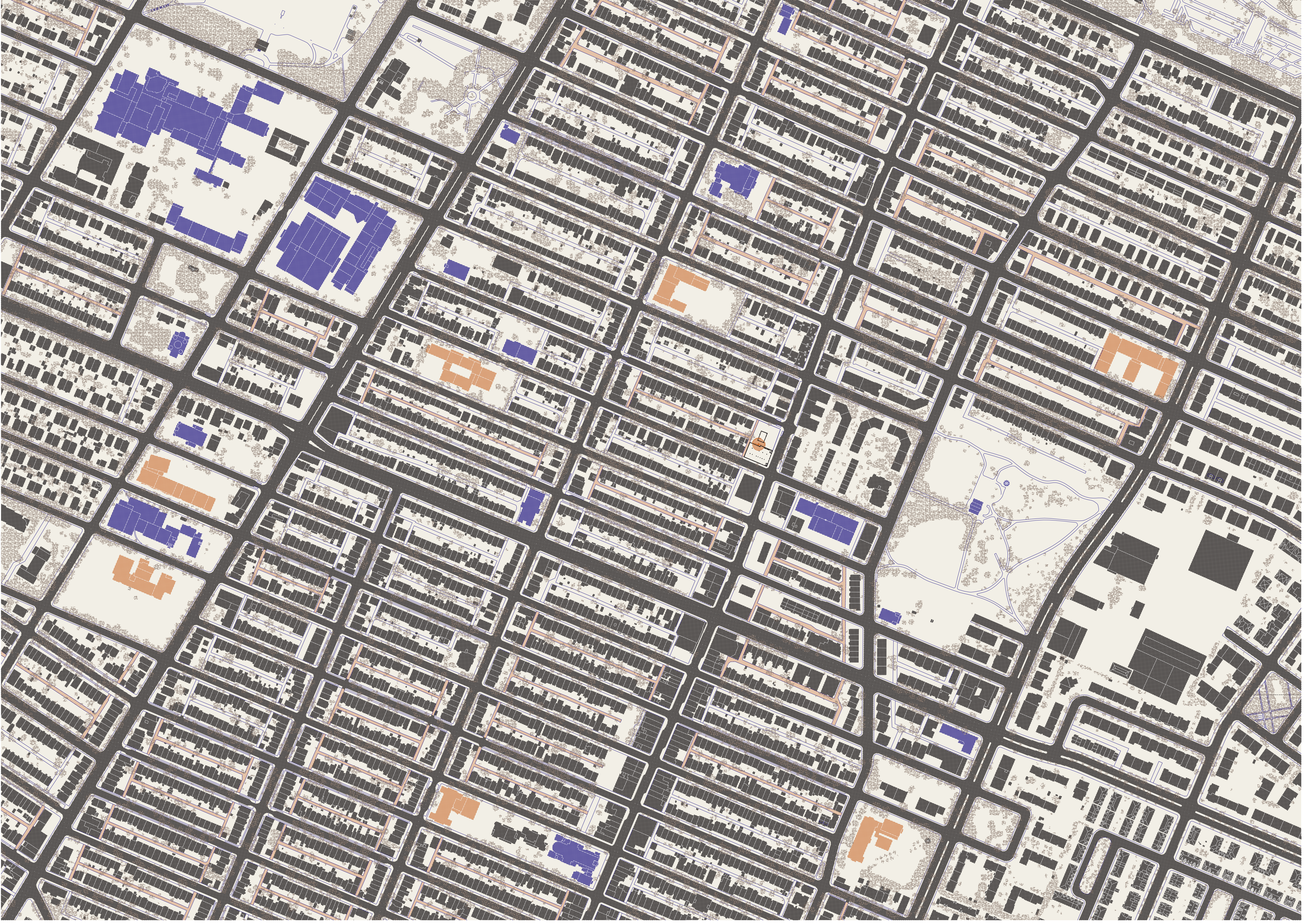
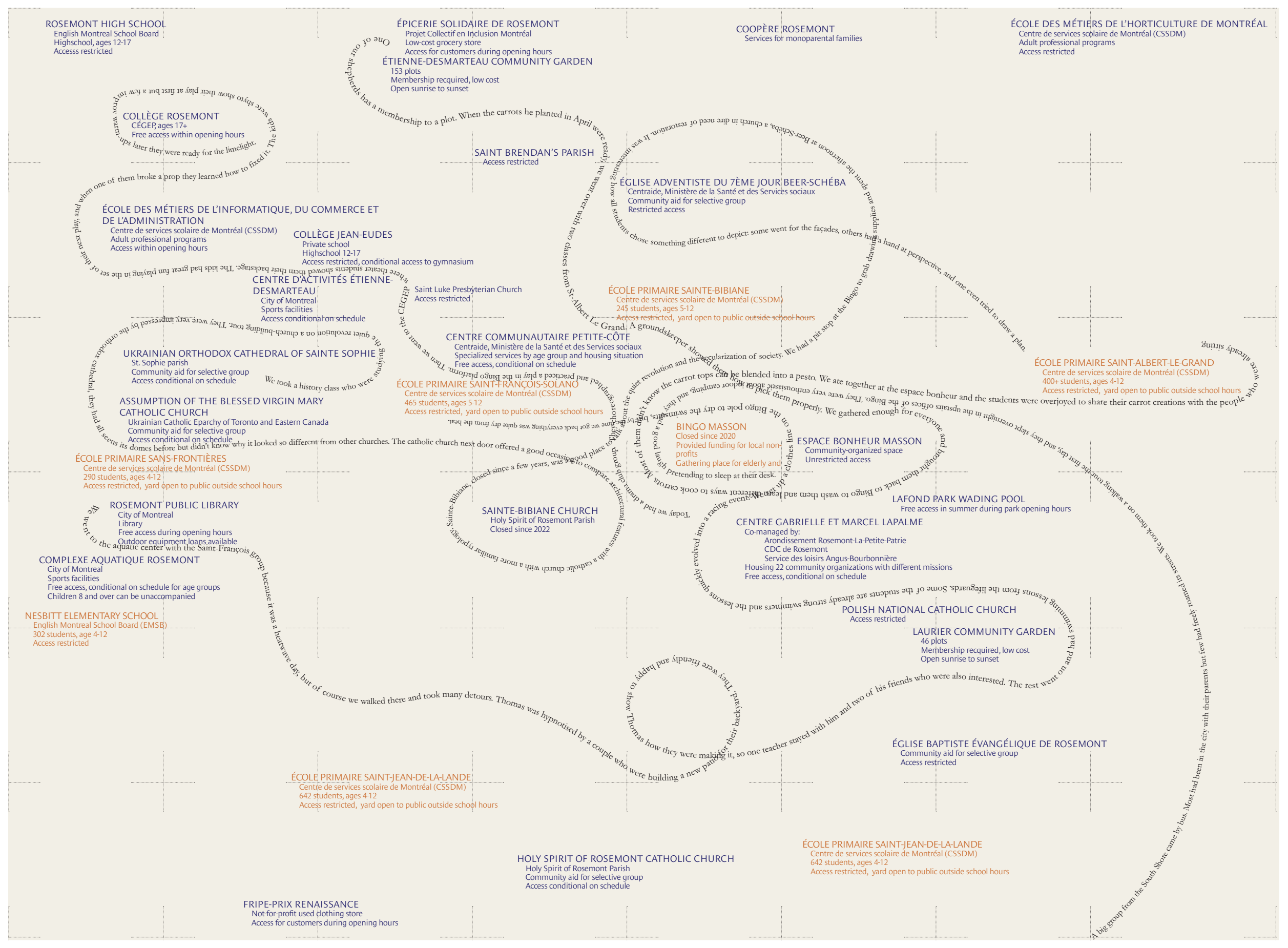


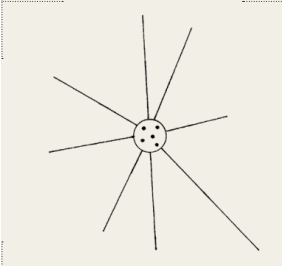
MAP OF ROSEMONT
1 : 1500


ROSEMONT HIGH SCHOOL
English Montreal School Board
Highschool, ages 12-17
Accesss restricted
ÉPICERIE SOLIDAIRE DE ROSEMONT
Projet Collectif en Inclusion Montréal
Low-cost grocery store
Access for customers during opening hours
ÉTIENNE-DESMARTEAU COMMUNITY GARDEN
153 plots
Membership recquired, low cost
Open sunrise to sunset
COOPÈRE ROSEMONT
Services for monoparental families
ÉCOLE DES MÉTIERS DE L'HORTICULTURE DE MONTRÉAL
Centre de services scolaire de Montréal (CSSDM)
Adult professional programs
Access restricted
COLLÈGE ROSEMONT
CÉGEP, ages 17+
Free access within opening hours
SAINT BRENDAN'S PARISH
Access restricted
ÉGLISE ADVENTISTE DU 7ÈME JOUR BEER-SCHÉBA
Centraide, Ministère de la Santé et des Services sociaux
Community aid for selective group
Restricted access
ÉCOLE DES MÉTIERS DE L'INFORMATIQUE, DU COMMERCE ET DE L'ADMINISTRATION
Centre de services scolaire de Montréal (CSSDM)
Adult professional programs
Access within opening hours
COLLÈGE JEAN-EUDES
Private school
Highschool 12-17
Access restricted, conditional access to gymnasium
CENTRE D'ACTIVITÉS ÉTIENNE-DESMARTEAU
City of Montreal
Sports facilities
Access conditional on schedule
Saint Luke Presbyterian Church
Access restricted
ÉCOLE PRIMAIRE SAINTE-BIBIANE
Centre de services scolaire de Montréal (CSSDM)
245 students, ages 5-12
Access restricted, yard open to public outside school hours
CENTRE COMMUNAUTAIRE PETITE-CÔTE
Centraide, Ministère de la Santé et des Services sociaux
Specialized services by age group and housing situation
Free access, conditional on schedule
UKRAINIAN ORTHODOX CATHEDRAL OF SAINTE SOPHIE
St. Sophie parish
Community aid for selective group
Access conditional on schedule
ÉCOLE PRIMAIRE SAINT-FRANÇOIS-SOLANO
Centre de services scolaire de Montréal (CSSDM)
465 students, ages 5-12
Access restricted, yard open to public outside school hours
ÉCOLE PRIMAIRE SAINT-ALBERT-LE-GRAND
Centre de services scolaire de Montréal (CSSDM)
400+ students, ages 4-12
Access restricted, yard open to public outside school hours
ASSUMPTION OF THE BLESSED VIRGIN MARY CATHOLIC CHURCH
Ukrainian Catholic Eparchy of Toronto and Eastern Canada
Community aid for selective group
Access conditional on schedule
BINGO MASSON
Closed since 2020
Provided funding for local non-profits
Gathering place for elderly and
ESPACE BONHEUR MASSON
Community-organized space
Unrestricted access
ÉCOLE PRIMAIRE SANS-FRONTIÈRES
Centre de services scolaire de Montréal (CSSDM)
290 students, ages 4-12
Access restricted, yard open to public outside school hours
LAFOND PARK WADING POOL
Free access in summer during park opening hours
ROSEMONT PUBLIC LIBRARY
City of Montreal
Library
Free access during opening hours
Outdoor equipment loans available
SAINTE-BIBIANE CHURCH
Holy Spirit of Rosemont Parish
Closed since 2022
CENTRE GABRIELLE ET MARCEL LAPALME
Co-managed by:
Arondissement Rosemont-La-Petite-Patrie
CDC de Rosemont
Service des loisirs Angus-Bourbonnière
Housing 22 community organizations with different missions
Free access, conditional on schedule
COMPLEXE AQUATIQUE ROSEMONT
City of Montreal
Sports facilities
Free access, conditional on schedule for age groups
Children 8 and over can be unaccompanied
NESBITT ELEMENTARY SCHOOL
English Montreal School Board (EMSB)
302 students, age 4-12
Access restricted
POLISH NATIONAL CATHOLIC CHURCH
Access restricted
LAURIER COMMUNITY GARDEN
46 plots
Membership recquired, low cost
Open sunrise to sunset
ÉGLISE BAPTISTE ÉVANGÉLIQUE DE ROSEMONT
Community aid for selective group
Access restricted
ÉCOLE PRIMAIRE SAINT-JEAN-DE-LA-LANDE
Centre de services scolaire de Montréal (CSSDM)
642 students, ages 4-12
Access restricted, yard open to public outside school hours
HOLY SPIRIT OF ROSEMONT CATHOLIC CHURCH
Holy Spirit of Rosemont Parish
Community aid for selective group
Access conditional on schedule
FRIPE-PRIX RENAISSANCE
Not-for-profit used clothing store
Access for customers during opening hours
One of our shepherds has a membership to a plot. When the carrots he planted in April were ready, we went over with two classes from St-Albert Le Grand. A groundskeeper showed them how to pick them properly. We gathered enough for everyone and brought them back to Bingo to wash them and learn different ways to cook carrots. Most of them didn't know the carrot tops can be blended into a pesto. We ate together at the espace bonheur and the students were overjoyed to share their carrot creations with the people who were already sitting
The kids were shy to show their play at first but a few improv warm-ups later they were ready for the limelight.
and when one of them broke a prop they learned how to fixed it.
of their next play and had great fun playing in the set of
The kids had great fun backstage. Then students showed them their where theater students
Then we went to the CEGEP where theater students showed them their backstage.
We took a history class who were studying the quiet revolution on a church-building tour. They were very impressed by the orthodox cathedral, they had all seens its domes before but didn't know why it looked so different from other churches. The catholic church next door offered a good occasion to compare architectural features with a catholic church with a more familiar typology. Sainte-Bibiane, closed since a few years, was a good place to talk about the quiet revolution and the secularization of society.
We had a pit stop at the Bingo to grab drawing supplies and spent the afternoon at Beer-Schéba, a church in dire need of restoration. It was interesting how all students chose something different to depict: some went for the façades, others had a hand at perspective, and one even tried to draw a plan.
Today we had a drama club group practiced a play in the Bingo platform.
Most of them had a good laugh pretending to sleep at their desk.
We set up a clothes line on the Bingo pole to dry the swimsuits, but by the time we got back everything was quite dry from the heat.
They were very enthusiastic about outdoor camping, and they slept overnight in the upstairs offices of the Bingo. They were already sitting
The first day and they slept overnight in the upstairs offices
We took them on a walking tour the first day
We went to the aquatic center with the Saint-François group because it was a heatwave day, but of course we walked there and took many detours. Thomas was hypnotised by a couple who were building a new patio for their backyard. They were friendly and happy to show Thomas how they were making it, so one teacher stayed with him and two of his friends who were also interested. The rest went on and had swimming lessons from the lifeguards. Some of the students are already strong swimmers and the lessons quickly evolved into a racing event.
A big group from the South Shore came by bus. Most had been in the city with their parents but few had freely roamed its streets. We took them on a walking tour

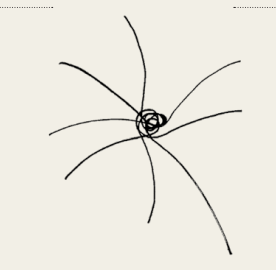
SCHOOLS AND EDUCATION RESOURCES IN ROSEMONT
1 : 3000

While environmental education programs have historically been conducted in both urban and rural contexts, today the stimulation and educational resources that can be found in urban settings outside school buildings are often overlooked. A city like Montreal offers a wealth of objects, peers, skill opportunities and informal educators, but they mostly remain isolated from schoolchildren by distance, the enclave nature of institutional schools, and cultural norms that remove autonomy from children as subjects unfit to traverse the "dangerous city" on their own.

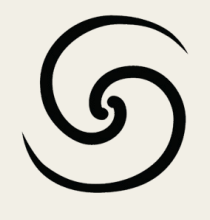
The project puts forth the neighborhood of Rosemont as the locus for an "exploding school" of the Streetwork framework, modelled by Colin Ward and Anthony Fyson. The proposed installation, making use of a recently vacated building in the underdeveloped East end of the busy Masson Street, is one shoot of an educational rhizome–a place chosen not to be a container for education, but conceived as a knot where a multiplicity of learning paths are bound together. Working as an access point to existing community networks like the citizen-organized ruelles vertes, and situated near the existing overflowing public schools, the project offers itself as a waystation for those on different educational journeys in, along, and beyond the city itself. They may learn from studying their environment that any built fabric is malleable, and not an immutable reality.



"The hub-and-spokes model of place"
Tim Ingold, *Lines: A Brief History, 2007*, p. 98

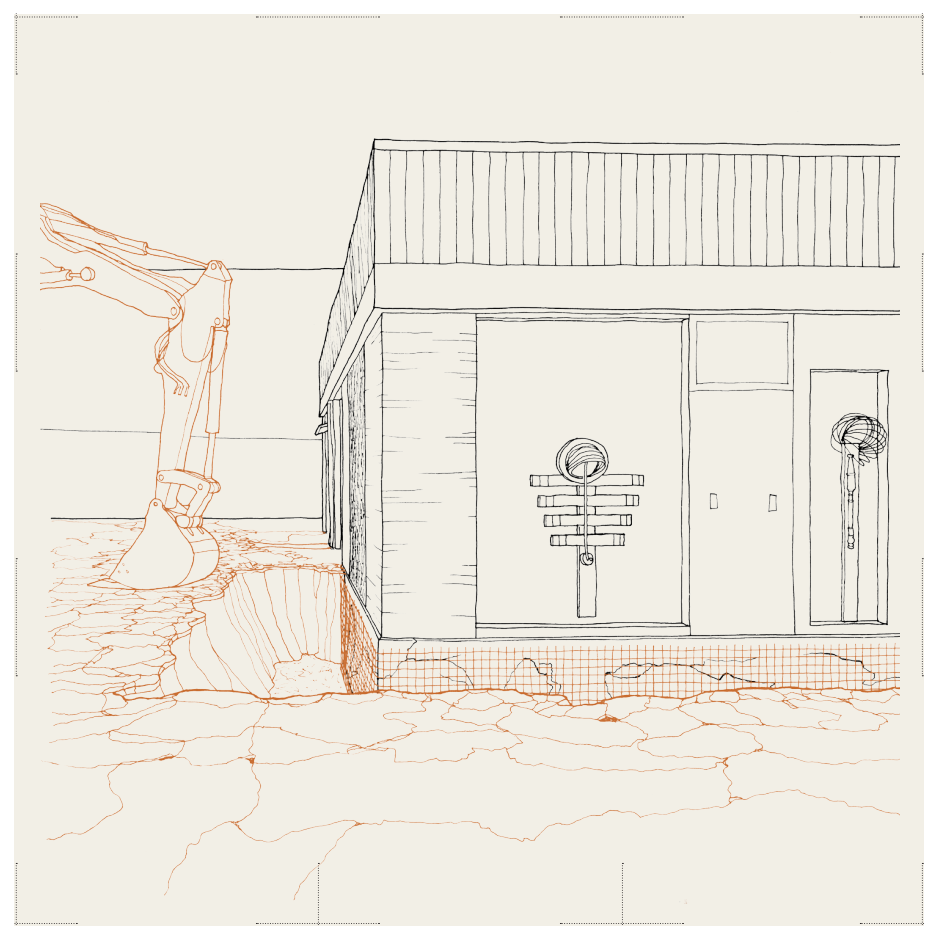


"Place as a knot of entangled lifelines"
Tim Ingold, *Lines: A Brief History, 2007*, p. 98



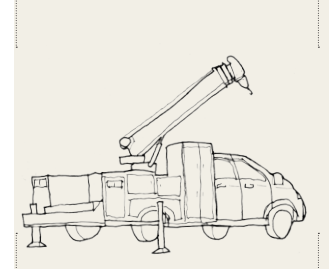
Heyiya-if, the Kesh hinged double spiral
Ursula K. Le Guin, *Always Coming Home*, 1985.

It Takes a City



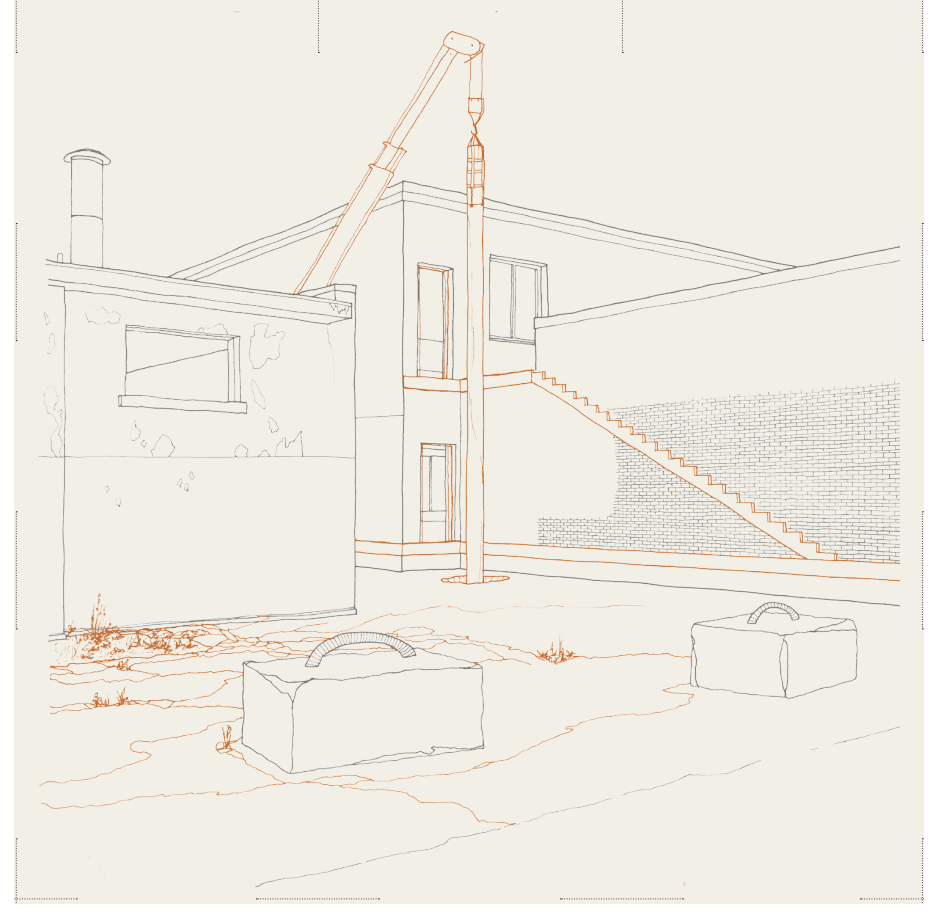
May 15th

The only part of the buildings that was really cause for concern was the foundation of the garage. The architects of the housing project used that as a reason to demolish the whole structure, but since it was easier to repair it than to rebuild, we hired a contractor to consolidate the foundations. It took the crew two days to excavate a trench around the building, another to truck off the dirt, and a few weeks to repair and reinforce the concrete. It could have been done much quicker, but the contractor offered to give us a rebate if they could work during idle hours, which we gladly accepted since there was no hurry. Instead of re-paving the filled trench with asphalt, we decided to keep the soil un-sealed. We got a few bags of mulch from the hardware store to make the surface nicer, and some weeds have started growing already. One of the teachers talked about planting a garden there, I'm eager to see how that pans out. The cladding of the garage is still in bad shape, but since we don't plan on insulating it anytime soon and it doesn't pose any danger, we kept it as is for now.

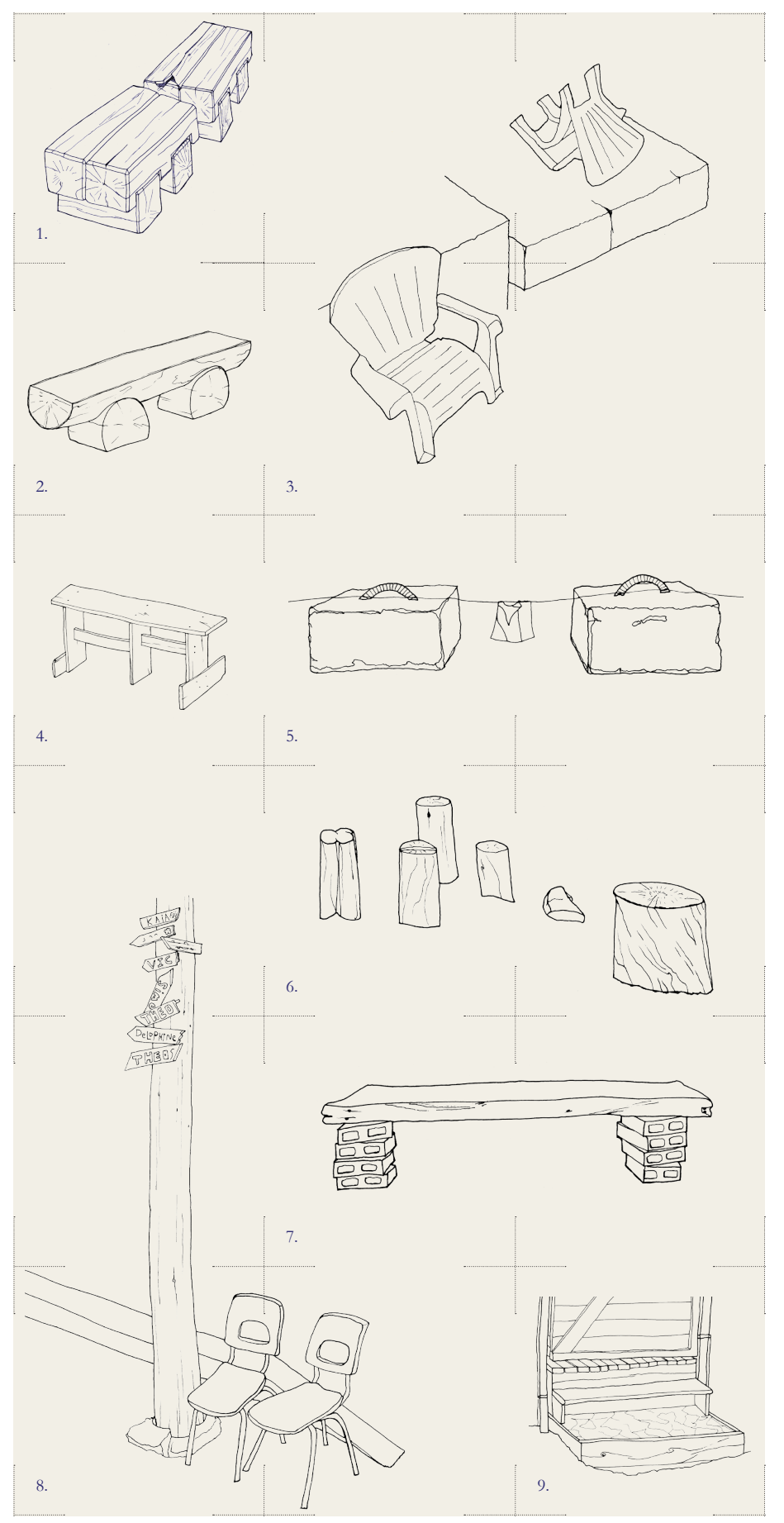


June 7th

Another teacher somehow got their hands on a pile of telephone poles that were taken out when that section of lines was buried. A few of them were in good shape, so we took one the soundest one for the structure of the bingo drop-down fire escape staircase, which we are changing for a fixed stair to be code-compliant. We though we might as well make it a nice stair that goes to the second story and lower roof. The EPDM membrane of the roof desperately needs to be changed, so we're going to replace it with a longer-lasting bitumen membrane. We've been assured that kind of roofing is tough enough to walk on, so we found some railings we'll install around the parapet and mechanical units once it's done. We got the railings a bit taller than standard since eventually we'll try to install proper terrace roof decking, which will raise the surface by a few inches. The crew who did the foundation work have a truck crane and a few spare hours next week, so they're coming to help us raise the pole.

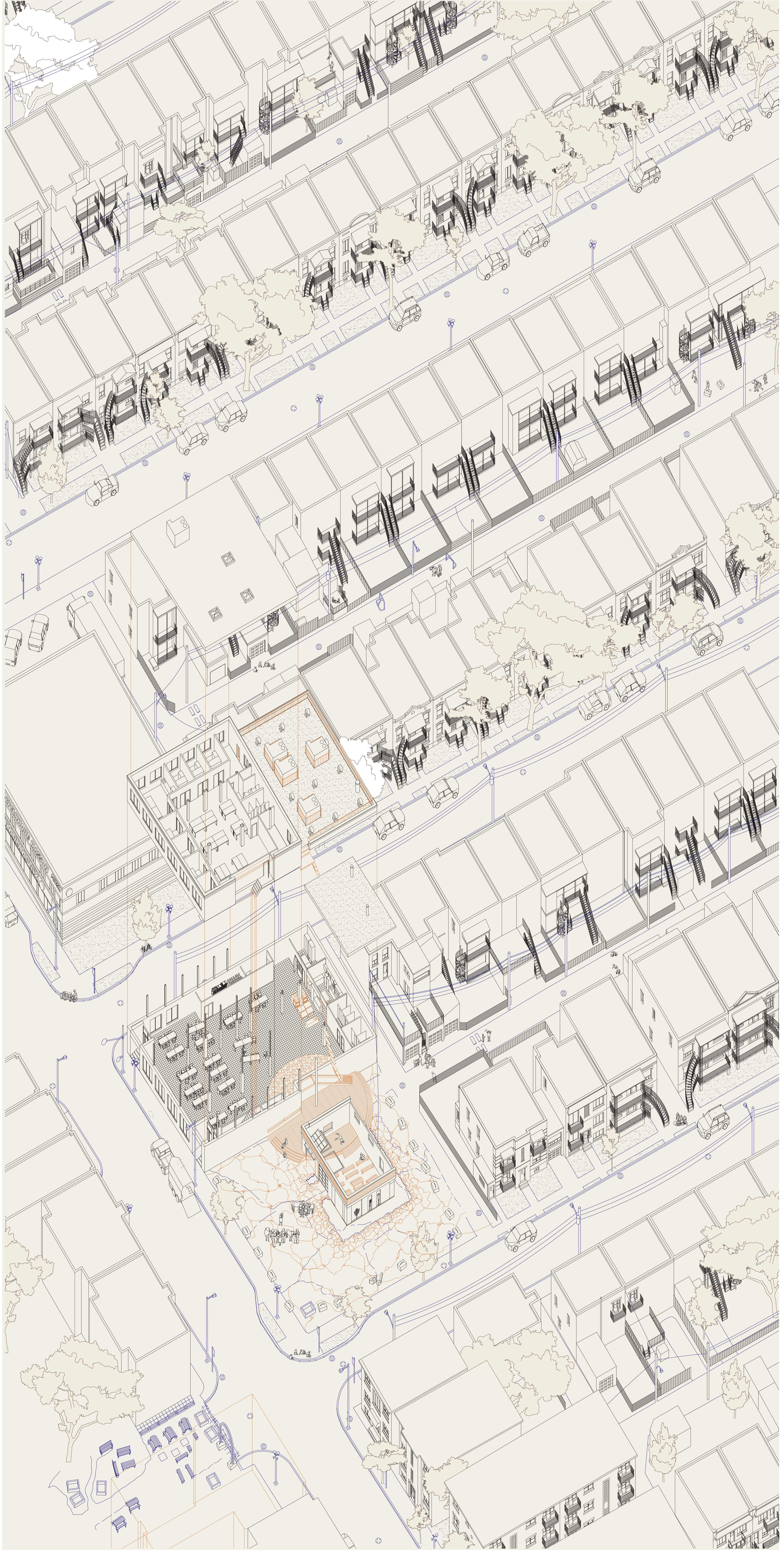


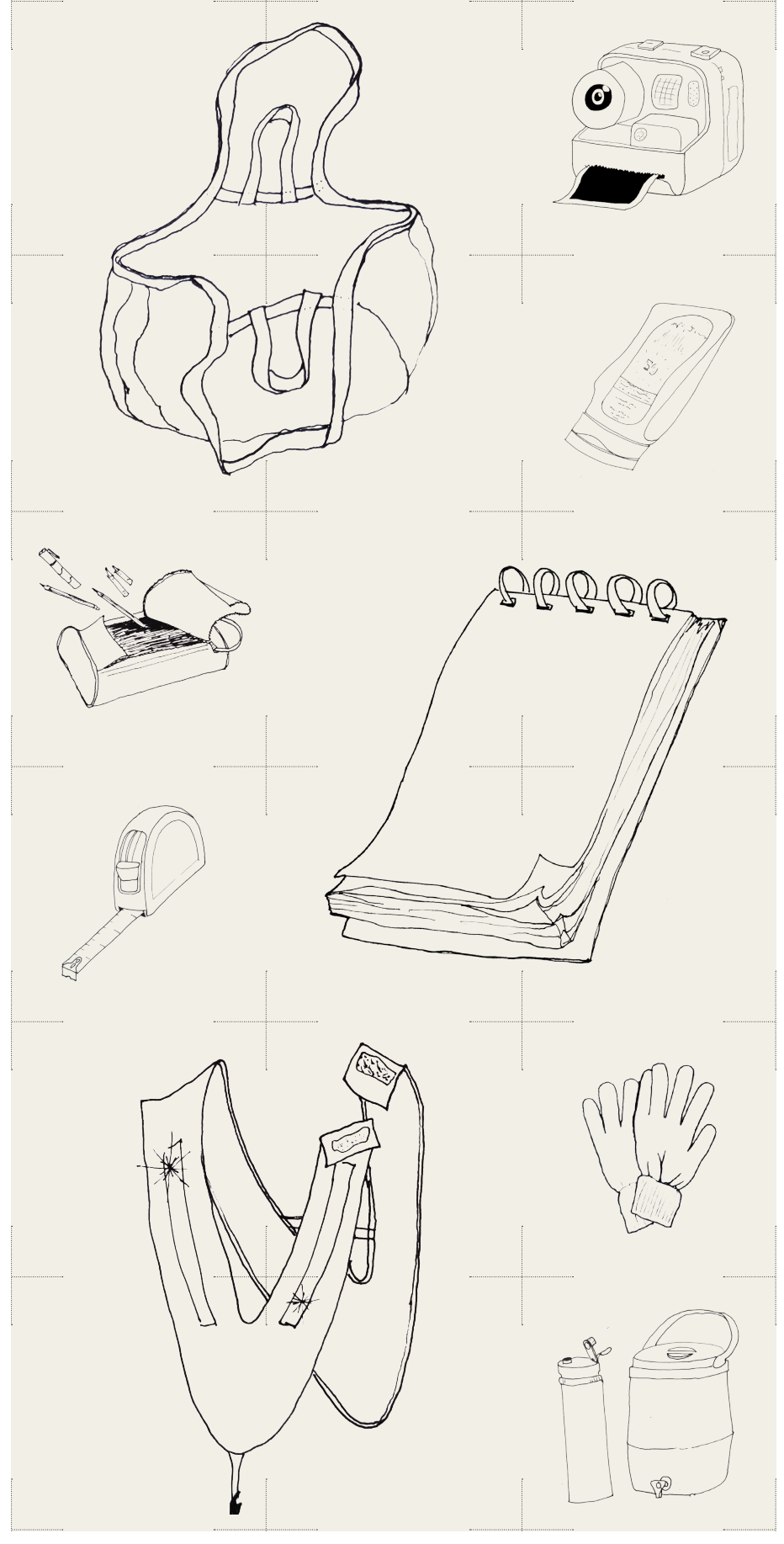
NOTES FROM THE ARCHITECT:
THE FOUNDATIONS
THE POLE



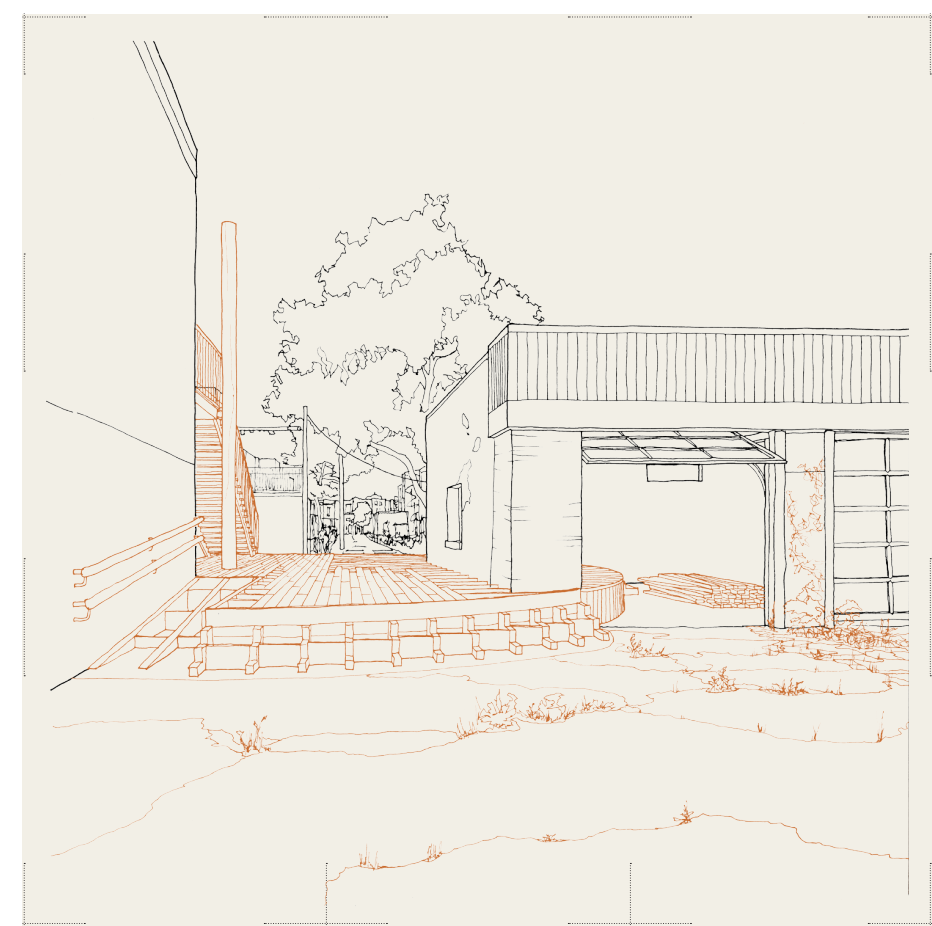
PLACES IN THE CITY WHERE
STUDENTS MIGHT SIT

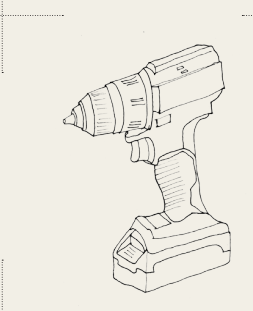
AXONOMETRIC VIEW OF
BASECAMP
1 : 150





EQUIPMENT FOR A DAY PACKAGE
IN SUNNY AUTUMN



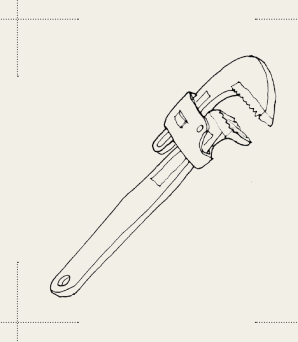


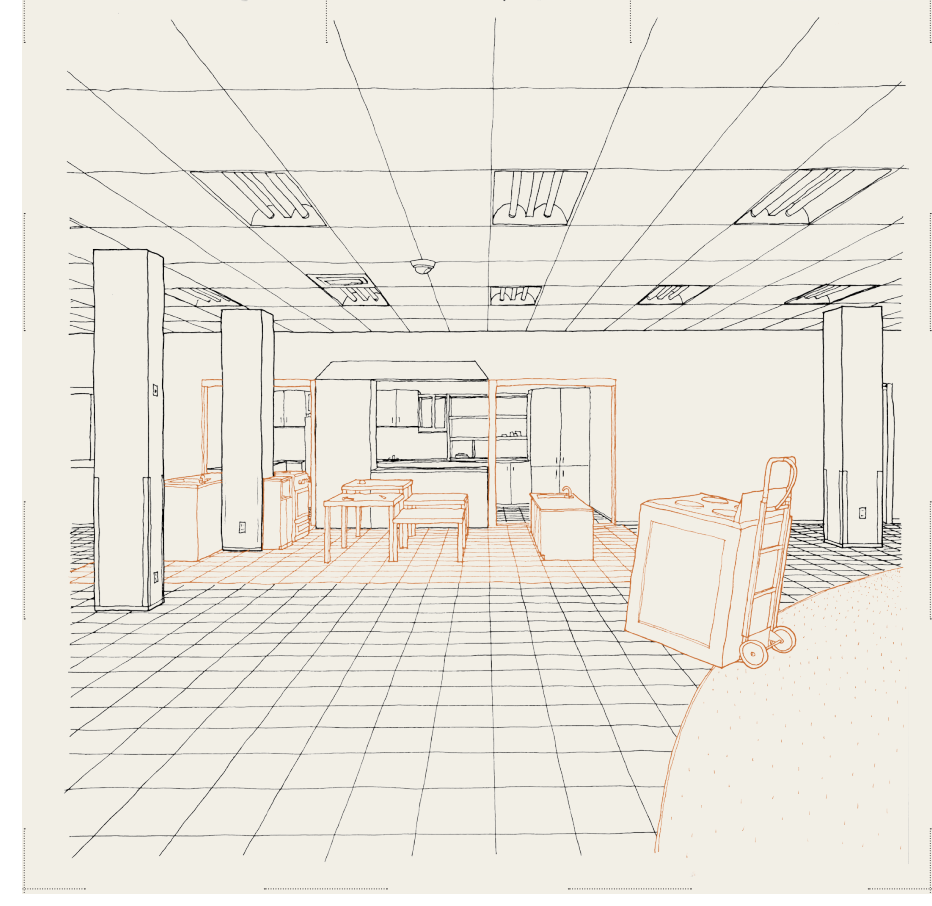
June 27th

With the foundations and roofing repairs done, and the new staircase installed, most of the skilled jobs are finished. Now, a few homeowners from the neighborhood are over to help us build the platform between the two buildings. There's one family who just finished a DIY patio in their backyard, their experience already saved us from one or two mistakes. There are also half a dozen volunteers who've never screwed two pieces of wood together who want to see how it's done. They might be more of a liability than any help, but it's nice to think the project is already offering teaching opportunities.

October 30th

The semester is well under way and the first outings have been exciting to say the least. With winter finally approaching we're focused on getting the last missing equipment for the Bingo interior. We kept all the tables, chairs, and cabinetry, but the kitchen was equipped to prepare club sandwiches and poutine for bingo patrons, not to teach children how to cook. The fryer was given away and we kept the refrigerators, but the rest of the equipment was a bit of a fire hazard and had to be thrown out. Luckily several parents offered us some old appliances. We received two stoves, enough kitchen tools and utensils to almost fill up the ample storage space, and so many microwave ovens we could take our pick of the most robust ones. Over the summer we tore down parts of the wall to expand the kitchen and had some height-adapted counters installed, all that's left now is to rent a moving truck to gather all the appliances and bring them in. The kitchen might be cramped if we have to prepare a meal for all 300 people the room can technically host, but it is more than good enough for one or two classroom's worth of students to cook their own food and teach each other recipes.





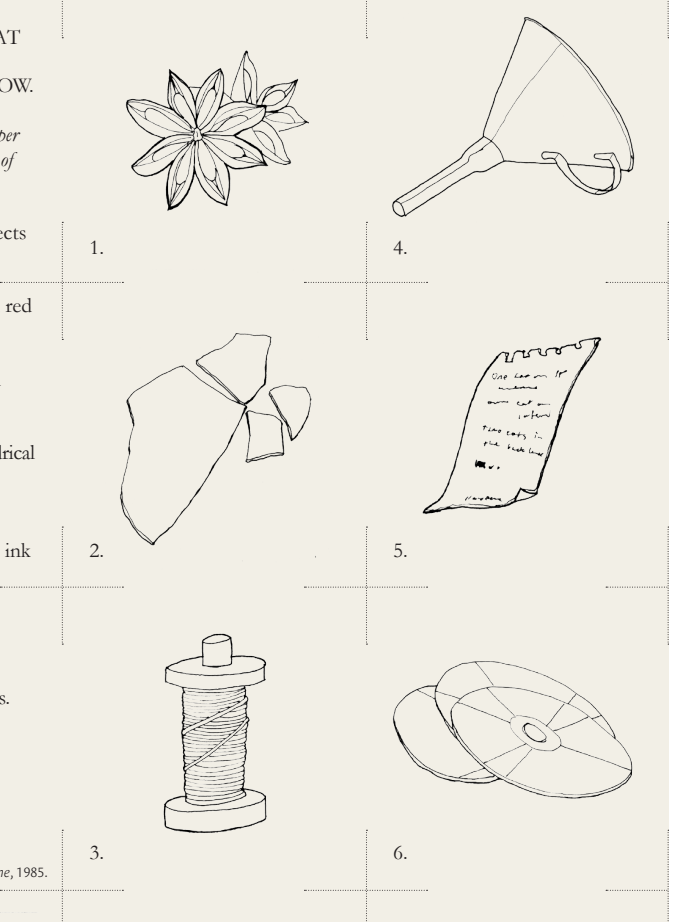
NOTES FROM THE ARCHITECT:
THE PLATFORM
THE KITCHEN

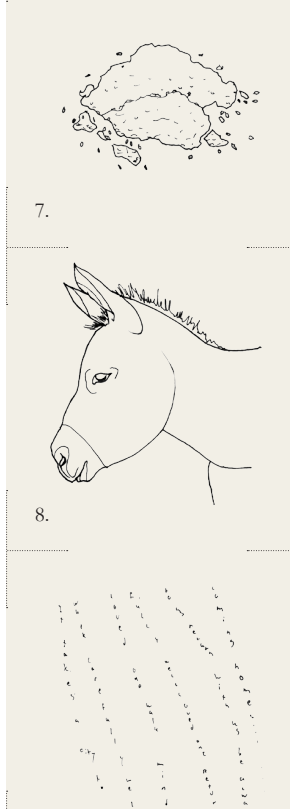
LIST OF THINGS THAT WILL BE NEEDED FOUR DAYS FROM NOW.

Found on a scrap of husk-paper in a pasture near the heyimas of Ounmalin.

1. Very prickly round objects such as certain seedpods.
2. Some pieces of broken red unglazed pottery.
3. Fine copper wire rolled around a wooden spool.
4. Artificial or found cylindrical objects with at least one flared end, not pierced.
5. Writing or markings of ink on thick paper.
6. Small disks that reflect light.
7. Chia seeds, or dead ants.
8. A young donkey.
9. Rain.

Ursula K. Le Guin, *Always Coming Home*, 1985.





INITIATION SONG FROM THE FINDERS LODGE

Please bring strange things.
Please come bringing new things.
Let very old things come into your hands.
Let what you do not know come into your eyes.
Let desert sand harden your feet.
Let the arch of your feet be the mountains.
Let the paths of your fingertips be your maps
  and the ways you go be the lines on your palms.
Let there be deep snow in your inbreathing
  and your outbreath be the shining of ice.
May your mouth contain the shapes of strange words.
May you smell food cooking you have not eaten.
May the spring of a foreign river be your navel.
May your soul be at home where there are no houses.

Walk carefully, well loved one,
walk mindfully, well loved one,
walk fearlessly, well loved one.
Return with us, return to us,
be always coming home.

Ursula K. Le Guin, *Always Coming Home*, 1985.

A NOTE AND A POEM GATHERED
FROM UTOPIA