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ORIGINAL

PHYSICAL EDUCATION AND SPORT IN VOCATIONAL UNIVERSITIES

LA EDUCACIÓN FÍSICA Y EL DEPORTE EN LAS UNIVERSIDADES LABORALES

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ABSTRACT

This paper discusses the characteristics of Physical Education and sport in Vocational Universities. To that effect, several primary sources (documentary, graphic and legal) have been analysed from a historical perspective. The conclusions indicate that, in their beginnings, Physical Education and Sport were regarded as indoctrinating instruments serving the social model that the Regime tried to impose. However, this initial point of view quickly lost importance in favour of a focus on those aspects relevant to sport, which was a direct consequence of the policy that Elola Olaso had set up nationwide. In fact, Vocational Universities became national cornerstones within the context of sport in educational centers.

KEYWORDS: History of Physical Education, Francoism, Vocational Universities.

RESUMEN

Este estudio aborda las características de la Educación Física y el deporte en las Universidades Laborales. Para ello, desde una perspectiva histórica, se han analizado diversas fuentes primarias (documentales, gráficas y jurídicas). Las conclusiones obtenidas señalan que, inicialmente, la Educación Física y el deporte fueron entendidos como instrumentos adoctrinadores al servicio del modelo social que trataba de ser impuesto por el Régimen. Sin embargo, esta orientación inicial rápidamente fue perdiendo vigor en favor de aspectos propiamente deportivos, que eran consecuencia directa de la política iniciada por Elola Olaso a nivel nacional. De hecho, las Universidades Laborales llegaron a ser, en el ámbito de los centros educativos, referentes nacionales a nivel deportivo.

PALABRAS CLAVE: Historia de la Educación Física, Franquismo, Universidades Laborales.

1. INTRODUCTION

The purpose of this article is to analyse the characteristics of Physical Education and Sport in Vocational Universities (1955-1978), which were Francoist educational institutions. Primary documentary sources (including periodical publications) as well as graphic and legal sources have been systematically analysed to carry out this research.

There are many previous studies on Physical Education and sport during Franco's Regime, although most of them are generic and they usually focus on particular aspects of this period. We can highlight the research by Manrique Arribas (2003) on Physical Education for women, the research by Carbajosa Menéndez (1999) on the training of female teachers, or the contributions of González Ajá (2005) on the male image. We would have to add as well the recently published research by De la Viuda (2011) about censorship on sports press, and the research by Santacana i Torres (2011) about sport during the Blue Period of the Regime. However, it needs to be highlighted that there are no previous studies on Vocational Universities.

The originality of this research lies in that the subject of Physical Education and Sport in Vocational Universities has rarely been studied, and also on the fact that these macro-institutions were set up at the end of the 1950s, just when the openly indoctrinating character of Physical Education and Sport started to lose relevance in favour of aspects relative to sport. In this regard it is noteworthy that, aside from the research by González Ajá (2011), there are no other reference studies on Physical Education and sport within the *developing period* (1960-1975). This is why it is necessary to increase the research on this historical period that was so important for the current configuration of Physical Education and sport in Spain.

The argument exposed above is the reason why this research focuses on a period of Francoism that has rarely been studied, and on institutions where Physical Education and sport were very important (as it can be observed by the significant sport infrastructures left behind), and that, however, have not been properly looked into.

We will place this research within the context of Physical Education and sport and within the context of Vocational Universities in the first part of this article. Then, we will expose how Physical Education and sport took place at Vocational Universities, looking at it from different points of view: theoretical framework, teachers, content, competitions, ideological training, and legal evolution. Lastly, we will expose the final conclusions obtained from the investigation.

2. SPORT AND PHYSICAL EDUCATION DURING FRANCOISM. SPECIAL REFERENCE TO THE DEVELOPING PERIOD

As Santacana i Torres (2011) affirms, Physical Education and sport during Francoism were radically turned towards being an instrument of the policy of the totalitarian Estate. As Pastor Pradillo (1997) states, Physical Education and sport depended on the Movimiento Nacional (the sole party that included Carlists, Falangists, monarchics, and the remaining right-wing sections) during the developing period. Within the Movimiento Nacional, Physical Education and sport depended on the Secretaría General del Movimiento, which was under the influence of the section of the party that most identified ideologically with the Falange Española Tradicionalista y las Juntas de Ofensiva Nacional Sindicalista (FET y de las JONS). The Secretaría General del Movimiento was divided into five areas: the Frente de Juventudes (F.J) [Youth Front], the Sección Femenina (S.F) [Feminine Division], the Sindicato Español Universitario (S.E.U) [Spanish Universities Syndicate], the Obra Sindical de Educación y Descanso [Syndicated Action for Education and Rest] and, lastly, the Delegación Nacional de Deportes (D.N.D) [National Sports Delegation].

Since their beginnings, the D.N.D was under a strong ideological control. General Moscardó was the first National Sports Delegate. The Decree of 22 February 1941 (Boletín Oficial del Estado [B.O.E] 5th March), by which the D.N.D was created, clearly defines sport as an area where the Falangist Estate found one of their main tools to educate the Spanish man holistically. Therefore, without any other regards, sport became a political instrument to the service of the social model that the Regime tried to impose.

Doubtlessly this was not a new idea, but a copy of the Nazi and Fascist policies in relation to sport. In fact, as Herrero Suárez (2002) states, the goal was to follow the German model, but Franco never really invested in this area (training, infrastructure, materials...), which resulted in a poor reputation world-wide. Such reputation was only saved by some specialties, such as male gymnastics, where Joaquín Blume stood out (Ugarte Pérez de Lazarraga y Martínez Gorroño, 2010; 2011); a few Olympic medals; and the international success of Real Madrid, during the second half of the 1950s (González Ajá, 2002).

However, this policy on sport did not remain unchanged during Franco's regime. The death of General Moscardó in 1956, together with the social, cultural and economic changes that took place gradually within the society of the time, allowed for the inclusion of some nuances – which even though they did not have an opening character, they were at least specifically related to sport and not only of an indoctrinating character. The new National Sports Delegate, Elola Olaso (1956-1966) moved from an ideological point of view to a technical one, focusing on the promotion of federated sports (which ended up encompassing the sports of the Movimiento), the creation of sports facilities (even though they kept being insufficient and deficient), the education of teachers and trainers, the creation of sport clubs, and the idea of spreading the practice of sports to the entire population (Manrique Arribas, 2011). The largest indicator of this change was the enactment of the Law on Physical Education, on 20th December 1961 (B.O.E 27th December). This law acknowledged Physical and Sports Education

as an efficient tool in the educational area and as a measure for preventive health, with which sport obtained the status of public necessity.

This new point of view on Physical Education and sport gave birth in 1966 to the campaign *Deporte para todos* [Sport for everyone] and its slogan *Contamos contigo* [We count on you], sponsored by the new National Delegate for Physical Education and Sport, Juan Antonio Samaranch. As González Ajá (2011) explains, this ambitious campaign had a double purpose: to increase the numbers of people who practiced sport, and to obtain victories at competitive sports level. However, as the author affirms, the practical steps were focused on parameters of performance, and therefore the campaign did not contribute to the increase the numbers of people who practiced sport (but it succeeded in making the middle-class man realize the need to fill his spare time with sport-related activities).

As Cazorla Prieto states (1979), regulated Physical Education was subjected to a rigid discipline and control by the public powers, and there was no possibility to protest against it. The order of 6 December 1940 (B.O.E 7th December) entrusted the F.J and the S.F the Physical Education of their affiliates and of all the non-affiliated youth – this is, the Spanish youth as a whole. The F.J was in charge of the education of men and the S.F was in charge of the education of women. A year later, the Order of 16 October 1941 (B.O.E 18th October) entrusted these organizations with three more subjects: Training on the National Spirit, Political Training, and Home Teachings (the latter was only taught to the S.F).

The F.J and the S.F controlled all operative aspects of the subjects they had been entrusted, due to their status as offices for delegated services – for example, the training of teachers, or the creation of programmes according to schedules (Carbajosa Menéndez, 1999). This situation, coupled with the indoctrinating character of the subjects, did not grant Physical Education teachers the respect and friendliness of the rest of the teachers.

Such a scenario remained until the first years of the *developing period* when, as Manrique Arribas (2011) states, the teachers' affinity to the ideology of the Regime, which was so characteristic of the beginnings, starts to disappear progressively and is finally replaced by a purely professional motivation, focused on the technical approaches to sport subjects rather than on the communication of a social model. There were many factors that contributed to this change: the deterioration of the social image of the F.J and the S.F, the lack of respect and consideration that Physical Education teachers experienced from other teachers, the long working hours which included Saturdays in many cases, the lack of financial means and as a consequence the necessity to have more than one job to earn a decent salary.

The arguments exposed above allow us to conclude that the *developing period* brought a new point of view on Physical Education and sport – the perspective

of Physical Education and sport as having an exclusively indoctrinating character was replaced by a perspective focused on sport performance, without excluding the indoctrinating character. Thus, sports were the big colonizers of Physical Education programmes from the 1960s. The National School Games are born, and teachers put most of their efforts in achieving high scores in those competitions, because the successes had a positive impact on their prestige and on their professional promotion.

Finally, it needs to be highlighted that this change of perspective coincided temporally with the creation of Vocational Universities. In fact, most of the changes that occurred had a true reflection on Vocational Universities, as we will see.

3. VOCATIONAL UNIVERSITIES AS AN EDUCATIONAL PROJECT

The reasoning behind the educational project that were Vocational Universities in the decade of the 1950s had an immediate goal: to qualify the working class, workers and their offspring. The Estate intervened in two large areas of the workers' training through Vocational Universities: the Non-Regulated Vocational Training (for active workers or for those not in the education system), and the Regulated Vocational Training that was integrated in the education system (for students or teenagers). The creation of Vocational Universities was promoted by the Labour Minister at the time, José Antonio Girón de Velasco, together with the Falangist organizations and the 'blue' section of Franco's administration, and it became an element of unification at political and syndicate levels between the Estate and the working class, through the application of a national-Catholic policy (Zafrilla Tobarra & Utiel Heras, 2008).

The determining factor of Vocational Universities, which started from the experience already gained by the Vocational High Schools of 1949, wasn't their function (which was partly shared with Vocational High Schools and other vocational training centers), but their mission of socio-cultural promotion of the working class – encompassing youngsters and adults. It was, according to the Falangist Girón de Velasco (1950), an essential element to train men apt for coexistence. As shown in a report about Vocational Universities, contained in the Education Section at the Archivo General de la Administración [General Administration Archive] (A.G.A), the immediate goal was to create, “aside from technically better workers, fully formed men, apt for all the battles of the mind, trained for the battles of the spirit, the politics, the leadership, and the power. We are going to create different men” (paper 19154).

Vocational Universities, as stated on the first Principle of their Provisional Statute (12 July 1956 Order, published on B.O.E 19th July), symbolized the configuration of a “high cultural institution in the working area, in the threefold dimension of the human, technical and provisional aspects, founded and maintained by Spanish workers under the tutelage of the Estate”. There are three identifiable stages during the existence of Vocational Universities (1955-

1978): institutional configuration; normative stabilization; expansion and extinction (Delgado Granados, 2010).

3.1 CONFIGURATION STAGE (1955-1957)

The first Vocational Universities were created during this stage: in Gijón, administered by the Jesuits; in Seville, administered by the Salesians; in Córdoba, administered by the Dominics; and in Tarragona, administered by the Falange. The Falangist project to set up Vocational Universities stood still for a few years, and the work, which had not been fully established, was left orphan without the support of its founder and protector Girón de Velasco, as he was substituted by the Falangist Fermín Sanz Orrio.

3.2 STABILIZATION STAGE (1957-1962)

A new stage of legislative stabilization started coinciding with the arrival of the new Labour Minister, where the university system was consolidated to a standard, but the creation of new institutions stopped – with the exception of the Foundation San José de Zamora, which was renamed in 1960 as San José Vocational University (Sánchez Sánchez, 2006).

The following regulations were created as proposed by the Ministries of National Education and Work: the first Vocational Universities Teaching Statute (16 August 1958 Order, B.O.E 28th August); and, a year later, the 11th May Act 40/59 on regulatory policies for Vocational Universities (B.O.E 12th May) and its Legal Statute, developed in the 24th November 1960 Organic Regulation (24th November Decree 2265/1960, B.O.E 6th December). With this, the 1956 Provisional Statute was bypassed, as the new legislation contained the experienced gained over those years and the new training and work demands of the country.

3.3 EXPANSION AND EXTINCTION STAGE (1962-1978)

The vital stage took place at the beginning of the 1960s with the appointment of the new Labour Minister Jesús Romeo Gorría (1962-1969). Under his command new centers were created in La Coruña (1964), Alcalá de Henares (1966), Huesca, Zaragoza and Cáceres (1967), Éibar (1968) and Cheste (1969).

However, after the enactment of the General Act 14/1970 on Education and Financing of the Educational Reform (B.O.E 6th August), a new compulsory framework for the structure and organization of the education system at Vocational Universities was established. This meant, as Gómez Rodríguez de Castro (1985) indicates, the progressive decline of the teaching system at Vocational Universities, as they transformed into Integrated Teachings Centers (CEI). The system of Vocational Universities progressively lost its characteristic features, and vocational training had to adopt the structure provided by the new legislation. This was the beginning of the end of these Falangist macro-

institutions. Even though the Vocational Universities system disappeared officially in 1978, the institutions kept operating until the beginnings of the 1980s. The reasons why Vocational Universities closed down were diverse, but there were mainly motivated by politics, when they went to depend on to the Ministry of Education and Science, under the command of Iñigo Cavero y Lataillade. With this step Vocational Universities detach from the Ministry of Labour, and so the independent body called National Institute for Integrated Teachings (INEI) is created, not without ample political debate (Delgado Granados, 2012).

Nowadays most Vocational Universities have been converted into High Schools or university campuses, and while they are still functioning they do not have the historical recognition that they deserve for what their twenty-one centers across Spain meant. The last Vocational University to be created was the one in Vigo, after the centers in Las Palmas, Tenerife, Toledo, Málaga, Almería, Logroño, Albacete and Orense.

4. CONCEPTUALIZATION OF PHYSICAL EDUCATION IN VOCATIONAL UNIVERSITIES

Physical Education had a relevant role in Vocational Universities in the more technical than ideological line that had been promoted by Elola Olaso. In fact, once Franco's Regime ended, the Sports General Convention that took place in Madrid between the 15th and 17th of December 1977 acknowledged that the practice of sport at Vocational Universities had provided “a joyful existential fulfilment in feeling the vital health, the strength, the ability and the control of a progressively healthier body” (Documents on the Education System in Vocational Universities, 1978, p. 112).

However, both during their conception and their beginnings, Vocational Universities suffered the same attempt to use Physical Education to indoctrinate as the rest of educational institutions did. In this sense, it is important to highlight the role that the Falangist Girón de Velasco (1950) gave to these centers within the social sphere of Francoism, as essential elements in the *social revolution* that was wanted: “castles for the new reconquest, where you, and especially your children, will be trained not only to be good workers (...), but to be fully formed men” (p.15).

Physical Education and sport helped to keep the youth away “not only from the perils of moral perversion that lie in wait of our young workers, but also from the catastrophic peril of their total depersonalization” (Girón de Velasco, 1950, p. 18), because Physical Education meant discipline, obedience, subordination, responsibility, etc. Therefore, the young workers were trained through Physical Education in all the moral virtues that were characteristic of a good national-syndicalist person. This fact was fundamental for the consolidation of the Movimiento Nacional and the advent of the *social revolution*. A clear example of

this argument is found on issue 38 (1961) of the magazine La Torre, published by the Vocational University of Gijón:

If the young workers do not practice sport, but simply watch it; if the young workers go out to dance, seeking exclusively instinctive satisfactions, we are lost. (...) What will happen to our Country if these millions of young men, who are tomorrow's hope, arrive at the acceptance of their adult responsibilities with no preparation, with such a lack of human and Christian maturity? (p. 2).

However, as stated earlier, these rigid indoctrinating goals opened progressively to an understanding of Physical Education and sport containing characteristic nuances of sport, even if these did not have an opening character. This context, which we will describe in the next paragraphs, was to be experienced at Vocational Universities from the beginning of the 1960s until they closed down in 1978.

5. THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

The Department of Physical Education and Sports was integrated with the Division for Human Training, along with the subdivisions for Religious Training, Training on the National Spirit, Mores Training, and Aesthetic Training. All of them created a “system of teachings and habits for the spiritual, intellectual, moral and physical development of man. (...) It encompasses all students in all grades, and it is developed cyclically and methodically in all grades” (12 July 1956 Order, Article 18 on Human Training, B.O.E 19th July). The main mission of this system was to form whole men for the future; men able to fulfil their mission in the technical, social, national, civil and religious areas. In this way, teaching activities had to revolve around Human Training, and they had a more important status than the rest of the subjects, regardless the professional or technical inclination of the student. Activities and practical exercises that stimulated the training of the physical and spiritual characters were promoted from the first hour of the school day.

The Division for Human Training depended directly on the Principal of the Vocational University, who had influence over all activities of the university (12 July 1956 Order, Article 18 on Human Training, B.O.E 19th July), serving as a safeguard for Francoism. The Principal had a three-dimension role on their mission of impressing a strong and unified nationalist spirit, where the idea of service to the Country was reinforced by a rigid discipline and a group of teachings characteristic of a religious, social, political, aesthetic and physical education (Archives from the Vocational University of Córdoba *Onésimo Redondo*, 1961).

Table 1. Typical school timetable. Ministry of Labour (1967, p. 10-11).

| Time | Activity |
|-------|------------------------------------|
| 7.00 | Getting up. Grooming and Breakfast |
| 8.30 | Gymnastics (daily) |
| 9.00 | Theory lessons |
| 10.30 | Break |
| 11.00 | Practice |
| 13.30 | Lunch and break |
| 15.00 | Practice |
| 16.30 | Sports |
| 17.30 | Tea time and break |
| 18.00 | Theory lessons |
| 19.30 | Practice |
| 20.30 | Theory lessons and study |
| 21.30 | Dinner and spare time |
| 22.30 | Going to bed, praying and silence |

The teaching staff at the Department of Physical Education and Sports, just like it occurred at the rest of educational institutions, belonged to the Secretaría General del Movimiento through the two service delegations that carried out this function – this is, the F.J and the S.F. However, unlike other centers, both the F.J and the S.F did not have absolute authority to choose the teachers; the appointments were made after having listened to the Principal of the Vocational University (Delgado Granados, 2005). This fact created a noticeable difference in that it highlighted the importance of the Principals, and the respect and consideration that the political leaders had towards these educational institutions.

The work of the teachers was divided into theory lessons and practice, which were complemented by the competitions that took place on Saturdays and Sundays. From the first day of school teachers initiated their students into a Physical Education that was clearly sports-oriented, where a progression criteria was present; this is to say, the student became familiar with different sports during the first stage, and they later specialized in one or some of those sports (Delgado Granados, 2005).



Picture 1. Students practicing gymnastics at the Vocational University of Seville, A.G.A. Education Section: Vocational Universities. Paper 19155.

6. CONTENTS OF PHYSICAL EDUCATION

The contents of Physical Education taught at Vocational Universities, shown in Table 2, were divided according to age groups (Ministry of Labour, 1967).

Table 2. Physical Education Plan. Adapted from the Publication of the National Delegation for Physical Education and Sports (1962).

| Plan Stages | Goal | Contents |
|-----------------|---|---|
| 10-12 year-olds | Physical and physiological improvement | Educational Gymnastics Children and pre-sports games Utilitarian and rhythmical exercises Marching and Walks Swimming |
| 13-14 year-olds | Psycho-physiological improvement | Educational Gymnastics Pre-sports and sports games and competitions Utilitarian and rhythmical exercises Marching and Walks |
| 15-17 year-olds | Technical Sports Training | Educational Gymnastics Pre-sports and sports Sport-related exercises Marching and cross training Swimming Sport competitions |
| 18-21 year-olds | Technical Sports Entertainment and Reaffirmation of the personality | Educational Gymnastics Specific sports Sport-related exercises Marching and cross training Swimming Sport competitions |

In regards to the last table, it needs to be highlighted that at the beginning Physical Education was focused on Educational Gymnastics, which had a corrective and localized character. However, as students grew up this type of gymnastics lost importance and became focused on muscular strengthening (which was required for many of the vocations for which the students were being trained). Educational Gymnastics was progressively replaced by sports; furthermore, in the last stage there were sports exclusive to the specific vocational specialities. For instance, horse riding was compulsory for students of the farming branch (Publication of the National Delegation for Physical Education and Sports, 1962).

The array of sports was characterised by its ample variety, which allowed the student to choose at least one of the following sports: basketball, handball, football, competitive swimming, water polo, tennis, rugby, skiing, rowing and mountaineering. Similarly, there were frequent extracurricular activities of a sports character, and sport competitions. There were two types of sport competitions (Ministry of Labour, 1958):

-Internal Competitions: collegiate and intercollegiate. All the students within the clubs of the Vocational University took part in these competitions, according to three categories (children, youth, and amateur).

-External competitions, which were divided into collegiate and federate. Within the collegiate rank, the various centers of the province where the Vocational University was located competed in the children and youth categories. Within the federate rank, the students participated in the provincial competitions organised by various sports federations, in the specialties of athletics, rugby, volleyball, football, etc.



Picture 2. Students participating in national sport competitions. Vocational University of Gijón, 1960. A.G.A. Education Section: Vocational Universities (1958-60). Paper 19170.

The wish to make Spain equal to the rest of European countries, which were ahead of Spain in regards to physical training and competitive sport, took the various Vocational Universities to develop campaigns to promote the participation and competition among the young students, under the patriotic slogan of placing sport as the sole efficient instrument for the education of man. The practice of sport and the competition at amateur and professional levels was encouraged through the School Games, the University Games and the Syndicate Games. The Magazine Horizontes from the University of Seville José Antonio Primo de Rivera published the following news on issue 25 (1962), which came to state that the virtues of the Spanish youngsters in sport were a result of their virtues at work:

Let's not doubt that the Spanish people, with their volume of radical virtues, with their intuition, imagination and decision, will in a short time be able to achieve the quantity and quality of young athletes who, with an Olympic spirit, will manage to improve and excel while achieving for Spain glory and prestige in the context of international competitions (p. 29).

Under the desire to promote a sporting habit, it was frequent for Vocational Universities to give publicity to the activities that took place at their centers, including the names of the participants. Thus, for instance, the magazines of the different Vocational Universities published monthly the sporting events that took place in their centers, highlighting the effort of their pupils and their magnificent sports infrastructures, which were unheard of at the time (in Sevilla, for instance, the Olympic swimming pool was the only one in the city; in Gijón the fronton tracks stood out; and in Córdoba there was a magnificent indoors swimming pool). In fact, the first laboratories for sport performance were born in these institutions, such as the one at the Vocational University of Córdoba, set up by José Luis Fernández "Cochele". The Estate and the different Corporations, Town Halls and Councils cooperated in the task of promoting sport through the Plan for sports infrastructures and constructions. In sum, there was an effort to promote an awareness of sport among the students through periodical activities and sport infrastructures, such as football pitches, athletics tracks, gyms, swimming pools, etc., which would make the hobbies and sport practices of the students a daily activity. As the years passed by, according with the sport policies carried out by Elola Olaso and Samaranch, Vocational Universities came to be true quarries of young athletes, where each institution

had their own sports attire, which comprised a gymnastics set, t-shirt, sports trousers, tracksuit, and sports shoes.

7. PHYSICAL EDUCATION AND NATIONAL-SYNDICALIST TRAINING

As explained earlier, the Secretaría General del Movimiento was in charge of organizing Physical Education and sport for the country. The goal was to promote youngsters who were affined to Franco's political system through physical training and an ideological framework based on national-Catholicism. Physical Education and sport were considered key elements to carry out the national policy. As Chaves Fernández (1963) states, at the bottom there was the belief was that any person who was not physically prepared to serve the New Estate was a “decrepit, or at least, a diminished person in terms of their possibilities of service” (p.11).

It is true that the initial dogmatic rigidity decreased during the *developing period*, but this did not mean that it disappeared. In fact, as we will expose next, the F.J and the S.F (as delegations of services within the Secretaría General del Movimiento) continued to carry out their indoctrinating task at Vocational Universities, despite the fact that these institutions were mostly active during the *developing period*. Specifically, the F.J and the S.F were responsible for other educational aspects aside from teaching Physical Education and sports, such as: the pre-military education of the youth; the organization and management of camp sites; the cooperation with different religious Orders in the tasks of cultural, moral and social training.

Under these principles, Physical Education teachers were responsible for two types of activities, which were carried out in parallel regardless the age of the student. The first activity was Physical Education as such, which included Educational Gymnastics, continuous practice of sports, marching, games...

The second activity was called Framing and inner discipline Regime for the students, which meant that each university campus, according to the characteristics of the center and the associations or schools which were part of it, adapted the infrastructures of each room (dining room, classroom, bedroom, sections, etc.), regardless the specialty studied by the student, with the goal of gaining their ideological affinity in a context of repression and rejection (Delgado Granados, 2005). In order to achieve this, there were frequent commands training courses, summer camps, competitions on encouragement and perfection of the work, and long marches during the school term (Ministry of Labour, 1956). All those activities were planned with the goal of impregnating the students with the ideology of the New Estate and creating group awareness.

8. NEW EDUCATIONAL APPROACHES. VILLAR PALASÍ'S GENERAL LAW ON EDUCATION

The enactment of the Law 14/1970 (B.O.E 6th August), on Education and Financing of the Educational Reform, promoted by the Education Minister Villar Palasí, meant a noticeable advance on the social and educational consideration of Physical Education. Since that moment there was a more active work on aspects related to the aesthetical, physiological, physical, etc. areas, with the intention of finding a pedagogical interest on physical activities that would favour the evolution of the student's personality in a holistic manner.

Therefore, from 1970 and under the principles of the educational reform, the plan on Physical Education activities at Vocational Universities was broadened and reinforced through a number of initiatives on diverse artistic and sporting activities, according to the preferences and interests of each institution (Ministry of Work, 1975). Thus for instance the Vocational University of Gijón built the Summer University, which was focused on open-air activities, promoting new activities such as initiation to mountaineering, high-mountain camping, skiing or shooting sports. Each school belonging to a Vocational University created a training plan which included all types of extracurricular and in-house activities. These activities had a larger importance on Friday afternoons, on Saturdays and on Sundays. During those days special emphasis was made on human values, co-living, outdoors leisure sports, etc. As an example, it can be highlighted the variety of subjects included in the Human Training Plan for the academic year 1976-1977, which encompassed 20 educators, 6 teachers, and all the school delegates (Labrador Herráiz, 1987):

Table 3. Human Training Plan (1976-1977)

| | |
|--------------------------------------|---|
| Outdoor activities | Outdoor sports |
| Artistic and recreational activities | Movies and theatre |
| Cultural activities | Outdoor walks, short courses, conferences, etc. |

It was a matter of teaching the benefits and excellences of Physical Education through a set of planned activities at Vocational Universities, where the activities were usually coupled with songs and dances that were performed at the Choirs and Dances groups nationwide.

As the decade of the 1970s went on, and until the closure of Vocational Universities in 1978, there is a more palpable interest on pedagogical aspects and on aspects related to spending spare time on the practice of sport. Physical Education and sport timidly let go of the imposed moral values, as well as the demand for sport performance which was so characteristic of the decade of the 1960s.

9. CONCLUSIONS

The research carried out allows to extract the following conclusions in regards to Physical Education and sport at Vocational Universities. Firstly, these institutions followed in their beginnings the educational imagery imposed by the Estate. These new universities, placed in the context of an authoritarian regime that imposed a certain lifestyle on to the population according to their social

status, were oriented towards the working class, both towards youngsters and adults. It was a matter of training the worker through a national-Catholic doctrine. To that effect, a training model was imposed, which focused on facilitating the integration of the working class in Franco's society, where the practice of Physical Education and sport was an essential element in the exercise of the national policy, with the goal of obtaining vigorous and patriotic generations who accepted *their duty* towards the Nation.

However, this initial point of view quickly lost relevance in favour of aspects specifically related to sports, which were a direct consequence of the policy promoted by Elola Olaso nationwide. In fact, Vocational Universities, with their amazing sports infrastructures and their in-house accommodation, became real quarries for sport in Spain. The young and adult workers had in these centers the possibility of using sport resources and infrastructures (indoor swimming pools, football pitches, volleyball pitches, athletics tracks), as well as accessing the practice of sports such as swimming, skiing, tennis, mountaineering, handball, etc. which they would have not been able to access otherwise. This context meant an important stimulus for the working class and it undoubtedly had an important influence on the high scores achieved by Vocational Universities, not only in regards to participation but also in regards to sport performance.

Finally, it needs to be highlighted that the current configuration of Physical Education and sport in Spain is intimately related to Franco's dictatorship. The momentum that Vocational Universities created during those years is undeniable, as for over twenty years (1955-1978) they were the largest educational complexes in Spain, and they stood out for their social, educational, sporting and architectural roles (as they have left magnificent infrastructures, which after having been left in total abandonment they are now being re-used with educational and sporting purposes).

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