe that this topic is particularly relevant.

Liliana Muniz

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LETTERS

Discussion of High Grading

The recent commentary on high grading by Mike Greason stirred a number of responses. That's great! But the commentators seemed more concerned with Greason's ideas on how foresters are paid than the issue of high grading itself. I hope to stir continued interest by asking a number of questions—always looking for the why and why not—or with an implication of "please explain." Have at them:

1. Is high grading good silviculture or good forestry?
2. Is high grading a sound practice of sustainable forestry?
3. Is high grading an issue being dealt with adequately by SAF at any level in any state?
4. Is high grading adequately covered in any forest certification system or sustainable forestry program?
5. Does the SAF Mission Statement pledge sustainable forestry practices by members?
6. Does the SAF Code of Ethics pledge sustainable forestry practices by members?

Jim Coulfi

Cazenovia, New York

Coulfi served as SAF president in 1999.

Tradition and Education

I read with interest the From the leadership column by my friend, SAF Vice-President Roger Dziengeleksi, in the February 2010 issue of The Forest Source. Dziengeleksi begins the piece by writing about forestry being steeped in tradition and that is true, perhaps too much so. He also states, "Our educational system is rooted in the past, and some (but definitely not all) of the science that is taught and that we use comes from eras gone by."

Prior to my retirement in 2005 I had the privilege of being head of three of the country's forestry and natural resource schools. I also served two terms on the SAF Committee on Accreditation, including one as its chair. I know from those experiences that most forestry programs in the United States today have become quite progressive and are offering students courses and options that include all aspects of the ecosystem. My last stop was at Louisiana State University. During my more than five years at the school, the school changed its name and instituted a new de gree program in natural resource ecology and management. In addition, new areas of concentration were developed that include ecological restoration, conservation biology, and wetlands science. Existing courses in forestry, wildlife, fisheries, and aquaculture were modernized. This is happening all over the country. Indeed, schools are rapidly moving well beyond the way forestry has traditionally been taught.

Putting on my Accreditation Committee hat for a moment, I would say that...