set some mail servers. Do not include more than one full-stop (reserve this for the delimiter between the filename and the document type).

- Make sure that the filetype is appropriate: '.doc' for Word documents, or better still, save the file as an RTF document and an '.rtf' filetype. Ensure that your operating system is not hiding the filetype, or you might end up with a filename like 'document. doc.rtf' — which invokes the wrath of the mailserver (see the first point above).

- Do not use macros a file for transmission, they will arouse suspicions on mail servers.

- Make sure that your file contains no virus or trojan. Run your anti-virus software!

- If you send an attachment to an e-list, you will most likely compromise the web archive of the e-list, if one is kept: most e-list server software cannot deal with attachments very well.

One last point: many mail servers are set to remove virtually all attachments in a vigorous, aggressive manner: so all this preparation might be for nought. But before you vent your spleen at the system administrator's draconian, megalomaniacal rules, consider the fact that 99.99 per cent of computer viruses are propagated by attachments. ∎

Library technician educators meet at neXt2005

An enthusiastic group of library technician educators welcomed the opportunity to meet with members of ALIA's Education Reference Group during neXt2005 where they explored a broad range of issues relating to implementation of the revised Museums and Library/Information Services National Training Package. Some twenty library technician educators and other interested stakeholders discussed the skill sets employers require of library technicians and considered how these, and higher skill levels which might be expected in the future, relate to the different qualifications offered within the package. Other issues discussed included requirements for work placements as part of course delivery, the entry of private providers into the market (and the implications of this in relation to the responsibilities of Registered Training Organisations such as the TAFE institutions) and credit transfer arrangements for students seeking to articulate to library and information studies at university.

A key outcome of the meeting was reaffirmation of ALIA's role as a recognising body that regularly visits institutions offering library technician courses. However, given that the Association had significant input into the development of the training package and that courses are subject to the quality assurance mechanisms set out in the Australian Quality Training Framework, the course recognition process might better focus on resourcing and course delivery issues.

Library technician educators congratulated the Association on providing this opportunity to meet during neXt2005 and reiterated the importance of ALIA's role in bringing together educators and other stakeholders in such fora. Using feedback obtained at the meeting the Education Reference Group will be developing a draft model for course recognition at library technician level. ∎