

Article

Psychology and Late Francoism (1968-1975)

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ABSTRACT

The aim of this article is to present the relationships between psychology in Spain and the late Francoist period, both in the university setting and in the early stages of professional association development. The main emerging psychological theories and the most relevant professional practices are highlighted. In the university setting, new generations of professionals began their training in the newly created psychology departments within the faculties of philosophy and arts. Their leaders established the psychology departments within the professional associations of doctors and graduates. Political demands, along with requests for changes to curricula and the creation of jobs, formed the core of what would later become the Spanish Psychological Association and independent faculties of psychology. New theories surrounding psychoanalysis and Marxism, behaviorism, and Soviet psychology were introduced, imported from other countries through critical publications and progressive publishing houses. The few practices that existed kept psychologists in a subordinate role to other professionals, and with functions limited exclusively to 'test administrators'.

Psicología y Tardofranquismo (1968-1975)

RESUMEN

El objetivo del artículo es dar a conocer las relaciones entre la psicología en España y el tardofranquismo en el ámbito universitario y en el inicio del desarrollo asociativo profesional. Se señalan las principales teorías psicológicas emergentes y las prácticas profesionales más relevantes. En el ámbito universitario comienzan a formarse nuevas generaciones de jóvenes profesionales en las recién creadas Secciones de Psicología dentro de la Facultades de Filosofía y Letras. Sus líderes crean las Secciones de Psicólogos dentro de los Colegios de Doctores y Licenciados. Reivindicaciones políticas junto a peticiones de cambio de los planes de estudio y creación de puestos de trabajo forman el corpus de lo que será el Colegio de Psicólogos y las Facultades independientes de Psicología. Se dan a conocer nuevas teorías en torno al psicoanálisis y marxismo, el conductismo y la psicología soviética, importadas de otros países a través de publicaciones críticas y editoriales progresistas. Las escasas prácticas existentes mantienen a los psicólogos en un papel subalterno de otros profesionales y con funciones exclusivamente de 'pasadores de tests'.

Palabras clave

Psicología
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Publicaciones críticas
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Political Context

In the late 1960s, social mobilizations against the dictatorship began to spread in Spain, with the mobilizations led by the student movement fighting for freedom and democracy being particularly significant.

On September 21, 1967, Franco appointed Luis Carrero Blanco as Vice President of the Government; he effectively became the head of the Government and embodied the potential continuity of Francoism after the dictator's death.

The slogan of those years, "*Workers and students against the dictatorship*," reflects the unity of the social sectors in support of democracy despite the severe social repression that the regime carried out during those years across society as a whole, and especially within the university.

Thus, on January 10, 1968, the new University Security Police began operations on campuses, theoretically at the service of deans and university presidents, but in practice under the orders of the government authorities. This did not prevent the Raimon recital from taking place on May 18, 1968, at the Faculty of Political and Economic Sciences at the Complutense University of Madrid—a historic milestone in the struggle of the student movement.

A prime example of Francoist repression was the police killing of Enrique Ruano Casanova, a law student and activist with the Popular Liberation Front (FELIPE), on January 20, 1969 (Domínguez, 2011). Margot, one of his sisters, was in her first year studying psychology. His girlfriend, Dolores González Ruiz, was later wounded during the Atocha lawyers' massacre in 1977, in which her partner, Francisco Javier Sauquillo, was killed (Padilla, 2019). The demonstrations in the following days were so massive that on January 24 the first state of emergency was imposed nationwide for a period of three months.

On February 27, the universities of Valencia and Madrid were closed for an indefinite period, followed by the University of Seville in March. After another police raid on the Complutense University on March 28, the government ordered the indefinite closure of all university campuses in Madrid, with the reopening of the universities delayed until May 6. Spanish universities remained in a state of constant tension in the battle against Francoism from the mid-1960s until after the dictator's death (González Calleja, 2020).

Continuing with his aim to leave everything "*all tied up and locked down*,"¹ Franco named Juan Carlos de Borbón as his successor with the title of king, on July 22, 1969.

In late March 1970, the Burgos trial was held against members of ETA, resulting in five death sentences that were ultimately commuted to life imprisonment, but which confronted the country's political leaders with massive domestic and, above all, international opposition.

In December 1973, on the very day the so-called Trial 1001 (*Proceso 1001*) began against the Workers' Commissions, the main underground trade union organization, Vice President Carrero Blanco was assassinated by ETA in a spectacular attack.

In April 1974, the democratic opposition formed the Democratic Board (*Junta Democrática*), which brought together various independent figures—many of them associated with Don Juan de Borbón—along with the Communist Party of Spain, the Socialist Party of the Interior, and the Socialist Alliance of Andalusia. The Workers' Party of Spain, the Carlist Party, the Workers' Commissions, and other organizations would later join. In June 1975, the Spanish Socialist Workers' Party (PSOE), together with independent Christian Democrats, liberals, and social democrats,

founded the Platform for Democratic Convergence (*Plataforma de Convergencia Democrática*).

As a repressive "final flourish" to the dictator's career, on September 27, 1975, two ETA militants and three members of the Revolutionary Anti-Fascist and Patriotic Front (FRAP) were executed by firing squad, shortly before Franco "died in bed" on November 20 (20-N).

University Environment and Student Movement

In the university setting, with regard to psychology studies, the School of Psychology and Psychotechnics had existed in Madrid since 1953 (Bandrés & Llavona, 1994), the only university-affiliated center where one could obtain a Diploma in Psychology. Applicants were required to hold a university degree in any field, and the program consisted of two academic years: one of basic training and another of specialization in one of three areas: clinical, educational, or industrial.

In 1964, the Higher School of Psychology was established at the University of Barcelona, offering a three-year program with two specializations: educational and industrial. The Clinical Psychology specialization was offered at the School of Clinical Psychology within the Faculty of Medicine (Siguán, 1975).

In 1966, the Higher School of Psychology was established at the Pontifical University of Salamanca, followed by that of Deusto in Bilbao.

Although these schools offered a Diploma in Psychology, it was not until 1968 that Psychology could be said to have attained the status of a university degree (Universidades Españolas, 2005).

In the 1968-69 academic year, the Psychology Department² was established within the Faculty of Philosophy and Arts at the Central University of Madrid (which was renamed the Complutense University of Madrid in 1970), with over three hundred students enrolled. Students completed two years of core courses in Philosophy and Arts followed by three years of specialized study in Psychology (Order of July 15, 1969). At the same time, psychology studies began at the University of Barcelona (Order of June 26, 1969).

At the Autonomous University of Madrid, still within the Faculty of Philosophy and Arts, a five-year degree program with a greater emphasis on psychology was already being offered (Order of September 17, 1971). In 1972, the Department of Psychology was established within the Faculty of Philosophy and Arts at the National University of Distance Education (UNED) (Decree 2310/1972 of August 18).

In 1973, the Faculties of Philosophy and Arts were split into the Faculties of Philosophy and Educational Sciences, Philology, and Geography and History (Decree 1974/1973). The Psychology Departments became part of the Faculties of Philosophy and Educational Sciences, where students completed a first common year followed by four years of specialized study in Psychology. That same year, the Psychology Departments at the Autonomous University of Barcelona and the University of Santiago de Compostela were established as part of the Faculties of Philosophy and Educational Sciences. In 1974, the same occurred at the University of Salamanca, Granada, the Pontifical University of Salamanca, Seville, Valencia, the Pontifical University of Comillas, and La Laguna (Siguán, 1978; Blanco & Botella, 1995).

Regarding the student movement, at the UCM, during the two "core" years of the Philosophy and Arts program—in which the operation of the unofficial Democratic Student Union was tolerated—students began to organize. At the presentation ceremony for students of the newly created program, a group of students, led

1 Translator's note: This refers to Franco's famous phrase '*atado y bien atado*'.

2 Translator's note: The term in Spanish is "Sección de Psicología" [Psychology Section].

by César Gilolmo, read what would become the first “list of demands,” which did not shy away from criticizing the improvisation in the curriculum, the lack of specificity, and an overload of “humanities” courses and firmly called for strengthening the scientific and applied nature of the studies with a view to facilitating career and research opportunities (Gilolmo, 2020).

In the first two cohorts of psychology at the Complutense University, the Psychologists’ Association of the Communist Party of Spain (PCE) predominated, whose members included, among others, César Gilolmo, Juan José Aparicio, Agustín Arbesú, José Antonio Madrugá, Miguel Costa, Martín Serrano, Mario Carretero, and Pablo del Río (Travieso, et al., 2001). From the third cohort onward, numerous Maoist groups emerged: the Young Red Guard of the Workers’ Party of Spain (*Partido de los Trabajadores de España; PTE*), the Workers’ Revolutionary Organization (*Organización Revolucionaria de los Trabajadores; ORT*), and the Communist Organization of Spain-Red Flag (*Organización Comunista de España-Bandera Roja; OCE-BR*), as well as Trotskyist groups such as the Revolutionary Communist League (*Liga Comunista Revolucionaria; LCR*) and the Communist League (*Liga Comunista; LC*). In addition, there was a unifying tradition represented in the Course Committees, where, alongside members of these parties, there were many independent individuals (Hernández Gordillo, 2001; Carrillo-Linares, 2006). Through all these organizations, psychologists articulated their anti-Franco stance together with professional and institutional demands, in line with the political radicalization of universities in Europe and the university expansion in Spain that continued throughout the transition (Rosa & Travieso, 2002).

The Critical Psychology Working Groups

Curiosity about new theories more in tune with the winds of change (critical psychoanalysis, anti-psychiatry, behaviorism, reflexology, etc.) led restless students at the Complutense to look beyond our physical and intellectual borders, taking an interest in approaches close to Marxism and countries under socialist regimes, since in left-wing intellectual and political circles both were the reference points of the moment. Alongside the ‘leftist’ tendency of this intellectual outlook, what emerged primarily was an openness to the outside world, a search for up-to-date knowledge, and a ‘modernization’ of the existing body of knowledge generated after the Civil War, dating from the 1940s and 1950s (Duro, 2001a).

To give voice to these concerns, some Madrid students from the third cohort of the specialization—“*Julián, who worked in the Documentation Services of the Office of the Prime Minister, and his wife Conchita, Miguel García Sánchez, a journalist for Nuevo Diario, and myself. Alejandro Ávila would distribute them during the night shift*” (Hernández Gordillo, 2001, p. 8)—formed in 1971 the Critical Psychology Working Groups (*Grupos de Trabajo de Psicología Crítica*). These groups published two types of self-financed publications sold in Madrid’s universities and open to all psychological schools of thought: *Documentos* and *Complementos* (Appendix 1). Their content consisted of materials from a wide variety of sources (from journals or class notes from Argentina, translations, etc.). Their first issue, “*Psychology: A Profession Up in the Air?*”³, reflects concerns about a future that was, at best, uncertain.

During the 1972-73 academic year, now on the new Somosaguas campus, the first strike took place in the UCM Psychology Department over an alternative curriculum drafted by a joint committee of students and faculty members, primarily non-tenured faculty (PNNs

in Spanish), many of whom had gained political experience in the student movement and were active in opposition parties. With the PNNs, a rebellious and militant attitude entered the departments and faculty councils, reinforcing the hitherto weak movement of professors against Francoism (Aragonés, 2020). Thus, a distinctive teachers’ front emerged during the political transition to democracy, which gave rise, for example, to the Union of Education Workers (*Sindicato de Trabajadores de la Enseñanza*) (Fernández Buey, 1991). These demands were ignored by the academic authorities of the time, who came mainly from the fields of philosophy and medicine and were grouped within the Spanish Society of Psychology.

In 1972, the humorist Dátile wrote: “*It is difficult to describe the 1971-72 academic year. It has been a strange year (...) We have spent more time in assemblies than in class. It is possible that more speeches were given than in the Spanish Parliament during the same period*” (Carrillo-Linares, 2015, p. 61).

In the 1973-74 academic year, the publications of the Critical Psychology Working Groups were renamed *Cuadernos de Psicología*, the final mimeographed issue of which was distributed in May 1974 by a group of young nonconformists who combined their political activism in left-wing organizations within the student movement (political parties, course committees, etc.) with participation in the nascent professional movement.

That same year, some members of the Critical Psychology Working Groups, who were conducting a psychotherapy group and a study on adolescent sexuality with Nicolás Caparrós—a critical Spanish psychiatrist with close ties to Argentine psychology, as his cousin Antonio Caparrós was a psychology professor at the University of Argentina (Hernández Gordillo, 2001)—together with other young graduates and students, launched the first training course in what would become, starting in 1975, the Quipú Psychotherapy Group.

In 1974, psychology students at the Complutense University of Madrid organized a Cultural Week and invited Armando Bauleo, one of the most prominent left-wing Argentine psychoanalysts, and Nicolás Caparrós. At the height of the anti-Franco student movement, the two led a massive student rally with a marked nature of political protest (Irazábal, 2021).

Starting in 1974, and as a result of a student strike the previous year at the Complutense University of Madrid, access to the School of Psychology and Psychotechnics was restricted to those holding a degree in Psychology. These new graduates were only permitted to complete one year in one of the three previously mentioned areas of specialization.

In April 1975, students in Madrid continued their activism and, as the Cultural Psychology Group Association (*Asociación El Grupo Cultural de Psicología*), organized the Second Psychology Symposium on Psychology in Spain, with participation from the Psychology Committee of the Psychology Department of the Association of Doctors and Graduates of Madrid (CDLM in Spanish), as well as guests such as Adolfo Hernández Gordillo, at that time a PNN in Social Psychology at the Faculty of Political Science and Sociology of the UCM. There were also publishers’ presentations of books and tests by *Técnicos Especialistas Asociados* (TEA), as well as of equipment used in psychology presented by *Material y Ediciones Psicotécnicas S.A.* (MEPSA) (Gómez et al., 2025).

Since 1952, the *Revista Española de Psicología General y Aplicada* [Spanish Journal of General and Applied Psychology] had been published, founded by José Germain. It was the only psychology-specific journal in existence during the Franco regime that was of a more general and open nature and advocated for a new scientific, academic, and professional psychology (Tortosa, 1989;

³ Translator’s note: The original title of this Spanish publication is *Psicología ¿profesión en el aire?*

Alcaín & Ruiz-Gálvez, 1998; Tortosa & Civera, 2001). Now, linked to university departments, several journals emerged, such as the *Anuario de Psicología* of the Psychology Department at the University of Barcelona in 1969, edited by Miquel Siguán; in 1975, the *Cuadernos de Psicología* of the Psychology Department at the Autonomous University of Barcelona, edited by Silverio Barriga (Sáiz & Sáiz, 2009); or, that same year, *Análisis y Modificación de Conducta* at the University of La Laguna, edited by Vicente Pelechano (Pérez et al., 1989; Pelechano, 2013).

Professional Association Development

Professional association development had already begun with the advocacy efforts carried out by critical students in the Psychology Department of the Faculty of Philosophy and Arts. This would culminate in the creation of the Spanish Psychological Association (COP in Spanish) in 1980 (Padilla, 2008; Tortosa-Pérez et al., 2021).

In April 1972, in Salamanca, these young graduates, along with some students, attended as an organized group the Annual Meeting of the Spanish Psychological Society (SEP in Spanish)—a genuine, almost improvised professional symposium held in parallel with the SEP's scientific conference. There, assemblies and meetings on specific topics were held, attended by about a hundred people, including professionals, psychology professors, and some students. In this context, it was decided to promote the Psychologists' Department within the CDLM rather than pursue the proposal to create a union organization within the vertical trade union. The SEP excluded itself from this proposal. At the same time, the first working groups were formed among recent graduates in Madrid, Barcelona, and Seville with the intention of acting in a coordinated manner going forward.

In April 1973, the working groups formed in Salamanca presented several papers at the 4th National Psychology Conference, which the SEP was holding that year in Barcelona. After some difficulty, the demands of these groups were ultimately incorporated into the conclusions of the conference. A statement, approved by the SEP, was adopted and sent to the Ministry of Education.

The demands were as follows:

1. The creation of specific job positions for psychologists with:
 - a. Recognition of professional status
 - b. Inclusion of the specialty of clinical psychology within the public health system
 - c. Approval of counseling offices in schools
2. The establishment of a professional statute
3. The creation of an autonomous psychological association.

The creation of a specific psychological association was by no means the primary objective for those early professionals, who viewed it rather as a tool to advance toward satisfactory professional development. At the same time, there was a strong commitment, both individually and in groups, to seek out spaces in which to launch a socially engaged, transformative professional practice applied to a wide variety of fields.

The Psychology Department of the Association of Doctors and Graduates of Madrid (CDLM)

The establishment of the Psychology Department within the CDLM, whose elections were won by left-wing groups in the education sector, was provisionally approved on June 26, 1973, with Complutense University professor Víctor García-Hoz Rosales

serving as the department's representative on the CDLM Board and a provisional steering committee. At that initial stage, there were 300 members registered in the Psychology Department. The bylaws were drafted, and the establishment of the Psychology Department was officially ratified at the CDLM General Assembly in May 1974. Finally, on February 23, 1975, the first formal elections for the Psychology Department's Standing Committee were held, in which César Gilolmo was elected president (Appendix 2).

The program was summarized in the following objectives:

1. for a scientific and critical psychology at the service of the entire population,
2. for professional independence and dignity,
3. for an official Psychological Association,
4. for an independent Faculty of Psychology. (*Candidatura para la Comisión Permanente de la Sección de Psicólogos [Candidacy for the Standing Committee of the Psychology Department]*, 1974).

In 1975, the Psychology Department was also established within the Association of Doctors and Graduates of Barcelona (Infocop, 2005).

On April 4-5, 1975, the first National Meeting of Psychologists from the Psychology Departments of Madrid, Barcelona, Seville, and Galicia (the latter two in the process of being established) took place in Madrid. It was also referred to as the Third Professional Symposium. A Coordinating Committee was thus established at the national level (García García, 2005). On May 23, the first meeting of what was initially called the "Coordinating Board of Psychologists' Associations" was held at the Madrid CDLM to include other entities such as the SEP. That same month, the first formal request for the creation of the Professional Association was made through a petition to the government in the Francoist Cortes, presented on October 15, 1975, by Ezequiel Puig, a delegate representing the 'family third' of the Francoist parliament (Puig, 1976), accompanied by the submission of over 1,000 personal petitions to the Prime Minister, submitted by standing in line at the Office of the Prime Minister. Letters were sent to the Minister of Education and the Director General of Social Security, and various meetings were held at different government offices, with little or no responsiveness.

It is worth noting that, that same year, a roundtable discussion was held to clarify the role of the clinical psychologist and gather data for a report to be submitted to the Director General of Social Security as part of a project to include psychologists in the hospitals and clinics of the Compulsory Health Insurance system (Carrobbles et al., 1976).

In the Psychology Department of the CDLM, in addition to the three traditional Commissions—Clinical, Educational, and Industrial—the Neighborhood Psychology Commission was created, with participants including Paloma Gascón, Antonio Murcia, and Eduardo Crespo. In this regard, the Neighborhood Commission played an interestingly innovative role by connecting many psychologists with neighborhood associations and city councils, to which they eventually offered their services. Members of this Commission participated in the First Interprofessional Seminar on Issues of Madrid's Urban Structure, organized by the Official Association of Architects of Madrid (*Comisión de Barrios de la Sección de Psicología del Colegio Oficial de Doctores y Licenciados de Madrid*, 1975; Álvarez-Monteserín & Campos, 1982). This would serve as a precursor to the subsequent Commission on Psychology and Municipalities, created in 1981 within the Madrid Branch of the already established Spanish Psychological Association.

Emerging Psychological Theories

The theories underpinning the “official” psychology, taught in the newly created Psychology Departments, were rooted in a university system with Thomistic-philosophical and metaphysical foundations (García-Hoz & Del Val, 1976) where a psychometric, individualistic, and decontextualized psychology was taught.

The theoretical contributions of prominent psychologists—upon which the creation of the first university psychology programs in the 1970s was based—leading figures in Spanish psychology (Carpintero, 1994; Bandrés, 2020) such as Pinillos (1965; 1975); Tortosa & Calatayud, 1987; Carpintero, 1987; Yela (1957), and Siguán (1948), proved insufficient for students steeped in criticism of the status quo.

This situation led to a search for new theories beyond our borders, whether by ‘importing’ them from Anglo-Saxon, European, or Latin American countries (primarily Argentina, which brought about a certain ‘return’ of psychoanalysis to Spanish psychology (Buzzaqui & Duro, 2000), from Soviet psychology, or through the ‘emigration’ of newly graduated psychologists to some of those countries.

Taking as a common starting point the critique of academic psychology, two models or ways of understanding psychological intervention in general—and in particular with regard to the clinical field and “the social”—began to emerge in the Spanish psychological landscape: on the one hand, approaches that blended psychoanalysis and Marxism, and on the other, the self-styled scientific psychology, which included both American behaviorism and the approaches of Soviet psychology. This division between models was simply the particular form that the two major worldwide orientations in psychology—psychoanalysis and behaviorism—took in our late-Francoist context (Duro, 2001b).

Other theories with less influence in the field of psychology included Freudian psychoanalysis (Gutiérrez Terrazas, 1984; Bermejo, 1994), Lacanian psychoanalysis—with Lacan’s presence at a conference in Barcelona in 1972 (Druet, 2014)—humanistic/Gestalt psychology (Arias & Lafuente, 1989), and, in the field of education, Piagetian theories (Sos et al., 1997) or Reichian theories (Balbuena et al., 1996).

Access to these “new” emerging theories in our context, in addition to the publications of the Critical Psychology Working Groups, was also made possible by books published by certain publishers, as the Franco regime, in its final days, partially relaxed its censorship of the media. This allowed for the circulation of “leftist” materials, and thus, psychologists—politically and professionally mobilized—constituted a new audience for publishers (Nicolás, 2015), some already established such as Paidós, Marova, Trillas, Morata, Fondo de Cultura Económica, and Alianza Editorial, and others more recent such as Fundamentos, Narcea, Blume, Fontanella, Taller Ediciones JB, and Pablo del Río Editores, who, together with Amelia Álvarez and on the advice of Zazzo, organized a publishing house aimed primarily at the educational sector. These publishers began translating texts by Soviet psychologists—particularly those of Luria—and American behaviorists, as well as publishing works by Spanish psychologists such as Ramón Bayés (1974) (Appendix 3).

Practices in Professional Fields

Needless to say, the integration of psychologists into professional settings at the end of the Franco regime was practically nonexistent.

In industrial psychology, professional practice was scarce, even though it was common to find some of the leading Spanish psychologists of the second half of the 20th century—such as Yela, Siguán, and Forteza—working, for example, in the Department of

Psychology and Human Resources at Standard Eléctrica, S.A., in Madrid (Alcover de la Hera, 2000), combining academic work with employment in companies (Peiró, 1985) or conducting training activities on personnel selection topics (Alcover de la Hera & Thomas, 2013).

In Navarre, the Institute of Applied Psychology and Psychotechnology existed within the Regional Government (*Gobierno Foral*), which focused its activities on personnel selection, school psychology, psychotechnical tests for drivers, and similar tasks (Campanero, 2001).

The first, and few, practices in educational psychology focused, from a psychotechnical perspective, on administering tests, standardized reports, guidance in key courses, and occasionally on re-education activities. The key figures were psychologists who, either independently or in groups, offered their services and established irregular working relationships with student parent associations (Álvarez & del Río, 1976; Fernández Barroso, 1998). At the same time, applied school psychology persisted through companies linked to test publishing, psychology offices in some large private schools, and some psychology offices in special education centers (Gilolmo, 1988).

In Barcelona, Municipal Psychopedagogical Services began to be established in Cornellá and Esplugues del Llobregat, reaching their peak development in the following decade (Bassedas & Hugret, 1983).

In public health institutions, the few psychologists who existed were attached to Psychiatry, and their role was limited to serving as mere assistants to psychiatrists—mostly on a part-time basis and generally as volunteer assistants, without receiving any salary.

In 1972, replacing the National Board of Psychiatric Assistance (PANAP), which had been created in 1955, the National Health Institutional Administration (AISN) was established (Decree-Law 13/1972), where some psychologists worked as temporary and/or part-time civil servants.

In some psychiatric hospitals in Madrid, such as Alonso Vega Hospital, Ciempozuelos, or San Juan de Dios; in Barcelona, such as the Santa Coloma Mental Clinic and the Hospital del Niño Dios; and in the Regional Psychiatric Hospital of Asturias and that of Navarre, which were either directly administered by or contracted with the provincial councils, there were also some psychologists performing psychodiagnostic functions.

Subsequently, in 1974, psychologists began to be hired in some psychiatric departments of Social Security hospitals and in other hospital departments (Appendix 4).

There were also some civil servant psychologists in prisons, and in 1974, seven positions were announced for the Technical Corps of Penitentiary Institutions.

As a result of social demand related to family planning and psychosexual care, the first Family Planning Centers linked to Neighborhood/Women’s Associations emerged in the neighborhoods of Aluche, Vallecas, and San Blas (Martín, 1995). The incipient professional association itself supported these initiatives and began to advocate for this field as one of the areas of intervention for psychologists in the healthcare field, specifically regarding psychological counseling applied to couples’ problems (Prieto, 1979).

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Conflict of Interest

The author has no conflict of interest.

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Appendix 1. Publications by Psychology Students (Madrid)⁴

Grupos de Trabajo de Psicología Crítica [Critical Psychology Working Groups]		
1971	Documentos [Documents]: <i>Psicología ¿profesión en el aire?</i> [Psychology: A profession up in the Air?] <i>¿Qué es la Psicología moderna?</i> [What is modern psychology?] <i>Pornografía y Psicología</i> [Pornography and psychology] <i>Metapsicología: inconsciente, instintos</i> [Metapsychology: unconscious, instincts] <i>Frustración y agresividad</i> [Frustration and aggressiveness] <i>Reich: antología de un heterodoxo</i> [Reich: Anthology of a heterodox] <i>Lo cultural y lo biológico</i> [The cultural and the biological] <i>Psicoanálisis: ¿ciencia o coartada?</i> [Psychoanalysis: Science or alibi?]	<i>Pensamiento y lenguaje</i> [Thought and language] <i>La motivación</i> [Motivation] <i>Reich en España</i> [Reich in Spain] <i>Educación anti-autoritaria</i> [Anti-authoritarian education] <i>Nace una ciencia: la Psicoecología</i> [A science is born: Psychoecology] <i>Aprendizaje y personalidad</i> [Learning and personality] <i>Mente y cerebro</i> [Mind and brain]
1972	Documentos [Documents]: <i>Wallon: ontogénesis de la personalidad</i> [Wallon: Ontogenesis of personality] <i>La televisión como agente de socialización primaria</i> [Television as an agent of primary socialization] <i>Nuevas perspectivas terapéuticas</i> [New therapeutic perspectives] <i>El psicólogo en la empresa</i> [The psychologist in the company] <i>Tecnología de la conducta ¿todo el mundo en una caja? Manifiesto Skinner</i> [Behavior technology: Everyone in a box? The Skinner manifesto]	Complementos [Complements]: <i>Basaglia, M. Mannoni, Racamier. Psicoanalistas y Antipsiquiatría</i> [Basaglia, M. Mannoni, Racamier: Psychoanalysts and antipsychiatry] <i>La fatiga</i> [Fatigue] <i>El psicoanálisis como institución</i> [Psychoanalysis as an institution] <i>La labor teórica y práctica de la Psicología en España</i> [The theoretical and practical work of psychology in Spain] <i>La Enseñanza superior breve, ¿es una amenaza o un cambio para la universidad?</i> [Short-cycle higher education: Is it a threat or a change for the university?]
Cuadernos de Psicología [Psychology Notebooks]		
1973	<i>La Antipsiquiatría</i> [Antipsychiatry] <i>¿Qué es la Terapia de conducta?</i> [What is behavior therapy?] <i>Psicoanálisis y materialismo dialéctico</i> [Psychoanalysis and dialectical materialism] <i>El origen de la actividad consciente en el hombre -Luria-</i> [The origin of conscious activity in man -Luria-] <i>Perspectivas de la Psicología y Psiquiatría en Rusia, Cuba y China</i> [Perspectives on psychology and psychiatry in Russia, Cuba, and China]	Suplementos de Psicología [Psychology Supplements]: <i>En busca de una identidad</i> [In search of an identity]

⁴ Note: The original Spanish titles are provided with English translations in brackets.

Appendix 2. Boards of Directors of the Professional Association

PSYCHOLOGY DEPARTMENT OF THE ASSOCIATION OF DOCTORS AND GRADUATES IN PHILOSOPHY AND ARTS OF MADRID	
1973	(Provisional) Steering Committee César Gilolmo (Cali) -coordinator-, Agustín Arbesú (Tino), Víctor García-Hoz Rosales, Matilde Fernández, Emilio Gamo, Antonio García Madruga, Adolfo Hernández Gordillo, Africa Melis, and M ^a . Jesús Mohedano.
1975	Member/Delegate on the Governing Board of the Association: Víctor García-Hoz Rosales. Standing Committee (Elected) Chair: César Gilolmo. Agustín Arbesú, Pilar Domínguez Bidagor, Emilio Gamo, Adolfo Hernández Gordillo, and Paloma Gascón.

Appendix 3. Published Books

Publisher	Title and author
Fundamentos	<i>Curar con Freud</i> [Healing and the love of Freud; originally published in French as <i>Guérir avec Freud</i>]. S. Nacht, 1972 <i>Psicoterapia y psicoanálisis existenciales</i> [Existential psychotherapy and psychoanalysis]. Various authors, 1973 <i>Lenguaje y comportamiento</i> [The role of speech in the regulation of normal and abnormal behavior]. A. Luria, 1974 <i>Introducción a Piaget</i> [Introduction to Piaget]. P. G. Richmond, 1974 <i>Terapias de la pareja y de la familia</i> [Couple and family therapies]. Various authors, 1974 <i>A partir de Marx y Freud</i> [Driftworks; originally published in French as <i>Dérive à partir de Marx et Freud</i>]. J. F. Lyotard, 1975 <i>Psicología y Sociología de grupo</i> [Group psychology and sociology]. N. Caparrós & others, 1975
Fontanella	<i>Iniciación al análisis y terapéutica de la conducta</i> [A guide to behavioral analysis and therapy]. R. P. Liberman. 1974 <i>Introducción al método científico en Psicología</i> [Introduction to the scientific method in psychology]. Ramón Bayés. 1974 <i>La conducta de los organismos</i> [The behavior of organisms]. B. F. Skinner. 1975 <i>Sobre el conductismo</i> [On behaviorism]. B. F. Skinner. 1975 <i>Fundamentos de psicología</i> [Principles of psychology]. S. F. Keller and W. N. Schoenfeld. 1975
Narcea	<i>Textos de psicología del niño y del adolescente</i> [Texts on child and adolescent psychology; originally published in French as <i>Textes de psychologie de l'enfant et de l'adolescent</i>]. J. Leif & P. Juif. 1975
Blume	<i>Psicología Contemporánea (Selecciones de Scientific American)</i> [Contemporary psychology (Selections from Scientific American)]. Varios autores. 1975
Laia	<i>Procesos de maduración en el niño</i> [The maturational processes and the facilitating environment]. D. W. Winnicott. 1975
Taller Ediciones JB	<i>Pequeño libro de una gran memoria</i> [The mind of a mnemonist: A little book about a vast memory]. A. R. Luria. 1973 <i>Introducción a la investigación en psicopatología</i> [Introduction to research in psychopathology]. B. Maher. 1974 <i>Psicología del aprendizaje aplicada a la enseñanza</i> [The psychology of learning applied to teaching]. B. R. Bugelski. 1974 <i>Ensayos críticos al psicoanálisis</i> [Critical essays on psychoanalysis]. S. Rachman. 1975 <i>Terapia de conducta</i> [Changing Man's Behaviour]. H. R. Beech. 1975
Pablo del Río editores	<i>El diagnóstico de la debilidad mental: débiles normales débiles patológicos</i> [The diagnosis of mental deficiency: Normal subnormals, pathological subnormals; originally published in French as <i>Le diagnostic de la débilité mentale</i>]. M. Chiva, 1973

Appendix 4. Public and Professional Centers

Centers of the Institutional Administration of National Health (AISN)	
1971-1975	Fray Bernardino Medical-Pedagogical Institute, later Fray Bernardino Children's Psychiatric Hospital (Madrid). 1 psychologist. Santa Isabel Psychiatric Hospital in Leganés (Madrid). Pedro Pérez García. Madrid Epilepsy Clinic. Vicente Pelechano and Carmen Bragado. Maudes Behavior Center (Madrid). Teresa Monsalve Aulestiarre (Head of Department), Pilar Jimeno Moreno, and M ^a Amor Fernández Álvarez. Research Department. M ^a . Dolores Ramírez Cutillas. 3 alcoholism clinics in Madrid. Rosa Calvo at the Francisco Silvela clinic and Carmen Solano at the Vallecas clinic. Diagnostic and therapeutic guidance centers, one per city throughout Spain (Madrid had 5).
Other Public Hospital Services	
1973-75	Asturias Regional Psychiatric Hospital. Serafin Lemos as Head of Service and Carlos Peña Martín as Assistant Psychologist. Psychiatry Department at La Paz Hospital in Madrid. Rosa Calvo. Department of Hematology and Hemotherapy at La Paz Hospital. Pilar Arranz (1982). Department of Psychosomatic Medicine and Psychology at the Gran Hospital in Madrid. Miguel Costa.