

The figures provided by the reviewer refer to private and clerical schools and therefore are not relevant to my discussion of "the inadequacies of municipal finance" (pp. 183–86).

The suggestion of trends, especially in the revolutionary period, often provokes controversy. But while Pushkarev is certainly entitled to draw his own conclusions, I do object to his statement that my arguments are "unsubstantiated."

MICHAEL F. HAMM  
*Centre College of Kentucky*

MR. PUSHKAREV REPLIES:

The wording Michael F. Hamm uses in his letter to the editor is much more careful than that used in his essay.

TO THE EDITOR:

Professor Robert F. Byrnes's informative article "The Academic Labor Market: Where Do We Go From Here?" and the austere, though far from dismal, future he paints for American Slavic studies raises, by its omission, the question of the recent émigrés from the Soviet Union and Eastern Europe. Many of these people are talented and well informed about their own countries. Certainly they can and should make a major contribution to our understanding of their homelands. It would be tragic if the presently restricted conditions of academic employment and funding had the effect of excluding these people from our universities and denying them easy access to the research facilities available here.

JEFFREY BROOKS  
*Cornell College*

TO THE EDITOR:

In response to Robert F. Byrnes's review essay "The Academic Labor Market: Where Do We Go From Here?" I would like to point out that many community colleges and secondary schools, both public and private, across the United States teach introductory Russian and Eastern European history courses as well as courses in the Slavic languages. These institutions are overlooked by the AAASS in preference to university-level teaching and research. In most cases the community college or secondary school instructor puts a great deal of time and effort into teaching these courses. Often students who take courses come from a varied background but share a common lack of basic knowledge on Russia and Eastern Europe. It is this large student population that should be reached—not to turn out history majors or linguists, but educated and knowledgeable individuals. Though the job market is tight in the secondary schools and community colleges, there is a great need to develop materials and courses which give basic information about Russia and East Europe to the student who does not plan to pursue graduate study.

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