**Worthy-leisure education: the *telos* of liberalism and non-outcome teaching**

# Abstract

Drawing on the tradition of *paideia* and liberal arts education, I describe the *telos* of the liberal tradition as the constant aspiration to learn and understand the *unchangeable aspects of reality* (UCAR), keeping in mind that this aspiration will never fully be realized. Learning itself and the UCAR that have been revealed and formulated in language, theories, art and everyday life, are the sources from which the idea of perfection and values of good, truth, justice and beauty arise. On this basis, I go on to describe a model of worthy-leisure education (WLE). This model calls for school learning in particular, and other learning events in the liberal culture in general, to be seen as an *educational gathering* (EG) which should not be directed at outcomes beyond the event itself. These educational events (e.g. the lessons) should draw their value and meaning from the *inputs* alone. These 'inputs' are objects of study (language, theories, art and everyday life) or other activities valued for what they express regarding the preferred liberal *telos*. To experience WLE in an EG is educationally important for the participants, not only because it brings them to contemplate valuable objects (language, theories, art, everyday life) and practice valuable activities, but also because the participation itself in an activity that is not directed toward an outcome beyond itself, expresses real freedom and the acceptance of life and being in itself. Thus, and without being defined as a targeted outcome, it creates such an attitude in the participants' heart.