

TIME OF SILENCE

A journey around Francoism

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“TIME OF SILENCE”

Introduction

As the Museum of Basque Society, San Telmo Museum provides us with a wide-ranging journey around our history, from its beginnings to the 1980s.

By means of this journey, students are given the chance to analyse a specific historic chapter available in San Telmo Museum. This will take place in the upper cloister of the permanent exhibition (see plan on page 3): we will discover the chapter corresponding to the proclamation of the Second Spanish Republic (*“Achievement of Rights”*), followed by the chapter on the Spanish Civil War, Francoism (*“Time of Silence”*), industrialisation from the 50s to the 80s (*“The Industrial Landscape of Gipuzkoa”* and *“The Industrial Crisis and Restructuring”* in the industry exhibition halls), the last years of Francoism (*“The Noisy Generation”* and *“The Opposition”*) and the Transition (*“The Democratic Transition”*, *“The Constitution and the Charter of Guernica”* and *“Social Movements”*). The main objective of this journey consists of analysing the events of those years and situating them in their historic context.

Several activities are proposed throughout the journey, with the aim of promoting student participation. The activities are identified with this symbol:  Exercise 1.

Objectives

- 1.- To help to situate the events of that era in their historical context.
- 2.- To debate and critically review the ideas we have about that controversial era.
- 3.- To make students understand that current reality has its foundation, in part, in these events.
- 4.- To promote reflection upon the effects of history on the present.
- 5.- To promote living in harmony, respect and the personal development of students.

And with regard to methodology;

- 6.- To search for historical information, and to gather and synthesise it.
- 7.- To promote teamwork.

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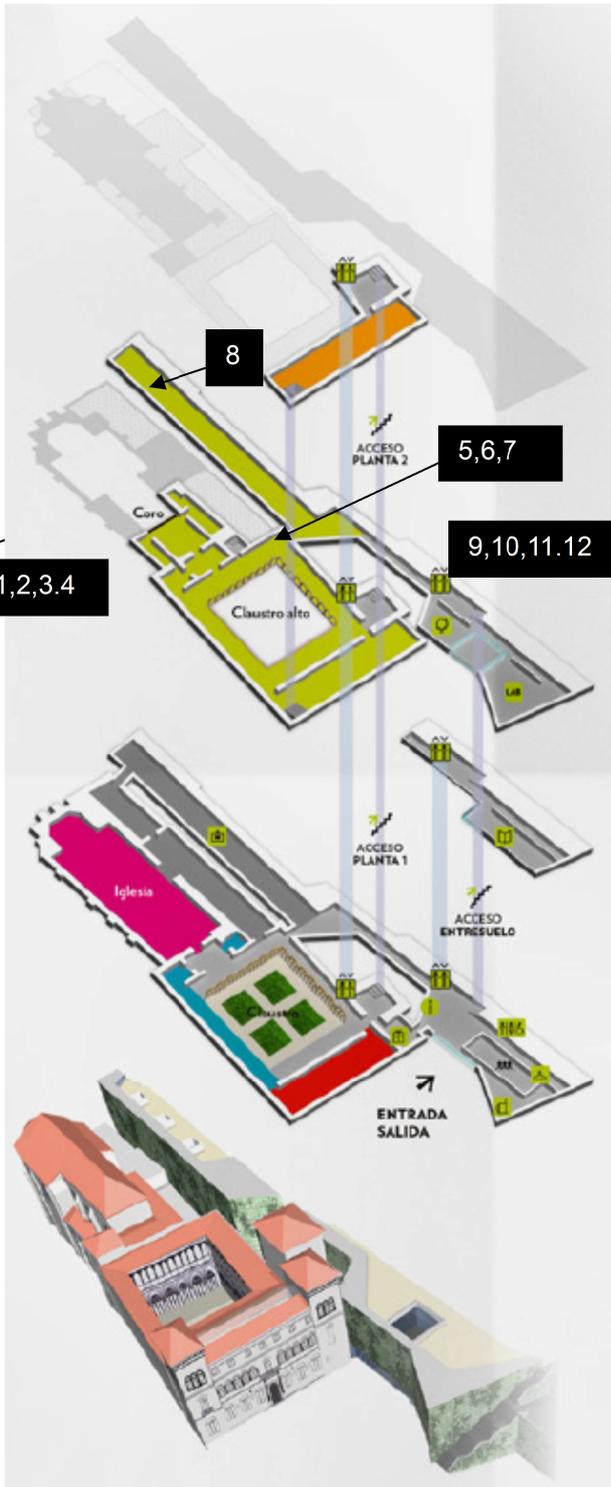
Intended recipients

Secondary education students

Methodology and duration

The guided tour will last 60 minutes and an audiovisual presentation will be included.

Total: 75 minutes



The 12 selected objects and the areas:

“Achievement of Rights”

- 1.- Flag of the Republic
- 2.- Poster in favour of the Statute
- 3.- Women’s votes Elections
- 4.- “Xabiertxo”

The Spanish Civil War

- 5.- “People of Bizkaia for God and for Spain. Join the Carlist militia”.
- 6.- Photo and testimony of Maite Medina, native of San Sebastián

“Time of Silence”

- 7.- “Ration book”

“Industrialisation: “Industrial Landscape of Gipuzkoa”

- 8.- “Sancheski”, skateboard

“The Noisy Generation”

- 9.- “Seat 600”

“The Opposition”

- 10.- “Ez dok amairu” record by Lourdes Iriondo

“The Democratic Transition”

- 11.- The Korrika baton

“Social movements”

- 12.- NUCLEAR POWER? NO THANKS.

1.- THE PROCLAMATION OF THE SECOND SPANISH REPUBLIC

The journey begins in 1930, the year in which representatives of numerous political parties met in San Sebastián to oppose the military dictatorship of Miguel Primo de Rivera, who had been in power since 1923.

The elections of 1931 clearly reflected the desire for change, with the victory of the republicans. A town in Gipuzkoa was actually the first to proclaim the arrival of the new regime: the Town Council of Eibar. It was 14th April 1931 and the Second Spanish Republic was born.

The difference between the two political positions was marked, both in those elections and in later ones: on one side, the Carlists, liberal monarchists and the “right-wing block” in general; on the other side, the Republicans, the socialists, the anarchists and the communists. In the Basque Country and Catalonia, the nationalists were a political force to be taken into account. In the cities of the Basque Country there were more republicans and socialists; in the cities of Catalonia, meanwhile, there were more nationalists and socialists.

During the Second Spanish Republic, big steps were taken in the achievement of objectives. Outstanding among them were the following:

- Recognition of women’s right to vote.
- Approval of divorce.
- Creation of ikastolas (schools where Basque is the language of instruction) and the first steps towards the achievement of the statute of autonomy.

However, all this was surrounded by tension, conflict and confrontation. Within the global financial crisis (the “crash” of 1929 on the New York Stock Exchange and its consequences), unemployment grew and there were many strikes. In the field of politics, meanwhile, Fascism in Italy, Nazism in Germany, Stalinism in the Soviet Union, etc., authoritarianism was on the rise, while parliamentary democracy grew weaker.

□ Exercise 1

Find the commemorative flag for the first year of the Second Republic. When was it celebrated? Write down your answer.

Object 1: Flag of the Republic

To commemorate the first year of the proclamation of the Second Spanish Republic (1932)

In 1931, the PNV (Basque Nationalist Party) joined the Carlist political parties and agreed the Estella Charter, but from 1934 onwards it was considered unconstitutional. In 1936, José Antonio Agirre and Manuel de Irujo agreed the Charter with the republican-socialists and the Basque Country autonomy process was revitalised, thanks to the socialist Indalecio Prieto and Agirre himself. When the Civil War broke out, the Charter was about to be approved.

Object 2: Poster in favour of the Charter

“Poor students will have access and protection in the Basque University if you vote for the Charter”

Poster, 1933

Zabalo Ballarín, John “Txiki” (1892-1948)

Poster for the campaign carried out in favour of the vote on the Charter in 1933. In fact, at least 5 posters were made for this campaign: “The Poor Student”; “Goodbye, Son!”; “Your soldier son won’t leave the country if you vote for the Charter”; “We weren’t born in this land but we want to live here happily. We’ll vote for the Charter”; “Don’t commit suicide: VOTE FOR THE CHARTER!” and “One more vote... Your vote could be decisive... Vote for the Statute!”

The Constitution of 1931 approved divorce and the suffrage of women. Women were able to participate for the first time in the elections of 1933. Some Basque women, from different political parties, played an active role in diverse social environments, such as, for example, María de Maeztu, Dolores Ibarruri and Haydée Agirre.

Object 3: Women’s votes Elections

Eibar, 5th November 1933. Plebiscite on the Basque Charter. Eibar Municipal Archive, *Indalecio Ojanguren Collection*. 13 x 18 cm.

Some ikastolas were created during the Second Republic, and the association Eusko Ikastola Batza was created in 1932 in Bizkaia. It was a federation of ikastolas created through the initiative of the Basque Nationalist Party with the aim of formally promoting teaching in Basque. Its objective:

“So that education is truly Basque, it is not enough to teach language, geography, etc. in Basque.

On the contrary, each and every one of the activities of the school must be a means of achieving an education that is truly Basque.” (Source: <http://www.hikhasi.eus/artikulua/244>)

Christian values were also regarded as of great importance.

Object 4: "Xabiartxo"

"Xabiartxo: umiei euskeraz irakurtzen erakusteko idaztia" (Xabiartxo: book to teach children to learn to read in Basque), 1932

Zabalo Ballarín, John "Txiki" (1892-1948)

Book first published in 1925. Its author is Isaac (Ixaka, when written in Basque) López Mendizábal. Through the book's protagonist –Xabiartxo, the author's son–, different things are taught: the first words and numbers in Basque, folk melodies and songs from the Basque Country, the first prayers, etc. The drawings are by John Zabalo (better known as "Txiki"). This edition is from 1932 and is the best known one, because it was used as the basis for later editions.

Isaac López Mendizábal was an important character: historian, politician and author of Basque language learning methods.

2.- THE SPANISH CIVIL WAR

In 1936, the Spanish Civil War began, following the uprising of a group of soldiers, led by Francisco Franco. Although an internal war, and taking into account the alliances established abroad, the two opposing sides reflected and advertised the tensions that would explode shortly afterwards throughout Europe with the Second World War. In the Basque Country, unlike other parts of Spain, the Civil War featured two characteristic factors: autonomy and religion. It was a war between Catholics of different types, between traditionalists (Carlists) and nationalists. Proof of that is that in July 1936 the Basque territories were divided into two clearly differentiated areas: in Alava and Navarre the Carlists were in the majority, and in Gipuzkoa and Bizkaia, meanwhile, the Basque National Party and the left were predominant, and they remained faithful to the Republic.

Object 5: "People of Bizkaia for God and for Spain. Join the Carlist militia".

The first of the posters that encouraged participation in the Civil War. A call went out to people so that they would take part as volunteers in the "Militia", troops that had the support of Franco. They fought mainly in the Basque Country.

In September 1936, the military uprising had taken over San Sebastián and practically the whole of Gipuzkoa. **At the beginning of July 1937**, all of Bizkaia came under the control of the Francoists. And the government of Agirre moved to Santander, and from there it moved to Barcelona.

On 26 April 1937, German and Italian aeroplanes, at Franco's service, **bombarded Gernika**. Picasso portrayed that tragedy and the terror of war in his famous painting.

It was a bombardment of terror, directed against the town of Gernika, which has been converted into an icon of Basque freedoms in the 21st century. A bombardment that had no military or

logistical objectives, but whose objective was to spread fear throughout the population. It was without doubt the most destructive bombardment, but by no means the only one. That fact led the Basque Government to organise a mass evacuation of children abroad. Their intention in doing so was to protect them from the threat of further bombardments.

The evacuations began in 1936 and were increased in 1937, due to the threat of aerial attacks and supply problems. They were mainly sent to Great Britain, France, Denmark and Russia. Many children were definitively separated from their parents, and they are known as *The Children of Exile*, *The Children of the War* and *The Gernika Generation*. Here we have the testimony of a child evacuee from San Sebastián, Maite Medina.

Object 6: Photo and Testimony of Maite Medina, native of San Sebastián (San Sebastián 1929-)

Personal photo of Maite Teresa Arnedo Medina (left), when she was seven years old, together with her 12-year-old brother, evacuated alongside thousands of other children to England, to avoid the war. Therefore, she was a child of the war, and she recounts her memories of the fear she lived through during the Civil War, the bombardments and persecution, and about exile in London, where she spent ten months.

In her testimony, she tells us, for example, that:

- "I lived on Calle Larramendi until I was seven years old."
- **"There was a lot of poverty but we all helped each other out."**
- "Many people fled out of fear that they would be killed. We went to Bilbao."
- "We heard the siren when the four of us were at home. The bombs exploded and some of them destroyed our house. One fell in the hallway, and only the bedroom and the kitchen were left standing. We couldn't see anything at all (....) There was a big hole in the hallway and they got us out that way (....). I was seven years old and I was frightened."
- "Everything was misery. At least what I can remember was terrible. When the aeroplanes appeared, everyone was scared. They shot some people, and they just left them there, dead, in the street."
- **"I was taken from Bilbao to London on the ship *La Habana*. Think how hard it must have been for parents to see their children go away. My other brothers were older, and they took my brother and me. There were children everywhere, and parents saying goodbye. All of them crying their eyes out. It was very sad."**
- "We were looked after by some young girls. They tried to keep control of us in some way, but there were a lot of us. The journey felt very long. I didn't want to go. Because I wanted to stay with my parents. After the ship, we were taken by train."
- **"It was like a hotel. There were seven girls in each bedroom. In this photo I was six or seven years old. The girl in the middle is English and the other one is from San Sebastián, also from Calle Larramendi. I spent ten months there. Then I went back to San Sebastián. I couldn't see my mother, and my father told me that some soldiers had taken her to prison. And we had to go and see her. We went to Ondarreta. My mother was there with one of my brothers. Because they'd talked too much. Apparently, they'd talked too much in the shop."**

Political matters, I imagine, because she was a red, or something like that. I used to go and see my mother on Mondays, and on Fridays I used to go and see my brother.”

- “(...) When we went to see her, she suffered terribly. She couldn't read or write (...). When my mother came out of prison I was thirteen years old.”

- “This is very nice. It says:

“Happy birthday, my little daughter. You're growing like a solitary rose in the middle of the forest without anyone to love you. Without anyone to protect you from sorrow, from big waves of hatred and anger. Be a good girl, your mum will be with you soon. In the meantime, happy birthday. With love and sweetness, from this prison, your mum.

Saturrarán, 30th October 1943. (...)”

The Spanish Civil War ended on 1st April 1939, with Franco's victory over the Republican forces. It was followed by a long dictatorship.

3.- THE ERA OF FRANCOISM

After winning the Spanish Civil War, Franco imposed a dictatorship centred around his own person. The new regime forcefully crushed any nationalist –including left-wing nationalist clerics– or left-wing initiative. The Basque Government had to go into exile, firstly in the United States and later on in France, in 1945. The Charter was revoked, along with the agreements of Bizkaia and Gipuzkoa, because they were considered “traitor provinces”.

The first years of Francoism were asphyxiating: food rationing, strict censorship, political indoctrination and strictly moral Catholicism, imposed by radio, press and cinema.

Object 7: “Ration book”

Between 1940 and 1950, as a result of the scarcity derived from the Civil War and World War II, basic foodstuffs and fuel were rationed. The objective of the ration book was to avoid famine, formalising the supply of basic foodstuffs. It was a measure that had a great influence and affected the whole population. Each citizen was given a ration book, and after previously checking the coupons, they were given basic foodstuffs. There was an organisation to fix the percentage, quantity and price of the foodstuffs handed over every week. Each citizen was previously assigned a point of supply or a shop. Therefore, it was very difficult to obtain food outside those points, unless it was via purchases on what was known as the “black market”. Even so, food was still much more expensive.

Exercise 2

There is a sheet of eight coupons, which was handed out in Irun in 1940. The distribution of some foodstuffs was restricted. Which of these does not appear?

- Rice
- Bread
- Beans
- Potatoes

- Lentils
- Flour
- Ham
- **Butter**

4.- INDUSTRIALISATION

As we said previously, on this journey we will also analyse the processes of industrialisation of the 50s and 60s. In the museum exhibition halls we have given them the following names: *“The Industrial Landscape of Gipuzkoa”* and *“The Crisis and Industrial Reconversion”*.

I. INDUSTRIALISATION

Gipuzkoa and Bizkaia were highly industrialised from the 19th century onwards. After the war, there was a revitalisation process in the 50s, and numerous emigrants from inland provinces of Spain arrived in the towns and cities of Bizkaia and Gipuzkoa. In Alava and Navarre, meanwhile, the rapid rise of industrialisation took place in the 60s. Proof of this is the notable population increase in our territory in the period from 1960 to 1975: from 1,440,000 to 2,550,00 inhabitants. In 1964, development plans were set in motion. Diverse industrial sectors received aid and companies received support, through customs duties, for example. This gave rise to great development in the peninsular Basque Country, given that production was focused on the protected market of Spain. Despite this, there were also conflicts in Basque factories and workshops in the 60s and 70s, such as the 1961 conflict in Construcciones y Auxiliar de Ferrocarriles (CAF) in Beasain, where a strike was held which served as a model for later stoppages. In those years, the Comisiones Obreras trade union was formed. It was clandestine, of course: during the dictatorship the only legal trade union was the so-called Sindicato Vertical (Vertical Union), which represented workers, business owners and authorities in a single body. In 1967, the longest strike of the Franco era was held at the Bandas company in Etxebarri. It lasted for six months.

The most remarkable feature of Gipuzkoa’s industry was its diversity. Some groups of municipalities specialised in a certain sector, such as metallurgy, machine tools, textiles, the food industry, cement manufacture or paper manufacture. As factories were built, the landscape became more planned, and many neighbourhoods and villages underwent a complete transformation, such as Añorga, Pasaia, Lasarte and Legazpi. Thus, in addition to workshops around large companies, neighbourhoods arose, in which an intense community life was structured, which included sports and social activities.

Cooperativism

In Gipuzkoa, cooperativism was a significant phenomenon. Its three axes were the humanist aspect of the company, participation and solidarity. In cooperatives, the workers are also partners of the company, and they contribute capital, simultaneously acting as employees and owners.

The cooperativist movement was started by the priest José María Arizmendiarrreta, in Arrasate, in the 50s. That movement quickly spread throughout the area, and still carries a great weight today, as shown by Mondragon Korporazioa, the biggest business group in the Basque Country, which is a corporation formed by cooperatives.

II. INDUSTRIALISATION – DEVELOPMENTISM

In the 60s, boosted by development plans and foreign aid, the Basque Country experienced an economic surge. Immigration and the birth rate increased, and there was major demographic growth. Cities grew, the standard of living rose, and the Basque Country became an area of great economic and social development. Alava and Navarre, which until then had been inclined towards agriculture and cattle-raising, also joined in the industrial expansion. Thus, new companies were added to the well-known Alava factories which, since the 19th century, had been devoted to agriculture and the food industry, and the graphics industry.

Object 8: “Sancheski”, skateboard

Sancheski was one of the top European brands in Irun. The name comes from the fusion of the surname “Sánchez” of the owner and the word “ski”.

At the end of the 60s, the Sánchez family changed the basis of their factory and turned it into the first European company in the construction of skateboards. The company had been founded in 1934, devoted to the manufacture and sale of sporting goods. In the 60s they found it difficult to compete with factories in Austria and France devoted to the manufacture of skis, so they restructured and began to manufacture skateboards, creating the first skateboard group at the end of the 70s.

Exercise 3

- Did you know that in the 70s the authorities fined those who rode skateboards? If not, watch the documentary “*Monopatín*”, about the history of the skateboard in Spain.

- Strictly speaking, skateboards were invented in the United States. Why do you think this was so?

1/ They were invented by surfers so that they could train when there were no waves.

2/ They were invented by skiers, to learn how to keep balance.

3/ They were invented by a teacher, to facilitate the transport of children to school.

THE 70s - THE ECONOMIC CRISIS

In 1975, industrial growth was interrupted and the economic crisis began. In addition, the crisis worsened due to the political tensions following the death of Franco, the increase in the price of oil and strong international competition. Because it was impossible to continue the Francoist protectionism established via border customs controls, a severe industrial rationalisation took place: many Basque companies closed and therefore many labour conflicts arose. In the 80s, unemployment reached 25% of the active population. Attempting to overcome that context, some companies backed research and innovation, and as a result of that backing, among other things, the present-day industrial estates and technological parks arose.

Exercise 4

INDUSTRIALISATION AUDIOVISUAL PRESENTATION (10 minutes)

Let's take a break in our visit. Taking into account the information mentioned in this audiovisual presentation, complete the following gaps. There are a total of four sections.

Section 1

- What was introduced in 1945 to control the consumption of foodstuffs? **The ration book.**
- What organisation did Spain become a member of in 1955? **The United Nations Organisation.**
- What movement was founded in Arrasate in 1956? **The cooperativist movement.**

Section 2

- Until what year were contraceptives illegal? **Until 1978.**
- In 1956, as a consequence of the increase in consumerism, what car spread throughout the Basque Country. **The Seat 600**
- What happened in the Basque Country between 1950 and 1975?
- **The Basque population increased due to immigration.**
- There was a reduction in industrialisation.
- **The birth rate increased.**
- What changed the Basque landscape? **Poorly planned neighbourhoods and chaotic urban environments.**

Section 3

- Was Franco ever in San Sebastián? **Yes.** How many days did he spend in San Sebastián in total? **699**

- How did the regime impose his point of view? **By means of the radio and by making use of the short news items in the NO-DO newsreels shown in cinemas.**

- Where was censorship applied? **In the press, on the radio, at the cinema, and on the streets.**

- Were books and records censored in the Basque Country? **Yes.** Despite this, were any published? **Yes.**

Section 4

- What social model did the Franco regime promote? **Patriarchal society.** What was the role of women? **They were consigned to the work of housewives and mothers.**
- For what did women need the permission of their husbands? **To work, to travel and to open a current account, among other things.**
- Could women work in whatever job they wanted? **No.** Were any jobs prohibited for them? **Yes.**
- Did women get the same salary as men? **No. They were paid less.**
- And what about women's salaries in the present day?

5.- THE NOISY GENERATION (in the cloister)

From 1959 onwards, Francoism left aside post-war economic policy, renouncing national self-sufficiency. Thus, foreign investments and the liberalisation of foreign trade occurred, with the aim of encouraging economic expansion. The objective was to include the Spanish economy in the

economic development taking place in Europe. As a consequence, industry opened its doors to foreign investment and the reindustrialisation process of the Basque Country took place. Thus, numerous emigrants reached the Basque territories, and the population increased. Economic development brought a certain degree of modernisation to habits and customs, and consumer society underwent development. Clear examples of these changes are those that took place among young people in the way they dressed, for example, mini-skirts and bikinis. The main icon of the new consumer society was the Seat 600.

Object 9: "Seat 600"

Also known by the names *Seiscientos* (Six Hundred), *Pelotilla* (Little Ball), *Seílla* or *Seíta*. It was produced by the Seat company between 1957 and 1973. It made its *début* at the Geneva Motor Show in 1955. The first unit was produced in Barcelona on 27th June 1957, and was registered in Madrid. "E" and "D" models were produced. Basically, they were very similar, and the main differences resided in the interior equipment, in the way of opening the doors (towards one side or the other), and also in the size of the front and rear lights and in the interior decoration.

Exercise 5

- Did you know that in 1972 six students travelled in three 600s from North Africa to the south of the continent? They travelled for 30,000 km and did not have to repair the car, despite crossing jungles and deserts.
- 800,000 units were produced and there was a waiting list to obtain the vehicle. People had to wait almost a year.
- Other names were used to refer to this car. Which one is wrong?
- Seiscientos (Six Hundred)
- Pelotilla (Little Ball)
- Seílla / Seíta
- Belly Button (because everyone had one)
- **Bolita (Small ball)**

THE OPPOSITION AND BASQUE CULTURE

In the 60s, the Basque Country went through another process of industrialisation. More emigrant workers arrived, there was demographic growth, and greater diversity and complexity was imposed on Basque society.

The Francoist dictatorship was thoroughly consolidated and could even count on international support. Even so, opposition to the regime arose in many areas of Basque culture, such as the church, workers and the arts.

As a response to the repression suffered by Basque culture in Francoist times, support for the Basque language emerged during the Transition, and, as a consequence, the number of ikastolas

and movements in support of the Basque language increased. Within this movement, there were diverse initiatives in support of Basque, such as the creation of the Durango Basque Book and Record Fair (1965), the revitalisation of Euskaltzaindia (which fixed the rules of the modern Basque language in 1968) and the creation of ikastolas.

Meanwhile, Grupo Gaur brought the avant-garde to Basque art, through, among others, the famous artists Jorge Oteiza, Eduardo Chillida and Nestor Basterretxea. As for work in favour of the Basque language, the main promoter was the group “Ez dok amairu”, whose performances were used to express the political discomfort of the times. In 1959, ETA was formed, the main protagonist of anti-Francoism in the Basque Country. ETA took an ever-more radical stance, broke off its ties with traditional nationalism, took on revolutionary ideology and chose the path of violence. It committed its first murders in 1968.

Object 10:

“Ez dok amairu” record by Lourdes Iriondo

María Lourdes Iriondo Mujika was born in San Sebastián in 1937 and died in Urnieta in 2005. Together with other Basque composers, she was a member of the “Ez Dok Amairu” movement in favour of Basque culture in the period between 1965 and 1972 during Francoism.

This movement worked in favour of the revitalisation of Basque culture, and was formed by diverse artists, writers and singers, as well as creators of other disciplines. Although it was founded in Gipuzkoa, it had great influence throughout the Basque Country. In the period between 1966 and 1972, it confronted the censorship established by Franco’s dictatorship and did great work in favour of Basque culture.

Members of this group included: Benito Lertxundi, Mikel Laboa, Lourdes Iriondo, José Ángel and Juan Miguel Irigarai, Xabier Lete, the poets and txalaparta players Joxean and Jexux Artze, and Julen Lekuona: in addition, Jorge Oteiza y Néstor Basterretxea were also members of the group.

The demand of the “Ez Dok Amairu” group was united in the cultural, political and social fields with demands made by other groups in Catalonia (Els Setze Jutges) and Andalucía (Manifiesto Canción del Sur).

The movement's name was proposed by Jorge Oteiza, in 1965, based on the folk tale “San Martinen estutasuna (Saint Martin’s Predicament) collected by Resurrección María de Azkue.

Oteiza’s dream was to unite all disciplines, that is, songs, aesthetics, form, culture and literature, with the aim of confronting the repression that Basque culture was suffering because of the actions of Francoism, and with the aim of regaining Basque culture. Despite this, it was in the field of music that the movement had most effect.

The group split up in 1972, after presenting the show *Baga, biga, higa*.

Exercise 6

- Did you know that in the Korrika in 2003, its 13th edition, there was an tribute to this group and the Korrika song for that year was composed by Mikel Laboa?

- There are several songs on the Lourdes Iriondo record. Which of these songs does not belong to the record?

- *Nere erria*

- *Askatasuna zertarako*

- *Lin-Pan mendian*

- *Ez gaude konforme*

- ***Gazte gara gazte***

7.- THE TRANSITION

In 1975, following the death of Franco, the transition process towards democracy began in Spain. It was a time of great agitation. As soon as the prohibitions which had been in place until then were suspended, numerous political organisations were created or appeared, having previously been clandestine.

In the Basque Country, the main characteristics of the Transition were as follows: an abundance of social movements, severe political tensions and mobilisations against Franco and in favour of amnesty. In this context, ETA's violence increased. 1978 and 1980 were the bloodiest years in the history of ETA.

Democratic institutions became consolidated little by little in both Spain and the Basque Country. Following the approval of the Charter of Autonomy in 1979, Basque society entered into a rapid process of modernisation, and had to face new challenges.

Object 11: 11.- The Korrika baton, circa 1980

Mendiburu, Remigio (1931-1990)

Used in the Korrikas between 1980 and 1988 (36 x 3.5 cm)

The Korrika is a long distance relay run through the Basque Country, organised by AEK (Association for the Promotion and Teaching of the Basque Language), which takes place during 11 days without ever stopping, day or night. Its objective is to collect money for schools and to promote the Basque language in general. The baton changes hands from one kilometre to the next, until the message inside it is read out on the last day.

Exercise 7

- Who made the first baton for the Korrika? **The sculptor Remigio Mendiburu.**

- Did you know he made a total of six batons and that this is the last remaining one? From 1995 onwards, the replica made by the Navarre sculptor Juan Gorriti has been used.

- Did you know that the organisers of the Korrika, AEK, decided that from the first edition they would pay tribute to someone who has excelled in the field of the Basque language and teaching?

SOCIAL MOVEMENTS

Social movements multiplied during the Transition. All kinds of movements arose: anti-military, the anti-nuclear movement, organised around the fight against the construction of the Lemoiz nuclear power station, etc. The feminist movement demanded the full integration of women in the labour marketplace, divorce and abortion.

Object 12: NUCLEAR POWER? NO THANKS.

NUCLEAR POWER? NO THANKS is the symbol and slogan of the anti-nuclear, used internationally. The Danish activist and economics student Anne Lund came up with the idea in 1975 when she was 22 years old, together with her partner Søren Lisberg: «Atomkraft? Nej tak». The symbol was first used to make 500 button badges on May Day 1975. Since then, it has been a symbol of the anti-nuclear fight which has spread to many languages around the world. Although it has been used as a protest, the slogan does not really demand anything, it simply asks a question which it then answers politely.

Exercise 8

- Did you know that shortly after the creation of the logotype it was translated from Danish into 45 other languages?

- From 1978 onwards, the money obtained from sales of the symbol were used, in a way, to finance the World Information Service on Energy organisation for ten years. Said institution's headquarters is in Amsterdam and its work consists of making information available at international level regarding energy.

- Did you know that in 1978 neighbourhood and family associations in Bizkaia published a magazine entitled "Ez, ez, ez" (No, no, no), referring to the proposal to build a nuclear power station at Lemoiz?

Achievements and challenges

In the 80s, Basque society entered into a rapid process of modernisation, which was reflected in the change of demographic behaviour, in the narrowing of the gender gap, and secularisation. Said changes became more pronounced in the 90s.

The new century has posed new challenges, such as peace and human rights, sustainable development, interculturality, the role of Europe in the world and gender equality.

The museum wishes to promote debate and reflection around these matters, for which it organises talks, round tables and activities.

Links with further reading

<http://www.euskomedia.org/aunamendi/ee103502/113794#21>

<http://liburutegiak.blog.euskadi.eus/eibar/tag/ii-errepublika/>

https://issuu.com/liburutegia/docs/gida_2

http://www.euskara.euskadi.eus/r59-luredir/es/contenidos/articulo/c0201/eu_d0201022/0201022.html

<http://www.euskonews.com/0062zbnk/gaia6202eu.html>

<http://www.hikhasi.eus/artikua/244>

<http://www.euskomedia.org/aunamendi/125643>

<http://www.euskomedia.org/aunamendi/125643/113829>

<http://www.euskomedia.org/aunamendi/79019/59836>

<http://www.ehu.es/ojs/index.php/HC/article/view/7504>

<http://www.euskomedia.org/bilatu?q=sindicato+vertical&partialfields=fondo%3Aau%25F1amendi>

<http://www.eitb.eus/es/audios/detalle/817765/sancheski-made-in-euskadi/>

http://audios.ak.cdn.eitb.com/multimedia/audios/2012/01/23/602088/SANCHESKI2301_20120123_120407.mp3 (22 minutes)

<http://www.euskomedia.org/aunamendi/ee153855/141917>

<http://listas.eleconomista.es/autos/3695-curiosidades-sobre-el-seat-600>

<http://www.euskomedia.org/aunamendi/43522>

<http://www.euskomedia.org/bilatu?q=KORRIKA&partialfields=fondo%3Aau%25F1amendi>

<http://www.euskomedia.org/bilatu?q=lemoniz&partialfields=fondo%3Aau%25F1amendi>

<http://www.euskomedia.org/bilatu?q=antinuclear&partialfields=fondo%3Aau%25F1amendi>

<https://www.ecologistasenaccion.org/tienda/material-asociacion/143-pegatina-antinuclear-12-cm.html>