

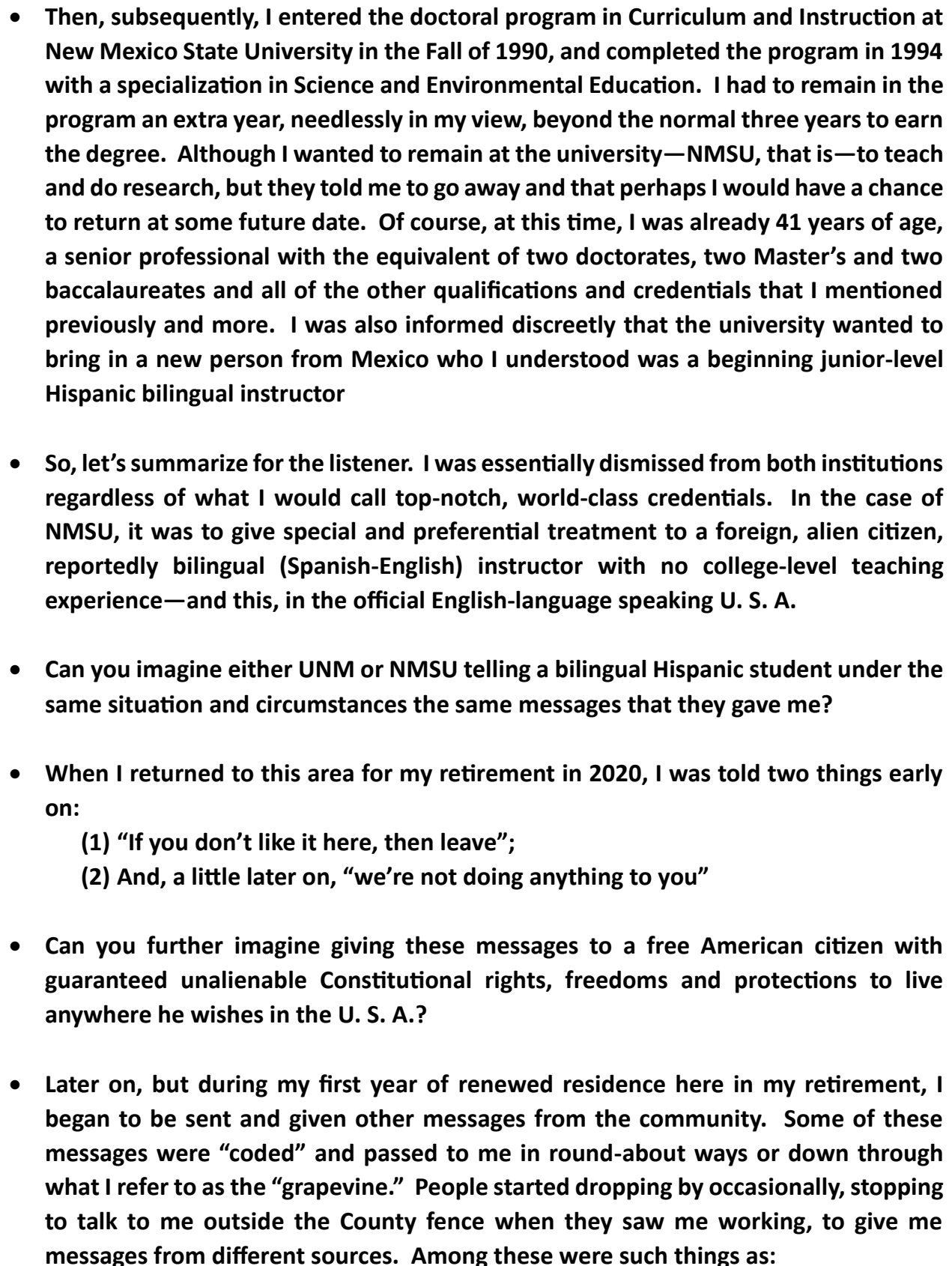
ROY D. MERRITT FOR U. S. PRESIDENT
CAMPAIGN SPEECH # 68

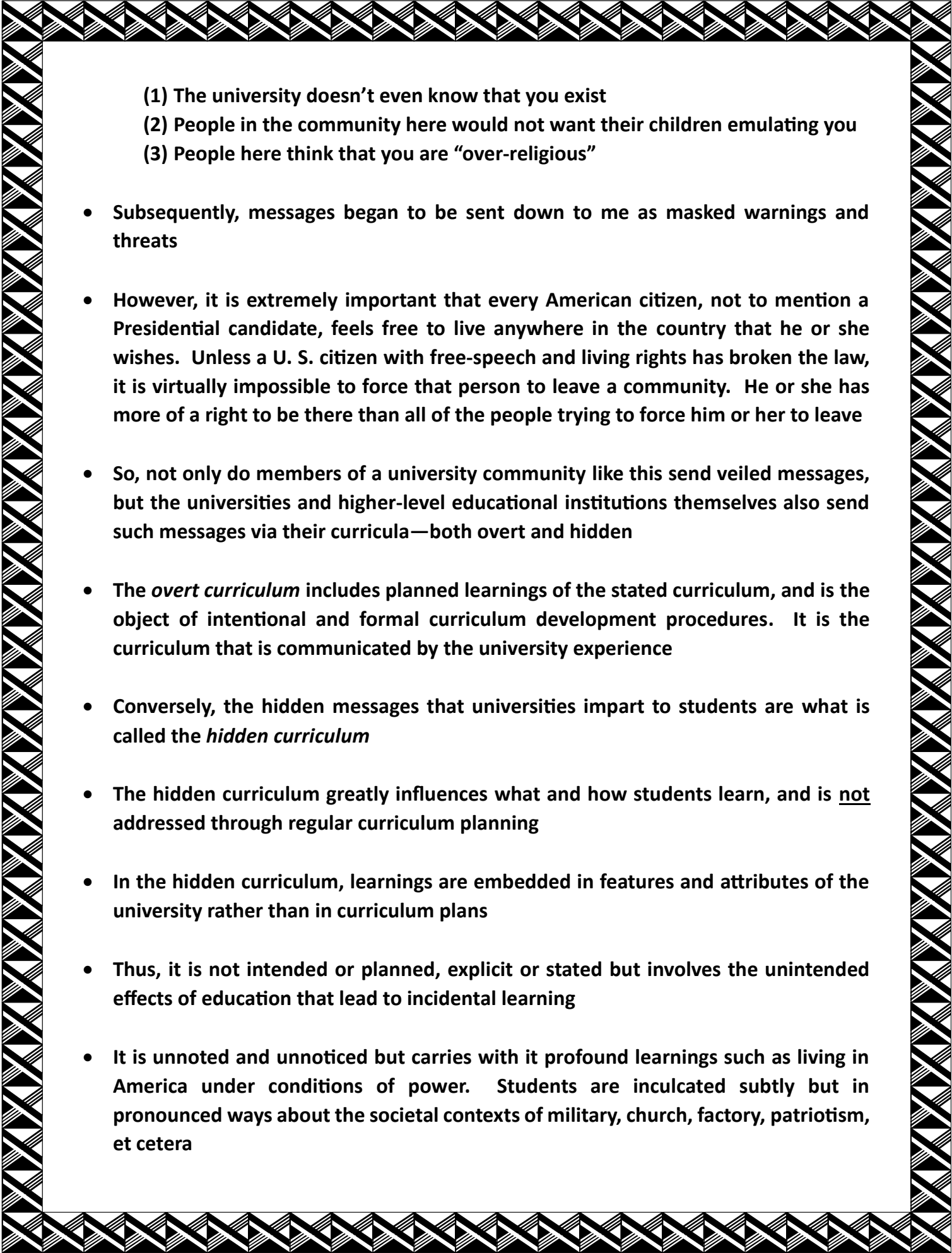
- Good morning, America! I am Roy Merritt and I am running as a candidate for President of the U. S. A. in 2024, and this is Campaign Speech # 68
- Before I begin this speech, I want to issue a Presidential “Call to Arms.” Here is how that goes:

PRESIDENTIAL CALL TO ARMS

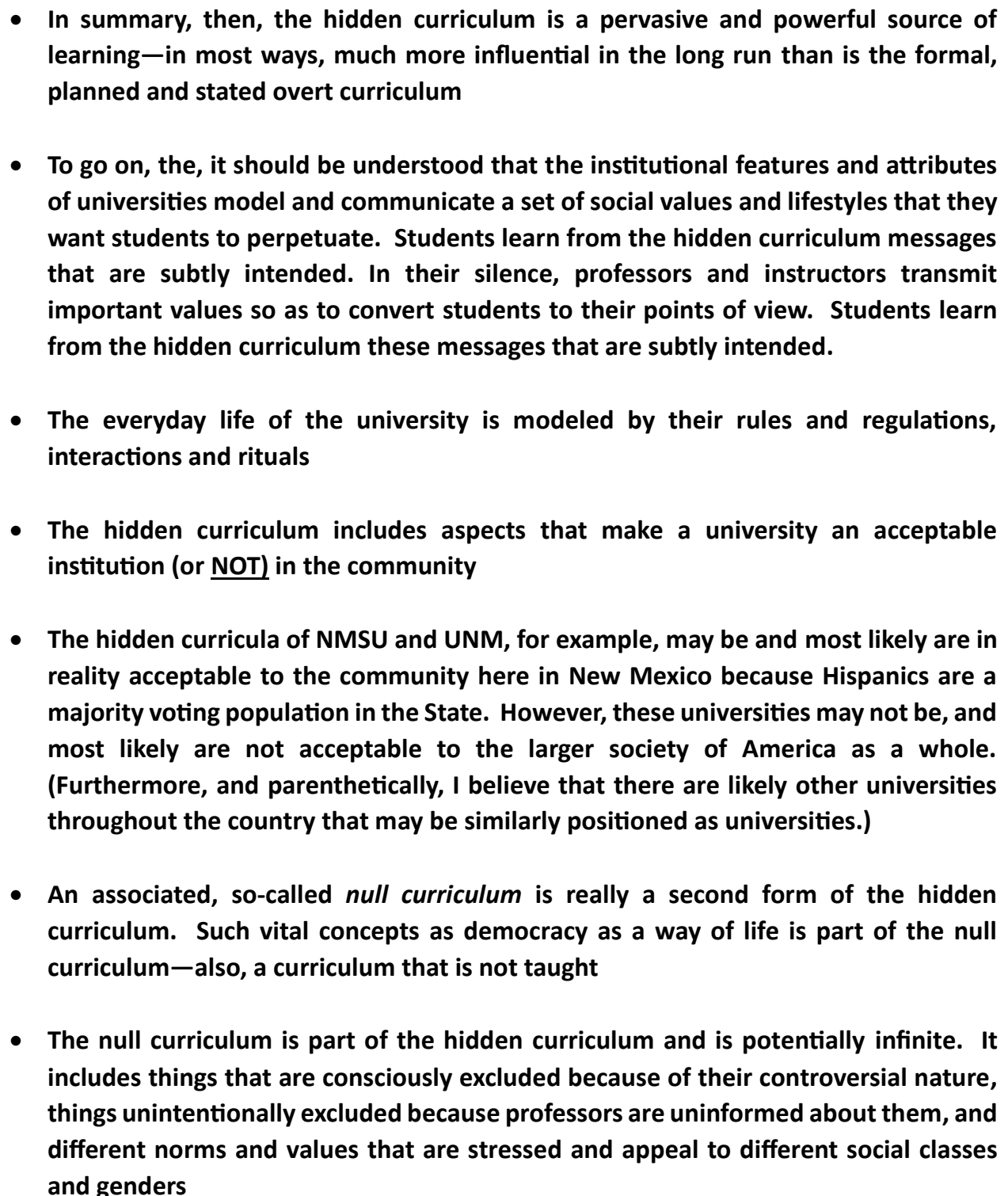
**AMERICA wasn't made just for ye,
It can't be all that YOU want it to be,
Love your country—sea to shining sea,
Ask not what's for me, me—and me,
Give and give more until it hurts thee,
Remember that we can't always agree,
Humble yourself and drop to a knee,
Climb not up and then fall from a tree,
With life there is no written guarantee,
Live long and proper and be free!**

- The only thing possibly worse than NMSU (or NMSTU, to me) as an educational institution is the University of New Mexico in Albuquerque. I have attended both universities—UNM from 1988-90 and NMSU from 1990-94. I received a doctoral degree from NMSU in 1994 in the principal area of Curriculum, an area of instruction that is very close to the theme and topic of this speech
- After only one semester in the Ph. D. doctoral program in Geology at the university, I was supposedly and reportedly unable to meet the stringent entrance requirements and was dismissed from the program. This is despite already being ABD and having the equivalent of a doctorate in Geology from the University of Alaska, having numerous publications, including books and refereed journal articles, in the field and many years of professional experience. After sitting out a semester, I went on to obtain my secondary teaching certification and licensure as a secondary science teacher from the university after another year of work

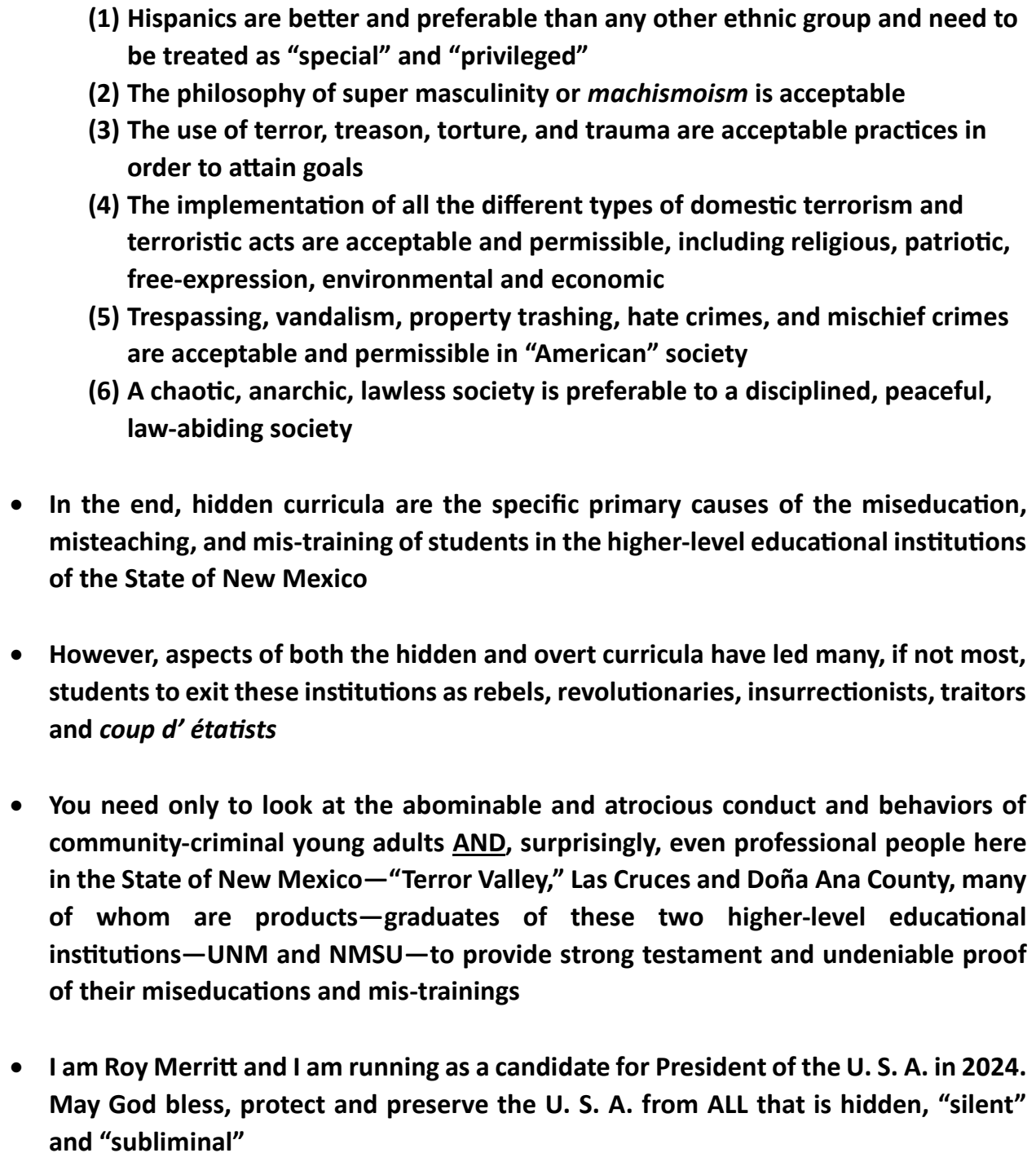
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- Then, subsequently, I entered the doctoral program in Curriculum and Instruction at New Mexico State University in the Fall of 1990, and completed the program in 1994 with a specialization in Science and Environmental Education. I had to remain in the program an extra year, needlessly in my view, beyond the normal three years to earn the degree. Although I wanted to remain at the university—NMSU, that is—to teach and do research, but they told me to go away and that perhaps I would have a chance to return at some future date. Of course, at this time, I was already 41 years of age, a senior professional with the equivalent of two doctorates, two Master's and two baccalaureates and all of the other qualifications and credentials that I mentioned previously and more. I was also informed discreetly that the university wanted to bring in a new person from Mexico who I understood was a beginning junior-level Hispanic bilingual instructor
 - So, let's summarize for the listener. I was essentially dismissed from both institutions regardless of what I would call top-notch, world-class credentials. In the case of NMSU, it was to give special and preferential treatment to a foreign, alien citizen, reportedly bilingual (Spanish-English) instructor with no college-level teaching experience—and this, in the official English-language speaking U. S. A.
 - Can you imagine either UNM or NMSU telling a bilingual Hispanic student under the same situation and circumstances the same messages that they gave me?
 - When I returned to this area for my retirement in 2020, I was told two things early on:
 - (1) "If you don't like it here, then leave";
 - (2) And, a little later on, "we're not doing anything to you"
 - Can you further imagine giving these messages to a free American citizen with guaranteed unalienable Constitutional rights, freedoms and protections to live anywhere he wishes in the U. S. A.?
 - Later on, but during my first year of renewed residence here in my retirement, I began to be sent and given other messages from the community. Some of these messages were "coded" and passed to me in round-about ways or down through what I refer to as the "grapevine." People started dropping by occasionally, stopping to talk to me outside the County fence when they saw me working, to give me messages from different sources. Among these were such things as:

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- (1) The university doesn't even know that you exist
 - (2) People in the community here would not want their children emulating you
 - (3) People here think that you are "over-religious"

- Subsequently, messages began to be sent down to me as masked warnings and threats
- However, it is extremely important that every American citizen, not to mention a Presidential candidate, feels free to live anywhere in the country that he or she wishes. Unless a U. S. citizen with free-speech and living rights has broken the law, it is virtually impossible to force that person to leave a community. He or she has more of a right to be there than all of the people trying to force him or her to leave
- So, not only do members of a university community like this send veiled messages, but the universities and higher-level educational institutions themselves also send such messages via their curricula—both overt and hidden
- The *overt curriculum* includes planned learnings of the stated curriculum, and is the object of intentional and formal curriculum development procedures. It is the curriculum that is communicated by the university experience
- Conversely, the hidden messages that universities impart to students are what is called the *hidden curriculum*
- The hidden curriculum greatly influences what and how students learn, and is not addressed through regular curriculum planning
- In the hidden curriculum, learnings are embedded in features and attributes of the university rather than in curriculum plans
- Thus, it is not intended or planned, explicit or stated but involves the unintended effects of education that lead to incidental learning
- It is unnoted and unnoticed but carries with it profound learnings such as living in America under conditions of power. Students are inculcated subtly but in pronounced ways about the societal contexts of military, church, factory, patriotism, et cetera

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- In summary, then, the hidden curriculum is a pervasive and powerful source of learning—in most ways, much more influential in the long run than is the formal, planned and stated overt curriculum
 - To go on, then, it should be understood that the institutional features and attributes of universities model and communicate a set of social values and lifestyles that they want students to perpetuate. Students learn from the hidden curriculum messages that are subtly intended. In their silence, professors and instructors transmit important values so as to convert students to their points of view. Students learn from the hidden curriculum these messages that are subtly intended.
 - The everyday life of the university is modeled by their rules and regulations, interactions and rituals
 - The hidden curriculum includes aspects that make a university an acceptable institution (or NOT) in the community
 - The hidden curricula of NMSU and UNM, for example, may be and most likely are in reality acceptable to the community here in New Mexico because Hispanics are a majority voting population in the State. However, these universities may not be, and most likely are not acceptable to the larger society of America as a whole. (Furthermore, and parenthetically, I believe that there are likely other universities throughout the country that may be similarly positioned as universities.)
 - An associated, so-called *null curriculum* is really a second form of the hidden curriculum. Such vital concepts as democracy as a way of life is part of the null curriculum—also, a curriculum that is not taught
 - The null curriculum is part of the hidden curriculum and is potentially infinite. It includes things that are consciously excluded because of their controversial nature, things unintentionally excluded because professors are uninformed about them, and different norms and values that are stressed and appeal to different social classes and genders

- Historically speaking, at the end of the 19th century, education and curricula shifted for the worse, in my view, from one that provided a uniform experience to students for the good of society to one concerned with individuals, groups and ethnicities
- As the State of New Mexico clandestinely has accomplished a *fait accompli* “silent” or “subliminal” secession from the Union of American States, the two main higher-level educational institutions have implemented a “silent” or “subliminal” hidden curriculum so as to produce student products of their own design
- Higher-level educational institutions like UNM and NMSU are ultra-liberal, anti-American, anti-democracy, anti-republic, anti-Constitution, anti-freedom, anti-Bill of Rights, anti-law and order, and anti-civilization
- UNM and NMSU implement very sophisticated curricula, including overt, hidden and null aspects, that teach, train and model the use of Far-Leftist, radical, revolutionary, insurrectionist, treasonous and terroristic principles, philosophies, and implementation practices, methods and tactics to attain their goals
- Higher-level educational institutions have played a large role in creating the peaking, stalling, plateauing and reversal of civilization that seemingly occurred around the turn of the 21st century
- UNM and NMSU cater primarily to Hispanics as the majority ethnic group in the State making them “special” and “privileged” above all other students in the educational hierarchy. This existent circumstance was highly evident in my tenures at both UNM and NMSU
- New Mexico is likely the main State of the U. S. A. in which the Spanish language and bilingual (Spanish-English) education is accented. However, as Spanish is not the official language of the country, this creates a major problem from the outset
- No other ethnic group of émigrés ever in the history of the U. S. A. has been so resistant to the official language of the country, and also to the values and norms of American society, as have Hispanics
- Among the curricular aspects, especially those hidden, that are taught, trained and modeled are:

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- (1) Hispanics are better and preferable than any other ethnic group and need to be treated as “special” and “privileged”
 - (2) The philosophy of super masculinity or *machismoism* is acceptable
 - (3) The use of terror, treason, torture, and trauma are acceptable practices in order to attain goals
 - (4) The implementation of all the different types of domestic terrorism and terroristic acts are acceptable and permissible, including religious, patriotic, free-expression, environmental and economic
 - (5) Trespassing, vandalism, property trashing, hate crimes, and mischief crimes are acceptable and permissible in “American” society
 - (6) A chaotic, anarchic, lawless society is preferable to a disciplined, peaceful, law-abiding society
- In the end, hidden curricula are the specific primary causes of the miseducation, misteaching, and mis-training of students in the higher-level educational institutions of the State of New Mexico
 - However, aspects of both the hidden and overt curricula have led many, if not most, students to exit these institutions as rebels, revolutionaries, insurrectionists, traitors and *coup d’ étatists*
 - You need only to look at the abominable and atrocious conduct and behaviors of community-criminal young adults AND, surprisingly, even professional people here in the State of New Mexico—“Terror Valley,” Las Cruces and Doña Ana County, many of whom are products—graduates of these two higher-level educational institutions—UNM and NMSU—to provide strong testament and undeniable proof of their miseducations and mis-trainings
 - I am Roy Merritt and I am running as a candidate for President of the U. S. A. in 2024. May God bless, protect and preserve the U. S. A. from ALL that is hidden, “silent” and “subliminal”