

As an art history and archaeology M.A. candidate from the University of Missouri – Columbia in the mid-1990s, I supported myself by working half-time at the Museum of Art and Archaeology spending much of my time creating or revising catalogue cards for the museum's collection of ancient art, and later on inputting pottery data from the site of Tel Anafa into a database on a Macintosh computer. I first used email at the University of Evansville using PINE in 1994, and posted to my first archaeology email discussion list in 1995. Even though the Internet was installed at Mizzou in 1995 and made available to students via the Mosaic browser, I completed zero of the research for my thesis online, and I wrote it on a DOS-based 486 PC. I did, however, teach myself Aldus PageMaker in order to design the abstracts for the Art History and Archaeology Graduate Students Symposium shared between Missouri and Kansas. In the field during the summers of 1996 and 2000, instead of working in the trenches at the site of Isthmia, I worked on the dBase III and Access 2000 databases in the excavation house. Tim Gregory must have heard about how horrible of an excavator I was when I dug at Poggio Civitate in Italy and set me to work on the computers.

Am I excavating or in academia after earning my Master's in 1996? No. But the solid background in Classics, Latin, and art history/archaeology combined with a strong working knowledge of existing and emerging technologies provided me with a unique skill-set to get me placed for ten years at a museum software company. Following that experience, I was hired by Bolchazy-Carducci Publishers to manage its eLearning projects and to bring Classics pedagogy into the new millennium utilizing everything from social networks to mobile phones. It is my job to dream about how to place Latin and Greek into games, onto mobile technologies, and onto the Internet, and to consider how to give Latin and Greek to students via technologies that are just beginning to emerge. I am also interested in educating teachers on how to implement new and established technologies into the Classics classroom, keeping these elements simple to learn and to use. I have no computer science background; I have taught myself technology mostly by playing and experimenting, and by learning from my mistakes and from feedback from customers, employers, and friends. Had I not been a digital auto-didact, it is highly doubtful I would be employed in Classics at all.

The point to take away from my experiences is that in order to be employable in Classics, especially now, and most especially if you wish to work outside of academia, you need to have some comfort and facility with tools that now include blogs, wikis, social networks (especially Facebook), mobile phones, along with the obvious including Microsoft Office, Windows and Mac operating systems, and, if you really want to contribute to wherever you are applying, learn a web design program like Dreamweaver and learn to use Photoshop or another digital imaging software program. All of these can make you more marketable as a prospective employee, will allow you to converse with millions of other students and teachers about the use of these technologies, and will conceivably make you a better teacher or whatever it is that you ultimately decide to be. If you are not planning on being a Classics professor or an academic you can still serve Classics in hugely important supporting roles, some examples of which include the Perseus Project, eClassics, and the APA's American Center for Classics Research and Teaching, not to mention online publications.