

ROY D. MERRITT FOR U. S. PRESIDENT
CAMPAIGN SPEECH # 61

News Update from the Front Lines:

WAR OF SECOND SECESSION

(3+ years in)

The anarchy continues; the blackmail and extortion continue; the chaos continues; the coercion continues; the crimes and criminal activities continue; the dissidence continues; the destruction and devastation continue; the division and disunion continue; the English illiteracy continues; the espionage and spying continue; the fleecing, scamming and swindling continue; the “grand conspiracy” continues; the hate and discrimination continue; the ignorance and disrespect continue; the incivility and uncivilized behaviors continue; the injustice continues; the intolerance and bigotry continue; the insurrection continues; the insurgency and invasion continue; the lawlessness continues; the pillaging and plundering continue; the privacy invasion continues; the property invasion and trespassing continue; the rebellion and revolution continue; the sabotage continues; the subliminal secession continues; the societal deconstruction continues; the societal segregation continues; the subversion continues; the terrorism and acts of terror continue; the threats continue; the torture continues; the trauma continues; the treachery and treason continue; the vandalism and vandalistic acts continue; and the silent “war” continues...

- **Good morning, my fellow Americans. I am Roy Merritt and I am running as a candidate for President of the U. S. A. in 2024**

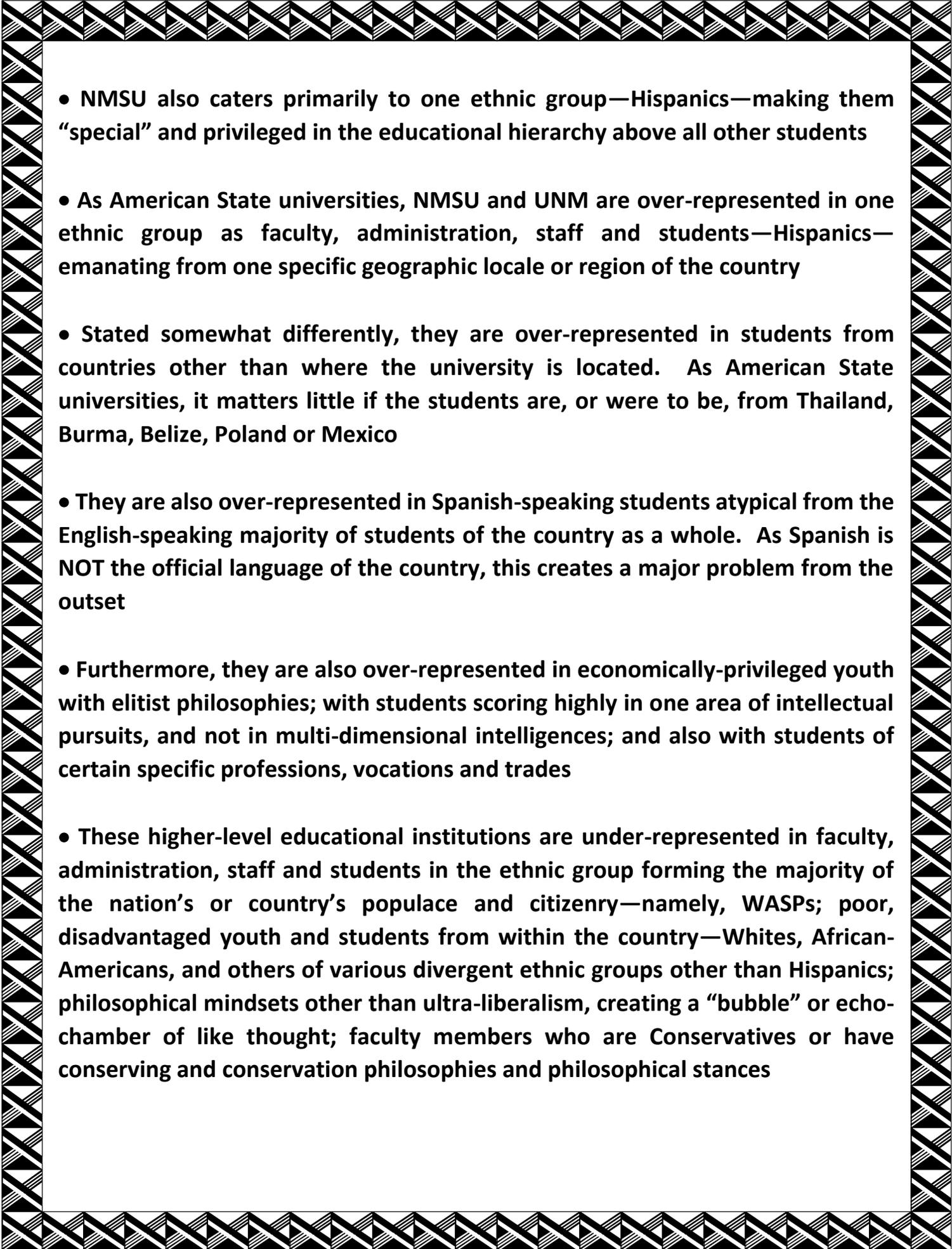
- **This is Campaign Speech # 61**

- **One of my most important proposals in my political platform is that the State of New Mexico be removed from the Union of American States as a result of its *fait accompli* secession likely occurring many years ago**

- **Recently, I also suggested that the two major higher-level educational institutions in the State—NMSU in Las Cruces and UNM in Albuquerque—be shut down during the period of withdrawal of the State from the Union**

- **One of the primary reasons for both of these actions is the fact that our country—the U. S. A.—other countries of the world, and Planet Earth as a whole have witnessed a stalling, plateauing and reversal of civilization occurring around the turn of the 21st century**

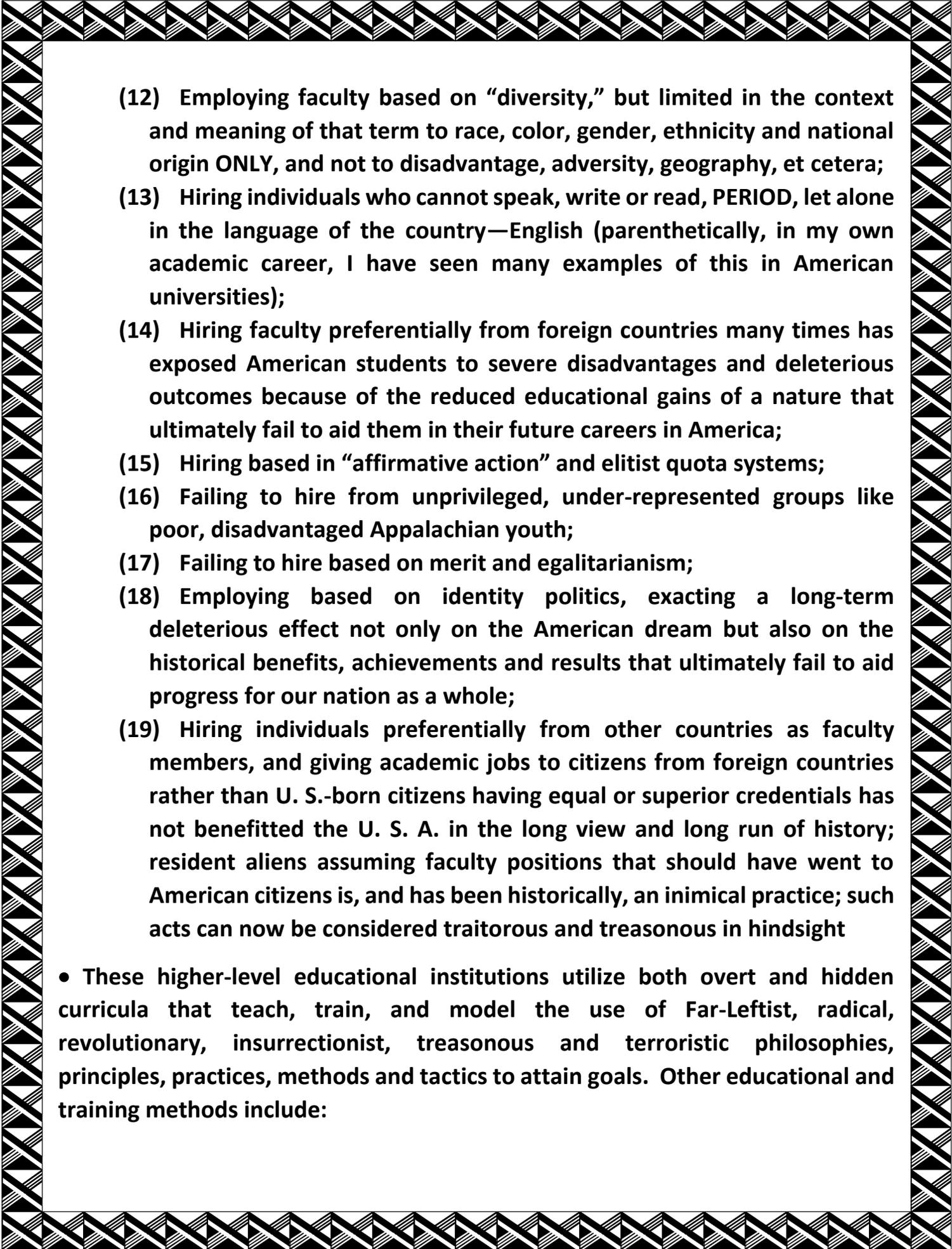
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- Here, in southern New Mexico, my spouse and I have experienced this first hand with over three years of terrorism, criminal and vandalistic activities, treason, torture, trauma, chaos and anarchy
 - There are a number of entities in our society that are responsible for the seeming reversal of civilization, but one of the most important of these has to be higher-level educational institutions
 - If you have State government, County, city, law enforcement, and university leaders as those here in southern New Mexico, and you have unavowed rampant terrorism and crime, chaos and anarchy present, then any university such as NMSU has to share much of the blame for existent conditions in the local area, and must be held accountable at least in part for the situation and circumstances
 - Other entities responsible for the reversal of civilization besides higher-level educational institutions are the Democratic Party and Far-Leftists in general, and the 4th Estate
 - In prior speeches, I have already blamed higher-level educational institutions, including the two major ones here in the State of New Mexico, with being anti-American, anti-democracy, anti-republic, anti-Constitution, anti-freedom, anti-Bill of Rights, anti-law and order, and anti-civilization
 - One very important reason for this is that universities emphasize sports over academics, and preparing youth for professional sports careers and not in preparation for life
 - Universities have also failed to accent intellectual merit and to create and implement a meritocracy in higher education

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- **NMSU also caters primarily to one ethnic group—Hispanics—making them “special” and privileged in the educational hierarchy above all other students**
 - **As American State universities, NMSU and UNM are over-represented in one ethnic group as faculty, administration, staff and students—Hispanics—emanating from one specific geographic locale or region of the country**
 - **Stated somewhat differently, they are over-represented in students from countries other than where the university is located. As American State universities, it matters little if the students are, or were to be, from Thailand, Burma, Belize, Poland or Mexico**
 - **They are also over-represented in Spanish-speaking students atypical from the English-speaking majority of students of the country as a whole. As Spanish is NOT the official language of the country, this creates a major problem from the outset**
 - **Furthermore, they are also over-represented in economically-privileged youth with elitist philosophies; with students scoring highly in one area of intellectual pursuits, and not in multi-dimensional intelligences; and also with students of certain specific professions, vocations and trades**
 - **These higher-level educational institutions are under-represented in faculty, administration, staff and students in the ethnic group forming the majority of the nation’s or country’s populace and citizenry—namely, WASPs; poor, disadvantaged youth and students from within the country—Whites, African-Americans, and others of various divergent ethnic groups other than Hispanics; philosophical mindsets other than ultra-liberalism, creating a “bubble” or echo-chamber of like thought; faculty members who are Conservatives or have conserving and conservation philosophies and philosophical stances**

• These higher-level educational institutions are thus discriminatory against the dominant populace of the country. The universities discriminate against one major ethnic group—WASPs. They teach and model that it is somehow distasteful to be a member of the dominant ethnic group of the country. The universities implement discriminatory programs and hiring practices for faculty. As such, they have resultantly and ultimately created a more discriminatory, elitist, exclusionary and divisive society

• These universities are also discriminatory in staffing, hiring and employment in a variety of ways:

- (1) Employing hiring practices that are immoral, unethical and illegal;
- (2) Creating unfair competition and an un-level playing field for positions: for example, hiring only bilingual persons when that is not ultimately important for the country as a whole;
- (3) Failing to employ members of “unprotected” classes of human beings—those of the dominant culture of the country
- (4) Hiring based on noncompetitive criteria and minimums: attainment level of minimum competencies, qualifications and credentials, lowering standards, levels of achievement and accomplishment and creating a “dumbing-down” effect;
- (5) Hiring based on preferences, quotas, timetables and self-identifications;
- (6) Hiring “the right kind of people” matching its mission but being wrong-headed and wrong-tracked for the country as a whole;
- (7) Hiring based on “profiling,” “non-equity,” unequal access, unequal opportunity, unequal protection of the law, and without due process;
- (8) Filling positions based on non-merit factors: race, gender, age and class;
- (9) Filling positions based on employment preferences (like bilingualism, for example) and special privileges;
- (10) Failing to hire faculty members based on qualifications and credentials;
- (11) Hiring faculty members of “protected” classes;

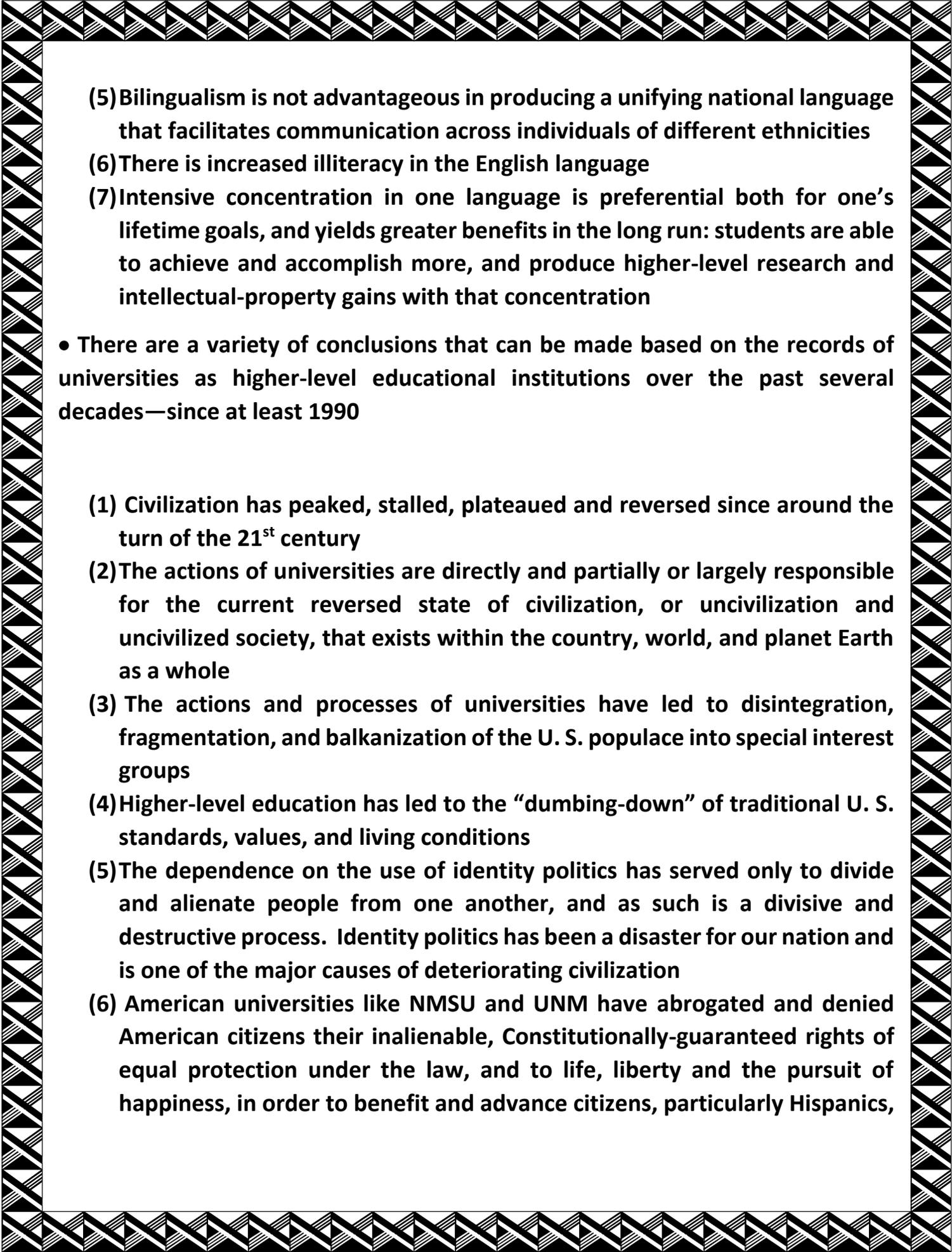
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- (12) Employing faculty based on “diversity,” but limited in the context and meaning of that term to race, color, gender, ethnicity and national origin ONLY, and not to disadvantage, adversity, geography, et cetera;**
 - (13) Hiring individuals who cannot speak, write or read, PERIOD, let alone in the language of the country—English (parenthetically, in my own academic career, I have seen many examples of this in American universities);**
 - (14) Hiring faculty preferentially from foreign countries many times has exposed American students to severe disadvantages and deleterious outcomes because of the reduced educational gains of a nature that ultimately fail to aid them in their future careers in America;**
 - (15) Hiring based in “affirmative action” and elitist quota systems;**
 - (16) Failing to hire from unprivileged, under-represented groups like poor, disadvantaged Appalachian youth;**
 - (17) Failing to hire based on merit and egalitarianism;**
 - (18) Employing based on identity politics, exacting a long-term deleterious effect not only on the American dream but also on the historical benefits, achievements and results that ultimately fail to aid progress for our nation as a whole;**
 - (19) Hiring individuals preferentially from other countries as faculty members, and giving academic jobs to citizens from foreign countries rather than U. S.-born citizens having equal or superior credentials has not benefitted the U. S. A. in the long view and long run of history; resident aliens assuming faculty positions that should have went to American citizens is, and has been historically, an inimical practice; such acts can now be considered traitorous and treasonous in hindsight**

- These higher-level educational institutions utilize both overt and hidden curricula that teach, train, and model the use of Far-Leftist, radical, revolutionary, insurrectionist, treasonous and terroristic philosophies, principles, practices, methods and tactics to attain goals. Other educational and training methods include:**

- (1) Teaching, training and modeling that one ethnic group—Hispanics—is better and more preferable than any other**
- (2) Teaching, training and modeling the philosophy that super masculinity (machismoism) is acceptable**
- (3) Teaching and training that the use of terror, torture, trauma, and treason are acceptable practices in reaching and attaining goals**
- (4) Teaching and training that the employment of any types of terrorism and terroristic practices are acceptable. These types of terrorism include patriotic, religious, environmental, economic and free-expression**
- (5) Teaching, training, and modeling hate crimes and discriminatory philosophies and principles such as reverse discrimination against WASPs**
- (6) Teaching, training, displaying, modeling, implementing and employing philosophies and principles that are anti-Planet Earth and anti-sustainability (e.g., environmental terrorism)**
- (7) Teaching and training non-democratic philosophies, principles, programs and actions**
- (8) Teaching, training and modeling in anti-religion philosophies**
- (9) Teaching and training that a disciplined, law-abiding society is less preferable than a chaotic, anarchic, lawless society**

• **The fact that these universities accent bilingualism (Spanish and English) leads to a variety of repercussions greatly affecting societal integration, interaction and unity. These ramifications include:**

- (1) Higher-level educational institutions fail to give priority to language competence, fluency, and sophistication in the English language—the language of the country**
- (2) Bilingualism ultimately leads most people to eventually fall back on and become dependent on their original language—Spanish**
- (3) English-language communication skills are limited in students and faculty**
- (4) Tendencies to reduce educational gains in both languages**

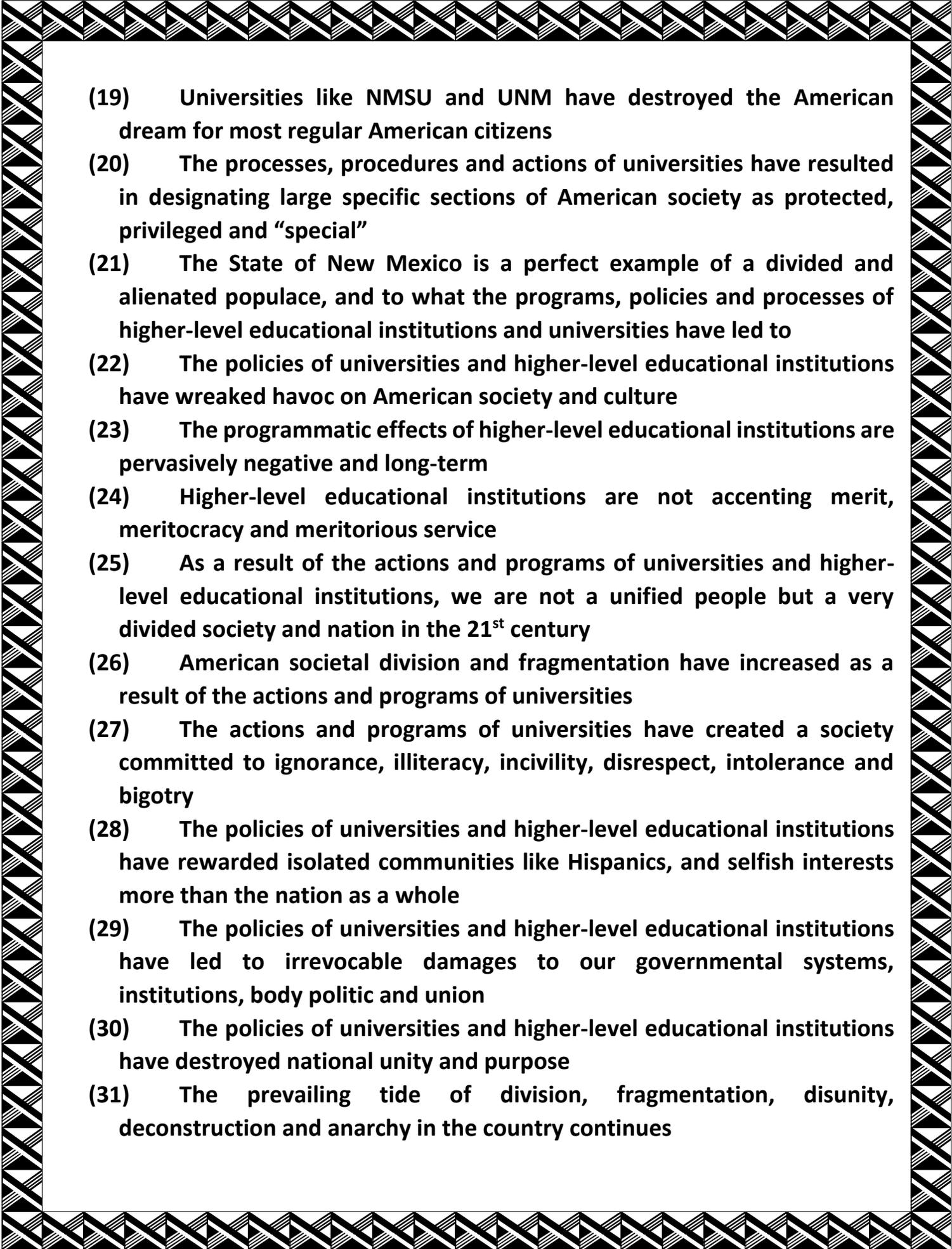
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- (5) Bilingualism is not advantageous in producing a unifying national language that facilitates communication across individuals of different ethnicities**
 - (6) There is increased illiteracy in the English language**
 - (7) Intensive concentration in one language is preferential both for one's lifetime goals, and yields greater benefits in the long run: students are able to achieve and accomplish more, and produce higher-level research and intellectual-property gains with that concentration**

- **There are a variety of conclusions that can be made based on the records of universities as higher-level educational institutions over the past several decades—since at least 1990**

- (1) Civilization has peaked, stalled, plateaued and reversed since around the turn of the 21st century**
- (2) The actions of universities are directly and partially or largely responsible for the current reversed state of civilization, or uncivilization and uncivilized society, that exists within the country, world, and planet Earth as a whole**
- (3) The actions and processes of universities have led to disintegration, fragmentation, and balkanization of the U. S. populace into special interest groups**
- (4) Higher-level education has led to the “dumbing-down” of traditional U. S. standards, values, and living conditions**
- (5) The dependence on the use of identity politics has served only to divide and alienate people from one another, and as such is a divisive and destructive process. Identity politics has been a disaster for our nation and is one of the major causes of deteriorating civilization**
- (6) American universities like NMSU and UNM have abrogated and denied American citizens their inalienable, Constitutionally-guaranteed rights of equal protection under the law, and to life, liberty and the pursuit of happiness, in order to benefit and advance citizens, particularly Hispanics,**

from other countries like Mexico, Central and South American countries arbitrarily

- (7) The processes, procedures and actions of universities have made some citizens more equal, and some more superior, by birth than others
- (8) The policies of higher-level educational institutions in employing the concepts of equity, diversity, pluralism and multiculturalism, have led to a less integrated and interactive American society
- (9) The negative effects produced by the policies of higher-level educational institutions include social disorder, societal disunity, and social incohesiveness: we are a less unified people and society in the 21st century
- (10) Universities have applied the blatantly inimical practices of affirmative action, preferences, unequal employment opportunity, and reversed discrimination against the dominant Anglo-American culture
- (11) Higher-level educational institutions have had, are continuing to have, and are exacting pervasively negative effects on American society and the nation as a whole
- (12) Higher-level educational institutions have produced the current reduced state of social justice and equality in the U. S. A.
- (13) Universities like NMSU and UNM have discriminated against some American citizens for the benefit of others
- (14) The processes, procedures and actions of higher-level educational institutions have led to a spoils system of preferential treatments and unjustified privileges rather than a merit system of competitive enterprise
- (15) The spoils system has led to mediocrity, the “dumbing down” of standards and values, and to stagnation
- (16) The unjust programs of universities are not morally, ethically or legally right
- (17) The actions of higher-level educational institutions have led to the political correctness, identity politics, and “dumbing-down” movements
- (18) There has been a concomitant decline in the quality of higher education in the U. S. A. over the past three or more decades

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- (19) Universities like NMSU and UNM have destroyed the American dream for most regular American citizens**
 - (20) The processes, procedures and actions of universities have resulted in designating large specific sections of American society as protected, privileged and “special”**
 - (21) The State of New Mexico is a perfect example of a divided and alienated populace, and to what the programs, policies and processes of higher-level educational institutions and universities have led to**
 - (22) The policies of universities and higher-level educational institutions have wreaked havoc on American society and culture**
 - (23) The programmatic effects of higher-level educational institutions are pervasively negative and long-term**
 - (24) Higher-level educational institutions are not accenting merit, meritocracy and meritorious service**
 - (25) As a result of the actions and programs of universities and higher-level educational institutions, we are not a unified people but a very divided society and nation in the 21st century**
 - (26) American societal division and fragmentation have increased as a result of the actions and programs of universities**
 - (27) The actions and programs of universities have created a society committed to ignorance, illiteracy, incivility, disrespect, intolerance and bigotry**
 - (28) The policies of universities and higher-level educational institutions have rewarded isolated communities like Hispanics, and selfish interests more than the nation as a whole**
 - (29) The policies of universities and higher-level educational institutions have led to irrevocable damages to our governmental systems, institutions, body politic and union**
 - (30) The policies of universities and higher-level educational institutions have destroyed national unity and purpose**
 - (31) The prevailing tide of division, fragmentation, disunity, deconstruction and anarchy in the country continues**

- (32) The philosophies, principles and mindsets of universities and higher-level educational institutions have led to separatist, segregationist, anti-inclusion, anti-integration and anti-interaction of the American people
- (33) Universities and higher-level educational institutions are not concerned with the greater interests of the nation as a whole
- (34) As a result of the policies, programs, processes and actions of universities and higher-level educational institutions, the U. S. A. has lost the values that made it the pre-eminent power in the world
- (35) In short, the policies, programs, processes and actions of universities and higher-level educational institutions have led the U. S. A., the world, and Planet Earth to a darker future in the new millennium of the 21st century
- (36) The U. S. A. today is more divided than at any time since the American Civil War, and that is why a second conflagration, Great War or Civil War II cannot be ruled out, and will become a more distinct possibility based on the election of 2024 and actions taken by the federal government over the next few years

• I am Roy Merritt, and I am running as a candidate for the office of President of the U. S. A. in 2024. Thank you again very much for listening, and may God bless and protect our nation and Planet Earth

CANDIDATE'S AUTHORED REFERENCES RELATED TO THE TOPIC OF CAMPAIGN SPEECH # 61

Merritt, R. D. (1998). *A spy in the committee room: Exposé of faculty searches in higher education*. Unpublished manuscript, 267 pgs.

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Merritt, R. D. (2000). *Looking for P. C. profs: The politically-incorrect handbook to faculty searches in higher education*. Unpublished manuscript, 218 pgs.