David B. Weigle Information Commons
First Annual Report
January 2008

The David B. Weigle Information Commons opened in April 2006 and began operating under a Director in January 2007. The space has developed into a vibrant and exciting section of the Van Pelt Dietrich Library Center. This first annual report describes in order facility usage, facility updates, program statistics, staffing, advisory groups and future trends from April 2006 to December 2007.

1. Facility Usage

The Commons has been a high-traffic space since it opened. Electronic records document the online reservations for the group study rooms and patrons of the Vitale Digital Media Lab. Open spaces, booths and alcoves are open for casual use, and their use is estimated by login statistics. At peak times, the Commons sees up to 200 students in the public spaces at a time, and often stays busy well past midnight.

**Monthly Average Usage estimates for the 2007 calendar year:**

- 6,000 people use the Weigle Information Commons.
- 900 reservations for group study rooms are received for groups of 2 to 6 people.
- 1,500 people use the 12 data diner booths
- 400 people use the Vitale Digital Media Lab. Usage rose to a high of 700 in April 2007.

The Commons’ usage estimates are based on computer login statistics. Foot traffic is significantly higher due to walking visitors from admissions and public tour groups.

**Group Study Rooms:** The group study rooms are booked solid during academic semesters. Often all 10 rooms are reserved for several consecutive hours and student groups wait to find space. The analysis below covers room reservations from March 11 through November 30, 2007.

The online room scheduler began March 11, 2007 and completed more than 9,100 reservations by November 30. The scheduler was at peak usage during the semester with an average of 54 group reservations per day in April, 65 in October and 63 in November. At its maximum, the scheduler completed 105 group reservations in a single day. With average reservation length of slightly more than 2 hours and the Commons open for 17 hours a day during finals, the rooms are at full capacity.

More than 1,300 unique individuals reserved study rooms as documented by Pennkey login, and half of them have reserved rooms more than once. Several dozen individuals have made more than 10 reservations.

<table>
<thead>
<tr>
<th>Month</th>
<th>Group Reservations</th>
</tr>
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<tbody>
<tr>
<td>March</td>
<td>845</td>
</tr>
<tr>
<td>April</td>
<td>1,637</td>
</tr>
<tr>
<td>May</td>
<td>380</td>
</tr>
<tr>
<td>June</td>
<td>482</td>
</tr>
<tr>
<td>July</td>
<td>454</td>
</tr>
<tr>
<td>August</td>
<td>276</td>
</tr>
<tr>
<td>September</td>
<td>1,182</td>
</tr>
<tr>
<td>October</td>
<td>2,018</td>
</tr>
<tr>
<td>November</td>
<td>1,838</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,112</strong></td>
</tr>
</tbody>
</table>
Scheduler statistics significantly under-report usage since students frequently use rooms walk-in and without reservations. Patrons showed no overall preference for the plasma screen or videoconferencing rooms; all ten rooms showed almost identical usage levels. Graphs 1 and 2 show patterns in room reservations by time of day and day of week.

Graph 1: WIC Group Study Room use by time of day (March to November 2007, 9112 reservations total)

Graph 2: WIC Group Study Room use by day of week (March to November 2007, 9112 reservations total)
Undergraduate students have been the primary users of group study rooms, with School of Arts and Sciences as the primary school affiliation.

<table>
<thead>
<tr>
<th>School</th>
<th>Share of Room Reservations</th>
</tr>
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<tbody>
<tr>
<td>SAS</td>
<td>69%</td>
</tr>
<tr>
<td>SEAS</td>
<td>14%</td>
</tr>
<tr>
<td>GSE</td>
<td>7%</td>
</tr>
<tr>
<td>Wharton School</td>
<td>6%</td>
</tr>
<tr>
<td>Nursing, Medicine and SP2 combined</td>
<td>4%</td>
</tr>
</tbody>
</table>

The commons includes 50 PCs (desktops and laptops) and 14 Macs (desktops and laptops). Of these, the 22 laptops in the 10 group study rooms and 12 booths are the most popular. Login records on these 22 PCs show 11,801 logins from November 2006 through June 2007. This translates to a usage level of about 1,500 users per month and 50 users a day on average, with significantly higher levels close to the end of each academic semester.

Two booths were opened for reservations in September 2007 and response has been highly positive. Clearly, students love to study and collaborate in the Commons. Explicit signage (“Talk Away!” signs) has helped students talk and work in groups.

**Vitale Digital Media Lab:** Demand for Media Lab Services has been extremely high, and the variety of uses of lab facilities is indicated in the Success Stories section at the end of this report. From April 2006 through September 2007, the lab has served 5,334 users and in FY06, the lab served 3,508 users. The average patron stayed just over 2 hours. Pennkey information recorded has been representative but not complete. Of enrolled students using the lab, 86% were undergraduates and 14% were graduate students. Within undergraduates, the percentage of seniors was more than twice that of freshmen. The breakdown by school for the available data is:

<table>
<thead>
<tr>
<th>School</th>
<th>Share of Vitale patrons</th>
<th>Enrollment 2007 (from Penn Facts website)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS</td>
<td>75%</td>
<td>62%</td>
</tr>
<tr>
<td>SEAS</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Wharton</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>Nursing</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Technology Usage:** The quality of student multimedia work created in the Commons has been extraordinary. The poster printer has been a valued resource and high-tech assignments (video creation, podcasting, website design, poster design) are now becoming part of courses that did not previously require technology use. The Mashup Contest (Page 8) in particular has attracted national attention.

Graphs 3 through 6 provide details on how the Vitale Digital Media Lab usage varies by month and the nature and purpose of work. Graph 3 shows the growth by fiscal year. September 2007 usage was double that of 2006, and April 2007 shows a threefold growth from April 2006. Graph 4 shows the same data over time, with both the semester rhythm and phenomenal pace of growth.
Graph 5: Purpose of Vitale Digital Media Lab visit

- Video: 34%
- Image Creation: 35%
- Printing / Publications / Web Design: 15%
- Presentations: 3%
- Posters: 9%
- Audio: 4%

Apr '06 to Oct '07

Graph 6: Vitale Media Lab visit by nature of work

- Course work: 46%
- Personal: 34%
- Penn non-academic business: 4%
- Research project, not for course: 8%
- Student club, team or event: 7%
- Other: 1%

Apr '06 to Oct '07
Discipline Details: A small fraction of users indicate the course or discipline for which they are developing multimedia materials in the lab. Although this information is not complete, the five top academic disciplines using the lab are, in order:

1. Visual Studies
2. Urban Studies
3. Film
4. Language Studies
5. Fine Arts

Booth usage for classes: Some faculty have begun reserving the booths for small-group activities during class, as documented in the Success Stories section at the end of this report. In particular, peer review and rewriting exercises have worked well in the data diner booths.

2. Facility Updates

Seminar Room: The installation of 20 laptops, clickers (Personal Response Systems), audio and video recording systems and other new capabilities have expanded what faculty can show students as well as what students can do on their own. The 20 PC laptops enable the seminar room to convert to a full-function computer lab on short notice. The seminar room includes external mice and headphones for audio recording. Podcasting / video-recording equipment is available for use by faculty and instructional staff. The seminar room hosts semester-long classes and workshops are held several times each week. Librarians hold classroom instruction and public workshops here.

Video-recording Rooms: In March 2007, installation of the three video recording rooms was completed and staff received training from SAS Computing in the new system. Significant interest in this system has come from faculty teaching French, German, American Sign Language, business negotiation skills and public speaking. Several classes have assigned self-videotaping as part of the course activities.

Website Highlights:
- Google search widget allows full-text site search
- Alerts for workshops, a dynamic rotating photo box, interactive forms
- Database-generated automatic daily updates to workshop pages
- Google Analytics allows tracking of usage statistics in significant detail.
- Weigle Information Commons Music Video created by Ryan Leonard.
- Two-minute welcome video for faculty
- iTunesU: The 2007 Mashup contest and video tutorials are accessible for iPod use.
3. Program Statistics

Walk-in Student Assistance Services: A full calendar of walk-in student assistance services began in February 2007 with the program partners – Weingarten Learning Resources Center, CWiC and the Writing Center - holding walk-in support hours in the commons on a set weekly schedule. Students could access assistance on planning and study strategies 14 hours per week from Weingarten Learning Resources Center, assistance on public speaking 12 hours per week from CWiC, and assistance on writing 10 hours from the Writing Center. WIC staff handled adjustments in signage and location and conducted significant publicity and outreach for the three student assistance services. Usage of the walk-in services was low in Spring 2007 but grew significantly in Fall 2007, especially for writing assistance. The Fall 2007 services flyer is included at the end of this report.

Workshops and Events: The Commons held workshops this year for public registration and by faculty initiated requests. A total of 125 workshop sessions were held that included 1,126 attendees.

The Commons held several public workshops for undergraduates, including:

- Create movies with iMovie (18 sessions)
- Technically Speaking Series (4 sessions)
- From Assignments to Endnotes (12 sessions)
- Photoshop (12 sessions)
- Posters with PowerPoint (4 sessions)
- PowerPoint I (5 sessions)
- Firefox, Web 2.0 and Internet Research (2 sessions)
- Microsoft Excel (2 sessions)
- All About Google (2 sessions)
- Geographic Information Systems (1 session)
- Census Basics (1 session)
- Social Science Citation Searching (1 session)

The From Assignments to Endnotes series is a joint undertaking with the program partners and with Penn Libraries Research and Instructional Services staff. It represents the ideal of integrated programming at the commons; the sustenance of this workshop series is an important goal for the Commons. The series includes workshops on academic planning, writing, public speaking, library research, technology skills and organizational skills. Members of the Weigle Information Commons Program Partners Group manage its presentation and structure.
The Commons held two open events:

**Student Experiences Abroad: Penn Students and Global Engagement** was co-sponsored by the Cultural Resource Centers, the Office of International Programs (Penn Abroad), the College of Arts and Sciences and Penn Libraries. The open house included 23 guest speakers, almost all Penn students, who shared personal experiences in 19 countries as well as international music and food. The event attracted about 50 undergraduates.

**Mashup Contest: Copyright in Action Awards Event** was co-sponsored by Penn Libraries, Cinema Studies, Penn Reading Project, College Houses and Academic Services. Peter Decherney from Cinema Studies, David Fox from College Houses and Academic Services, Nelson Gayton from the Wharton School, and Rob Nelson from the Office of the Provost spoke at the panel discussion, followed by a public viewing of the winning entries. The 2007 Mashup Contest winners received prizes including a videocamera and iPod shuffles. The event attracted about 50 people, and about half of them were undergraduates. Ryan Leonard (SAS ’10) won first prize in the contest, and has since used his prize videocamera to create a wonderful music video about the Weigle Information Commons (featured on the website). At the request of the Consortium for Networked Information (CNI), Anu Vedantham and Peter Decherney presented the Mashup Contest results at the CNI Fall Meeting in December 2007 in Washington DC.

The Commons held several workshops for faculty, instructional staff and graduate students:

- iPhoto / iMovie (5 sessions)
- Blackboard Tools (8 sessions)
- Using multimedia to your advantage (1 session) - with Graduate Student Center
- Audacity and Podcasting (1 session)
- Second Life (1 session)

The Commons conducted training workshops and hosted visits from faculty, lecturers, TAs and their students for several courses including:

- Race and Popular Cinema – Jacqui Sadashige (SAS) - ASAM-009
- In The Zone - Jacqui Sadashige (SAS) - CINE-009
- Topics in Film Practice: Hollywood, Race, and Sex – Adrian Khactu (SAS) - CINE-202
- Art of Persuasive Speaking – Sue Weber (SAS) - CLST-135
- Monsters of Japan Freshman Seminar – Frank Chance (SAS) - EALC-055
- Science in Elementary and Middle Schools – Nancylee Bergey (GSE) - EDUC 421
- Writing Seminar for International Students – Mera Moore Lafferty (SAS) - ENGL-011
- Elementary German – Ed Dixon (SAS) - GRMN-102
- Visual Legal Advocacy – Regina Austin (Law School) - LAW 979
- Immigration in Drama and Cinema - Mera Moore Lafferty (SAS) - THAR 275
The Commons hosted several tours and visitor groups, including:

- Four luncheons for the SAS Undergraduate Department Chairs (33 faculty and department chairs attended)
- Penn Previews
- SAS Family Weekend
- Faculty Masters from the College Houses
- SAS, ISC and College House Computing staff
- Penn STEM Education Research Group
- Penn Medical School
- American University of Cairo
- University of Georgia at Tbilisi
- La Salle University
- Library staff from Temple, Drexel, Rowan and Swarthmore for Extravaganza Conference

The Commons staff conducted invited presentations at five events:

- Coalition for Networked Information Fall Meeting in Washington DC
- Penn Libraries Overseers Meeting
- Penn STEM Education Research Group
- Penn Super Users Group
- Penn Libraries Public Services Council

The Commons staff conducted outreach at the two spring meetings of the Council of Undergraduate Chairs and at the College Palooza.

**Success stories:** Starting in February 2007, the WIC Director asked faculty and students who are regular users of the facility to contribute their experiences and suggestions to a success stories document that has both a print and web version at http://wic.library.upenn.edu/about/success.html. Visitors and faculty have commented on the usefulness of this webpage in generating discipline-specific ideas for technology integration. The print version is included at the end of this report.

**Technology Lending:** The Commons began lending equipment in November 2007 and the results have been excellent. Video cameras, audio recorders, microphones and other multimedia accessories are available for the Penn community to borrow. Response has been extremely high with all available equipment loaned out on several days. An online availability calendar has helped streamline the request process. The Technology Lending Program is closely coordinated with the SAS Multi-Media Services (MMS) so that class-focused loans are routed appropriately.
4. Staffing and Partnerships

The Commons has two full-time and five part-time staff; several are interns studying in the Masters in Library Science program at Drexel University.

Staff:

Anu Vedantham, Director
David Toccafondi, Vitale Digital Media Lab Coordinator
Jesse Turnbull, Lab Consultant
Sarah Jacoby, Lab Consultant
Jacqueline Fritz, Desk Consultant
Robert LeBlanc, Desk Consultant
Gwen McEntee, Desk Consultant

Program Partners Group: Starting in August 2007, the Commons staff and program partners (CWiC, Weingarten Learning Resources Center, the Writing Center, Center for Teaching and Learning and SAS Computing) began meeting monthly to plan assistance services, undergraduate workshops and general facility use policies. This group includes:

Myrna Cohen, Director, Weingarten Learning Resources Center
Marjorie Hassen, Director of Public Services, Penn Libraries
Bruce Lenthall, Director, Center for Teaching and Learning
John Macdermott, Director of Instructional Technology, School of Arts and Sciences
Nick Okrent, Undergraduate Services Librarian for Penn Libraries
Sue Weber, Associate Director, Communication Within the Curriculum (CWiC)
Patrick Wehner, Associate Director, Critical Writing Program

Faculty Advisory Group: Organized in July 2007, this group includes:

Peter Decherney, Assistant Professor of Cinema Studies and English, Chair
Regina Austin, William A. Schnader Professor of Law
Amy Calhoun, Associate Director of the Digital Media Design Program
Amy Hillier, Assistant Professor of City and Regional Planning
John Jackson, Richard Perry University Associate Professor of Communications and Anthropology
Andrew Lamas, Lecturer of Urban Studies
Joshua Mosley, Associate Professor of Fine Arts and Animation
Jacqui Sadashige, Lecturer of Center for Programs in Contemporary Writing
Michael Solomon, Associate Professor of Romance Languages
Susan Yoon, Assistant Professor of Education

Student Advisory Group: The Commons held several open meetings where any Penn student could provide feedback and suggestions. Contributions by three student liaisons from the SAS Deans Advisory Board were extremely helpful, with Blackboard for ongoing collaboration.
Future Trends

The Commons has developed a wonderful creative energy and a sense of academic community – with students, and also with a small but enthusiastic group of faculty. Building on its popularity among students with responsive student assistance services and relevant workshops is a key goal for the upcoming year. Managing growth and heavy demand while maintaining high quality of service will be a key challenge.

Demand for space and maintenance: Heavy student demand for the group study rooms, booths and open spaces at the Commons is both a challenge and an opportunity. Training and supporting front desk and lab consultant staff to work with the demand will be crucial. Use of the media lab has increased by 60% over the last year. We may need to explore policies to give priority for course projects, allow reservation of workstations or peripherals, and provide appointment-based assistance. Significant maintenance needs have emerged especially for seat fabric and connection cords in the booths. The choice of laptops for the booths may need to be reexamined in light of maintenance costs.

Workshop Content: Planning workshop topics and schedules to match the needs of undergraduates will be essential. Feedback from the SAS Department Chair lunches has helped planning significantly, as has collaboration with the Program Partners, SAS Computing staff and the Center for Teaching and Learning. Refining and delimiting the scope of appropriate workshops to be held in the Commons will be important. Patrons are requesting workshops on a wide range of software and for a wide range of ability levels; narrowing the mission and focus on the workshop offerings will be essential in managing patron expectations.

Outreach Planning: Outreach to freshmen and faculty who teach freshmen is a priority. The earlier that undergraduates are aware of the commons, the more time they have at Penn to explore multimedia authoring, and the collaborative workspaces of the commons. Outreach to student governance groups to increase participation in the Commons’ Student Advisory Group is also needed.
We are here to help -  
Just walk in!

Fall 2007 Services

**Vitale Digital Media Lab** staff help students with multimedia authoring, graphics and tech projects:
- **Monday through Friday:** 10 am to 9 pm
- **Saturday and Sunday:** Noon to 9 pm

**Writing Center** staff in Booth 2 help students with writing:
- **Sunday through Thursday:** 5 to 7 pm

**Weingarten Learning Resources Center** (VPUL) staff in Room 125 help students with reading, study strategies and time management:
- **Monday:** 4 to 7 pm
- **Tuesday:** 4 to 6 pm
- **Thursday:** 4 to 7 pm

**Van Pelt Library Reference Desk** staff help students with finding and evaluating research materials:
- **Monday through Wednesday:** 8:30 am to 9 pm
- **Thursday:** 8:30 am to 7 pm
- **Friday:** 8:30 am to 6 pm
- **Saturday:** 1 to 6 pm
- **Sunday:** 1 to 9 pm

**CWIC**'s student advisors in Room 129 help students with public speaking:
- **Monday through Thursday:** 7 to 9 pm
- **Sunday:** 5 to 10 pm

Contact info listed at [http://wic.library.upenn.edu](http://wic.library.upenn.edu) and at WIC Service Desk
- **Phone:** (215) 746-2660
The David B. Weigle Information Commons is a joint undertaking of the School of Arts and Sciences, the Office of the Provost and the Penn Library. Comments below reflect the range of faculty and student experiences.

**Garage Band and William Burroughs**

English faculty member **Mara Mills** brought her "Sound Studies" class for a lesson in audio sampling and mixing with GarageBand. Students remixed a cut-up by William Burroughs as part of their unit on the history and theory of sound recording.

**The Art of Persuasion**

**Dr. Sue Weber**, Associate Director of Communication Within the Curriculum (CWiC), taught **The Art of Persuasion** in the Seminar Room. She reflects,

"During this course, students prepare to become CWiC speaking advisors. The seminar room in the Weigle Information Commons is an ideal classroom because it houses the equipment students need to provide multimedia presentations and to facilitate interactive workshops. Participants are able to use the room's laptops for active learning exercises. They also often move to nearby booths to discuss collaborative projects. Finally, the large dry-erase board-wall encourages students to jointly make connections."

Her student **Flora Hsu** (Wharton 2010) comments,

"The Weigle Information Commons is especially conducive to The Art of Persuasion's curriculum because it is in the form of a business conference room. It is a great environment to execute discussions and small group presentations."

**Film/Video class enters Mashup Contest**

Fine Arts faculty member **Dr. Nadia Hironaka** has assigned creating entries for the Mashup Contest as an extra credit assignment for her **Advanced Film/Video** students. Students created parody trailers for commercial films by editing and creating new footage.

**Cinema Studies and Narrative Studies**

After teaching for two semesters in the Seminar Room, **Dr. Valerie Ross**, Director of the Critical Writing Program, reflects,

"The Information Commons is a superb space for collaborative learning. The resources are phenomenal, and the staff is friendly, helpful, and knowledgeable. Last year, many of my cinema studies students, working on collaborative film projects, relied on the multimedia staff for guidance on laying down sound and film editing. Some turned to the writing tutor for feedback on their screenplays and analyses, and to the CWiC tutor to help them sharpen their story pitches. They found the booths ideal for hammering out script and casting differences.

This semester my Narrative Studies class meets in the Info Commons seminar room, an amazing base for a collaboratively-driven research-writing seminar. The room is beautifully equipped and the location couldn't be better: every resource imaginable is at my students' fingertips as they work toward their final research projects and collaborative short documentaries. Having laptops in the room, we can move with ease from discussion to writing, revising, and researching; having booths right outside the room, students can break out and work on their collaborative projects and peer reviews.

I am astonished to see how the space and its services are transforming my teaching and my students as they continue to take greater control of the process and production of knowledge. At home in the library, increasingly prepared to avail themselves of the many resources and experts available to them, my students are becoming scholars."

Podcasting and Critical Writing Seminar in Science, Technology, and Society

As the final project for a critical writing seminar focused on Internet culture and communications, the associate director of the Critical Writing Program, Dr. Patrick Wehner, had his class create podcast tours of Philadelphia. Working in small groups, students decided on a tour theme and wrote a script; recorded interviews, soundtracks, and voiceover narration; added maps and still photographs; and edited their podcasts. While venturing outside the classroom and exploring Philadelphia's neighborhoods, the students applied their semester's lessons about writing description and narration, making effective use of research, and communicating their ideas for a specific goal and audience.

Dr. Wehner commented,

"The equipment and support in the Weigle Information Commons made it possible for my class to go beyond reading and analyzing emerging forms of writing and experience some of the challenges for themselves. Both the process and the product were more meaningful because we were able to take advantage of WIC."

His students reflected on the course:

“…video and audio editing were completely alien to me, and I had not the slightest clue where to begin. However, after David’s tutorial at the Media Lab, I was very excited to toy with all the software: Audacity, iMovie, etc."

“But really, the chemistry of the group is what really made it. It was a really good balance of personality… We chose a topic we could get excited about, and we had a good time working together.”

Website: http://wic.library.upenn.edu

Collaborative Writing

Penn Writing Fellow Dr. T. Mera Moore Lafferty conducted collaborative writing and peer-editing projects in the booths and open space areas for her Critical Writing Seminars. Her classes conducted blogging using the laptops in the Seminar Room. This upcoming fall, her Global English for Multilingual Writers students will use the booth area each week for collaborative writing.

Video-editing Victim Impact Statements

Penn Law faculty member Dr. Regina Austin is teaching students to produce video victim impact statements and clemency or pardon petitions. To assist the students in developing treatments and shooting scripts for legal clients, they are introduced to multimedia editing techniques. The Media Lab conducted a custom iMovie workshop for the class.

Video Commentaries and Parody Trailers

Dr. Jacqueline Sadashige and her students used the Digital Media Lab for two final projects. Students in two courses created running commentaries for feature length films. Each class chose one film to work on collaboratively, and each student chose a chapter of the DVD on which to comment. After scripting their commentaries, students used the lab to record their text for playback as an alternative to the film's own audio track. This spring, teams of students in two courses created trailers and pitches for imaginary projects (ranging from remixes of pre-existing films to a mock campaign ad). Students were given an initial tutorial in iMovie, and several class sessions in the lab provided students time to work on their final projects.

Dr. Sadashige commented,

"The lab contains a wealth of equipment, but it's the dedicated staff that has made these projects possible. Their generosity and patience have really encouraged me to be more creative with my syllabus! As a result, my students have not only broadened their understanding of the subject material, but the multimedia nature of this work has literally shifted the parameters of what it means to think and write."
Our thanks for the generosity of our donors

David B. Weigle, W'69

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The Class of 1978
The Class of 1983

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