A bibliography focused on France in the Sixteenth and Seventeenth Centuries and, particularly, on such topics as: Church, Counter-Reformation, Jansenism, Gallicanism, Quietism, Culture, Family, Women, Children, Poor & Peasantry, Education, Rheims, and Rouen. It is intended to provide the English-speaking audience with a social and historical context for situating and for understanding the life of John Baptist de La Salle (1651-1719) and the origins (1679-1726) of the Lasallian educational mission begun by the Brothers of the Christian Schools.

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Sutherland, N. M. *The Huguenot Struggle for Recognition*. New Haven, CT: Yale University, 1980.


Waters, Peter Maurice. “The Articulation of an Ursuline Concept of Education as It Developed in France during the Seventeenth and Eighteenth Centuries.” In The Ursuline Achievement: A Philosophy of Education for Women. St. Angela Merici, the Ursulines, and Catholic Education by Peter Maurice Waters, 63-96. Victoria, Australia: Colonna, 1994.


If nobility in the sixteenth century was conceived of as a function, that function was to act virtuously. The concept of vertuis indeed a crucial part of this view. For the people of sixteenth-century France, it served to include all the qualities associated with being noble. These included courage and prowess in battle as well as personal qualities such as uprightness, selflessness when defending the weak and poor, loyalty to one’s monarch or one’s military leader or superior, honesty, and adherence to the morals of the time. The transformation was not one of the Renaissance, but one of the late sixteenth and early seventeenth centuries, forced along essentially not by the introduction of texts or ideas from outside, but by the pressure of internal social and save.