

The USA's "Education Equity" under Its Official Discourse Framework --- Based on the Critical Discourse Analysis of President Obama's Speeches and Remarks

Chun Zhang^{1,a} and Xin Tian^{1,b}

¹Wuhan University of Science and Technology, Wuhan

1095083332@qq.com, 1187029850@qq.com

Keywords: Education equity; Obama's education reform; Neoliberalism; Critical discourse analysis

Abstract. Objective: Education equity has always been the mainstream discourse in the USA's public education, and also the crucial idea for promoting its political democracy and social justice. The political elites spare no efforts ever to induce the public to acknowledge and accept its values system by political persuasion and indoctrination under its official discourse framework. As the representative of the political elites, the US President plays an important role. Based on J. P. Gee's analytic theory, this article has made a critical discourse analysis of Obama's speeches and remarks about public education, trying to reveal that it is the neoliberalist ideology that drives the Obama's education reform.

Methods: Using J. P. Gee's analytic theory to do quantitative Study of President Obama's speeches and remarks about public education.

Results: Getting Rid out of the US Economic Dilemma is the Original Intention of Obama's New Education Reform; Neoliberalism-driven Educational Equity is A Disguise of Racist Rationality. Values: it can provide a means for the using of J. P. Gee's critical discourse analysis.

Conclusion: Obama's education reform has adopted the market principles of marketization of education, enterprization of schools, standardization of academy and productization of students, and hence draws a conclusion that the so-called education equity demonstrated in the USA's official discourse framework is in fact to cover its institutional inequity. This article is a try for the application of J. P. Gee's critical discourse analysis on official discourse and is meaningful for the language policy development in multilingual countries.

Introduction

The United States is a widely recognized country with a high level of educational modernization. Education fairness is the basic value orientation of previous government policies. However, the social reality of educational injustice has not improved. It is doubt on the view of fairness and political system behind all kinds of critical discourse. What is education equity? The Organization for Economic Co-operation and Development (OECD) argues that equity in education has two meanings, namely: fairness, that is to ensure that individual and social factors such as gender, social, economic status and race do not prevent people from achieving the level of education they are allowed; The second is inclusion, that is to ensure that all people can receive the basic, minimum standards of education, to achieve educational fairness from the starting point, the process and the results [1]. Historically, the interpretation of the concept of fairness in education in the United States has been profoundly changed with the conflict on ideology of egalitarianism and elitism, liberalism and conservatism. The "Primary and Secondary Education Act", the "Equal Opportunity of Education Act" and the "No Child Left Behind Law" constitute the basic clue to the evolution of the concept of American educational equity after the war, that is, changed from the perspective of "fairness of justice" to a neo-liberal fair view which based on "difference" and "compensation", emphasizing the principle of the results fairness. In order to make the neoliberal ideology deeply understand by the people, the US government educate, redefine the relevant concepts, to transform the public's social knowledge through the official discourse, and allow them to accept and support the new concept of educational fairness. This paper makes a critical analysis of the published

remarks about President Obama's public education, reveals the neoliberal logic and value orientation, and argues that the Obama administration's new education is still unable to solve the long - standing problems of educational injustice and racial discrimination.

Literature References

The current education value orientation and ideology under the current American official discourse is Neoliberalism, which serves to the capitalist market economy of the West, and is proposed by the pilgrimage mountain society, led by Hayek (1973, 1976, 1979). This idea agrees with the “rational man” hypothesis of classical liberalism, argues that the efficiency, cost and benefit are the basic criterion for guiding “rational person” behavior, and aims at maximizing self - interest. Because the logic of the market will produce a high degree of competition, the supplier must improve the performance and quality of service in order to obtain the favor of consumers, this is not an objective description of social motivation, but a specific social class around their own values formed subjective construction; Different from the classical liberalism advocating weaken the government, neoliberalism hold a positive perspective on national authority, treating the government as a new economic world constructors, as well as individual needs and interests of the guardian, advocating the law of private enterprises to the public departments, the organization of public reorganization of the public sector, so that the effective use of resources, the privatization of public services, commercialization, to enhance efficiency, to meet the diverse needs of consumers and the establishment of performance evaluation system as an assessment of individual output, productivity or Quality basis and the concept of competition.

Under the guidance of Hayek's idea of neoliberal education reform, the United States formed representative thoughts and policies in the practice of educational reform, namely, education marketization, privatization of education and educational decentralization. The marketization of education is the introduction of the concept of capitalist economy such as “market factor”, “competition mechanism” and “consumer” into the school system construction and management practice. Under the discourse system, education has the characteristics of “sale” of goods, parents become the “consumer” of educational services, and the value of education is measured by inputs and outputs. “Competition” and “efficiency” replace “democracy” and “fairness” as the primary goal of educational reform. Neoliberals believe that the standard of judging all knowledge value is the market, those conducive to the market is conducive to the community, the market knowledge is valuable, useful; and at the same time advocate the privatization of public education to solve the waste of school resources and the problem of inefficient operation, tailor-made for the capitalist market economy production, the necessary human resources, and through the development of private schools to form a competition for public schools in order to improve the status of public education and to reduce the value of education spending. In the education management, they hold that the government's exclusive rights to education not only contrary to the social and cultural diversity and personal freedom of the value orientation, and will increase the distance between schools and society, so that making education output separated from the actual needs of economic and social development. Holding Management of decentralization system, the administrative power from the government departments to the school community part of the scattered and transferred to break the past, the main body of education management situation, the school in the allocation of funds, specific affairs and development direction and so enjoy a high degree of autonomy And flexible management. The neoliberalism advocated to transfer the education administrative power from the government departments to the school social field through the education management decentralization system, breaking the previous education management subject of a single situation, so that the school has autonomy and flexible management in the allocation of funds, specific affairs and development direction and so on.

In order to allow the neoliberal education concept to be accepted by the American people, the US government uses the official discourse framework to eliminate the discontent from people, rebuilding the people's belief towards leadership of the political elite and their commitment to serve the public interest, and thus promoting the implementation of the new education reform. Robert D

Benford and David A Snow (1992) treated the “framework “as an interpretive schema that emphasizes and encodes the object, the situation, the time, the experience and the sequence of actions, simplifies and embodies the ‘external world’, and thus leads the individual to ‘positioning, perceiving, identifying and confirming’ that occurs in their living space and the events of this world.”[2] Through defining the problem, analyzing the cause, making moral judgments and the proposed remedies, the framework provides and corrects the way to deal with the problem and provides a better perspective, by strategically deploying and repeating a class of information, or by associating them with “familiar cultural symbols”. The process of framing determines how people pay attention to, explain and remember a question, and make the appropriate evaluation and feedback. Once the ruling elite decides to adopt a specific discourse framework, it means that it enters the public sphere in which different political groups struggle with each other for interpretive power. Because of the privilege and use of the media, the government considered to have advantage in this battle, and is seen as a group of integrated political concepts of official ideology through official interpretation and renewal, to strengthen the political legitimacy. Although there is little difference between the official discourse and the official ideology in terms of voice channels and purpose, they are very different in conceptual context. The relationship between official discourse and official ideology is mutually supportive: the official discourse framework applies the general concept of ideology to everyday political life, thus enriching abstract theoretical construction with real content; and official ideology as an official discourse framework within theoretical background, create a larger picture through the different discourse framework and their main concept of the relationship between the establishment.

Goals and Contents of Obama’s Education Reform

Obama is the 44th president of the United States, and he is also the first non-white president in the history of the United States. The public is looking forward to him, hoping he can change the long-term existence of education unfair and racial discrimination in American society. Since Obama has been elected as President of the United States in November 2008, he has pursued the “Race to the Top “(RTTT) education reform, the goal is to make up for “no child left behind” (No Child Left Behind, referred to as NCLB) and to achieve fair results in public education. The policy “Race to the Top” is based on a competitive funding process: it uses incentives, not sanctions, to promote state reforms. The core idea of the RTTT policy is neoliberal competition philosophy, which allows states to compete, using competitive allocations instead of past formula funding programs, allowing states to gain access to education through competition and improve education through competition. The funding of the past “Elementary and Secondary Education Act”(ESEA) and other traditional federal government funding programs is based on demographic or educational needs and did not take into account educational reform or educational effectiveness. RTTT only finances states that have excellent record of reform, which show the main stakeholder support for reform, turning the focus of federal policy from the past focusing on the laggards and to the leaders who lead the state's education reform. The RTTT mainly includes three core elements: 1) the federal government turning from the past which emphasized the means to focus on the purpose, that is, strict objectives, loose means; 2) from the sanctions (stick) to stimulate (carrots) to mobilize the state's education reform; 3) Transforms the role of the federal government from monitoring organizations to capacity building and innovation organizations. RTTT was similar with other educational documents such as ESEA, reflecting the balance strategy of President Obama's, hoping to solve the conflict between the federal government and the state government through clever strength. RTTT policy is competition-oriented, there have winners and also have losers, so the RTTT policy led to criticism from all sides. The use of competitive funding to increase the gap between states and states, school district and school district. In the first and second installments, for example, the first and second rounds of competition, New York and Florida each received 700 million US dollars, Tennessee received 500 million US dollars, access to 400 million US dollars in the state Georgia, North Carolina and Ohio. Those states spent the amount of money to improve the school environment, to strengthen teacher training, increasing the intensity of education reform. There was no doubt those

measures would enhance the quality of education. And in the state where the colored people live, because of poor educational foundation, they were difficult to compete for funding, education development struggles, leading to new gaps. As the colored and white ethnic groups are not on the same starting line in the political, economic, social, cultural, religious and other aspects, the color groups are placed in the disadvantaged points when white population with good education policy. The starting point of education is the basis of education fair, and the new education reform ignores the educational starting point and the process of fairness. It is the false fairness when blindly pursuing the results of fair, and the effect is naturally not ideal.

Critical Discourse Analysis of Obama's Series of Educational Speeches

Discourse has two important functions: one is to support the development of social activities and the identification of social identity; the second is to maintain human ownership in the different cultures, social groups and institutions. Criticism of discourse is intended to reveal the relationship between discourse and ideology that is not easily perceived the relationship between discourse and social practice, the relationship between discourse and context, and to reveal how the power class use discourse to influence people's mind, in order to safeguard their own interests and the existing social structure, that is, the relationship between discourse, control and power. (Fairclough, 1989) [3]. Critical discourse analysis is the best tool for studying liberation practice. Wodak and Meyer (2009) argued that critical discourse analysis facilitated the production and dissemination of critical knowledge that allowed the people to liberate themselves from various forms of control through self-reflection [4].

The United States is a multi-ethnic and multi-ethnic immigrant country in which racial and ethnic differences, prejudices and discrimination are likely to occur within the framework of the neoliberal system. As Robert and Mahtani (2010) said neoliberalism is the driving force behind the emergence and development of racist ideology [5]. In the historical process of the United States, the mainstream white groups in the market economy obtain a systematic and historic advantages and privileges, and implement the power and control on other ethnic groups through neoliberalism. At present, most of the public education funds in the United States come from the real right of the residents of the dioceses. The inequality of the personal property leads directly to the inequality of the distribution of educational resources, which letting white groups in the upper and middle class oppress and discriminate against the colored groups through education. Neoliberalism and racism interact, continuing and deepening the neoliberal ideology through education. Castagno (2008) pointed out that "even if the teacher is silent, students have received education, curriculum, curriculum type, curriculum level and scientific knowledge which are advantaged for the white in the mainstream of white ideology and system"[6]. Apple (2003) argued that "education policies which are based on unequal educational funds, resources and curriculum design make white supremacy and institutional racism still very significant in American education. [7] ". Taylor and Clark (2009) pointed out that "this unfamiliar educational injustice which reflected institutional inequality in the field of American education was still very active, in order to cover up this institutional injustice, the president on behalf of the official ideology often persuaded and induced people to accept and participate in educational reform, and consciously responsible for the success or failure of education reform through a series of public speeches and speeches. [8] ". The successive US presidents have emphasized the two important roles of education for the country: the first is to cultivate qualified American citizens; the second is to protect the steady development of the US economy. In the 1960s, education was considered to be the primary means of solving economic problems. In the 1970s and 1980s, education was emphasized to help the United States to improve its work and productivity. In the 1990s, education was seen as a pillar of the knowledge economy, so that education and economic intertwined together. Since the 1960s, the number of times that the presidents mentioned education was more than 100 times a year. In contrast, 124 years after the founding of the country, the presidents mentioned the frequency of education twice a year (Hess & McGuinn, 2002) [9]. The president's speech on the shifting of the focus on education

making the public feel that the government seems not interested in educating qualified citizens, it more concerned about the relationship between education and economic development.

As a good speaker, Obama's speeches are both wonderful and having political meaning. This paper chooses J. P. Gee's critical discourse analysis theory and tools that are suitable for political discourse, and analyzes the nine speeches of Obama's education from the Internet of the Federal Ministry of Education: (1) Obama, B. (2009a, January). Inaugural address. Speech presented at United states Capitol [10]; (2) Obama, B. (2009b, March). Remarks by the President to the Hispanic Chamber of Commerce on a Complete and Competitive American Education. Speech presented at Washington Marriott Metrocenter, Washington DC [11]; (3) Obama, B. (2009c, July). Remarks by the President to the NAACP Centennial Convention. Speech presented at Hilton New York [12]; (4) Obama, B. (2010a, July). Remarks by the President on Education Reform at the National Urban League Centennial Conference. Speech presented at Washington Convention Center [13]; (5) Obama, B. (2010b, October). Remarks by the President at Signing of Executive Order for the White House Initiative on Educational Excellence for Hispanic Americans. Speech presented at East Room of the White House, Washington DC [14]; (6) Obama, B. (2010c, October). Remarks by the President at Signing of Executive Order for the White House Initiative on Educational Excellence for Hispanic Americans. Speech presented at East Room of the White House, Washington DC [15]; (7) Obama, B. (2011, March). Remarks by the President on Winning the Future in Education in Boston Massachusetts. Speech presented at TechBoston Academy, Boston. MA [16]; (8) Obama, B. (2014, January). Remarks by the President on a World-Class Education. Speech presented at McGavock Comprehensive High School in Nashville, Tennessee [17]; (9) Obama, B. (2015, July). Remarks by the President at the NAACP Conference. Speech presented at Pennsylvania Convention Center in Philadelphia, Pennsylvania [18]. This thesis borrows the four discourse analysis tools of Gee (Gee, 2011): (1) indicating the functional word, Gee defined them as meaning of words in a particular context. In this study is mainly the audience of the speech, that is, colored groups; (2) social language, that is, identity of Obama in the series of speeches, including the President of the United States, the first non-white president of the United States, human rights representatives, lawyers, husbands, sons, etc. Through these identity to help persuading and inducing People, so as to obtain trust and support; (3) political construction, that is, the distribution of social products. Public education is a very important social product in the United States, and how to allocate related the vital interests of all races and ethnic groups in the United States, and it is also an important position against racial discrimination and social injustice; (4) association construction, Obama linked education failure and economy recession together, and constructed necessity and urgency of the educational reform as the guidance of economic interests, so as to eliminate the possibility of other reform methods, limiting the public awareness, understanding and action of education. In this study, the latter two analysis tools are more important. Obama's speech contents are divided into two categories, one is the discourse which education is linked with economic, one is education and racism related discourse. A speech is difficult to show Obama's educational ideas, but a series of repetitive discourse are convincing. We found two prominent themes from the discourse analysis: First, Obama believes that public education is an important means to solve the national economic problems, which prompting him treat education and reform education from as a new liberal point of view; Second, neoliberal-driven education policy covers racial issues, ethnic education in the ethnic differentiation has not improved, but more serious.

Getting Rid out of the US Economic Dilemma is the Original Intention of Obama's New Education Reform. It is imperative for the Obama administration to revive the downturn in the US economy, and education reform is one of the most important means. Education investment can improve the talent literacy and innovation ability, getting the skills of the employment market is conducive to employment, and also help to enhance the competitiveness of the productive forces and the national economy. The US educational goals have gradually shifted from the whole education to market-oriented employment capacity. Obama's speech continues to link education and economics (Obama 2009a, b, c; 2010a, b, c; 2011; 2014; 2015). In his inaugural address, he

said that the school should be an economic tool (Obama 2009a), and often referred view for colored and young people that education was an economic necessity (Obama 2009a; 2010b; 2011, 2015); Education was the catalyst for work and production; Obama also mentioned that early childhood education was valuable, the children can get better jobs and higher income through education. (Obama 2009b); Obama thought that world-class education was a prerequisite for success, because more and more work requires bachelor's degree and above (Obama 2009c); In "Winning the Future in Education", he said "Now the top priority is to get the best education, Which is why in today's world, good work requires good education"(Obama 2011); he says "if young people fall in love with learning, they will do better if they see what they have learned in the classroom with the application the association between now and the math can be used in business in the near future and they will be more excited"(Obama 2014). Obama treated education as an important means of enhancing world competitiveness, in contrast to American education and other countries in the world education, he thought that the US education is failed, and education failure is he main reason for the US economic downturn and the decline in employment (Obama 2009b); Obama thought school education should be based on the idea that education was a prerequisite for economic prosperity (Obama 2010a); and the United States can not lag behind other countries in terms of educational means, such education levels will continue to decline the economy in the US (Obama 2009b); He argued that increasing investment in education and Educational reform is the need for international competition (Obama 2010c), and raised the common standards of education in the United States, which increased the accountability and standardization of the syllabus and assessment, which are directly related to global competitiveness in order to develop more technical of human capital. Obama intentionally and unintentionally linked education and the economy to further increase inequality between races in a series of speeches. In the United States, mainstream white groups have established norms for the United States in terms of ideology, institutions and socio-cultures. In schools, the syllabus, the distribution of content, the distribution of funds, the production and assessment of knowledge are established on the basis of institutional norms designed by white. Obama passes this privilege not only through the behavior of individual students, but also through the entire school and state of behavior. In his six speeches, Obama explicitly stated the demanding requirements for high scores, proposing to address the issue of educational differentiation, not to lower standards, and standards should be more rigorous and more detailed (Obama 2009b, 2010a, b, c, 2011, 2014); And the insist on high standards of the curriculum tended to the cultural knowledge in white class, not based on learning ability, but on the experience gained by the privileged class and early contact with knowledge. Obama did not consider the standardization test and outline which are based on the discrimination, but blindly stated to the public that the fair opportunity on education. Under the framework of neoliberalism, fierce competition made people think that schools were elite enterprises, competition required standards, and dependence on elite education was particularly evident in striving for an upstream reform plan. Obama referred to "Race to the Top" in his five speeches, he thought that adding competition to gain access to the fund had a positive effect on both the school and the state (Obama, 2009, a, b, c, 2011), and he even argued that it is better to start competition rather than to give money to bad schools, this competition requires deepening reforms in state and school districts, including high standards, high expectations, extended school time, and increasing investment in math and science courses. (Obama 2011). The newly education reform of "Race to the Top" made the school's capital investment more and more tend to white-based middle-class schools, so that the distribution unfair of educational resources further increased; In the same time, testing and evaluation of the design was based on the norms of the middle class, and academic students are mostly middle and upper classes. Obama continued to associate education with neoliberalism by using schools as economic entities and maintaining the power relations that now exist in education, which also means the control and domination of public education by white groups. Under this system, colored groups are naturally excluded from success, and ultimately contrary to the pursuit of the results fairness in the newly education reform.

Neoliberalism-driven Educational Equity is A Disguise of Racist Rationality. Another subject found in the critical analysis of Obama's speeches is racism. On the surface, the public heard from a series of speeches was the myth of racial equality that Obama constantly preached. Because Obama was reluctant to associate educational inequality and race. In many cases, he let the colored groups hear that it was the personal ability that caused to the failure of education. If they want to change the status quo, they should make efforts to overcome obstacles through personal, family and community, and the government does not take responsibility for the structure discrimination which is built through education policies.

Obama only mentioned the inequality faced by blacks and Latino in his three speeches (Obama 2009c, 2010b, c). From three aspects, he mentions the social status of blacks and Latins relative to the white population: first, the current discrimination against blacks and Latins is still prominent in the United States (Obama, 2009c, 2015); Second, Obama thought that individuals have an absolute responsibility to overcome racial discrimination (Obama 2011, 2015); Third, concerned about the unfairness of the colored communities in schools and classrooms (Obama 2009c, 2010b, c, 2015). In his speeches, Obama talked extensively about racial discrimination in education and the feelings of marginalized groups. He clearly stated that "the pain of racial discrimination can still be felt in the United States"(Obama 009c); "black children are imprisoned five times the proportion of white children (Obama, 2009C)"; "African women in the United States work with the same as white groups but can not receive the same payment"; "Latino Americans are often unpopular in their own country"(Obama 2009C); "Muslim Americans are questioned by prayer, homosexuality is still attacked and deprived of the right"(Obama 2009c); "Black and Hispanic children still lag behind other ethnic groups, they are isolated. There is no hope, and it is difficult to graduate from high school, it is difficult to graduate from college to obtain a degree, it is difficult to be employed, it is difficult to obtain medical security and the formation of the family; Colored groups are more likely to be crossed, be charged, be detained, and the same offense is sentenced to longer imprisonment (Obama 2015). But in these remarks, Obama did not mention that the phenomenon of discrimination in everywhere was due to the current educational policy and practice to maintain the structural racism. When it come to how to change educational discrimination, he believed that the responsibility in individuals, people need to play personal power to overcome injustice (Obama 2009, 2015).

Obama described more than once the pain of discrimination with his own personal experience, and through his success proving that the most unbearable and devastating discrimination was self-internalization of the limitations of oneself, and was the lower expectation toward oneself and future of the world. President Obama repeatedly warned the parents of colored groups that not to reduce the requirements and expectations because of color on their children, and the best way to overcome discrimination was the individual's sense of responsibility and determination. Obama associated the educational failure of the black community with the low expectation from the black groups, the low scores of the black students and the unsuccessful academic failure were not caused by the educational system, but caused by the individual, family and community limitations and low requirements. At the NAACP Congress, President Obama persuaded the public to accept the fact that black students had a high crime rate and shew an upward trend, and they were facing economic inequality and the challenges they accompanied, but all these could not be an excuse for poor grades, nor is it an excuse for dropping out from school and abandoning education (Obama 2009c, 2015), which seemed to imply that the failure of the education of colored people was due to truancy and dropout. President Obama suggested that education for colored people can not accept any excuse, education was a need to work hard and unremitting efforts, the children through the painful experience would become more strong and more competitive. Through propaganda and education, Obama would like to explain the existing educational policies and institutions was not racist, the existing problem of educational discrimination was to have to endure. In his speeches, there were no words that associated with education and racism. Therefore, the implementation of educational reform was based on racial equality, what the colored community need to do is to work harder.

In response to the racial problems in the schools, President Obama persuaded the people feel that the individual, the family and the community should be responsible for it, which was addressed in October 2010 at the “on Education Reform at the National Urban League Centennial Conference” and the “Signing of Executive Order for the White House Initiative on Educational Excellence for Hispanic Americans”. He said, “Black children, especially boys, have high levels of truancy and dropout, and they have fallen behind a lot of white children and eventually lived on the streets as social troubles”(Obama 2010b); “Latino students are poor in their academic performance, less than half of the children accepted early childhood education, and only half of the children can graduated from high school; To reform education was the responsibility of every American ---- every parent, every teacher, every businessman, every official, and every student. If the parents can stay with their children at home, telling them that they can success, turning off the TV, taking away the tour, and starting writing homework, which was the most critical factor in success ” (Obama 2011). “Science and technology is not the only answer to the child’ s education, and it is very important that there has a good teacher, and more important to have a pair of great parents”(Obama 2014); “about one in nine black children having parents in jail; The current African American unemployment rate is 9.5%, which is a crisis”(Obama 2105). President Obama has repeatedly reiterated that poor schooling was due to their own self-abandonment, white children’ s academic success was not because of the beneficial education system, it was because of their hardworking, their parents were more responsible, and the community were more concerned on it. But the government was deliberately ignoring the unfairness of the colored groups on the educational starting point, the United States has long-term implemented the hidden English monolingual system, so that English non-native speakers of the children lost at the starting line. They could not compete with English-speaking children in the classroom because of language problems, not in intellectual and capable reasons. Therefore, under this protection of the elites, within the unequal education system, the colored groups would have to pay more efforts than white companions, but it was difficult to get the same success.

Conclusion

Through the critical discourse analysis of Obama 's speeches, this article reveals that Obama’ s “Race to the Top” education reform is moving away from educational justice and tolerance under the neoliberal ideology. The government requires education to serve the global economic market and national interests, emphasizing the pragmatic and technical value of education, so that education is neither part of the public service, nor the basic rights of citizens, education is commercialized and privatized. President Obama's education reform ignores the inequality of the starting point of education for all ethnic groups. The inequality of resource distribution in language, family, cultural capital, social class and educational leads to the pass of superiority in middle and upper class and produce the “Matthew effect ”, so that the issue of education unfair further deterioration.

President Obama is one of the successful non-white people, and he experienced the pain of racial discrimination and education inequality. From personal point of view, he hoped to change the status of American education unfair through education reform, but as a new liberal ideology representatives of the American elite group, he must maintain the interests of the mainstream white groups, through covering the structural injustice of education, and diluting the government’ s responsibilities and obligations they should take. As a representative of elite, President Obama constantly educated and persuaded the people to internalize neoliberal ideology through the official discourse framework, so that letting people accept the existence of racial discrimination in the United States, and believe that education failure will become a common burden for society, an obstacle to national economic development. However, the responsibility of education failure is not the government, but the people. Because education failure has become a common burden of society, if the colored groups has no strong desire to learn their own academic success, they not only should be responsible for themselves, but also should be responsible for social, so that they become the

object of social depreciation, getting deeper in the mud of discrimination and injustice. In short, although received some success, Obama's newly education reform can not fundamentally change the long-term unfairness under the driving of neoliberal education ideology. The US colored groups still can not really get the fair rights of education given by the Constitution.

References

- [1] Field. S. M. Kuzera, B. Pont, No more Failures: Ten steps to Equity in Education. Summary and Policy Recommendations, OECD, 2007.
- [2] David A. Snow and Robert D. Benford (1992). Master Frames and Cycles of Protest. in Aldon D. Morris and Carol McClurg Mueller (eds.) *Frontiers in Social Movement Theory*. J. New Haven/London:Yale University Press. (1992) 137.
- [3] Fairclough, N. *Language and Power*. London: Longman. 1989.
- [4] Wodak, R., & Meyer, M. *Critical discourse analysis: History, agenda, theory and methodology*. *Methods of critical discourse analysis*. Los Angeles: Sage (2009) 1-33.
- [5] Robert, D. J. & Mahtani M. Neoliberalizing race, racing neoliberalism: Placing race in neoliberal discourse. *Antipode*, 2 (2010) 248-257.
- [6] Castagno, A.E.. I don't want to hear that: Legitimizing whiteness through silence in schools. *J. Anthropology & Education*, (2008) 314-333.
- [7] Apple, M. W.. Freire and the politics of race in education. *International Journal of Leadership in Education*. 2 (2003) 107-118.
- [8] Taylor, D. L. & Clark, M.P. "Set up to fail": Institutional racism and the sabotage of school improvement. *J. Equity & Excellence in Education*, 2009, 42 (2), 114-129.
- [9] Hess, F. M. ,& McGuinn, P. J. (2002). Seeking the mantle of "opportunity": Presidential politics and the educational metaphor, 1964-2000. *J. Educational Policy*, 16 (1), 72-95.
- [10] Obama, B. (2009a, January). Inaugural address. Speech presented at United states Capitol. From [www.whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [11] Obama, B.(2009b, March). Remarks by the President to the Hispanic Chamber of Commerce on a Complete and Competitive American Education. Speech presented at Washington Marriott Metrocenter, Washington DC. from [www.whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [12] Obama, B.(2009c, July). Remarks by the President to the NAACP Centennial Convention. Speech presented at Hilton New York. from [www.whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [13] Obama, B. (2010a, July). Remarks by the President on Education Reform at the National Urban League Centennial Conference. Speech presented at Washington Convention Center, from [www.whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [14] Obama, B. (2010b, October). Remarks by the President at Signing of Executive Order for the White House Initiative on Educational Excellence for Hispanic Americans. Speech presented at East Room of the White House, Washington DC. from [www. whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [15] Obama, B. (2010c, October). Remarks by the President at Signing of Executive Order for the White House Initiative on Educational Excellence for Hispanic Americans. Speech presented at East Room of the White House, Washington DC. From [www. whitehouse.gov. cn](http://www.whitehouse.gov/cn).
- [16] Obama, B. (2011, March). Remarks by the President on Winning the Future in Education in Boston Massachusetts. Speech presented at TechBoston Academy, Boston. MA. From [www. whitehouse.gov. cn](http://www.whitehouse.gov/cn).

- [17]Obama, B. (2014, January). Remarks by the President on a World-Class Education. Speech presented at McGavock Comprehensive High School in Nashville, Tennessee. From www.whitehouse.gov. cn.
- [18]Obama, B. (2015, July). Remarks by the President at the NACCP Conference. Speech presented at Pennsylvania Convention Center in Philadelphia, Pennsylvania. From www.whitehouse.gov. cn.