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NUMISMATIK LEHREN IN EUROPA



Herausgegeben von Reinhard Wolters und Martin Ziegert

Veröffentlichungen des
Instituts für
Numismatik und Geldgeschichte

Band 19

Wien 2017

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**Historisch-Kulturwissen-
schaftliche Fakultät**

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Suzanne Frey-Kupper

**'And I hope ... that the distinction between
"historian" and "numismatist" ... may be weakened.'
Teaching Numismatics in United Kingdom**

(Tafel 1–4)

Introduction

Features of teaching as part of education reflect both tradition and developments within the framework of a culture and ultimately are part of a culture itself. Thoughts about and insights into teaching are thus shaped by an individual's own education, and by his or her experience in the field. In order to comment fruitfully on teaching numismatics in Europe today I should therefore try first to describe my own educational background and the environment of my former and present teaching.

As, presumably, for most of the other speakers at the colloquium I attended a high school which at the time offered the whole range of disciplines and where students did not specialise as early and as radically as they do today, not only in UK but also in other countries. In my school, natural sciences and literary subjects including ancient and modern languages were equally taught and learnt; this was in Switzerland at a Gymnasium of the humanistic tradition, whose four-year curriculum followed a four-year programme at a higher school after five years of elementary school and was completed by the Matura. Thus University started at the age of twenty. I made my studies up to the Master's degree (at the time called 'Licentiat') in Classical Archaeology with Prehistory and History of Art including Christian Archaeology (in Zurich in the German speaking part of Switzerland), and my PhD in Ancient History with a numismatic topic (in Lausanne in the French speaking part of Switzerland). Throughout my degree courses, no lectures on ancient coinage were offered, and coins were ignored in teaching.

The reason why I engaged with numismatics was the excavations of Zurich's Archaeology Department at Monte Iato in Western Sicily, where the expertise of a numismatist was required. My professor, Hans Peter Isler, directed the excavations. Since his teacher and predecessor, Hansjörg Bloesch, was unable to join the excavations owing to his advanced age, he asked me if I was willing to become this rare pearl, and take on the numismatic work. I accepted the offer without hesitation. After a two-hour basic training in coin description provided by Bloesch and a longer training in cleaning and conserving coins and making casts by the conservator of the departmental museum, I was ready for the work.

Since at the time no well-illustrated catalogue of Sicilian coins was available,¹ I also had to familiarise myself with the main coin types of Western Sicily. I did so by learning them by heart from a photo collection made from Bloesch's casts. The experience on the spot was sometimes hard but the collection of casts of all coin finds from the site and feedback from Bloesch to my coin identifications over the first two years was of great help. Beyond that I had also to engage with the wider study of coinage and with the methods of numismatics. Overall, this was mainly autodidactic work and later on, I expanded my knowledge from Mediterranean materials to those of the North-Western provinces. Since I was studying all coin finds from each site I was documenting, they included materials of all historic periods, ancient, medieval and modern.

From 1990 together with my colleagues I built up the Inventory of Swiss Coin Finds as a project of the Swiss Academy of Humanities and Social Sciences, and I have also worked with several archaeological institutions and museums to catalogue, study and publish their coin finds. As I engaged in these tasks I took the opportunity to train several young colleagues who in turn were appointed as numismatists in museums and other institutions. In 2007 I became also a lecturer at the University of Zurich's Department of History (Historisches Seminar) where 'colloquia' were and still are offered to Undergraduate students interested in numismatics. In 2011 I was offered and accepted the position of an Associate Professor in the Department of Classics and Ancient History at the University of Warwick, since 2016 a personal chair, to cover Numismatics and topics in Classical Archaeology and Ancient History. This gave me the opportunity to teach and supervise students at all levels up to PhD and across the disciplines of Graeco-Roman culture related to my research.

When I moved to the United Kingdom, I was facing a new academic environment. I hope that my background offers the right blend of distance through the still fresh look of a new experience, and of closeness through familiarity with teaching in UK in order to present and point out peculiarities of British teaching as clearly as possible to both a continental and British audience.²

In the first section of this paper I will discuss teaching and its embedding within Departments and give a quick overview of Departments teaching numismatics in the UK, presenting both the organisation of their teaching and their research interests; a crucial aspect of this part will be the embedding of numismatics within a Department. I will then give an overview of teaching in the UK (section 2), look at teaching techniques and the promotion of numismatics (out-

¹ The main reference work was Gábrici 1927, with limited illustrations, and covering only bronze coins.

² I was greatly helped by colleagues of other Universities and other institutions across the country and by those with whom I had the chance to share teaching experience in UK. For information and exchange on their experience I thank Martin Allen (Cambridge), John Creighton (University of Reading), Peter Guest (Cardiff), Colin Haselgrove (Leicester), Chris Howgego and Volker Heuchert (Oxford), Rory Naismith (London), Kris Lockyear (London) and N. Keith Rutter (Edinburgh) and to the colleagues of my Department, Kevin Butcher and Clare Rowan. For further help I thank John Morcom who was involved in the URSS scheme I run in 2013 for *Historia Numorum, Sicily and Adjacent Islands*.

reach) (section 3), and discuss links between teaching, research and publications (section 4). In a further part (section 5) I will put forward my view on teaching numismatics and highlight some areas of challenge and possibly of concern. Finally I will explore teaching in the UK in the wider European context and look at the potential for networking (section 6). My paper will also include the role of museums in teaching, even though many of them are not attached to a University.

1. Embedding within a department or organisation and interaction with other disciplines

The following thoughts on numismatic teaching are based on practice in the eight institutions in United Kingdom where numismatics have been more or less regularly taught in recent years, that is Cambridge, Cardiff, Edinburgh, London, Oxford, Reading and Warwick, or has very recently started (Leeds). Medieval and modern numismatics are currently less well represented in Universities, and therefore, and because of my own expertise, I will focus in my paper more on teaching ancient numismatics. The principles of how more recent periods of numismatics are taught are however similar.

That said, I should add that a few features of teaching numismatics in the United Kingdom are not peculiar to numismatics, but apply to teaching in Universities generally. An essential feature is that numismatics, just like other disciplines in the wider field of Classical Archaeology and Ancient History, such as epigraphy, is not so much taught and learnt as an independent branch of study, but as a natural and obvious part of this wider field. In some Departments Archaeology and Ancient History tend to be separated and, where this is the case,³ numismatics is part of either one or the other. However, generally all classical disciplines are united in one Department or School as part of an Arts Faculty. This is the case in the Department of Classics and Ancient History at the University of Warwick and is reflected in the structure of degree courses where freshers (first year students) have to engage with every aspect of Classical study, including with at least one ancient language. Numismatic elements are therefore part of the core modules on Greek Culture and Society and on Roman Culture and Society which are both compulsory.⁴ Numismatics is also included in the likewise compulsory core module on the Hellenistic world for second year students (i.e. students at Honours level).⁵ In this way, every year around 150 undergraduate students are immersed in numismatics in the wider cultural field of a histori-

³ As part of archaeology see e.g. London, UCL, <http://www.ucl.ac.uk/archaeology/>; coinage is also part of the Archaeology Department in Reading, <http://www.reading.ac.uk/archaeology/ug/arch-ug-ba-archaeology.aspx>, where the coinage module is also available for third years in a course of Archaeology combined with Ancient History, <http://www.reading.ac.uk/archaeology/ug/arch-ug-ba-ancient-history-archaeology.aspx> (last accessed 11 May 2014).

⁴ <http://www2.warwick.ac.uk/fac/arts/classics/students/modules/> (last accessed 11 May 2014).

⁵ http://www2.warwick.ac.uk/fac/arts/classics/students/modules/hellenistic/syllabus_2014/ (last accessed 10 Oct. 2016).

cal period and its related geographical areas. At this stage of their course the aim is to acquaint students with numismatics as one of many disciplines, and to highlight the importance of primary sources in assessing political, social and economic contexts, religions, and art and craftsmanship in antiquity, in order to reconstruct historical and cultural processes. In the course description for the Hellenistic module, this is expressed as follows: 'Studying the Hellenistic world, ... is necessarily a multi-disciplinary task involving a combination of surviving texts, epigraphy, numismatics, papyrology and archaeological remains in order to extract a historical narrative.'⁶

Numismatic evidence is used throughout most modules involving material culture. However, at undergraduate level, numismatics is offered as a separate module to second and third year students. This is run every second year to make sure that each student is given the opportunity to engage with numismatics in more depth. A module in the UK is a full-year programme consisting of a weekly two-hour lecture slot and an hour of seminar every second or third week. Compared with continental practice with its very strong seminar culture the fewer seminar hours are counterbalanced by the interactive teaching style of the lectures. There are indeed no lectures *ex cathedra* as used to happen in my youth with professors delivering papers at a considerable speed, with students silently taking notes at a similar speed. Students are expected to engage in a dialogue with the lecturer and with their peers on the topic, and they are encouraged to prepare for lectures and to consolidate topics before exams, helped by handouts and powerpoint presentations made available online.

The numismatic module which I run covers the full range of monetary periods from pre-monetary items to Late Antiquity and Early Medieval times and from East to West.⁷ The syllabus is however not purely diachronic but interwoven with parts relating to the principles and methods of ancient numismatics and of numismatics in general, such as production techniques, die-links, scientific analysis, forgeries and imitations. Lectures are generally research-led and benefit from my research interests (such as coin finds in the Western Mediterranean) and from those of my colleagues, Kevin Butcher, Clare Rowan and Marguerite Spoerri Butcher, who contribute some lectures to the module. The intention of the module is that by its end the students will have gained an understanding of the main developments in the monetary history of antiquity and will be able to assess the potential and limitations of coins as a primary source for archaeology and ancient history. They should also have acquired the tools to engage critically with the interpretations of ancient coinage advanced by modern scholarship. Texts and inscriptions are part of the material used in the module in order to evaluate the role of coins as a source and to make the students aware of interdisciplinary approaches in research. Seminars include oral

⁶ <http://www2.warwick.ac.uk/fac/arts/classics/students/modules/hellenistic/essays2016/> (last accessed 10 Oct. 2016); related to the assessment (2,500 word essay) through an object study.

⁷ <http://www2.warwick.ac.uk/fac/arts/classics/students/modules/coins/syllabus/> (last accessed 10 Oct. 2016).

presentations and practical hands-on training with the coins from our small Departmental collection.

Assessment consists of two essays, each of approximately 2,500 words submitted in terms 1 and 2, and of a written two-hour examination in term 3. Essay writing takes a central role in UK's higher education and is shaped by a tradition of developing analytical skills, with theories set out at the outset of a piece, against which the evidence is tested, a process which in other European countries tends often to happen the other way round. Essays are the main training for the students outside contact hours (lectures and seminars and tutorial meetings). They are anonymously assessed by a first and by a second marker who agree on a mark, and the students get a written feedback with detailed comments on the clarity of their analysis, on their work on the primary and the secondary material, on originality and sophistication, on presentation and, forward looking, with suggestions for improvement. Feedback is released online, and the students are also invited to a one-to-one oral feedback session. Overall, the staff-student ratio and the time spent on a student is relatively high.

Students take four modules every year; each of them requires c. 300 hours of work for the students. The core module of the finalists (third year students) is a dissertation of 10,000 words, for which they are closely supervised by a member of staff expert in the field. Some students choose a numismatic topic for their dissertation which allows them to engage with an area of their interest more closely and to do a proper piece of research.

At postgraduate-level, numismatics is run along with epigraphy and art as an optional module for Taught Masters students as part of their course in Ancient Visual and Material Culture. This course includes a core module for Ancient Visual and Material Culture, a likewise compulsory language module, either ancient or modern, and a dissertation of approximately 20,000 words.⁸ As with the undergraduate course, numismatics is part of the core module. The teaching of the optional numismatics module is tailored to suit the research interests of the student cohort, which generally comprises two to four students per year (**Fig. 1**). In addition to the postgraduate course in Ancient Visual and Material Culture there are also available Visual and Material Culture in Ancient Greece and Visual and Material Culture in Ancient Rome, with one module held in spring either at the British School at Athens or at Rome with the former offering a course on Ancient Greek coinage to which I return below (section 2).

Finally, there are the PhD students, who develop their theses on specialised numismatic topics over a minimum of three and a maximum of four years. The length of the work is 80,000 words with more space for catalogues or other long parts necessary to present the evidence which forms the backbone of the study.

The degree programs in other Universities (Cambridge and Oxford, London, and Reading and Cardiff) are similar, with comparable figures of undergraduate students except that the number of students is less in Oxford, where one-to-one

⁸ <http://www2.warwick.ac.uk/fac/arts/classics/postgrads/modules/> (last accessed 10 Oct. 2016).

(or occasionally one to two) tutorials are the rule with a weekly 2,000 word essay.

2. Overview of teaching in UK

The following section gives an overview of numismatic teaching in the UK and looks at the Universities, their teachers and research interests but also at other institutions that contribute to the promotion of numismatic teaching.⁹ It might be worth pointing out that, although numismatic elements were always part of Classics and Ancient History or of Medieval or later History taught in the UK, more focussed teaching of numismatics in the UK is a more recent phenomenon that has evolved over recent decades.

Teaching is generally strongly research-led and collections also play a major role in teaching and in research. Two institutions, the University of Oxford and the University of Cambridge, have museums with coin departments that are either affiliated to or part of the University. The British Museum with its Department of Coins and Medals has no institutional affiliation to the University departments in London but it is of course a place of reference for them. I present Oxford and Cambridge first and then the other Universities in alphabetical order. This section of the paper is largely designed to capture the variety in the teaching of numismatics in UK at the start of the twenty first century.

2.1 Universities

Oxford (Chris Howgego and Volker Heuchert)

In Oxford numismatics is today, as at Warwick in Classics and Ancient History, part of the Department Archaeology and Ancient History. The Heberden Coin Room of the Ashmolean Museum was established in 1922 and at that time was also affiliated to the Department of Classics and Ancient History of Oxford University. Within the Museum the Coin Room forms a separate Department, and has a dual role as an internationally leading coin cabinet and as part of a University Department. The coin room also hosts the world-leading projects *Roman Provincial Coinage*¹⁰ and the *Coin Hoards of the Roman Empire Project*.¹¹ Its curators supervise research degrees and teach courses for Masters students enrolled in degree courses in Classics, Byzantine Studies, Oriental Studies, History, and Archaeology, and the undergraduate degree in Classical Archaeology and Ancient History. This is an ideal fusion of teaching, research and museum work reaching a wider audience. The collection comprises around three hundred

⁹ Figures given here relate to the enquiry I made in spring 2015. In some cases, more recent evolutions are however noted, especially, if they differ.

¹⁰ <http://rpc.ashmus.ox.ac.uk/> (last accessed 28 November 2016); for Roman Provincial coinage see also Howgego – Heuchert – Burnett 2005.

¹¹ <http://chre.ashmus.ox.ac.uk/> (last accessed 28 November 2016).

thousand coins and other numismatic objects from original holdings going back to the seventeenth century, such as of the Bodleian Library and the Ashmolean Museum, and including over sixty former private and college collections.¹² One of the most poignant statements regarding coins and their value as a historical source was made by an archaeologist, Percy Gardner (1846–1937), in a memorandum aimed at convincing the University that it was right to transfer the coins from the Bodleian Library to the Ashmolean Museum:

‘Unlike writings of historians, they cannot misinform us; they constitute a very bedrock of fact. Historic statements which they contradict cannot stand; historic statements which they confirm are placed in an unassailable position.’¹³

This memorandum highlights nonetheless not only the high expectations from coins from an archaeologist, but also how coinage and history were and still are considered inseparable, a view reflected in the embedding of numismatics in a Department of Archaeology and Ancient History in Oxford or Classics and Ancient History elsewhere.

Distinguished scholars have held the position of keeper of coins combined with a readership or a lectureship at the Ashmolean Museum, such as Sir Edward S. G. (‘Stanley’) Robinson (1887–1976),¹⁴ Colin M. Kraay (1918–1982)¹⁵ and C. Humphrey V. Sutherland (1908–1986).¹⁶ All three of them produced fundamental research resulting in standard reference works. Kraay’s *Archaic and Classical Greek Coins* (1976) is still an unsurpassed reference for chronologies of Greek coins even if some new evidence has since emerged. He was also one of the rare experts in Greek coinage who were also experts in Roman coinage, beginning with his monograph on the coin finds from Vindonissa.¹⁷ Sutherland’s research on Julio-Claudian Coinage¹⁸ led to the publication of the revised first volume of *Roman Imperial Coinage* (1984). Stanley Robinson wrote the volume on Cyrenaica in the series of the *British Museum Catalogue*¹⁹ in his time as Keeper at the British Museum where he was before he was appointed in 1938 Reader in Numismatics at Oxford, succeeding Joseph G. Milne (1867–1951). His plan to achieve a third, radically revised and up-dated edition of Barclay Head’s monumental work *Historia Numorum* (1886, with a second edition in 1911) could not be realised at the time. The current project *Roman Provincial Coinage* and the *Coin Hoards of the Roman Empire Project* of the Ashmolean Museum pursue the tradition of produc-

¹² Kraay – Sutherland 1972 (revised 2001); <http://www.ashmolean.org/departments/heberdencoinroom/about/> (last accessed 28 November 2016).

¹³ Kraay – Sutherland 1972 (revised 2001) [p. 4].

¹⁴ For a biography see: Sir Edward Robinson, Authority on Greek Coins, *The Times*, June 15, 1976, p. 16 and <https://dictionaryofarthistorians.org/robinsonesg.htm> (last accessed 1 December 2016); for a bibliography: Bibliography of Stanley Robinson’s works 1914–1966, in Kraay – Jenkins 1968, pp. 259–263.

¹⁵ For a biography see his obituary and bibliography by Sutherland 1982.

¹⁶ For a biography see his obituary and bibliography by Carson 1986.

¹⁷ Kraay 1962.

¹⁸ See e.g. Sutherland 1976.

¹⁹ Robinson 1927.

ing major reference works. One of the present staff members at the Ashmolean Museum, Chris Howgego, was also a student of Sutherland.

Today four of the curatorial staff at the Ashmolean's Heberdeen Coin Room (Chris Howgego and Volker Heuchert in Ancient coinage, Julian Baker in Medieval and Modern coinage and Luke Treadwell in Islamic coinage) hold formal professorships or lectureships, and they regularly host students from other Universities, such as ours in Warwick (**Fig. 2-4**) where Chris is also an Honorary Fellow. Collaboration between both institutions in teaching and in research is further enhanced thanks to an Oxford University Museums AHRC (Arts and Humanities Research Council). Collaborative Doctoral Partnership on *Roman Gold Coinage* started in 2016 with Kevin Butcher and Chris Howgego as supervisors. Since 2016 Marguerite Spoerri Butcher, Honorary Fellow at Warwick University is also Research Assistant of the *Coin Hoards of the Roman Empire Project*.

As in Warwick, numismatics forms an optional part of the degree in Classical Archaeology and Ancient History. In the first two terms undergraduate students have 16 lectures each in Greek and in Roman Numismatics which are complemented by four tutorials each in Greek and in Roman Numismatics with a weekly essay of 2,000 words. Postgraduate students specialise and have in the first term five one-to-one or one-to-two tutorials either on Greek or on Roman numismatics, and out of five topics two lead to a 5,000 word essay. At both undergraduate and postgraduate levels one or two students choose the numismatic option and have tutorials. At PhD level, Chris and Volker share the supervision of four students.

Cambridge (Adrian Popescu, Martin Allen, Rory Naismith)

Numismatic teaching in Cambridge is closely linked to the Fitzwilliam Museum. The museum's foundation goes back to 1816, when Richard Fitzwilliam bequeathed his collection of art and antiquities, and his library to the University. The Department of Coins and Medals houses some 200,000 coins, whose curators are involved in teaching coinage as part of the courses of several University Faculties.

Adi Popescu, the Keeper, teaches for three Faculties; for Archaeology (a lecture on the Iron Age for undergraduates as part of a module), Classics (for undergraduate students as part of a module in numismatics, but also three tutorials for MPhil students and a course of eight lectures covering both Greek and Roman coinage) and History (a couple of lectures with Rory Naismith on Byzantine and early medieval coinage in Italy and Rome). The numbers of students vary from year to year but are around ten. Adi currently co-supervises with Martin Millett a PhD student working on Provincial coinage in Asia Minor. Also, in earlier years, Ted Buttrey, a former Keeper, has occasionally supervised Masters students from Classics keen to engage with a numismatic topic, and various MPhil essays in Roman and Punic numismatics and economy were supervised by Terence Volk.

Much of the numismatic teaching was undertaken by Rory Naismith before he was appointed in 2014 as a Lecturer in Early Medieval History at King's College London. He gave seminars and lectures for various courses in Archaeology, History and Anglo-Saxon, Norse and Celtic, around sessions ten per academic year with half of them taking place at the Fitzwilliam Museum in order to handle coins. Specialised sessions were focussed e.g. on the Vikings, the Carolingians or on Rome. According to Rory many of the sessions were set up originally by Mark Blackburn (1953–2011), a former Keeper, from whom he has inherited them.

Martin Allen is an Affiliated Lecturer in the Faculty of History, with one full course on 'Money and Society from Late Antiquity to the Financial Revolution' in the Tripos (currently 14 students) and classes.²⁰ He also teaches a class for Archaeology, and has PhD students at University College in London and Sciences Po in Paris.

Larger research projects situated in Cambridge are mainly medieval. The *Corpus of Early Medieval Coin Finds (EMC)* is currently administered by Martin Allen.²¹ The series, conceived as twenty volumes of *Medieval European Coinage (MEC)*, was created and overseen by Philip Grierson (1910–2006) as general editor and later directed by Mark Blackburn. Still based in the Department of Coins and Medals of the Fitzwilliam, *MEC* was adopted as a project of the Union Académique Internationale in 2015. The *Sylloge of Coins of the British Isles* of which over 70 volumes have been edited is another major project based at the Fitzwilliam Museum. Initiated in the 1950s by Christopher Blunt and other members of the two British numismatic societies it became a project of the British Academy; Mark Blackburn was principal editor of a major part of the volumes and, after his death, he was followed by Rory Naismith.

Cardiff (Peter Guest)

Peter Guest is working in the School of History, Archaeology and Religious Studies in Cardiff, where the Roman period is covered by his colleagues in the Ancient History Department as well as by himself in Archaeology. He explained to me that ancient numismatics – Greek and Roman – appears throughout the Ancient History course in various modules. Just as at the other institutions, these are often core modules that deal with various other ancient sources. In Archaeology, Peter taught for a few years a module called 'Coinage and Currency in Britain, 100 BC to AD 1400', but because it included handling sessions at the National Museum Wales, he had to impose a limit of twelve students. Several years ago, he replaced this module with a module on death and burial which is very popular and has a maximum class size of 55 students. From time to time there are also Masters students for whom a special module on Roman coinage is run and tailored *ad hoc* to the candidates' interests. In the past, Peter has super-

²⁰ Undergraduate courses in Cambridge are called 'triposes'.

²¹ The database overlaps with that of the Portable Antiquities Scheme; the administration of both databases is co-ordinated in order to make sure that entries are complete in both of them.

vised one PhD student in Numismatics, Evgeni Paunov who was awarded his doctorate in 2013.

Edinburgh (Keith Rutter)

In Edinburgh until recently Keith Rutter was teaching numismatics as an ancient historian. In retirement as an Honorary Professorial Fellow he gives classes from time to time as required, for example, to a Masters course in the Hellenistic world, or an undergraduate course on Alexander the Great. He has this year (2016) taught his third course in Greek numismatics to postgraduate students at the Summer School at the British School at Athens. Keith's main research interests lie in the coinages of Southern Italy and Sicily, and he is with John Morcom one of the two partners with whom I am preparing the forthcoming volume of *Historia Numorum Sicily and Adjacent Islands*.

Leeds (Jonathan Jarrett)

Jonathan Jarrett has recently started working as lecturer in Early Medieval history at the Institute for Medieval Studies at the University of Leeds where he is running a module on late antique coinage and is making use of the coin collection there. Before joining Leeds he was teaching numismatic in Birmingham.

London (UCL, Kris Lockyear; Birbeck, Rebecca Darley)

At University College in London (UCL) Kris Lockyear offers a half-unit course in Roman coinage, which is a second or third year undergraduate option. The course is taken by a combination of students studying for a BA in Archaeology, or a BA in Classics, Archaeology and Classical Civilisation, both of which are based in the Institute of Classical Studies, or students taking Ancient World Studies, which is a cross-department course run between History, Greek and Latin and the Institute of Archaeology.

The course consists of roughly ten hours of traditional monetary history, six hours of more applied numismatic topics and four hours of coin identification classes taught between Kris and Adi Popescu (Cambridge). There are also guest speakers, for example Andrew Burnett, who is an Honorary Professor at UCL and Sam Moorhead. There are two assessments, an essay and a data analysis assignment. There are usually 15 students on the course.

Kris brings numismatics topics into other classes when he can. He normally teaches a two-hour class on coinage as part of the Roman Britain course, and gives a class of one hour in the first year 'Introduction to Roman Archaeology' course. There is also a class of numismatic introduction as part of the MA in Artefact Studies. There are occasionally undergraduate students who choose a coinage topic for their dissertation, or Masters students interested in a numismatic based piece of work. His current main PhD student (Murray Andrews) is working on the context of coin hoards in medieval England and Wales.

Regarding teaching and promoting numismatics, Kris describes himself as an archaeologist who does a bit of coinage, and does not consider himself a numismatist as such. This is in my view an asset. Most of his teaching is based on practical skills, since he used to run the first year compulsory core course on Field and Analytical Techniques and he now teaches the second year core course 'Research and Presentation Skills' which is essentially a statistics course. At masters level he teaches Geophysics and Statistics courses. Beside Roman Britain, he teaches courses on the later Roman Empire, Advanced Field Methods, and Theory and Data for the Ancient World.

Rebecca Darley, a specialist in Byzantine numismatics, has recently been appointed at Birkbeck and is running a module 'Money and Empire, c. 200–800' which makes heavy use of the British Museum collection. Since September 2016, she is also supervising a PhD student on Byzantine economic relations with Venice.

Reading (John Creighton)

In Reading John Creighton runs for first year students a workshop exercise looking at Iron Age coins, metallurgy and imagery to encourage them to engage with data and ideas and team working. This is a three-hour session within 'Methods and Approaches in Archaeology'. The second year includes hands-on sessions with coins with students filling in record cards as part of a large module on Artefacts ('Artefacts Analysis'). John also runs an undergraduate module for third year students, which some Masters students also take with additional seminars run for them. This module is called 'The Archaeology of Money', and it usually focuses on Iron Age and Roman coinage, but delves into other areas as well. It is run over a term and is attended by eight to fourteen students per year out of a cohort of 60 to 90 students,²² which are very similar to the figures of most other universities discussed in this paper.

Warwick

The Department of Classics and Ancient History at the University of Warwick is the most recent of all Departments. Our University celebrated its 50th anniversary in 2015 but opened without Classics and Ancient History. The Classics Department was created only in 1976, over a decade from the University's foundation in 1965, and numismatics has been taught since the late 1980s by my predecessor Stanley Ireland (who joined Warwick in 1988), and the discipline has been promoted by the appointment of Kevin Butcher in 2007 and my own appointment in 2011. Kevin teaches a course in the Roman Economy, which is complementary to my numismatic modules, and his research interests are in the Eastern Mediterranean, complementary to mine in the Western Mediterranean; our teaching includes also modules on the Archaeology and the Ancient History of these areas. Kevin has published extensively on coins from Syria and coin

²² No PhD students were working on a numismatic topic in 2015.

finds from Beirut and from Zeugma. Together with Matthew Ponting of the University of Liverpool he is currently engaged in a big project on Roman silver coins, *The Metallurgy of Roman Silver Coinage*. My research is mainly based on coin finds from the Western Mediterranean (Italy and Rome, Sicily, Malta, Gozo, Pantelleria, Carthage) and the North-Western provinces (Aventicum, Petinesca). With Keith Rutter and John Morcom I am preparing the volume *Sicily and Adjacent Islands* of the third and radically revised edition of *Historia Numorum*. Clare Rowan joined Warwick in 2012 as a postdoctoral Fellow and has been awarded a big European project on ancient tokens, involving two Postdoctoral Fellows and a PhD student; since 2016 she has been an Assistant Professor. Five students are currently studying for a PhD on a numismatic topic.

Numismatics is one of our Departmental strengths at Warwick and was recognised as internationally leading in the last two national Research Excellence Framework (REF) evaluations in 2008 and 2013. The focus on numismatic topics explored across the Mediterranean with the help of coin finds from archaeological contexts and metal analyses, as well as the new project on tokens are distinctive in the field. Recently, a dedicated study space with a specialised library comprised of donations has been established. The numismatic hub houses also the teaching collection and is open to students researching numismatic topics.

Collaboration between the Classics Department in Warwick, where Chris Howgego is an Honorary Professor and Marguerite Spoerri an Honorary Fellow has been set out above in the section on Oxford. From all our projects data is produced that flow back to our partner institutions, especially to the museums or institutions responsible for the sites where the coins that are being studied are held or were found.

2.2 Museums

The importance of Museums in numismatic teaching cannot be highlighted enough because pictures of three-dimensional copies are no substitute for direct contact with the objects themselves. Many University Departments own small or larger collections, and acquaintance, in particular with large collections, must be part of a solid numismatic training. They make students aware of collections as an indispensable research tool or as a basis for discussion of the history of collecting, and also to gain access to rarer specimens. Moreover, museums offer students a variety of internships, often a vital element in their curriculum.

The role museums have in research in the UK and in the formation of young scholars is acknowledged and enhanced by collaborative doctorates funded by the Arts and Humanities Research Council (AHRC) in the UK. The principle of collaboration consists of joint supervision of a PhD student between a staff member of a University and a curator of a museum who also has a relevant doctorate. The topic of the thesis should be based on material housed at the museum involved in the project. For an example I refer back to the Partnership on Roman Gold coinage started in 2016 between the University of Warwick and the Ashmolean Museum (see chapter 2.1) or to the project *Iron Age Metalwork*

*Hoard*s started in 2015 between the University of Leicester and the British Museum.

Finally, museums have also a key role in making their holdings accessible online (see below). Teaching and research are hard to imagine without databases including pictures online. When it comes to publication, the acquisition of images in high resolution is often expensive. This is a major concern when it comes to the definition of research proposals for a PhD thesis and candidates and their supervisors have to define a suitable topic.

2.3 Summer Schools

British Museum

Summer Schools are a further source of numismatic teaching and are especially useful to students who have never had the opportunity to engage in the subject in the course of their degree. A course of two weeks open to both undergraduate and postgraduate students is organised every year by the Coins and Medals Department of the British Museums with one week each on ancient and on medieval coinage.

British School at Athens

At the British School at Athens a course on Greek numismatics has been organised by Keith Rutter every second year since 2012 (**Fig. 5**). The course is designed for postgraduate students of archaeology, history or literature who may have had little or no experience of numismatic teaching but find numismatics a necessary part of their investigations. The course provides hands-on experience of working with coins, and combines teaching in the analytical techniques that assist the study of coins (such as describing and cataloguing them, die studies, the information derived from hoards and site finds, weight standards and metrology) with a chronological survey of Greek coinage from the Archaic to the Hellenistic period.

2.4 New dynamics thanks to PAS

The Portable Antiquities Scheme

The Portable Antiquities Scheme (PAS) is a scheme to record provenanced small finds,²³ funded by the Department for Culture, Media and Sport (DCMS) and administered by the British Museum. Initiated under the Treasure Act 1996, which came into force in 1997 and comprehensively overhauled the ancient law of Treasure Trove, it increased substantially the kinds of objects subject to legislation. The Scheme does not include coins and other objects from official excava-

²³ <https://finds.org.uk/research> (last accessed 3 December 2016).

tions, and the finds recorded originate largely from metal detectorists which would be lost, if not recorded under the Scheme. Its impact on research and teaching numismatics is such that I feel it merits special emphasis in this paper. The success of the Scheme is evidenced by its key feature, namely the creation of an easily searchable database of a mass of finds, built up by a team of finds advisors. A special strength is the section of the website dedicated to research with entries recording projects based on the finds. In May 2015, when the conference *Numismatik Lehren in Europa* took place, 61 undergraduate, 122 Masters and 95 PhD research projects were recorded. 18 months later in November 2016, the figures increased to 79 undergraduate, 136 Masters and 116 PhD research projects, some of these being projects of my students. These figures do not include the 18 large-scale AHRC projects awarded to established scholars who include PhD students in their projects.

3. Teaching techniques, the promotion of numismatics and outreach

Regarding teaching techniques, the promotion of numismatics, and outreach, I would first of all like to reiterate the benefits of making the students familiar with numismatics from their first year in the context of other disciplines.

Teaching is undoubtedly one of the most inspiring human activities because teaching means sharing knowledge, experience and insights with others, in our case with young people, and receiving their ideas and input. Teaching is not a static activity and involves steady exchange and critical questioning of what we are doing thanks to the fresh views of our students. I would therefore stress once more on the benefits of interaction. Ideally our approach is maieutic, that is, we are the mid-wives of knowledge. We aim to help the students to make the best of their gifts and fully develop their skills, and to enrich them with our own knowledge and experience. Exchange between teacher and student is easier in smaller classes than in bigger ones, but the size of approximately 8 to 15 students in numismatics is ideal. For seminars we therefore split classes when they are larger into smaller groups of c. 12 to 15 students which in turn are split into even smaller groups.

Basic to numismatic teaching as to any teaching of history and archaeology is obviously the engagement with primary and secondary sources. Work on original coins is therefore especially fruitful be it through materials coming into the Department, or by taking the students to a collection or even by establishing a Department within a Museum collection as we have seen happens in the Ashmolean and in the Fitzwilliam Museum. Online databases such as *Coinage of the Roman Republic Online (CRRO)*, *Online Coins of the Roman Empire (OCRE)*, *Roman Provincial Coinage (RPC)* and the databases set up by the museums of their own collections, hopefully soon assembled or interlinked via *Nomisma* or other platforms, are increasingly as important to teaching as to research. Likewise, online access to other primary sources such as texts, inscriptions and non-numismatic artefacts through corpora such as *TLG*, *TLL*, the epigraphic database of Clauss-

Slaby, or the electronical *Beazley Archive* are of inestimable help to the student interested in coinage.

Access to secondary sources, monographs and periodicals can be a major problem, due either to lack of funding or to gaps because older publications are out of print and difficult to find. Online resources may partly help to fill such gaps, but are far from replacing them. They are of increasing importance, however, even when a good library is at hand, JSTOR, Academia and other resources assist the students to access recent and older scholarship.

This discussion leads to the role of digital resources in our teaching. Most importantly, these have now not only an established place in teaching, but are along with social media also a means of exchange among scholars and of promotion of our disciplines. Warwick University strongly encourages innovative teaching, including Digital Humanities, with grants through the *Institute for Advanced Teaching and Learning (IATL)* and the *Warwick International Higher Education Academy (WiHEA)*.

Our websites are both a daily tool and a showcase of our research; and it greatly helps when we can update them ourselves, as is the case at my University. We upload not only our course programs, syllabuses and bibliographies, but also other teaching materials such as powerpoints and the handouts created for each lecture. At Faculty level discussions about lecture capture are ongoing, leading to debates as to whether this will affect student attendance and also considering legal issues about copyright.

I should also like to highlight the series of numismatic videos created in our Department by Kevin Butcher and the Coin of the Month blog set up and run by Clare Rowan. Both elements are vehicles for the promotion of numismatics as a Departmental strength. The blog is a fruitful means to help many students who, since they receive guidance on preparing their texts and pictures, are enabled to generate small online publications of quality. Google Analytics data reveals that since the blog went live in April 2013 it has attracted 19,248 different users with 33,195 page views.

The website obviously promotes numismatics inside and outside the Department and potentially also attracts students, which leads us to the aspect of education and marketing, an area I should highlight in the British context. Undergraduate fees are currently £9,000 per annum and postgraduate fees vary between £4,000 and 7,000 for home and EU students, but they are £15,000–16,000 for overseas students (both for undergraduate and postgraduate students).

Promoting the fields of our teaching and research outside the University not only to an academic but also to a non-academic audience, especially to schools, is related to a policy of widening participation.

To give an example, a couple of years ago the Department of Classics and Ancient History organised jointly with the Ashmolean Museum *Teaching with Ancient Artefacts*, a training day for Secondary School teachers of classical subjects (Classical Civilization, Ancient History, Latin and Ancient Greek). The event took place at the Ashmolean Museum and involved objects of art, inscrip-

tions and coins and specialists across the disciplines and from both institutions.²⁴ This is public engagement ('outreach') which is a compulsory element for grant applications to AHRC for the funding of research projects; in this case it is linked to an AHRC project (*Latin inscriptions in the Ashmolean [ASHLI]*) of my colleague Alison Cooley at Warwick, a specialist in Roman epigraphy. The variety of materials handled at the training day demonstrates once more the multidisciplinary concept of teaching and research where coins hold a well-established place.

On an academic side, a key event is the Numismatic Day, which is organised annually in the Department as an opportunity to present work in progress or to present a paper on a specific topic. This involves speakers from other institutions including from abroad, but is also open to our growing community of PhD students to present their research.

4. Teaching and research

4.1 Teaching and research, and our books

Teaching and research are closely interlinked, and there is a constant interplay between the two. How seriously this is taken is apparent from the latest information on government policy on the evaluation of research and teaching quality in higher education, which in future is highly likely to include an enquiry on: '...how our research culture impacts and enhances the student experience of teaching and learning'.²⁵ Criteria of how this impact will be measured, especially with regard to learning outcomes, are not yet available and would be a difficult area to explore.

That said, one aspect of interaction I am interested in here is the conception and creation of books. There are two possible approaches, i.e. either to write a book as a result of teaching a course or a series of lectures,²⁶ or to teach inspired by research, ending in a book.²⁷ There may be a range of shadings between these two approaches because they cannot be clearly separated; for example, it is possible to write a book intended to be used in teaching as a 'course book' from the start.²⁸

Most of the time, we do not know how scholars use or used their own books for teaching purposes. One might for instance wonder how Sutherland would have proved the impact of his teaching on his students. To Chris Howgego, who was one of them, Sutherland read out the proofs of his book *The Emperor and Coinage. Julio-Claudian Studies* (1976).²⁹ This has obviously left an impression on

²⁴ <http://www.ashmolean.org/ashwpress/latininscriptions/2014/05/13/teaching-with-ancient-artefacts-classics-teachers-inset-day-at-the-ashmolean-museum-22nd-november-2014/> (last accessed 3 December 2016).

²⁵ Information circulated to Departments on 5 December 2016.

²⁶ See e.g. Grant 1958, p. 10.

²⁷ See the following note on Sutherland 1976.

²⁸ See the following on Howgego 1995.

²⁹ Information March 2016 from Chris, whom I thank for sharing his experience with me.

him and has influenced his own research on coinage. Chris in his book *Ancient History from Coins* (1995) is explicit:

‘This book is intended for students and teachers of ancient history who want to know how the study of coinage can be of interest to them. Its aim is to show how the character, patterns, and behaviour of coinage bear on major historical themes, and to introduce the principal numismatic approaches by reference to some of the more cogent examples.’³⁰

With this book title and with this opening he pursues and develops the tradition of British scholars who constantly uphold the value of coins as a source for history, a quest highlighted earlier in this paper. Colin Kraay, who worked with Sutherland at the Ashmolean, is the author of *Greek Coins and History, Some Current Problems* (1969) a book aiming in a similar fashion to promote historical interpretation of coins, in which he warns of pitfalls and says that coinage can be misleading if its historical context is not secure.³¹ Here is a list of books dealing in various ways with the subject of history from coins:

Numismatics and History, by Ph. Grierson (1951);
Roman History from Coins, by M. Grant (1958);
Greek Coins and History. Some Current Problems, by C.M. Kraay (1969);
Numismatics, in: Sources for Ancient History, by M. Crawford (ed.) (1983);
Ancient History from Coins, by C. Howgego (1995);
From Coins to History, by H. Mattingly (2004).

They all differ somewhat in their approach and in their genesis, with Crawford stressing numismatic methods in his edited volume on sources, where coinage is presented along with literature, epigraphy and archaeology, whereas the others focus on the evaluation of coins as a source; Mattingly’s book is a collection of selected studies. Yet they all have a common scope, to make the reader familiar with features of coins which make them unique compared with other sources. Most of them are short and dense, and probably conceived for students and a wider scholarly and non-scholarly audience, but, apart from Howgego’s book, only Grant’s is stated to be in direct relation with teaching since it consists of a number of lectures delivered at the Universities of Cambridge, Milan and Genoa.³² All these books share a special emphasis on links with history which emerges also from Sutherland’s above mentioned book:

‘And I hope even more strongly that the distinction between “historian” and “numismatist”, now diluted for the later Empire, for the early empire... may be weakened.’³³

Focusing on aspects of economic history of the Roman world in particular, Michael Crawford recently explained his own approach to numismatics as a historian. He does not consider himself as a numismatist, but did at some point

³⁰ Howgego 1995, p. xi.

³¹ Kraay 1969, p. 2.

³² Grant 1958, p. 10.

³³ Sutherland 1976, p. 2.

engage with numismatics because he thought that it would help him to make progress with problems he was interested in.³⁴

Links between numismatics and the economy and between numismatics and archaeology were for a long time far less explored in research and therefore permeated less into our teaching. With Richard Duncan-Jones' works on economy³⁵ and Richard Reece's on coins from sites (a few decades after the German *Fundmünzenprojekt* was initiated by Konrad Kraft [1920–1970] and others),³⁶ this situation started to change, and research in these areas undertaken across the country is now reflected in our teaching (see above especially on London, Reading and Warwick).

Finally, on a more basic level, transmission of material knowledge is a fundamental part of teaching numismatics, and in this regard, the availability of the *Oxford Handbook of Greek and Roman Coinage* (2012) is of great value.

4.2 Furthering the early introduction to research

Teaching tailored to the students' gifts and interests is what we do whenever possible, and skilled writers with talents in research will reveal their abilities thanks to the intense exercise of essay writing. Not all of our students will be research active in their later career but those who are promising and keen to engage with research are encouraged to do so early by the so-called *Undergraduate Research Support Scheme (URSS)* or *Undergraduate Research Opportunity Programme (UROP)*.³⁷

Such schemes started in the US, mainly at Massachusetts Institute of Technology (MIT), followed by Harvard and others. Imperial College London has run them since 1980, but only within Natural Science subjects, and the Nuffield Foundation made some bursaries available to students from elsewhere. Some twelve years ago, Warwick and Reading started offering funding across all disciplines, including Arts and Humanities.³⁸ The principle is to fund the students' projects which they realise over the summer supervised by a member of staff, ideally linked to a research project of that member of staff.

³⁴ See Frey-Kupper – Kemmers forthcoming.

³⁵ Duncan-Jones 1982; Duncan-Jones 1994; von Reden 2007.

³⁶ See e.g. in Casey – Reece 1988.

³⁷ On the development of the scheme in UK, see Thrift 2009; John – Creighton 2011; John – Creighton 2013; Denicolo – Reeves 2013, pp. 8-9, tab. 1.1. Thrift, former Pro-Vice-Chancellor at Warwick University has strongly encouraged the introduction of the scheme into British higher education.

³⁸ Since then, some of the Research Councils (before money was cut back) offered funding in STEM disciplines, as did the Wellcome Trust in Medical sciences. Because more money was coming in, Nuffield stopped their scheme and redirected the money towards promoting science in schools; Information from John Creighton on 6 Mai 2015: 'My research was done in collaboration with the Wellcome, Nuffield and Research Councils, and informed their policies. It was while I was seconded away from Archaeology to run a project linking teaching and research in Universities, which I am passionate about.'

I was pleased recently to carry out with three students a URSS project linked to *Historia Numorum, Sicily and Adjacent Islands* on metrology with the aim of collecting weights of Sicilian bronze coins in order to include average weights and standard deviations in the catalogue; moreover the students have undertaken some case studies on how weights vary and evolve in some coin series. The project ran over two months, first with work on coins from publications and later on coins of the British Museum, with the help of John Morcom and with Amelia Dowler, curator of Greek coins at the Department of Coins and Medals in the British Museum. This not only offered to the students opportunities for specialised training in research and for collaboration with experienced scholars, but it also allowed me to bring together three generations of researchers (Fig. 6). The scheme includes training in transferable practical skills, such as budgeting a project, useful in a later career and enhancing employability. This scheme took place in 2012, the first URSS scheme ever run in Classics and Ancient History at Warwick and one of the first there outside natural sciences; and since then URSS projects have taken place every year.

5. My own view on teaching and challenges

One of the most challenging tasks in my academic environment where a more focussed numismatic module lasts only one year is to make the students familiar with a wide range of materials in a relatively short time. Knowledge of the material and a close look at the objects are inspiring and crucial for research, but are less obvious when students are used to a more theoretical approach.

One of my main objects is therefore to encourage the students to engage with new materials collected in the field, especially with coin finds, and to connect them with relevant objects from other primary sources, be it material or textual, if possible based on corpora of hitherto unpublished material. The present PhD students working on such materials are especially promising.

Another fundamental point is the engagement with scholarship in a language other than English. This is not an easy matter to deal with as a result of government policy, where low priority is given to language training at schools. However, much can be done and my approach is to work with engaged students in small groups on focussed topics of recent scholarship in various modern languages and discuss them in seminars. Erasmus students are part of these groups and form complementary tandems with our students.

Another interesting challenge, again arising from the government's policy of widening participation is that currently half of the population in the UK is taking an academic degree. Classics in UK is still one of the very highly regarded not to say prestigious academic fields and beneficial to transferable skills and generating employability. The range of students we have is indeed impressive and the teaching has to fit both outstanding students and those who are slower in acquiring their skills. Some of our students will later stay in academia or in higher education, but others will enter a wide variety of occupations and professions. The advantage is that Classics thus influences a wide range of people

throughout society. It has also a wide international impact as I will further acknowledge in this paper, and brings us in touch with many cultural backgrounds.

6. International outreach and interaction. Potential for networking and Conclusions

To sum up, numismatic teaching in British Universities is closely interlinked with neighbouring disciplines and teachers treat numismatics as a source within their wider framework. None of those who teach numismatics teach it as an exclusive science and, conversely, every student of archaeology and history receives at least some numismatic education (**Fig. 7**). This concerns however only the limited number of universities discussed in the present paper, and that is one of the reasons why a summer course is offered at the British School at Athens and at the British Museum.

A major feature of universities in the UK is, as I have mentioned, the high percentage of international students. This applies not only to Oxford and Cambridge, but also to UCL London, Reading, Warwick and Edinburgh, which is to a certain extent due to their high ranking. For example, the five current numismatic PhD students and the two postdoctoral fellows in Warwick spread over five countries and three continents. The international impact of the UK is therefore potentially considerable.

Thinking of strengthening collaboration in numismatic teaching across Europe, the Erasmus exchange has still the potential to provide an effective means of networking. I have recently been approached by Michele Asolati from the University of Padua to set up an exchange between their and our Departments, and in the exchange we have made provision for the movement of professors. Summer Schools are also a fruitful tool for exchange, as I have experienced myself recently as a Guest Scholar at the Institut für Numismatik und Geldgeschichte at the University of Vienna and as a Visiting Professor at the American Numismatic Society where I have given a few lectures and supervised the work of a couple of PhD students (**Fig. 8**).

An easy and obvious means of collaboration is also directing students according to their research interests to colleagues who are experts in the topic. It is in this way that one of my PhD students came from Italy to Warwick, and likewise I recommended students who were approaching me to supervise them in a field I do not know to contact a specialised colleague elsewhere. Another possibility for collaboration is to exchange teaching materials, but the exchange and mobility of staff and students is now more than ever before a vital source of inspiration in scholarship and in teaching. In the aftermath of Brexit this is one of the most serious concerns of Universities in the UK.

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1: Postgraduate students on the numismatic module of the Taught Masters course in Ancient Visual and Material Culture at the University of Warwick producing casts of Roman coins, joined by a PhD student (Marta Barbato). Teaching of small groups takes place in the module tutor's office.



2-3: Oxford, Ashmolean Museum, Heberden Coin Room. Chris Howgego and Volker Heuchert teach Warwick students on a visit.



4: Oxford, Ashmolean Museum, Heberden Coin Room. Hands on work on coins from the collection with Warwick students.



5: Keith Rutter with students of the Postgraduate Summer Seminar sitting in the Memorial Garden to Martin Jessop Price (1939–1995) at the British School at Athens. The inscription recalls that Martin, a distinguished numismatist and Deputy Coin Keeper at the British Museum from 1978–1994, was Director of the BSA from October 1994 to April 1995 (Photo Keith Rutter).



6: Participants of the Undergraduate Research Support Scheme awarded to three students of Warwick University working on weights of Sicilian bonzes at the Coins and Medals Department of the British Museum in 2012 (from left to right: Amelia Dowler, Jessica Walker, Laura Christofis, Suzanne Frey-Kupper, Frances Hoggard, John Morcom).



7: Warwick University, Graduation in July 2012; students in Classics and Ancient History.



8: New York, Eric P. Newman Graduate Seminar organised at the American Numismatic Society 2014. Peter van Alfen and the author with seven PhD students from the US, Canada and New Zealand (Photo Alan Roche, ANS).