Western liberal democracies have grappled with the challenge of drawing the bounds of interference with illiberal individuals and groups since their inception. Contemporary liberal philosophers have developed frameworks aimed at addressing fringe cases following in the wake of Rawls’ A Theory of Justice and Political Liberalism. Although some progress has been made, the Irish Republic poses a unique case in which religion, specifically Roman Catholicism, is broadly institutionalized, thereby putting forward a new challenge of dealing with illiberal elements of culture and ethos latent within the state itself. The issue is especially pervasive given that Roman Catholicism is an important part of national identity, and helped form a coherent nationalism that led to the establishment of the Republic in the first place. This thesis aims to extend contemporary liberal thought to the realm of Irish education, where Roman Catholicism remains as a significant component of school ethos. I argue that the liberal conception of the person, in combination with Rawls’ account of political liberalism, entails a set of public virtues that require a secularization of the Irish education, in part. The impact of institutional ethos on students is explored, in addition to the role and importance of national identity in the stability of liberal societies. I offer a basic sketch of the bounds to which liberalism and commitments to national identity may continue to converge in the educational setting, and conclude with some thoughts about the Irish liberal project generally.