

Readings as a Helping Tools for Economics Education: Animal Farm

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ABSTRACT

Economic events have many social and political causes and consequences. Unfortunately, it becomes meaningless to explain these events using only mathematical methods as time goes by. In addition, the teaching methods of this comprehensive science to young generations have begun to be questioned. While the learning skills of generations change, there is no drastic change in methods in economics education. This study aims to analyze the advantages of using literary works in economics education in the sample of Animal Farm as in using different training methods. Firstly, the study examined the interactions between literature and economics briefly. Then, the plots of Animal Farm were revealed from the allegory of historical events using defamiliarization. Finally, the benefits of using Animal Farm in economics education were discussed. Using literary works like Animal Farm in economics education assists in raising future economists who can prick the bubble in the events, understand the effects, and create unique systems for societies more easily.

Keywords: Literature, Economics Education, Animal Farm, Allegory.

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"We are against creating a theory of the "Fuehrer".

We are against making a "Fuehrer". We are against the Secretariat, which has in practice combined both policy and organization, standing over the political organ ...

I have come to the conviction that Comrade Stalin cannot fulfill the role of unifier of the Bolshevik staff.

We are against the theory of one-man rule."

"Kamenev, Speech to the Fourteenth Congress of the All-Union Communist Party, Stenographic Report, Moscow, 1926, pp. 274"

INTRODUCTION

Teaching economics to the young generations has always been complex. The reason might be that the students and economics instructors have different perspectives and interaction practices. In addition, the Millennial generation and economics instructors have incompatible learning/teaching methods due to differences in families, social environments, and skills (Lienberger, 2015). While the instructional approach is still the same, some new techniques have been suggested

to adjust the incompatible for discovering economics in daily life. One is using literature in economics education (Picaut, 2019).

The use of literature in economics education allows the concepts to be comprehended more memorable and understandable. Economics students find themselves in a theater and become part of active reading, so they are willing to understand the purpose of the economic theme (Watts, 2004). Because the subject is limited with the theme, to focus real-life's economic background is easier. Additionally, when the students realize the similarities between work and life, they can elude the economists' criticisms of being mechanics who only teach calculation methods (Watts, 2004) and understand the importance and seriousness of modeling economic policies.

The study aims to reveal traces of economic terms in a literary work, Animal Farm, and represent literature as an education tool for economics. First, in line with these purposes, the relationship between literature and economics and the reason for choosing the sample book, Animal Farm, are examined. Then, the general view of Animal Farm analyzes for historical background. Finally, the book's economic aspects and the role of economics education demonstrate.

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INTERACTION OF LITERATURE AND ECONOMICS

Economics is close to the positive sciences due to the deductive method and mathematical approaches, but it investigates human behavior and economic pattern as a social science due to its definition (Kazgan, 2018, s.32). Watts and Smith (1988) argue that it is absurd to argue that, with the use of mathematics after the marginal revolution, literature was of no use to the development of the political economy. Instead, he claims that literature shapes public opinion and standards on economic issues. Because economics assumes that complicated human behaviors are rational, those research methods become appropriate for modeling. However, all sciences that use mathematical analysis, including economics, need to understand the essence of philosophy (Lowry, p.19-CH2, 2013). Otherwise, overemphasis on mathematics engenders to development of ununderstandable models for economic conditions (Sedlacek, 2017). So trying to illuminate the economic problems, it should not be forgotten that it is a science that lives through the human variable (Bronk, 2010).

Economics interacts with other social sciences such as politics, history, and sociology due to the root of humanity. The long-standing relationship between economics and sociology can be traced back to Karl Marx, Max Weber, and Emile Durkheim, which have existed since the time of classical sociologists (Kalleberg, 1995). Even if inequality, race, gender, marriage, government functioning, and income distribution are sociological variables, they are used in much economic research. Besides, economics and history also have long-term relationships.

Economics has interactions with other fields directly or indirectly. Literature is one of them and has the tightest connection with economics. Because rather than experiencing a social process, literature summarizes the entire history of the period involved in that process (Wellek and Waren, 2011). In this case, it can be said that literature is essential in observing the effects of the literary work on people's lives in the background. (Sedlacek, 2017).

Kish-Goodling (1998) used Shakespeare's *The Merchant of Venice* to teach monetary economics. In this context, it went down to the origins of the theme of usury and, starting from the scholastic arguments about paying interest to use money, reached modern interest theories. Watts (2002) reviewed how economists have used passages, plots, characters, themes, and ideas from literature and drama in their professional writings.

Cowen (2005), highlighting the relevance of fiction for social science investigation, argued that novels could help make some economic approaches more plausible. Watts (2003) used literature and images from them to explain economic concepts such as utility maximization, cost-benefit analysis, property rights and incentives, specialization, and division of labor. Becker et al. (2006) opined that integrating the creative arts into economics courses does not mean abandoning artistic rigor or critical thinking but promoting a deeper understanding of concepts. Miller and Watts (2011) provide a list of economic concepts and issues covered in all the children's books published by Theodor Geisel. Keane (2014) stated that traditional economic models are quite abstract; they need pragmatic constructs. In this sense, literature is more realistic and practical as it represents economic reality intertwined with other aspects and dimensions of human society. Morson and Schapiro (2017) demonstrate the benefit of freewheeling dialogue between economics and humanities by addressing various issues from "household economics" to "economics of development". Meet and Narayan (2015) brought a different dimension to the relationship between literature and economy. He emphasizes that literature, especially novels, conveys information to people who read little. Underlining that technical knowledge is insufficient to understand economic realities, he claims that through storytelling and narratives, literature will give people insight and power to change the world. Through literature, readers become emotionally connected to people's experiences of commodities, markets, class divisions, and their roles as consumers, workers, and producers.

In this study, "Animal Farm" will be analyzed under the previously mentioned purposes. There are three reasons to choose "Animal Farm". Firstly, the technique used by George Orwell is defamiliarization, which expounds on well-known characters or events in unfamiliar ways (Adhikar, 2014). Orwell gathers Soviet Russia's crucial people, such as Lenin, Trotsky, and Stalin, to a farm and makes them the subject of a fable. Moreover, the events are explained to the reader using metaphors. Readers may pay more attention to the storyline when history turns into a fable. It helps them apprehend indirect information and concentrate on events that might repeat in the future. The same reason might prevail for economics students. Fairytales might be more attractive than textbooks for students. Secondly, even if "Animal Farm" is comprehended essentially as the relationship between history and literature, it also has economics. "Animal Farm" might restore the ties between social sciences. Finally, "Animal Farm" underlines the

importance of education. The lack of education is the main reason for the situations that happen to the farm animal community. With this emphasis, students might understand the importance of education from a social perspective.

GENERAL VIEW ON ANIMAL FARM

Animal Farm is a novel about post-revolutionary Soviet Russia and what led Stalin to establish a totalitarian regime. It can easily be determined that the metaphors used in the book represent the political figures of that period. The display of political figures with different characters is called as “defamiliarization” technique. The defamiliarization technique provides a familiar idea of work by determining unfamiliar ways (Adhikari, 2014). The defamiliarization technique of the political figures in Animal Farm also makes the book easy to read and causes the book to be perceived as a children’s book. This misperception also results from George Orwell’s Animal Farm as A Fairy Tale subtitle.

The basic ideology inspired in Animal Farm is Marxism. The socioeconomic situation was heavily criticized in the Communist Manifesto, which forms the basis of Marxist theory. A classless society is encouraged based on common property principles (Barry, 2009). It focuses on the importance of a classless society for the equal distribution of labor and resources, emphasizing the role of industrialization in creating the bourgeoisie that dominates the working class (Saunders, 2006). Indeed, Marxists believe that all human efforts, including philosophy, education, religion, art, science, and more, are subject to acquiring and maintaining economic power (Kreeft, 2003). Animal Farm has many obvious echoes of this.

Different schools discuss the transition from the capitalist social structure to the communist social system. Democratic socialism, put forward by Marx and Engels, is considered a perfect transition to a socialist society. This version of Marxism will be enough for change that large masses realize enough resources to meet their needs. (Huberman and Sweezy, 1980) In the revolutionary socialism proposed by Lenin, he emphasizes that system change can only occur with a revolution that will overthrow the ruling classes. According to Lenin, the proletariat will have a hard time making the right decisions as it lacks the intellectual resources necessary to build and manage the communist society. In addition, the ruling classes will not want to give up their power. For these reasons, democratic socialism is nothing more than an ideal dream. The revolution will come with

revolutionary socialism¹.

Ideas of the Revolution make ground on Animal Farm, and right after the Old Major’s death, the leadership issue immediately begins to emerge. The pigs have undertaken the task of pioneering the farm animals after the death of the Old Major. In this process, the power struggle begins between the two young pigs, Snowball³ and Napoleon. This leadership and power war was the first event stage that led to the establishment of a totalitarian society.

Napoleon, who built his own military power, wins the leadership war and expels Snowball from the farm. After this incident, the transition to the totalitarian regime gained momentum. All farm animals, allegedly traitors, are killed one by one by the Napoleon-led pig government. However, farm animals still could not understand the seriousness of their situation. Their lack of education is the main reason the farm animals cannot understand how dangerous their situation is. Training farm animals other than pigs is challenging, and the lack of adequate training of other animals has exposed them to pigs’ manipulation. Fear-powered manipulation⁴ is a typical mechanism used in totalitarian regimes to prevent large masses from rebelling and criticism against the ruling class. Fear and manipulation are the most effective ways pigs keep other farm animals under control. Fear and manipulation are the most effective method because farm animals do not receive an adequate education. It will not be possible to manage, subjugate, manipulate and scare farm animals without a lack of education.

Two critical issues in the last part of the book should be particularly emphasized. The first issue concerns the feelings of farm animals when they see pigs walking on their hind legs. In this scene, they suddenly realized that the difference between pigs and humans was not as significant as they had previously believed. Indeed, the tyrant has changed only its shape, not its nature. The second issue is that farm animals cannot determine who is who while playing cards with pigs and humans. This

¹ Lenin claimed that the “communist state” was the higher state of socialism. (Inch, 2016). In Lenin’s “communist state”, the working class had to be in line and indoctrinated in order for democracy and a free society to prevail. This way of thinking, which is tried to be justified with the logic of “if you are not with us, then you are with them”, is based on the idea of false dilemma. Of course, the “with us” in this proposition represents the ideology that all good citizens should be gathered around.

² Old Major represents Lenin.

³ Snowball is standing for Leon Tortsy when Napoleon is used for representing Joseph Stalin.

⁴ The Animal Farm was written in the context of a concept that Orwell called as the “gramophone mind”. Gramophone mind is a state of passivity created by the one-dimensional thought and culture industry that allows subclasses to be ruled by upper classes.

situation led to the realization of cold facts, even if it was late. Even if animals rebel, there will always be a person or animal that wants power, and that person will not give up anything to get it.

When Orwell's novel is analyzed, it is impossible to realize an egalitarian society utopia because of "the betrayal of liberty in the name of equality" and "false fraternity of collectivism". Such utopias often evolve into totalitarian regimes in which the minority - the pigs in this novel - impose their oppressive rule over large masses of people, using fear-supported manipulation (White, 2008). In addition, the definition of freedom is seriously distorted. All of this leads to establishing a totalitarian regime ruled by a privileged and educated pig-minority. In this situation, farm animals were utterly helpless and had to obey what happened. The Animal Farm story stands as a helpful guide before us as a reflection of totalitarian regimes in the past, present, or future, including our own society.

Even if Animal Farm is a valuable guide to understanding the Russian Revolution's essence and how a utopia can evolve from a dream to a nightmare, it does not overlap with the Russian Revolution exactly and chronologically. Instead, the characters and events are allegorical to explain the ideas of influential leaders and uneducated masses.

Animal Farm is a political fable that used to see the Russian Revolution's essence and totalitarian regimes. Furthermore, it could be a practical example to invalidate the interpretation and understanding of subtext deficiency in economic education. Defamiliarized historical events in the Animal Revolution will be enlightened through all sections. The first section, From Revolution and to Testament, explains the main idea of Animal Revolution and the similarities between Marx's Communist Manifesto. Section two, Collective Leadership, regards establishing animal's constitution, sharing Snowball and Napoleon's collective leadership until Napoleon pricks the bubble, and analyzing Trotsky and Stalin's relationship. Then Prick the Bubble, the third section, concentrates on Napoleon's semi-totalitarian regime after Snowball's escape. After Napoleon starts to communicate, trade, and alliance with humankind, the revolution road with the passion for animal freedom leads them to an even more cruel regime. In the new regime, some animals are "more equal than others", as mentioned in Section Four, Second Revolution. In the last part, the research concludes with how economics education could use the book and its effects on economics education.

From Revolution and to Testament

As the true owner of the idea of an equal society, Old Major is the most respected animal on the farm as a wise, philanthropic, and majestic pig. All the animals agreed to sleep less to hear what he said. One day, Old Major states that he wants to share his dream with all animals. In his dream, he says that he sees a society in which animals are relatively freer and happier in this society, where the primary motive in life is not to pursue money or power. This noble, hopeful, and incredibly inspiring dream is similar to Marx's Communist Manifesto (Vaninskaya, 2003).

In this speech, Old Major told passionately that no animal in the UK is free. The reason for this is the Man, and hunger and overwork cannot be eliminated forever without getting rid of the Man. He underlined the idea that freedom means to be free from the rule of Man. Only then, the oppressed animals could enjoy the revolution and independence. The Man was the only creature that consumed without producing. However, incidents soon show that Old Major's naive revolutionary thoughts will not be valid (Letemendia, 1994).

In his speech, Old Major describes the new society he imagined for Manor Farm animals as follows:

"Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And above all, no animal must ever tyrannize over his own kind (...) no animal must ever kill any other animal. All animals are equal (Orwell, 2017, p.26-27)."

He ended his inspiring and glorious speech with the Beasts of England, which gives animals power and morale even in the most challenging times. Although Old Major died soon after in his sleep, the idea of an equal society was still continuing, but the leaders who would lead this idea were changing.

The pigs managed to organize other farm animals and carry out the revolt. Their hard work paid off, and the harvest was even more than they had hoped for. They enjoyed equality and freedom in a fair society. The animals are proud of what they have done so far and

have constantly improved themselves. Of course, there also are some exceptions in this system. For example, the cat was only involved in the jobs it wanted, and the raven preferred to preach the issues related to the other world. The most critical group, pigs, took over managing the farm instead of working in jobs that demanded muscle strength. They were pleased within the society in which the Marxist motto, "From each according to his ability, to each according to his needs (Marx, 1875)" seems to have been realized. However, they did not know for now that the biggest enemies of the equalitarian society were closer than they had expected - their fellow comrades and faithful leaders - the pigs. Before referring to the pigs' competition, remembering the background of the Bolshevik Revolution pointed out by Orwell in the section will help understand the allegory.

Lenin, the father of the Bolshevik revolution, the undisputed leader of the Russian Communist Party, and the Chairman of the People's Commissars Council suffered a stroke (brain hemorrhage) at the age of fifty-two on May 26, 1922. Thus, a dramatic period for the new regime established four and a half years ago began suddenly. During the eight years that followed this critical event, the state and party presidency struggle was witnessed.

The revolution was accomplished in 1922, and the Communist Party defended the new regime at all costs, despite the civil war. The institution of the New Economic Policy was established to support revolutionary stability. Although future policies have not been finalized, overall stability has been achieved. Furthermore, the peace within the Party was provided by organizational tightening and severe punishment of factional activities. This administrative tightening process was the beginning of the inevitable rise of the less-known communist leaders - J. V. Dzhugashvili - Stalin - within the Party. Stalin was appointed a newly created position General Secretary of the Party in April 1922 for his outstanding efforts in this process. Theoretically, the party leadership was collectively run by Politburo. With the newly added position, the Politburo consisted of 6 people. Trotsky, Commissioner for War; Zinoviev, the head of the Communist International; Kamenev, vice president of the Council of People's Commissars; Stalin, The Party's Secretary-General; Rykov, Chairman of the High Economic Council and Tomsky, the head of the Unions Central Council⁵.

In the ensuing years, some of the events within the circle of these top leaders remain uncertain. Still, the first reaction begins with a secret coalition built by other leaders of the Politburo to control the aspirations of Lenin's leading subordinate, Trotsky. Meanwhile, Lenin suffered a second stroke on December 16, 1922. Although he could speak and write, he could not get out of bed. In anticipation of the apparent and inevitable death, he wrote the note known as "The Testament" on December 25, 1922. The "testament" is worth quoting here for proof of what he thought of Lenin's successor and his successors:

"I have in mind stability as a guarantee against a split in the near future, and I intend to examine here a series of considerations of a purely personal character. I think that the fundamental factor in the matter of stability is such members of the Central Committee as Stalin and Trotsky. The relation between them constitutes, in my opinion, a big half the danger of that split, which might be avoided. Comrade Stalin, having become General Secretary, has concentrated enormous power in his hands; and I am not sure that he always knows how use that power with sufficient caution. On the other hand, Comrade Trotsky is distinguished not only by his exceptional ability (personally, is, to be sure, the most able Man in the present Central Committee) but by his too far-reaching self-confidence and a disposition to be far too attracted by the purely administrative side of affairs. These two qualities of the two most able leaders of the present Central Committee might, quite innocently, lead to a split, and if our Party does take measures to prevent it, a split might arise."

Collective leadership is something Lenin wanted most and hoped for in the new regime. Besides, the most disturbing things are Stalin and Trotsky's personalities with extraordinary features. Soon after, he added a postscript to the Testament. In this postscript, he made it clear that the greatest danger against collective leadership would come from one of his two primary subordinates.

"Postscript: Stalin is too rude, and this fault, entirely supportable in relations among us Communists, becomes insupportable in the office of General Secretary. Therefore, I propose to the comrades to find a way to remove Stalin from that position and appoint another man who in all respects differs from Stalin only in superiority-

⁵ It was written in order of priority in the protocol in 1922.

namely, more patient, more loyal, more polite and more attentive to comrades, less capricious, etc. This circumstance may seem an insignificant trifle, but I think that from the point of view of the relation between Stalin and Trotsky which I discussed above, it is not a trifle, or it is such a trifle as may acquire a decisive significance."

Shortly afterward, on March 9, 1923, Lenin suffered his third stroke, with paralysis and loss of speech, and was permanently removed from the political scene⁶.

Collective Leadership

When the revolution against humanity was won after Old Major's death, work on the farm went well. The animals were happy with their freedom and renamed Manor Farm as Animal Farm. Then Old Major's commandments were slightly edited and written on the wall of the barn:

The Seven Commandments

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

Napoleon is a giant, tough-looking, non-talkative Berkshire pig that prefers to do things in its own way. It can be easily said that it represents Stalin. The other young pig, Snowball, is a faster, more creative, but not character-deep pig. With these features, Snowball represents Trotsky. Among two young leaders who cannot get along with these character traits, Napoleon symbolizes power and ambition, while Snowball symbolizes education.

During Napoleon and Snowball's collective leadership, three problems occur. The first problem arises when one of the leaders, Snowball, wants to start training other farm animals. Was this idea of training animals a pure goal, or was it part of another hidden agenda?

⁶ Despite his withdrawal from the political scene after the third stroke, Lenin died on January 21, 1924. The party and government have been running state affairs for more than a year without its existence. therefore there was no direct effect on the organization. in fact, Lenin's death effect was generally a psychological effect. Lenin was a father figure for his colleagues, and his death led them to a deep and dark anxiety.

Unfortunately, there is no answer to this question in the novel. In the book, farm animals representing the working class, despite all the pressure and harassment, are glorified for their hard work, never blessed for their intelligence or leadership. (Pearce, 2005) In fact, the reaction of animals to education opens the way to divide the animal community into classes very precisely.

The second problem is the onset of fear-supported manipulations to keep farm animals under control. Manipulations begin with the disappearance of milk and apples first. After milk and apples have disappeared, it is the first manipulative discourse to say that milk is not very important and that there are more important things to do. Napoleon warns the farm animals not to be distracted by other issues with this discourse. It will then turn out that the milk and apples that disappeared were used only for the benefit of the pigs. However, the farm animals hoped that all resources would be shared equally because they were comrades and equal, except for pigs. Squealer, a brilliant speaker, was given the task of manipulating farm animals. While discussing a problematic issue, Squealer used all his persuasion by constantly jumping and shaking his tail. In this respect, it is similar to the propaganda section of the Lenin government. As a spokesperson for the regime, he explained the uneven distribution of resources among the farm animals. He said that pigs are working day and night to increase the welfare of the farm and animals, so they need additional nutrients such as milk and apples. Do you know what will happen if the pigs fail their duties? Jones' would come back.

The threat of "Jones comeback" will constantly increase, making the third problem more visible - fear. Essentially, this is the fear of the old regime. Fear plays a crucial role when individuals encounter choices under uncertainties involving catastrophic events and in situations where the results are associated with a significant disutility (Chanel and Chichilnisky, 2009). In this case, animals that do not want Jones to come back have nothing much to say. Therefore, the importance of keeping pigs healthy is evident.

The event that caused the first order to break was related to the power struggle between Snowball and Napoleon. Character differences between the two leaders could be easily seen. Napoleon was a strong character, while Snowball was more educated. However, none of the controversies between the two leaders was as shocking as the debate on the windmill. Snowball began

⁷ Jones (or Mr. Jones) stands for Czar Nicholas II in the book.

to construct a windmill that would supply electricity to the farm and help animals live in better conditions. After the windmill was finished, the animals would only work three days a week.

On the other hand, Napoleon said that building a windmill would result in a loss of production and that their greatest need now is to increase output before winter comes. He claimed they would all starve if they lost time working on the windmill. The first order would be broken in a meeting held under this tension. At the meeting where it was decided whether to make a windmill, most farm animals supported Snowball. Napoleon, who did not want to accept such a defeat, showed his real face for the first time. Nine large dogs⁸ raised to obey Napoleon unconditionally exile Snowball from the farm. Power was used for the first time on the farm after the management of people. The owner of this power is none other than Napoleon.

Exiling Snowball from the farm causes great fear among the animals. They were also terrified when they saw the dogs that Napoleon had taken away from their mother and reared privately. Undoubtedly, these dogs represent the secret police used to eliminate the party leader's rivals and terrorize the masses. This shows that Napoleon used his time to centralize power, creating his own law enforcement agency. After declaring Snowball an enemy of the farm (state), he sets up a committee to run the farm under his own auspices. Even if the young pigs try to raise their voices against what is happening, they have been silenced by the chorus of sheep, trained to suppress opposing views. After that, this method will be used more frequently to control animals.

In fact, Squealer explained to the animals that Napoleon was never against the windmill, but on the contrary, the idea of the windmill entirely belonged to Napoleon. Of course, this unrealistic explanation could not deceive even uneducated animals, but Squealer was so convincing, and dogs were so ferocious that animals accepted that explanation as to the truth. Finally, Squealer, pointing out that the days of Napoleon have begun, emphasizes that Napoleon's orders must be listened to as the only leader, and his speech is ended with "Surely, comrades, you do not want Jones back?"

Napoleon and Snowball's leadership challenges have familiarization with Russian Revolution's dark knights Stalin and Trotsky without chronological order. In the fall of 1923, Trotsky finally decided to go into opposition.

Potential support for the opposition movement already existed. The political and ideological division in the Party had pre-revolutionary roots. In April 1923, there were significant differences in thought on various topics at the Party Congress; In the fall, they crystallized into two clearly defined faction positions. The differences between them included both the current political situation and the course of future policy. In fact, these protests are clear indications that Stalin is starting to take all the powers in the country's administration one by one. On the one hand, collecting power is a great danger for collective leadership. However, there is no such thing as collective leadership when the power is collected on one hand.

Leadership was still collective. Trotsky posed an individual challenge to highlight his succession by taking his supporters back. His struggle was definitely on principles rather than personalities. On the other hand, for Stalin, who argued that the outbreak of faction discussions damaged the Party's organizational mechanism, everything attacked him and his personality. According to Stalin, the secretarial apparatus was passing a critical test. To pass this test; unity, monolithic solidarity, and iron discipline should be constantly shouted louder as in a choir that never silences. During Lenin's funeral, Stalin ended his speech in which "maintaining the unity of the party" and "strengthening the dictatorship of the proletariat" were frequently underlined with his famous oath. "We swear to thee, Comrade Lenin, that we will fulfill with honor this thy command" It is clear that this speech will make Lenin stand out among other politburo members.

However, Party leadership was viewed in theory and practice as collective and managed through the Politburo. Collective leadership theory was still preserved, but Stalin secretly accumulated the superiority of organizational power behind the scenes. Still, he did not yet try to impose his will on his colleagues until December 1927. All leaders were still equal, but Stalin was "more equal" than others. / Citation) Dismissing other opposing leaders from the Politburo and the Party was the last step in the struggle for party leadership. In December 1927, opposition leaders were expelled from the Party. Many were kept under police surveillance until they were expelled and deported in 1929.

The Politburo, wholly cleared of opposition leaders, had become part of Stalin's Party machine. By 1930, former politburo members were expelled from the politburo one by one. No one was left in the Politburo not affiliated with Stalin. The country's administration was left to

⁸ The dogs refer to KGB Secret Police of Lenin's Power in Animal Farm.

Stalin, the only supreme one. The process was completed in 1930. After that, the Soviet Union and the Communist Party were governed by the will of the supreme one. The power of the Secretariat has been proven, as the last of the opposition's activities were suppressed.

Second Revolution and Prick the Buble

The Animalism⁹ regime changes shape just after collective leadership collapses, and Napoleon becomes the only supreme. Making decisions about Animal Farm belongs to a special committee of pigs and presides by Napoleon. The necessary conditions are prepared to protect authoritarianism on the farm to remember the ideas behind the revolution and identify a common public enemy. The skull of Old Major is set up at the flagstaff, which is a part of those conditions. Moreover, the other rumor is that Snowball is still outside and awaits to spoil Animal Farm's plans. Whenever the farm has difficulty coming up, the culprit is Snowball. In one of those Sunday Meetings, some of the animals are murdered by Napoleon's dog, the secret police of the farm, because they confess that they have been secret agents of Snowball.

Although some changes occurred in the application of Napoleon's Animalism, the animals feel there seems to be a disagreement between the Seven Commandments, and the application is the fourth commandment. When an animal remembers it and takes Muriel with him to make him read because all animals cannot read, he hears that he misremembered it. There is detail as "sheets".

"4. No animal shall sleep in a bed." (Orwell, 2017, p.41).

"New 4. No animal shall sleep in a bed **with sheets**." (Orwell, 2017, p.81).

The animals think Napoleon breaks the commandments but notice that they misremember many commandments. Following details make the commandments unbroken. After some events, the original Seven Commandments became the new Seven Commandments, strictly less than seven.

1. *Whatever goes upon two legs is an enemy.*
2. *No animal shall sleep in a bed **with sheets**.*
3. *No animal shall drink alcohol **to excess**.*
4. *No animal shall kill any other animal **without cause**.*
5. *Animals are equal.*

The Seven Commandments also have symbols in the Old Major's expression: two-legs symbolize laborless stance (free lunch); four-legs, labor, and equity; home, ownership; clothing, status; alcohol, luxury consumer goods; trade, capitalism; killing one of the animals, illegality; march, unity, and solidarity. However, Napoleon changes some details of the Seven Commandments, making them useless and turning the revolution into a u-turn to the starting point. Pricking the bubble of Napoleon is almost done.

Napoleon communicates with other farms when they need paraffin oil, nails, string, dog biscuits, and iron. He hires a lawyer, Mr. Whymper, to contact other neighbor farms. Soon after, Napoleon is engaged in negotiations with neighbor farms. Napoleon's allegiance to neighboring farms symbolizes Stalin's alliance with Britain and France. Stalin always welcomed the British and French and had an open secret door to the Germans (Deutscher, 1959; Adhikari, 2014).

When Frederick's banknotes are forgeries, Napoleon has the death sentence on Frederick. The following day, the attack of Frederick starts, which will be known as the Battle of the Windmill. Animals win the battle without Napoleon's help, but he has conferred upon himself first. Animals know their lives are harsh, but they believe they are free. In reality, their freedom is not the same as in the old days. There are many mouths to feed, so they have to work more than usual, and a new rule occurs when a pig and any other animal met on the path, the other animal must stand aside. Pigs create a new state in the old equality frame. Boxer¹⁰, symbolizing ideal labor status, gets sick and is also old enough to be retired. He is sold to the knackers two days later, but the animals do not know the truth until Benjamin¹¹ shouts at them. However, Squealer rejects the claim and says that Comrade Napoleon never let it happen. The animals' new dream becomes a familiar old nightmare. All animals go to the wall of rules, and Benjamin reads the wall, which is not any rule except one:

ALL ANIMALS ARE EQUAL, BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.

The next day, seeing the pigs with trotters or clothes does not seem strange. Animals and human beings were meeting at the same table. Napoleon announces the rename of Animal Farm to Manor Farm. All the animals outside the house looked inside at pigs and humans; there was no difference between them.

⁹ Animalism represents communism in Animal Farm.

¹⁰ Boxer refers to dedicated but tricked communist supporters in the book

¹¹ Benjamin stands for skeptical people in Russia and outside Russia.

As we mentioned before, treating Animal Farm events as literal history is absurd. Animal Farm is a fable, and correspondence between fable and reality involves metaphorical transformation (Grofman, 1990). Moreover, it is impossible to match all the charters and events with their historical equivalents. Nevertheless, we can claim that the three important Russian political events comprehensively allegorize within this part: the forced collectivization of Stalin (1929-33), the great purges (1936-38) and the rupture of diplomatic relations between Germany and Russia, and the invasion of Hitler (1941).

By 1930, the succession process was complete. The Soviet Union and the Party came under the will of the undisputed superior Stalin. However, Stalin's style of rule was profoundly different from Lenin's. First, Stalin ruled by instilling fear in his supreme commander-in-chief, which included military hierarchy. Second, Stalin ended the collective leadership, making himself boss of the Party and all other institutions in the country. The purges continued after 1930. Even the numerous Stalinists who had remained loyal until now but were critical of the difficulties of the new regime were purged in the process. During this period, the efforts to rewrite the history of the Party in order to glorify Stalin were also progressing rapidly. By 1941, Stalin had surpassed anything known even in the days of the Tsars in the praise and power he wielded.

The windmill's destruction represents the failure of Stalin's first five-year plan. After declaring the rebuilding of the windmill as the top priority, Napoleon orders the sale of the haystack, part of the crop, and the chickens' eggs as more money is needed. The chickens protest Napoleon's decision by throwing their eggs over the rafters. This style of protest is similar to the protests that went down in history as the Ukrainian famine of 1933, which opposed forced collectivization by slaughtering their cattle and burning their crops. As a result of these protests, more than three million people starved to death who faced Stalin's wrath, similar to the chickens in the novel (Meyers, 1984, p.140).

This behavior of Stalin stands as a summary of his rejection of Communist ideals. As the tortures and oppressions emerge, efforts to hide them intensify. As always, the most potent apparatus of concealment efforts was the exposition of the "external forces" lie. Napoleon's devotion to Frederick and Pilkington symbolizes Stalin's alliance with capitalist countries such as England, France, and Germany. Stalin kept the front doors open to the British and the French and maintained contact with the

Germans through the back door. It is still impossible to say which part of these relations Stalin gave greater importance to (Deutscher, 1959, p.434).

The other collaborator in the novel, Frederick, the neighboring farm owner, symbolizes Hitler's cunning. His deception of Napoleon by paying with counterfeit banknotes and his subsequent attack on Animal Farm may have been symbolic of a breach of the contract between Hitler and Stalin (the Hitler-Stalin Non-Aggression Pact of August 1939). Moreover, the disposal of Frederick's attack is analogous to Hitler's defeat at the Battle of Stalingrad, considered the turning point for the invasion of Russian territory.

ANIMAL FARM AS ECONOMICS EDUCATION TOOL

Economics is not just a technical science that deals with numbers. Economics also has a social and political aspect. In this connection, economics is related to many different branches of science and art. Furthermore, it also includes teaching future economists to think, understand events hidden under the hood, observe and interpret their effects, and create and arrange visible systems peculiar to the societies. Using Animal Farm in economics education has been shaped according to these purposes. Therefore, it can be beneficial to use four main titles; raising awareness, making inferences, teaching some economic terms, and explaining the importance of education.

The previous sections clarify the events and characters represented by the metaphors. This is not only historically crucial but also very useful for economics education. When economics students learn the historical meaning of the fable hidden under the defamiliarization technique, they will think daily events might also have invisible parts. As they learn the interpretation steps, they can infer books, news, agenda, business life, and daily lives. This is crucial because a good economist must, first of all, develop his ability to observe. Then, they can infer from observations and interpretations of the future correctly.

Although the events are taken from history or literature, learning from their reasons, impacts, and results is vital. The fact that economists have the opportunity to guide society indirectly rather than under politicians' direct influence. The declaration of Mr. Jones as an enemy after the animals' takeover of the farm is almost the same thing as the declaration of Snowball as an enemy after Napoleon's takeover. It is possible to live similar events in literature and reality. Therefore, students should learn to take lessons, be protected by similar events, and

predict its conclusion. Only in this way can they make inferences correctly. Study on this part of the book can be improved by assessing progress, determining impacts, and re-estimating the conclusion for each chapter. As the economics instructor allows the students to discuss and think before intervening and then helps them find the deduction, it gives them confidence for the brainstorming. It enables them to conclude by independently carrying out similar steps in the future.

Animal Farm might be used in economics education to show why education is essential. Two arguments require it. First, many economics articles use the education variable as a parameter. Students might understand why it is an important variable and used frequently. Pigs are in power because other animals could not even learn to alphabet in the fable. It is the first indication of the importance of education. On the other hand, Benjamin reads as well as pigs. Even if he is not involved in the management, he is aware of events and makes the right decisions. Second is the questioning of how necessary education is today with the effect of technology. Students -especially Millennials- might think education is obligatory but not needly. Even for the effective and proper use of technology, education is necessary.

CONCLUSION

Animal Farm's narration starts with Old Major's freedom utopia and ends with Mr. Napoleon's totalitarian fact. The circulation of regimes in the book could seem like a peculiar irony without knowing the allegory of characters and defamiliarization of the Russian Revolution. The book is meant for use as an economics education tool because numbers become inadequate reasons to determine and solve complex daily life problems after economics research approaches are more involved in mathematical proof techniques of science.

Animal Farm has several crucial subjects to support economic education. Firstly, the book is written as a fable, making it easily readable. Thus, taking the economics student's attention is more effortless than theoretical works. Secondly, the book's storyline has political and economic patterns to understand the events. Even though Old Major's speech was given inspiration and aims to have freedom, Napoleon's totalitarian regime is far away from animal freedom. The transition of the cases makes it more pleasant to understand the message of Animal Farm. Finally, making economic decisions is essential to design and apply economic policies or interpret the daily issues affecting economics. If economists conclude with

the subtext of cases, economic decisions could be more effective and feasible.

Humankind learns with experiences. Reading books is the safest way to learn with experiences. When Animal Farm is analyzed, it can easily be determined that the main reason for the regime's failure is a lack of training. Due to the lack of education, all the powers of the farm were given to the pigs. Pigs, who are better off than other animals in terms of training, begin to exploit the vulnerabilities in the system for their own purposes. In this new system, they start to consume or even steal the products for their benefit. Animal Farm's emphasis on the lack of education is another vital proof of economics education.

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