

The power of the past

in the present

Conferences & new learning platforms



Coleridge in Wales

join the search for our creative sustainable futures

We're bringing traditional and innovative approaches to learning which explore new ideas, relationships and activity. These are local and international challenges.

Many people and organisations are already involved in these challenges, politically, socially, economically, culturally, and environmentally. We seek to be a refreshing voice in the diverse search for sustainable futures across different sectors and communities.

Significant learning can happen outside formal environments. We urgently need

- deeper wisdom as well as more information,
- relationships as well as data
- imaginative creativity unleashing a spirit that fosters better understanding and communication.

Above all, we need the courage to risk gently practicing creative ideas in business, government and communities. Please [Get in touch](#) if you can contribute or share a related topic.

Some emerging themes:

Sovereignty, Development and Autonomy. What deeper questions of identity and purpose are driving movements for greater, political independence and freedom in Britain & across the world? How is this related to a new sense of connectedness across cultural diversity, to international institutions and geopolitical realities? In our human condition, are we better together or apart? What is the relationship between ideas of personal sovereignty and those of national foundations?

Myths of Origin. To what extent do myths of origin serve as a basis for understanding identity, purpose and relationships? How do they imply claims of current entitlement? How do such claims compete? How might these claims be resolved? We'll examine the rich soil of myths in Wales and further afield, drawing out deeper questions about our human condition. How shall we look back in order to look forward? On our journey into new kinds of political and community future, from what narrative resources of meaning and purpose can hope and direction be founded?

Sustainability? What part does 'culture' play in the development of sustainable futures, locally and geopolitically? What are the theories and practices of creative sustainability? How does culture contribute to the UNESCO vision? How might this affect Cynnal Cymru and the Welsh and British governments? What are the models from other parts of the world? How is sustainable economy compatible with different models of political sustainability and community engagement?

REASON and UNDERSTANDING. How do these terms connect in the thought of Coleridge & Morganwg and how is this relevant to modern questions about the human person and complex societies, educational values and priorities, the place of the imagination alongside science, the use and misuse of reason, and the role of religion, morality and creativity?

Unity and diversity in a fractured and pluralistic world. Why was unity so important to Coleridge and what part does it play in the idea of liberalism today? Are liberal values strong enough to defend liberal societies? How liberal is the West today? Are there practical and ideological limits? What principles of unity underpin multi-cultural societies?

Poetry and the Imagination? What most needs describing about the human condition in today's world and how should that be reflected in the literary, visual and performing arts? Why can art engender a spirit of transformation in organisations, particularly those struggling with mechanistic targets, values and compliance cultures? How has poetry contributed to the life of Wales in the past, and what might it say of the future?

Rural and urban Wales? How do rural and urban contribute to our national identity? Are people in towns and cities 'romantic' about the countryside? How do people in rural communities perceive and relate to the problems and opportunities of urban life? What is distinctive and what is similar about their economic and social needs? Do they need the same or different economic regeneration policies and plans? How do we imagine the relationship between the countryside and the city?

Lost Symbols and Icons. What did 'iconic' mean in past times? How do we understand the function of symbols in contemporary life? What do Idealism, Romanticism, Pragmatism and Realism mean for us today? Does historic philosophical thought offer contemporary insight into organisations' vision and effective delivery of products/services?

Rediscovering Coleridge - Poet and Thinker. Coleridge sought to introduce into mainstream English cultural and intellectual life themes from European continental thinking and philosophy, and struggled to find a sympathetic Establishment audience. 'Continental' philosophy has repeatedly failed to gain a foothold in British academic life, resulting in its scant appreciation throughout wider British culture. What are the effects of this loss? What would be the benefits of a better cultural understanding of idealism, dialectic and ontology in government and public life? How did Welsh culture hold these in the past? What are the intellectual heartlands of our current establishment? How do we know what we are missing? Is Wales well placed to tackle this British deficit?

Coleridge, F.D. Maurice and the Broad Church Movement. How did Coleridge make such a significant impact on theology in the 19th century Britain, and what does his outlook offer us today? Why did F.D. Maurice, who followed Coleridge, dislike the term 'broad church' and where is the 'broad church' today? How does this outlook go to the heart of questions about economy, community, nature and culture? How do current UK theologies engage critically and creatively with the European and British intellectual heritage that so inspired Coleridge? How does the influence of Schelling in both Coleridge and Paul Tillich imply deeper positions under the rifts between catholic and protest and positions, and creative implications for interfaith dialogue?

Education. Are formal curricula encouraging or restricting creativity in arts and science? How can results vary so much across the world? What is the tension in education between measurability and immeasurability? How might fuller employment of relationship and imagination affect ambition for learning and educational growth?

Contact: