

Vol. 9, Issue 3 August, 2003

DDC 22 - Dewey Decimal Classification Edition 22 – Just What You Need to Know

Donna Schroeder, OCLC Services Coordinator, OHIONET

Seven years have passed since Dewey Decimal Classification Edition 21 (DDC 21) was introduced. Since that time the world has undergone a lot of changes that are reflected in the new edition that made its debut in July. (The abridged edition will come out in January 2004.) Before we take a look at some of these new numbers, I would like to take a bit of time to talk about the DDC and about how these numbers are arrived at.

Over 200,000 libraries in 135 countries use the Dewey system. It has been translated into French, Italian, Russian and Spanish. Arabic, Chinese, Hebrew, Korean, and Vietnamese translations are under way for the full version. A German version both in print and electronic will be available soon. The abridged DDC can be found in Arabic, French, Greek, Icelandic and Norwegian.

The Dewey editors reside at the Library of Congress. Together they have over 100 years of experience with the Dewey system. These editors work closely with the Editorial Policy Committee (EPC) to facilitate innovations, suggest changes and monitor the development of the Classification. EPC reviews all the different versions, full and abridged, in print and WebDewey. The members come from all different types of libraries and represent users worldwide. It's a daunting task to keep Dewey up to date.

(Continued next page)



Dewey Decimal Classification and Relative Index. Edition 22.

Four volumes. 2003. Permanent paper. ISBN 0-910608-70-9. \$375.00

Available from OCLC Forest Press – http://www.oclc.org/dewey

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Let me set your mind at ease by telling you that no schedule has been completely changed in DDC 22. That having been said there are major updates to schedules and tables. New numbers and topics have been added. The major updates are in: 004-006 Data processing, 200 Religion, 301-307 Sociology and anthropology, 340 Law, 510 Mathematics, 540 Chemistry, 610 Medicine and health, 900 History and geography and updates to Tables 1-6. In the scope of this article I will not be able to cover every single change but I will try to convey the bigger changes.

First you may notice that the 000s have been renamed to "Computer science, information & general works." Word processing has been moved from 652.5 to 005.52. There is a new number for virtual reality at 006.8. New topics have been fitted into the hierarchy and expansions have been made where warranted to avoid having to completely revise this area. I'm now going to jump to mathematics. 511.5 has been expanded out to include 511.54 Directed graphs, 511.56 Coloring of graphs and 511.64 Permutations and combinations. The last number included relocations from 512.72, 512.925, and 513.25. Number theory has been removed from the caption for Algebra. Under Group theory (512.2) and Rings (512.4) new numbers have been developed including 512.23 for Finite groups and 512.44 for Commutative rings. A number for Banach algebras is available at 512.554. Decimal fractions are represented at 513.265 and Finite geometry at 516.11.

The 200s were changed to reduce Christian bias. This was spread out over Editions 21 and 22. In DDC 21 we saw Christianity moved from 200 to 230 along with the removal of the subdivisions of Christianity from 201-209 to 230-270. Judaism (296) and Islam (297) were expanded. In DDC 22 Comparative religions is relocated from 291 to 200. The subdivisions of 291 are moved to 201-209. "Religious mythology, general classes of religion, interreligious relations and attitudes, social theology" has been relocated from 291.1 to 201. For example the attitude of religion toward economics has been moved from 291.1785 to 201.73. 299.6, 299.7 and 299.8 have been revised and expanded. For example the number for the Hopi doctrine about creation is 299.78458027. 299.78 is the base number for religions of specific groups pertaining to North America. Added to this number from Table 6 is the number for Hopi –458. The creation aspect comes from 202.4 (relocated from 291.24) that is added on at the end.

In theory the split between groups (305) and institutions (306) was valid but the application was unworkable. Outdated social viewpoints and relationships have been removed and updated terminology has been applied. For example, Children of unwed parents has become Children of unmarried parents. Male homosexuality and Lesbianism have been moved to 306.7552 and 306.7663 respectively from 305.389664 and 305.489664. Husbands has been relocated from 305.389655 to 306.8723. In DDC21 there was a note not to add notation –08 from Table 1 to numbers in 305. The note and this policy are gone. There is a Table of preference listed for developing the numbers. Along with 305 is Table 5. It has been renamed to Ethnic and National Groups. Since the concepts of race vary, racial groups mentioned here are connected with a few broad ethnic groupings. A work that emphasizes race should be classed with the ethnic group that most closely matches the concept of race described in the work. Overall the changes in Dewey 22 are to reduce the emphasis on race, make new provisions for marginalized groups, update the terminology for current social institutions and reflect the changed views of sociology.

The number for law (340s) remains problematic. Some changes are 341 being renamed to "Law of nations," provisions for "intergovernmental organizations" and development of the numbers for human

rights. The 400s also have seen some changes. The numbers for Scandinavian languages have been revised and the numbers at 495.17 have been expanded for geographic variations of Chinese. 419 now represents Sign languages. Numbers have been created for Dutch, American, French, Spanish, etc. languages. Grammar has been expanded in 415 and so has Table 4 for grammar, paralleling 415.

One of the ways that the editors determine whether or not a number needs to be removed, expanded or changed is through literary warrant. A search of WorldCat can reveal how topics have gained or diminished in importance. A survey of the literature written for qualitative chemistry and quantative chemistry has revealed that these areas showed very little development over the past several years. The numbers are now bracketed and any literature written today is relocated to different numbers.

The nursing number has been changed. Located in 610.73 are nursing materials limited only to general nursing. As the nursing profession expands its responsibilities and gains more recognition beyond the scope intended for this number, these works will be moved into other numbers. For example, works on surgery for nurses will be classed in 617 not 610.73. Experimental medicine is moved from 619 to 616.027. There are new numbers for such conditions as Cluster headache (616.84913) and Sjogren's syndrome (616.775).

Literature has undergone some changes including a new notation for picaresque fiction in Table 3B. Historical periods in the 900s have been updated. The facilities for travelers have been moved from 647.94 to 910.46. The numbers for the Holocaust have been expanded. Expanded numbers included 940.531811 Causes, 940.531818 Holocaust denial and 940.53186+ Commemorations and memorials. There have been changes to geographic areas for Great Britain, South Africa, France, Columbia and others. Central Europe, Iran and Quebec have been revised and expanded.

Here are a few other numbers and topics that have been added:

302.231	Digital media
394.2612	Kwanzaa
523.24	Extrasolar system
617.057	Endoscopic surgery
621.38807	Digital television
641.8248	Pizza
651.792	Intranets
658.3152	Telecommuting
775	Digital photography
776	Computer art (Digital art)

The manual is now available in the 1st volume. New editing has been done to insure a more consistent style. Basic instructions have been moved to the introduction. WebDewey has some changes too. The introduction can now be easily located under "Show options." The flow charts from the print version are now available in WebDewey. They are in PDF form and can be found in the manual. There is a small button labeled "View" that will take you to the flow chart. MeSH headings are now included alongside the LC subject headings.

I haven't covered everything but I think you can get the flavor of the changes that have happened with DDC 22. If you would like more information check these out:

http://www.oclc.org/dewey/DDC Edition 22/NEW FEATURES.pdf http://www.oclc.org/dewey/DDC Edition 22/Relocations and discontinuations.pdf

As always, Dewey remains a dynamic, ever changing classification scheme that continues to offer libraries a fine way of organizing their collections and will continue to do so for a long time to come. I think Melvil would be proud.

DDC Web Resources

A brief look at Dewey Decimal Classification / Donna Schroeder, OHIONETWORK Newsletter http://www.ohionet.org/publications/Newsletters/oct 02.pdf

CyberDewey (Web Sites Classified by DDC) http://www.anthus.com/CyberDewey/CyberDewey.html

Dare to Do the Dewey! (A webquest for grades 4-6) http://www.memphis-schools.k12.tn.us/admin/tlapages/dewey.htm

Dewey Browse (Web Sites Classified by DDC) http://www.deweybrowse.org/

Dewey Decimal Classification Home Page

http://www.oclc.org/dewey

Includes:

- Introductory information
- **Tutorials**
- Ordering information
- WebDewey
- FAQs and Bibliographies on DDC

Dewey Decimal Trivia Game http://thrall.org/dewey/levels.htm

Dewey Lesson Ideas

http://mte.anacortes.k12.wa.us/library/dewey/dewles.htm

KidsClick—Dewey Index (Use to teach kids about Dewey, and then for homework help) http://sunsite.berkeley.edu/KidsClick!/dewey.html

Let's do Dewey (A library exercise)

http://www.mtsu.edu/~vvesper/dewey.html



TechKNOW is published on the intenet by the Technical Services Division of the Ohio Library Council. For more information, or to submit articles, please contact Margaret Maurer at Kent State University Libraries and Media Services at 330.672.1702, at home at 330.628.0313, or via the internet at mmaurer@lms.kent.edu.

Coordinator's Corner

"It was good to pull us all together." That was one comment we read after our successful Mohican workshop in May. Sixty-six very positive evaluations of the event were received from its one hundred and one participants, some coming from as far away as New Jersey and Minnesota. We had technical services people from academic as well as public libraries. Our keynote presenter, Janet Swan Hill, was enthusiastically welcomed, and she too gave us positive feedback on her experience. I'd like to hear from our membership as to the desirability of repeating a technical services workshop of this nature, and if it should be annual or biennial.

We followed the workshop by mailing the third in our series of cataloging aids, a poster on cataloging spoken recordings. It was sent to all members of the Technical Services Division. Additional copies can be purchased from the OLC office for \$2.00 each. We also would appreciate hearing from members who feel a need for reprints of our first two posters, Book Cataloging and Video/DVD Cataloging.

The third news item I want to mention is the institution of a new, un-moderated technical services listserv. To subscribe to this discussion list, please go to the OLC website. After subscribing, messages can be posted by sending an email to TechSvcs@lsit.ohionet.org. It is our hope that the Action Council can communicate with its members more effectively using this listserv and that technical services people can network with each other to solve problems, gather information, vent, etc.

We've begun working on the 2004 chapter conferences and will most likely be offering twelve spring programs to the Conference Committees. We are very excited to be working with the Diversity Committee of OLC on a two-hour presentation focusing on foreign language material in the collection from both a technical services and public services viewpoint.

The OLC Annual Conference in Cleveland is just over the horizon, and the TS Division will present five programs, one of which is a table talk.

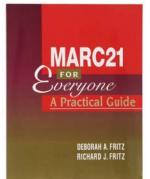
A lot has gone on this year in the Technical Services Division, and next year looks busy too, so stay connected.

--- Joanne Gilliam, Coordinator

TechSvcs@list.ohionet.org: TS Division Mailing List

A new electronic mailing list has been created by OLC for Technical Services Division news and views. It will be a great spot to post questions and gain information about division programs and activities. Volunteer opportunities will be posted there. If you have ideas for TechKNOW articles or changes, just send them here. Got suggestions for programs, speakers or training needs? Use the list!

Although the division is looking into automatically subscribing our members, currently you must subscribe yourself to take advantage of this information. To subscribe, go to http://www.olc.org/listservers.asp and fill out the form, selecting the TS Division.



Deborah A. Fritz, Richard J. Fritz. *MARC21 for Everyone: A Practical Guide*. American Library Association. 2003. 188 p. 0-8389-0842-X, \$48.00 [ALA Members: \$43.20]

Finally there is a book for people who "want to know a little about MARC and how it works in a library catalog." *MARC21 for Everyone* provides necessary, basic information, without overwhelming the reader with the level of detailed required to actually catalog.

MARC21 for Everyone is written by Deborah A. Fritz, the author of Cataloging with AACR2 and USMARC: For Books, Computer Files, Serials, Sound Recordings, and Videorecordings, and Richard Fritz, an authority control and MARC database processing expert. The authors also co-own The MARC of Quality, a Florida-based company that provides a variety of library services.

The book includes lots of learning tools, including quizzes at the end of each chapter, tables, charts and lots and lots of example records. There is information on how to search MARC records, what the terms and codes mean and how MARC record data should be presented to users. There is a really nice section on how different library departments use MARC and also a short glossary.

The authors' explanations are clear, concise and written at the level of the general reader. The relationship between MARC and AACR is explained. Other library standards and controlled vocabularies are also identified and briefly described. It is their opinion that MARC allows us to share both records and resources precisely because it is consistently standardized, but also because it is capable of great complexity.

Library systems staff, library administrators, directors, reference desk staff who are new to the library field, acquisitions staff, cataloging support staff and library students all can benefit from a basic understanding of the MARC record and how it sits on the library automation system. As Fritz explains it, knowing how MARC records are supposed to work will tell you why you can find some things in the catalog and not others, as well as enable you to understand why and how patron displays differ from staff displays. This is a book that can give you that level of understanding.

The Smile on My Face

By Jennifer Bull, Supervisor & Head Cataloger, Ashland Public Library

Recently, I went to a fantastic conference. I know it was fantastic because I smiled all the way home. I came away from it feeling a sense of accomplishment, feeling fulfilled and satisfied. I felt confirmation and an appreciation for the speakers who had shared their knowledge and experiences in such a good way. I left believing I could set higher goals, and reach new levels of performance.

The conference I'm referring to was Technical Services 2003: Inspiration, Example, Synthesis. During the opening session, I listened intently to Janet Swan Hill as she spoke about the work of Technical Services. I found myself wanting to jump out of my chair and shout, "Amen!" while she was speaking. She shared my thoughts without even knowing me. I kept thinking, I feel that way, or, I've said that, or she really understands.

This led to the feelings of confirmation. When a known speaker verifies my thoughts I pay attention. When someone else can substantiate my cries for understanding, I know I am on the right track. The work performed by Technical Services departments is, so often, misunderstood and/ or devalued. My cry has been for understanding and for the value of our work to be recognized.

I went to the conference looking for answers to perplexing situations, and gained insight. I learned some things about myself in the process. There were areas of uncertainty tucked away in little pockets in my mind. I was uncertain about some of our methods in the workplace. I had uncertainty about the way I was looking at certain issues. Stress was increasing as I carried those uncertainties around in their little pockets of unrest. I was able to un-tuck them and toss them away as my mind was set to rest by lessons learned at the conference. That's one of the reasons I left smiling.

I noticed something at this conference. I've noticed it before at other conferences. It's nothing new or startling, just something that caught my attention. I noticed that I was moved by the sincere look of desire to learn in the eyes of people much like me, and it prompted me to desire more. I saw the anticipation in the faces of attendees as I glanced around the room. But this time I really paused to consider how much it means to so many people to have an opportunity to learn. What a great thing it is to learn and apply what we learn in given situations. This simple process in itself is something we take for granted. I've also gained a new appreciation for speakers that can transfer their knowledge, their insight and methods, in the confines of a conference setting.

Much like a full stomach at the end of a good meal, I walked to my car feeling full and satisfied. The sense of accomplishment I felt in those moments came because I felt the right mix of confirmation for the work I perform and encouragement to go and do more in new and better ways with new tools and understanding.

Cataloging Posters For Sale

The TS Division has created yet another cool cataloging poster. This one features the fields and tags used to catalog spoken recordings on tapes and CDs. Individual copies of this poster were recently sent out to TS Division members. Additional copies are available to be purchased from the OLC office for \$2 each, shipping and handling included. To purchase posters, contact Ro Swanson at the OLC office (olc@olc.org, 800-436-5423). Posters can be paid for by check or credit card, or your library can be billed.

Genre / Form Access – The Next Big Step

By Louisa J. Kreider, Authority & Quality Control Coordinator, Cleveland Public Library

In 1999 the Library of Congress expanded its application of the 655 field, known in MARC parlance as Index Term—Genre/Form, by authorizing additional codes for use in subfield \$2 of this field. In February 2003 LC announced another modification of the 655 field among other changes to MARC 21 Format for Bibliographic Data, echoed this spring in the OCLC-MARC Format Update 2003 (Technical Bulletin 249). This most recent change is the next big step in the continuing development of genre/form access through library cataloging and affects the second indicator of this field. While previously only one value was available for the second indicator, seven new values have been defined and implemented.

Before this change took effect, the only valid code for the 655 second indicator was 7. This value is defined as "Source specified in subfield \$2," which means that any 655 field with the second indicator coded 7 requires the presence of a subfield coded \$2 as well. The subfield \$2 contains an abbreviation of the source of the term used in subfield \$a of the 655 field. The list of valid abbreviations for the many thesauri from which form and genre terms may be derived appears in *MARC Code List for Realtors, Sources, Description Conventions*. Most of these codes are loose acronyms of the titles of the works they represent, and they are always recorded in the bibliographic record in lowercase without punctuation. Examples of some of the thesauri frequently used in public libraries along with their MARC codes include *Guidelines on Subject Access to Individual Works of Fiction, Drama, Etc.* (gsafd) and *Moving Image Materials* (mim). Terms from *Library of Congress Subject Headings* (lcsh) may also be used as form or genre headings. Below are two examples of how the 655 appears in the bibliographic record using the second indicator value 7 in tandem with the subfield \$2.

```
655 _7 $a Mystery fiction. $2 gsafd 655 _7 $a Domestic fiction. $2 lcsh
```

Under the changes announced earlier this year, seven new values may now be assigned to the second indicator. These values represent specific thesauri and therefore obviate the need for a code specified in subfield \$2. The newly defined values are:

Library of Congress Subject Headings
LC subject headings for children's literature
Medical Subject Headings
National Agriculture Library subject authority file
Source not specified
Canadian Subject Headings
Répertoire de vedettes-matière

Using the newly defined indicator value for *Library of Congress Subject Headings*, the genre heading for a work of domestic fiction may now be recorded as:

```
655 0 $a Domestic fiction.
```

Second indicator value 7 with subfield \$2 is still a valid combination. Since only seven thesauri now have specific values, the second indicator 7 with subfield \$2 is necessary to define the source of any term taken from other thesauri beyond these seven. Furthermore, the second indicator 7 with \$2 is still valid for the seven thesauri now assigned specific indicator values. If your local system is configured to display genre/form headings only coded 655 _7 and does not correctly display the 655 field with any other second indicator value, you may continue to observe the older coding practice. To use an example to illustrate, either of these is acceptable:

```
655 _0 $a Domestic fiction.
655 _7 $a Domestic fiction. $2 lcsh
```

Further information is available from:

MARC 21 Format for Bibliographic Data http://www.loc.gov/marc/bibliographic/ecbdhome.html

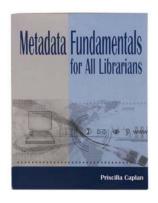
MARC Code List for Relators, Sources, Description Conventions http://www.loc.gov/marc/relators

Announcements regarding the time frame in which the Library of Congress will implement changes to MARC formats may also be found at http://www.loc.gov/marc by clicking on News & Announcements under General Information, then paging down to Implementations Announcements.

OCLC users can learn more about this change in Technical Bulletin 249. OCLC Technical Bulletins are available only online at www.oclc.org/technicalbulletins.

655 Index Term - Genre/Form. 2nd Indicator values

- O Library of Congress Subject Headings The subject added entry conforms to and is appropriate for use in the Library of Congress Subject Headings (LCSH) and the Name authority files.
- 1 LC Subject Headings for Children's Literature The subject added entry conforms to the AC Subject Headings section of the LCSH and is appropriate for use in the LC Annotated Card Program.
- 2 Medical Subject Headings The subject added entry conforms to the *NLM* authority files.
- 3 National Agricultural Library Subject Authority file -- The subject added entry conforms to the NAL subject authority file
- 4 Source not specified The subject added entry conforms to a controlled list that cannot be identified by another defined value or by a code in subfield \$2.
- 5 Canadian Subject Headings The subject added entry conforms to and is appropriate for use in the Canadian Subject Headings and the NLC authority files.
- 6 Répertoire de vedettes-matière The subject added entry conforms to and is appropriate for use in the *Répertoire de vedettes-matière* and in the NLC authority fields.
- 7 Source specified in subfield \$2.



Priscilla Caplan. *Metadata Fundamentals for all Librarians*. American Library Association, 2003. 192 p. 0-8389-0847-0, \$42.00 [ALA Members: \$37.80].

This book is an excellent introduction to the many forms that metadata can take. It is clearly written and very detailed. The book's author, Priscilla Caplan, is experienced at developing metadata standards and really knows her topic. She serves as the Assistant Director for Digital Library Services at the Florida Center for Library Automation. She has also been a member of the Dublin Core Advisory Committee and the Chair of the National

Information Standards Organization (NISO) standards Development Committee. Her grasp of the schemes she describes is impressive.

Metadata has been described as "data about data." While Caplan states that she is not attempting to provide a "comprehensive catalog," she is able to select diverse types of metadata from different intellectual communities because she defines metadata fairly liberally.

The first part of the book explores concepts and issues common to all forms of metadata. Syntax, creation, storage, vocabularies, classification, identifiers and interoperability are all discussed and explained. I found this part to be particularly useful. Many things explained here strengthened my understanding in the second part of the book, a description of a selection of metadata schemes, including (but not limited to) Dublin Core, MARC21, EAD, TEI Headers and GILS. Each type of metadata is described and information is provided on its development, purpose and relationship to other forms of metadata.

This book is not an easy read. Books about data seldom are. It is an excellent introduction to a complex topic. As technical services professionals we will be called upon to understand these new standards, and even apply them. As Margaret Sylvia stated in a recent review of this book on Barnes & Noble.com "this is not the last book on metadata a librarian will ever need, but it should be the first."

http://winslo.state.oh.us/services/LPD/disaster_frnt.html Disaster Preparedness Planning, Before You Need it

Would your library's staff know what to do if the library caught on fire? What if there was a flood? Does your library have a plan in place for what to do first in a disaster to save valuable collections? Typically technical services librarians are in charge of preservation and disaster preparedness for their collections. Also typically, disaster preparedness is one of those things we just never get around to, citing time, money and a false sense of immunity as our excuses.

In a 1997 article in *Public Libraries* Susan L. Tolbert stated that "Having a carefully crafted disaster plan – and familiarizing everyone in the library with it in advance – is the most effective way to minimize damage and loss to the collection in the event of an emergency." State Library of Ohio staff think that even small libraries should have disaster preparedness plans in place. They've created a new web resource to aid libraries to create their own disaster preparedness plans.

A Disaster Preparedness Plan for Small Public Libraries was compiled by Jan Haines, a Library Consultant at the State Library of Ohio, to help small libraries walk through a step-by-step process to create their own plan to cope with disasters caused by water or fire. It provides, for example, templates to record essential information, forms to create checklists, information on disaster recovery resources, and the locations of emergency equipment and supplies. An excellent bibliography on disaster preparedness planning for public libraries is also included.

This new resource will prove helpful for libraries struggling with disaster preparedness, because it is very straightforward and practical, without being overwhelmingly, and unnecessarily, detailed. Larger libraries may find it too simplistic, but the basic document can be built upon. In fact, State Library of Ohio staff have indicated on their web site that they are happy to assist efforts to do just that. Check it out!

OLC Annual Conference – November 19-21, 2003 Technical Services Division Programs

Accessing Digital Images: The Role of Technical Services in Digitization Projects / Bill Barrow (Cleveland State University) & Susan Allen (Worthington Public Library)

As more and more libraries embark on digitization projects, technical services departments will be called upon to help organize information about these digital collections. Learn more about ways to catalog and classify digital images from two digital project leaders.

Strategic Thinking & Decision Making for the Digital Age: Tools and Methods to Manage Costs and Develop New Directions / Dilys Morris (Iowa State University) and D. Kaye Gapen (Northern Lights)

Consultants Dilys Morris and D. Kaye Gapen present their sophisticated approach to time and cost analysis and strategic thinking.

Lean Times: Print or Electronic Resources for Technical Services? | Deborah Hathaway (Dayton and Montgomery County Public Library)

Deborah will lead a lively discussion on the factors to be considered in making the decision to purchase print or electronic resources.

Voices from the Basement: Recruiting and Hiring Technical Services Staff / Carol Bradsher (Consultant)

Carol will provide new ideas for identifying, recruiting and hiring technical services staff from both inside and outside the library.

Technical Services Talk Table (Do we Need to Speak Softly?) / Roger Miller (Public Library of Cincinnati and Hamilton County)

Roger will facilitate a wide-ranging discussion on current issues in technical services in Ohio, including the ever popular "What does the technical services world really need?"

-- See you at the conference!

TechKNOW Index

Thanks to the assistance of the Ohio Library Council office the Technical Services Division will be arranging to index volumes 7-9 of *TechKNOW*. The index will be located on the same page as the *TechKNOW* archives on the OLC web page (http://www.olc.org/NewsletterArchive.asp?ID=TS).

Kathy Web, The Technical Services Manager at the Elyria Public Library has volunteered to index those three volumes, as well as upcoming issues. The TS Division credits Lynda Murray, the Ohio Library Council's Director of Government and Public Relations, for suggesting that we index the archived issues. Access to the index will be announced as soon as it is available.

15 Division Connects!



Visit the TS Division at the OLC Conference. We'll be at OLC Connects in the OLC Living Room. Lots of goodies, give-aways and good conversation.