

M E M O R A N D U M

December 24, 1955

TO: Wesley R. Fishel

FROM: Stanley K. Sheinbaum

SUBJECT: Participant interviews and their curricula.

1. Public Administration Participants

a. Giau - Studied Public Law

Interested in Public Administration in the U.S. Is not interested in Economics. Wants administrative law and is particularly anxious to have Poli Sci 326 and 327. Norton Long tried to dissuade him from taking these courses inasmuch as they are perhaps too confined to the American scene and not directly applicable to Vietnamese problems. A Reading Course compromise might be reached on this inasmuch as Mr. Giau seemed to have this desire fairly firmly established in his mind. Let me also note that he is going back to teach at the Institute.

- b. Huan - Wants Long's 300 course and Economics 200. I approve of both. Due to his desire to stay here four years there is a strong conflict between our desire to give him 'useful, applicable' type work and his desire to take courses that will satisfy the university's requirement for advancement. For instance, he wants to take the Basic College Social Science series. In my mind this would be a grand waste of time. If it does turn out that he does stay on he can make up these at his 'leisure' next year. But should he return at the end of nine months this kind of activity would leave him relatively useless to his government. It was particularly in the session with Huan that Norton Long blew up over this lack of interest and sense of mission relative to the immediate needs of the Vietnamese people and government. Huan views the program as a means of furthering his personal desires and career; I view it as a technical assistance training program wherein these people develop their skills to be of greater service home.

- c. Mrs. Thanh - Has a science and mathematics background. She could be useful in these fields as a teacher, which is her own desire. The possibility of her getting a background in statistics should be considered. There is no doubt of a shortage in this kind of useful skill. Anthony Koo and his wife might be consulted on the matter. Long's 300 course would be fruitless for her.

- d. Miss Lem - The background sheet from Saigon suggests emphasis on personnel and administrative organization. Her own desire to get into the foreign ministry (I thought this was a disease restricted only to bright-type U.S. college girls) conflicts with what Saigon thinks would be the most useful approach. My feeling is that her chances of becoming a 'diplomat' as a woman are damned small. She broke into tears when we tried to encourage her to do what Saigon suggested; she was somewhat adamant about taking International Relations. Even if she went into the foreign ministry there are damned more useful things to be studied. Sell her on the idea that she should develop a good administrative background in personnel, etc, and that such an approach would give her bargaining power for getting into the ministry of her choice. As a sop she might be given a course in International Relations. And she should definitely take Norton's 300.

1. e. Nghi - He is all set up with George Sabine of the Journalism school. Sabine has laid out just about his entire nine months for him. Next quarter (Winter) this is his schedule:
 Journalism 499 (Sabine) - Public Opinion, Propaganda, etc.
 Journalism 403 (Whitaker) - Reporting of politics, diplomacy, etc.
 Speech 499 (Crawford) - Radio
 None of these will be class activity; it will all be in the nature of directed reading and practice. Sabine wants to set up a two or three week field trip in late spring or summer for work at USIS and the Voice. Nghi should take Long's course.

2. Economics Participants

- a. Dien - I am not completely squared away on Dien yet although the general outlines are clear. His background in economics is pretty good as the attached sheets indicate and which I've verified in discussion. He wants to take Accounting instead of Long's Public Administration course. I tend to favor this since their time is so limited here; I prefer to give them the tools that are more immediately related to what will be their activity. Dien is anxious to understand our banking and central banking principles and practices. I hope to make some arrangement whereby he can put in some time in a local bank and then with the Federal Reserve. So tentatively for Winter Quarter:
 Econ 321 (Bank Operations) Definite
 Actg 210 (Elements) Definite
 Econ 430 (Koo's Far East) Possible
 " 407 (Taxation) Possible
 " 428 (Int'l Comm Policy) Possible.
- b. Do - Do has applied for graduate study for a Master's in economics. This will be a fifteen unit per quarter arrangement for him; this might be excessive, but we can always cut back and forget about the Masters. He seems very anxious to work; at first I had some doubts as you know about the sincerity of this desire, but now I feel he means it. His economics background is reasonably good, having studied with some of the newer school at the "aculte du Droit in Paris. He is certainly at the graduate level. The requirements of the Economics Department for the MA may take him too much down the lines of theory. He doesn't want this, and from the point of view of the Project I think it would be a waste of time. I think there is a good chance of getting the department to allow for a less theoretical orientation in his MA program; I discussed this with Vic Smith. If we cannot convince the department I intend to scuttle his MA ambitions and send him home with useful work accomplished. I'm attaching a sheet I wrote out to him which is somewhat self-explanatory. If he has to take theory (but not enough so that he has to drop the MA idea) I think he should not take Long's course. Also I would like for him to take in the Spring the Governmental Accounting course #436. For this he will need both Accounting 210 and 211. If I can get the Accounting Dept to let him by on just Actg 210 as prerequisite, then I'll get him to take the 210; if not, I'm quite ready to drop the whole accounting idea for him. This would give him ample room for Norton's course. So for Winter (given the above contingencies):
 Econ 318 (Money, Credit and Banking)
 ~~Econ 428 (Int'l Comm Policy)~~
 " 501 (Int'l Trade and Finance)
 Po Sc 300
 Actg 210

2. c. Lan - Mr. Lan seems somewhat compelled to follow through on the instructions he received from the Washington Embassy. This is unfortunate inasmuch as they want him to do work in a field in which he is not directly interested. The net result of this state of affairs is that he will get the background here for the report they want, do the report, and then never again make use of what he learns here. They want him to do a study of Budgetting practices and the means of governmental payments both here and in other countries. (I'm not too sure we can give him a comparative approach on this.) He himself is more interested in banking and international finance. So on the assumption that he follows through on Washington's desires (the ambassador, that is) this is what I've set up:
- Econ. 407 Taxation
" 428 Int'l Comm Policy
PoSc 300 Public Administration
- I think the Accounting 436 (Gov't) would be good for him (in light of the ambassador's request). But if the Actg Dept wants to many units prerequisite I'll drop this idea.
- Lan doesn't want to carry much of a load because of generally poor health. This should be kept in mind as a prerequisite for coming here.
- d. Nguyen - With Nghi the only one who had a clear-cut idea of why he came. Therefore much easier to plan for. Ulrey of Ag Econ is going to conduct his program in cooperatives. They are laying plans this coming week for schedule, etc. I'll check with Ulrey before Jan 7th to ascertain that Nguyen's program is all set for Winter Quarter. Field trips will be well worth the effort for Nguyen. Will not take Norton Long's 300 course; he has plenty to do.

3. Police Administration Participant.

- a. Thanh - See the elusive Art Brandstetter

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I have somewhat undermined the enrollment in Norton Long's 300 course. I spoke with Norton about this and have made these decisions to delete some participants from that in light of their own needs. To summarize, I've taken out from the 300 course the following:

Mrs. Thanh
Dien
Nguyen

I don't know what you want to do about Mr. Thanh relative to the 300.

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After withdrawing two of the economics participants from the Public Administration course I feel a bit chauvinistic in urging the public administration participants to take the Economics 200 course. (Just that one course, not the series.) This is the macro- course dealing with the aggregate forces within the economy as a whole. Problems of inflation, banking, and employment are discussed. All good public Servants should have some background in these general economic problems.

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Enclosures:

1. Letter to Mr. Do outlining the MA requirements in Economics
2. Mr. Dien's educational background. (Please return to me.)
3. Mr. Nguyen's statement of purpose.

(My New York address: 41 West 96th St., N.Y. 25, N.Y. Tel: MO 2 5390

To E. W. Weidner
From Shambaum
Coordination of Foreign Trainees at Michigan State University

One item I thought might be of interest to you, relative to your own concern ~~in~~ WITH THE

general ^{OF THE} coordination ~~and~~ "overseas" activities of Michigan State University, is in the *Trainee or*

participant program ~~handling of participants~~. A much more efficient training program especially in the social sciences, could be established if larger ~~groups were formed~~ ^{NUMBERS were handled simultaneously}. Under present

practices the ten Vietnamese participants are directed without any coordination with the work of any of the other foreign trainees. ^{students} In the physical sciences,

(physics, engineering, agriculture, etc.) the existing mechanism of Michigan State University is sufficient to satisfy the needs of ^{students} ~~trainees~~ in these fields.

However, in the social sciences (public finance, public administration, public information etc.) courses work ~~is~~ ^{inadequate} ~~is insufficient~~, and the only laboratory work available is in the field. To attempt proper field direction for each of the

interests of say the present ten Vietnamese participants would result in waste.

No one ~~man~~ ^{Faculty members} nor two or three ~~men~~ ^{participants} are equipped to direct these ten in what is in essence ten different areas of interest. To work with larger numbers of

trainees, and this could be achieved by coordinating the work of all the

foreign trainees on campus, it would be possible to make the selection of the

trainees in accordance with a ^{well-defined} training program ~~that could be set up~~ in specific

fields. For example: a specialist in personnel work could be hired part time and

it would be arranged to make the selection of the trainees from various countries

so that we have ~~any where~~ ^{say} from five or more interested in that ~~same~~ field.

The same pattern could be developed for work in budgeting, taxation, traffic,

etc. The core of the suggestion is that with larger numbers of participants

or trainees with which to work, the hiring of specialists to direct ^{intensified specialized} ~~that work~~

work both on campus and in the field would be justifiable ^{and most efficient}.

STATEMENT

My present position as a Government servant in the Direction of Economic Affairs permits me to study the development of the co-operative movement in Vietnam under the local legislation.

If the request by which I solicit to participate the course on Co-operation organised by the Michigan State University, is accepted and approved by my President NGO-DINH-DIEM, the program related to my studies and future plans is set-up in the following manner:

I shall study the policy adopted by the Government of U.S.A. towards the co-operative movement, the methods of adapting or of modifying this policy in order to adjust to new problems of co-operation in Vietnam.

Means and machinery for Co-operative development will be studied in detail. I shall pay attention:

1. to the agencies concerned such as federal co-operative agencies, non-official agencies, Government services;
2. to the duties generally carried out by the Government, by Official agencies and non-official organization (registration, dissolution, audit, public education, etc...)

Methods of Co-operative Education, training of responsible staff, inspection, supervision and audit will be also an active part of my program in order to coordinate and synchronise all my future activities in the organization of different types of co-operative societies in Vietnam.

The problems and methods in the U.S.A. would be examined in comparison with those of my country. Co-operative institutions and national economic organization would be the object of my study tours. The probable adaptation of those precedent lines would not be forgotten in view to find out the proper methods for my country, to develop and to coordinate all the co-operative activities in Vietnam.

In conclusion, my first desire after the training course on Co-operation in the U.S.A. is to organise:

1. a marketing society for cash crops and for granting short-term credit;
2. a credit society for supplying productive loans and for supplying farm requisites.

If I have got another chance to participate the training course organised by the Michigan State University, I should like to make serious studies on Customs.

December 24, 1955

Mr. Do,

This is information I've gathered relative to obtaining the Master's Degree in Economics:

1. You need 45 credits for the degree. That will mean 15 credits per quarter. (This is the average amount of work taken by a graduate student.)
2. 9 of these credits can be devoted to the writing of the thesis.
3. 12 credits should be in courses taken outside the Department of Economics. The course you will take this Winter from Professor Long will count for 3 credits. (That will be Political Science 300 in Public Administration. This is the course that has been specially set up for the needs of the participants.) The remaining 9 credits in courses outside the Department of Economics should be in work that will be useful in your career with your government. I should like to suggest a course in Accounting and a course in Statistics.
4. 9 credits ^{MAY} should be in Department of Economics Courses that are above 500. The Department ordinarily wants these to be primarily in theoretical work. I want you to be able to show the Department how much theoretical work you took at the Faculté du Droit. (This is one of the reasons why it is so essential that you obtain an official list of the actual courses you took there.) If we can show that you have a good background in theory you might be able to take the more practical 500 courses such as #501 in International Trade and Finance being given this Winter.
5. Of these 9 units in courses numbered 500 or above they want the Masters candidate to take an advanced course in Keynes' Theory. (In the preceding paragraph I was referring primarily to Price Theory and Distribution Theory.) I would strongly urge that you take some further work in Keynes as I believe that Employment and Monetary Theory should be understood by governmental personnel involved in economic matters.
5. 15 credits in the Department of Economics. The 9 credits for the writing of the thesis can be applied to these 15 credits. These credits can be any courses over 500 (In addition to the 9 courses over 500 taken in accordance with requirement No. 4, above) or any courses that are listed with an asterisk (*).
6. For the Winter Quarter, then, you will definitely be taking:

Political Science 300 (Public Administration)

4 credits

I should like to suggest:

Economics 318 (Money, Credit and Banking)	4 credits
Economics 428 (Modern International Commercial Policy)	3 credits
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Economics 428 (Modern International Commercial Policy)	3 credits
Economics 501 (International Trade and Finance)	3 credits
Accounting 210 (So that you can take Accounting 436 (Governmental) in the Spring)	4 credits