



The Catholic Tradition of Classical Education with Dr. Andrew Seeley

Lesson 13: Classical Catholic High Schools

Outline:

St. Augustine Academy, Ventura, California

- The expectations and outcomes that they hope to achieve are as follows:
 - **Theological Virtues**
 - Baptismal gifts of faith, hope, and charity
 - To develop the virtues to know, defend, and live the holy Catholic faith.
 - To develop habits of frequent mass attendance, the sacraments, and traditional Catholic devotions.
 - To develop habits of showing reverence to God and his creation.
 - **Intellectual Virtues**
 - Their students should obtain the tools of lifelong learning, the liberal arts of grammar, logic, and rhetoric.
 - They should seek to understand what is true, desire what is good, and love what is beautiful.
 - They should explore the splendors of creation through the precision of empirical science and mathematics.
 - They should examine, from a Christocentric perspective, human nature and history and in the master works of literature.
 - **Moral Virtues**
 - They want to form in their students a correct and Catholic conscience.
 - To grow in virtue to lead a morally good life.
 - To contribute to the common good of civil society by accepting the duties of citizenship.
 - Recognize the resounding call of lifelong conversion of heart, engendering compassion and forgiveness of our fellow man.

St. Thomas Moore Academy, Raleigh, North Carolina

- St. Thomas Moore Academy says it is Catholic, classical, and college-preparatory.
- History and literature are integrated by historical time period.
- There is a senior thesis capstone project.



- Three days of the week are devoted to traditional sequence of required courses. The two other days are devoted to electives where teachers and students follow their own interests.
- They have a low homework model.
- They are successful at getting their students into top schools.
- Letters from the teachers communicate much more than test scores.

St Mary's High School, Phoenix, Arizona

- They made virtue and wisdom focus explicit for the whole faculty and school.
- The second year they introduced a thorough humanities sequence.
- New curriculum established double class periods spent with students who were reading through great works of literature and history (political theory).
- Lecture and conversation were combined, but they heavily introduced to conversing about the works that they read.