

Interpretive Master Plan



March, 2009

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In partnership with:
Commonwealth Historic Resource Management Limited
Robert Frame - Consultant,
Economic Planning Group


NOVA SCOTIA
Tourism, Culture and Heritage

NOVA SCOTIA
MUSEUM
The Family of Provincial Museums

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Interpretive Master Plan

EXECUTIVE SUMMARY

“All Nova Scotians, today and in the future,
will know, appreciate and experience the
heritage that shapes our province.”


NOVA SCOTIA
Tourism, Culture and Heritage

**NOVA SCOTIA
MUSEUM**
THE FAMILY of PROVINCIAL MUSEUMS

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INTRODUCTION

Nova Scotia features a rich natural and cultural heritage that is important to its residents and fascinating to visitors from all over the world. Recently, the Department of Tourism, Culture and Heritage undertook substantial strides to ensure that all Nova Scotians, today and in the future, will know, appreciate and experience this remarkably diverse heritage. Set forth in *A Treasured Past, A Precious Future: A Heritage Strategy for Nova Scotia 2008-2013*, this overarching vision has initiated an impetus for renewal in the province. The Department of Tourism, Culture and Heritage supported the development of the cornerstone of this renewal: the creation of an **Interpretive Master Plan for Nova Scotia** – a tool that can be used to direct and shape the face of interpretation in the province for many years to come.

The Nova Scotia Interpretive Master Plan (IMP) represents the work undertaken by the Department of Tourism, Culture and Heritage through the Heritage Division to identify significant stories and values inherent in the province's cultural and natural heritage. With a thorough understanding of the province's current interpretive landscape and audiences, the Master Plan sets out a series of best practices, goals and objectives, as well as strategies and recommendations that will direct interpretive renewal and increase public recognition of the value and relevance of the province's heritage. Furthermore, it positions these heritage resources to be managed and communicated in a manner that is relevant to all Nova Scotians, while supporting the mandates of diverse government departments and agencies.

As an overview of the full Interpretive Master Plan, this Executive Summary outlines current heritage interpretation in the province, the Plan's overarching approach, strategies for interpretive renewal, general recommendations, provincially significant stories, and how these parts work together to direct interpretive renewal in Nova Scotia.

CURRENT SITUATION



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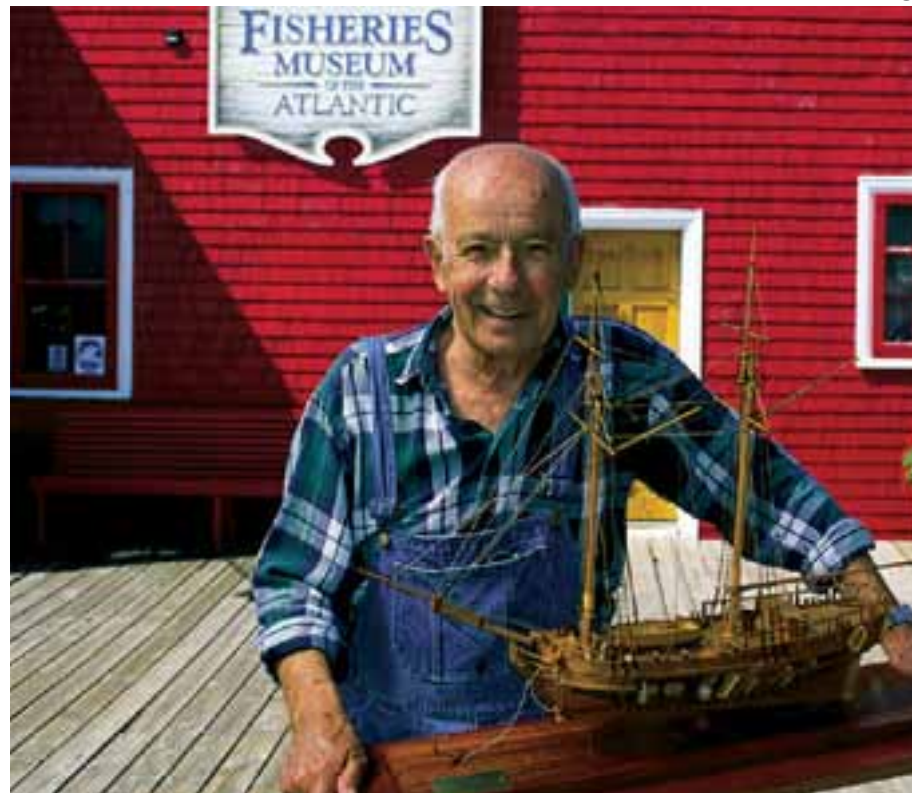
Nova Scotia features a wealth of resources that collectively interpret the province's natural and cultural heritage. From heritage properties, natural history sites and special places, to a provincial collection of more than 1,000,000 artifacts and specimens, understanding these resources is an

important part of renewal. The majority of the province's audiences will connect with these resources through the interpretive role of the Nova Scotia Museum (NSM). This family of 27 sites peppered throughout the province is a stronghold of interpretation within the Heritage Division. Although the emphasis in the Master Plan rests with this museum system and its resources, other Heritage Division units are also integral to the preservation, interpretation and promotion of our natural and cultural heritage. Special Places Protection, the Historic Places Initiative, Heritage Promotion and Development, and Heritage Outreach and Funding Programs such as the Community Museum Assistance Program all play key roles in this Interpretive Master Plan. Collectively, they offer untapped resources to assist with communicating the province's rich array of stories, as well as countless opportunities for partnerships to be forged.

The depth and breadth of interpretive potential existing across the province creates a strong foundation from which goals, objectives and strategies for interpretive renewal can be built. The information gleaned from analyzing current interpretive products within the Nova Scotia Museum system, mapping complementary sites and facilities, and understanding current audience trends that point to falling visitor numbers affects the recommendations set forth in this Master Plan, directly impacting the future of interpretation in Nova Scotia.



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INTERPRETIVE MASTER PLAN APPROACH

The Interpretive Master Plan represents a shift toward a balance between a curatorial-driven and market-driven, visitor-focused approach to interpretation. This approach is guided by four overarching goals that form the backbone of the Plan, collectively addressing the understanding and appreciation; sustainability; authenticity and relevancy; and best practices of interpretation. When acted upon holistically, these goals offer the best opportunity for retaining and expanding audiences. Driven by geography, demography, and personal motivations, changing markets for heritage interpretation create a more comprehensive picture of future audiences. As the Nova Scotia Museum and Heritage Division begin to implement strategies for interpretive renewal, it will become important to focus their efforts with these audience types in mind.

Nova Scotia Tourism, Culture and Heritage



Attracting audiences and increasing visitor engagement includes applying best practices to heritage interpretation. This involves placing audience needs at the forefront of all renewal efforts, catering to multiple learning styles, utilizing multiple modes of communication and media, and becoming socially relevant to visitors. Relevance means increasing visitor engagement by reaching audiences “where they live” and assuming roles that will help increase public involvement with the Nova Scotia Museum. Audiences must be encouraged to move toward a deeper sense of involvement, immersion and “ownership” of the Museum through an increased level of participation and support. The role of the Nova Scotia Museum is to facilitate this growth through the strategies they implement, creating passionate, engaged museum supporters that will ensure the survival of the NSM in the future.

Goal 1.

Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.

Goal 2.

Achieve sustainability by ensuring that the Heritage Division thrives and survives into the future.

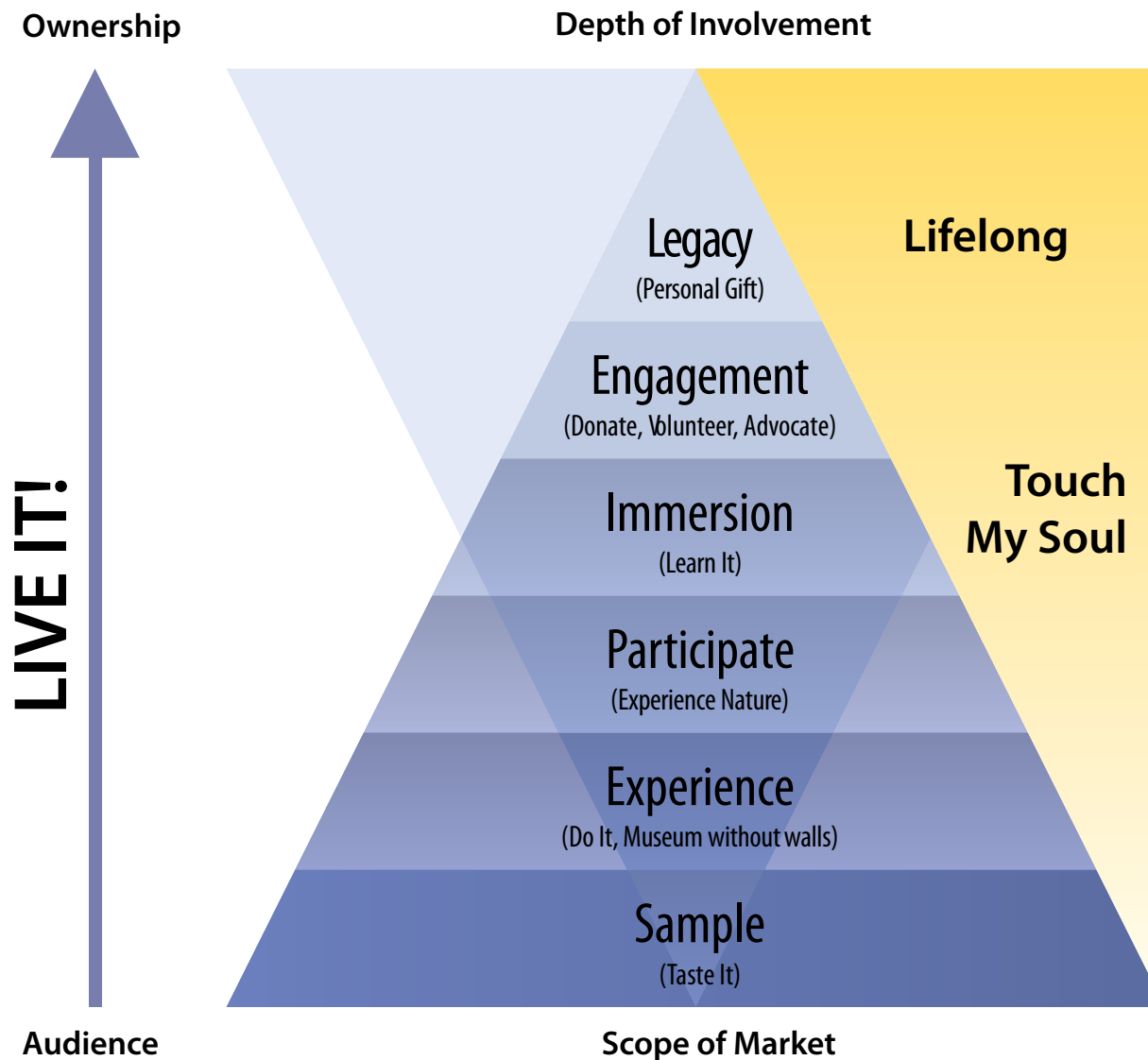
Goal 3.

Ensure that interpretation is authentic, relevant and inclusive for all audiences.

Goal 4.

Ensure best practices in interpretation are followed.

THE VISITOR ENGAGEMENT MODEL



The Visitor Engagement Model represents increased levels of visitor engagement at heritage sites in Nova Scotia. The Nova Scotia Museum should use this tool to regain its relevancy to visitors and create passionate, engaged museum supporters who are more than just occasional visitors. Audiences must be encouraged to move toward a deeper sense of involvement, immersion and “ownership” of the Museum itself, through an increased level of participation and support. The role of the Nova Scotia Museum and the Heritage Division is to facilitate that growth through the strategies they implement.

STRATEGIES FOR INTERPRETIVE RENEWAL

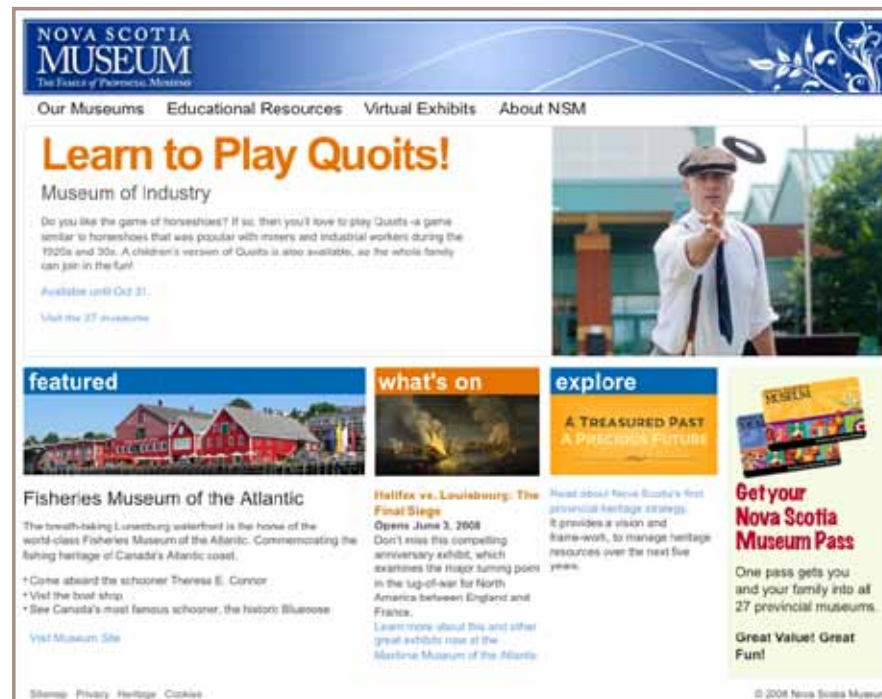
Objectives and relevant strategies were developed in close coordination with key Heritage Division staff using the four overarching goals established for the Master Plan. As the roadmap for interpretive renewal, these strategies respond to a wide variety of challenges and function as the “clay” from which the Nova Scotia Museum can shape future renewal projects and initiatives. Together, these strategies represent an effort to increase the relevance of the Nova Scotia Museum in the lives of both residents and visitors. Building on the Interpretive Master Plan Approach, they should be used in concert with best practices and policies during all future renewal efforts.

Interpretive renewal strategies for the Nova Scotia Museum are designed to attract and engage audiences for many years to come. These strategies will ensure that the Museum secures a relevant, meaningful place in the lives of both residents and visitors, and that the interpretation of the province’s natural and cultural heritage thrives well into the future.



Nova Scotia Tourism, Culture and Heritage

Nova Scotia Museum



Darrell Burke

Goal 1	Goal 2	Goal 3	Goal 4
<p>Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.</p> <p>Objective 1: Ensure a balanced approach to natural and cultural heritage. Strategies: A. Increase emphasis on natural history. B. Reduce redundancies in cultural history interpretation. C. Where possible, integrate natural and cultural history stories.</p> <p>Objective 2: Regain authority as the voice for Nova Scotia Heritage; be respected. Strategies: A. Increase visibility through public outreach in non-traditional places. B. Increase the museum's presence in the media with respect to current public issues. C. Increase the museum's presence at colleges and universities. D. Acknowledge and provide orientation to the Nova Scotia Museum at every site, including connecting visitors to other sites and resources. E. Ensure that interpretation at NSM sites is connected to the "big picture", using the interpretive master plan themes and provincially significant stories outlined in the Content Framework.</p> <p>Objective 3: Develop two-way communication between the museum and visitors. Strategies: A. Develop a vision for and implement "The Museum Online", an online extension of the NSM that is a vital component of the Heritage Division. B. Create opportunities for the public to co-produce museum interpretation.</p>	<p>Achieve sustainability by ensuring that the Heritage Division thrives and survives into the future.</p> <p>Objective 1: Achieve resource sustainability. Strategies: A. Increase earned revenues. B. Develop low-volume, high-yield programs and experiences. C. Enlarge the fundraising and donation base. D. Work to achieve greater support by various levels of government. E. Begin interpretive renewal efforts with small-scale projects that will build momentum over time.</p> <p>Objective 2: Achieve social relevance through community involvement. Strategies: A. Reflect community values. B. Develop a partnership plan to formalize networks and synergies within the Heritage Division and with outside agencies. C. Achieve a balance between the responsible social function of the museum and adherence to a responsible corporate business model. D. Build relationships with the community and encourage community use of museum sites, including non-traditional uses that relate to the mandate of the sites. E. Exploit the specific potential of each site to attract and retain specialized audiences. F. Support new initiatives with promotion and marketing.</p> <p>Objective 3: Deepen engagement through new and repeat visitation. Strategies: A. Stimulate repeat visitation by offering a variety of changing visitor experiences. B. Create memorable, high-quality, engaging visitor experiences. C. Develop programs that encourage a long-term relationship. D. Make connections and information about the heritage of Nova Scotia accessible to a broad range of audiences in an engaging and effective manner. E. Provide a gateway experience in urban centres that links visitors to all NSM sites.</p> <p>Objective 4: Be innovative. Strategies: A. Stay current: be responsive to the latest trends in media, interpretation and time-sensitive public issues. B. Acknowledge and retain successful interpretive initiatives, enhancing them as may be needed. C. Make innovation a priority for new initiatives where renewal is indicated. D. Embrace new technologies to expand audiences and increase access to information. E. Experiment; encourage test projects and risk taking. F. Facilitate staff to give creative input on a regular basis.</p> <p>Objectives 5: Be green. Strategies: A. Introduce and maintain environmentally sustainable operating practices. B. Increase public awareness of environmental issues. C. Develop environmentally responsible exhibits. D. Use historic sites to promote architectural conservation as a sustainable activity. E. Where appropriate, use museum sites to promote sustainable lifestyles and skills.</p>	<p>Ensure that interpretation is authentic, relevant and inclusive for all audiences.</p> <p>Objective 1: Speak with authority: be accurate and authentic. Strategies: A. Encourage applied research in all projects. B. Make the research process, as well as the researchers more visible to the public. C. Monitor, update and evaluate the content framework regularly. D. Distinguish myth from reality in all interpretation. E. Exploit the specific history of each site as a basis for interpretive development.</p> <p>Objective 2: Be relevant to visitors' personal experiences. Strategies: A. Conduct market research (utilize tourism product development models) when developing interpretive products. B. Create multi-dimensional visitor experiences that relate to multiple audiences. C. Link exhibits and programs with the Nova Scotia school curriculum. D. Use real things to put history in context.</p> <p>Objective 3: Expand the content to be inclusive of Nova Scotia's diverse population. Strategies: A. Research and interpret new stories that are inclusive. B. Address controversial subjects. C. Encourage multi-dimensional (layered) storylines. D. Encourage partnerships with groups within and outside of the Heritage Division.</p> <p>Objective 4: Strengthen the relationship between interpretation, the provincial collection and other heritage resources. Strategies: A. Ensure that interpretation uses and makes effective use of the provincial collection and other heritage resources that the province holds. B. Allow interpretation to help define (in addition to science and collections research) collecting needs. C. Allow science and new knowledge from collections research (in addition to interpretation) to drive interpretive development and opportunities. D. Increase curatorial involvement in designing interpretive exhibits and programs. E. Draw on communities to enrich the museum's knowledge of the collection. F. Collect and present contemporary objects that are familiar to visitors.</p>	<p>Ensure best practices in interpretation are followed.</p> <p>Objective 1: Increase training and skills development. Strategies: A. Increase staff attendance at out-of-house conferences and professional development courses. B. Enhance and support staff training and professional development within the heritage division and other government departments. C. Implement a site job-switching program, to educate staff about other sites in the system. D. Ensure staff have access to published best practices. E. Develop and formalize more student internship programs with universities and colleges.</p> <p>Objective 2: Retain and build capacity. Strategies: A. Develop clear succession planning to build corporate memory. B. Ensure staff have access to skills-building networks and partnerships, such as the Nova Scotia Museums Association. C. Support the development of university and college programs in museology and interpretation. D. Develop mentoring and volunteerism within the Heritage Division. E. Develop a needs assessment and professional development tool for the museum sites that will evaluate the skill set, staffing requirements and interpretive products in order to assist them. F. Develop project teams (a "swat team") to assess interpretive opportunities, research, design, implement, and promote interpretive products.</p> <p>Objective 3: Live in a policy framework. Strategies: A. Develop an interpretation policy based on the principles outlined in the Interpretive Master Plan. B. Use the Interpretive Working Group to oversee the implementation of an interpretive policy and continually monitor and evaluate interpretive exhibits and programs.</p>

GENERAL RECOMMENDATIONS



Nova Scotia Museum

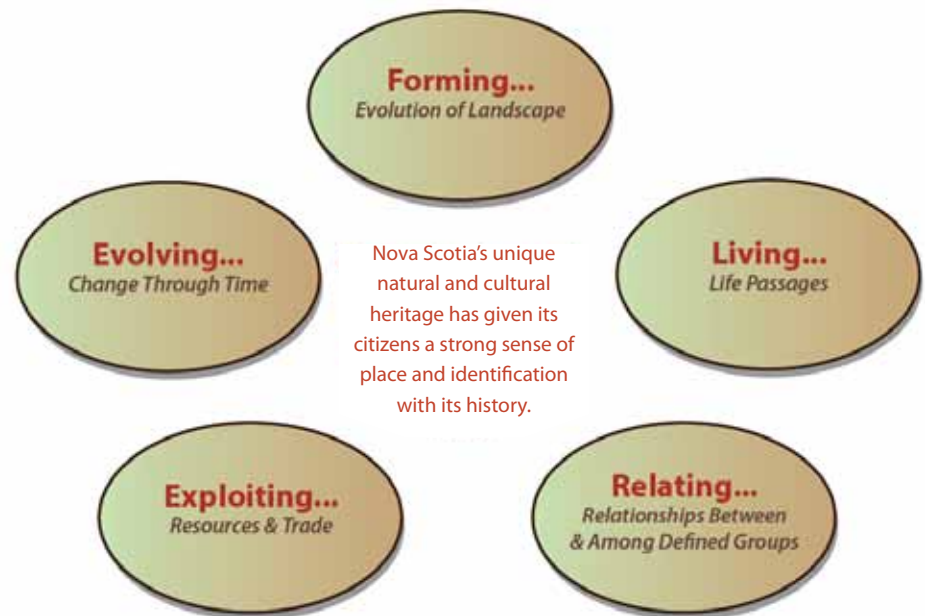
General recommendations help set the Interpretive Master Plan in motion, providing the Nova Scotia Museum with the direction required to initiate interpretive renewal in the province immediately. With an assemblage of strategies to draw upon, many have been prioritized for consideration within the immediate term. Relevant actions contained within these prioritized strategies are achievable and financially sustainable in the next two years, and will raise awareness and build momentum for

Master Plan. Many have similar thrusts, and have therefore been combined to maximize time and resources: staff training and involvement, content renewal, public engagement, public relations, and policies. When implemented across a wider field, these shared actions will generate effective, visible change with greater impact overall.

Managing renewal efforts over time involves forming an Interpretive Master Plan Team, developing an internal web initiative devoted to the Master Plan and its efforts, capitalizing on partnerships, and initiating a system of regular review to re-prioritize strategies as conditions change. The need to allocate resources to support renewal initiatives is a necessity. While it is not within the scope of the Master Plan to define operational or managerial recommendations for the Heritage Division, careful consideration of these needs is required to direct resources strategically in support of the Plan's stated goals, objectives, and strategies.

DEFINING NOVA SCOTIA'S STORIES

One of the main tasks of the Interpretive Master Plan is to collect and organize Nova Scotia's natural and cultural heritage in a manner that clearly identifies provincially significant stories. Two different, but complementary ways of defining and organizing these stories are utilized in this Master Plan: Interpretive Themes and a Content Framework. Interpretive themes conveying the "big ideas" that, by acting as unique threads running across many subjects, help us understand a place. The Content Framework identifies conceptual themes, topics, and sub-topics, which have been distributed across the Nova Scotia Museum and other sites communicating a piece of the provincial story through a Content Distribution Matrix. Together, this information informs all interpretation within the Nova Scotia Museum, creating a consistent message to its audiences. It also ensures that interpretive renewal efforts are focused and that gaps in the communication of provincially significant stories are identified and addressed as part of renewal efforts.



THEME/SITE	BGM	BWM	CHM	DS
E. LIVING: Life Passages				
E.1 Life at Home and Work				
E.1.1 Gender Roles and Homelife		+	+	
E.1.2 Childhood Experiences			+	
E.1.3 People in the Workplace		+		
E.1.4 Social Value of the Workplace				
E.1.5 Places of Community Interaction				
E.1.6 Food on the Table	+			
E.2 Communities				
E.2.1 Coastal Towns/Villages				
E.2.2 Inland Towns/Villages				
E.2.3 People at Sea				
E.2.4 Home Front				
E.2.5 Shore-based Industry				
E.3 Recreation				
E.3.1 Informal Play				
E.3.2 Organized Sports				
E.3.3 Boat Racing				
E.3.4 Leisure-time Activities				

This excerpt from the Content Distribution Matrix illustrates how the topics and sub-topics developed in the Content Framework are distributed across the Nova Scotia Museum's 27 sites. It indicates where content is currently well-interpreted (blue squares), where content could be enhanced (blue squares with a "+" sign), and where new content should be introduced (green squares) at NSM sites.

Through its unique system of interpretive facilities, village complexes, historic houses, and industrial mills, the Nova Scotia Museum has the ability to communicate the province's rich natural and cultural heritage. Addressing this full spectrum of stories is a great achievement for the Nova Scotia Museum. However, more can be done to ensure that all provincially significant stories are given voice and that those less-known, yet equally intriguing stories reach the eyes and ears of our resident and visiting audiences. This work will strengthen all heritage interpretation in the province, providing sites with many new, exciting opportunities and a deeper, wider well from which to draw stories as renewal takes place. A range of partners – both within and outside of the Heritage Division – exist that can help contribute to the communication of Nova Scotia's provincially significant stories. Interpretive renewal, however, begins with the Nova Scotia Museum's sites and staff as they take inspiration from new site mandates and propels content renewal forward.

	HV	LHM	MMA	MHM	MOI	MNH	NH	OMH	SPH	PHM	RTH	RFM	SHM	SV	SSM	UEMP	AV	WCM
E.1.5 Food on the Table																		
E.2 Communities																		
E.2.1 Coastal Towns/Villages																		
E.2.2 Inland Towns/Villages																		
E.2.3 People at Sea																		
E.2.4 Home Front																		
E.2.5 Shore-based Industry																		
E.3 Recreation																		
E.3.1 Informal Play																		
E.3.2 Organized Sports																		
E.3.3 Boat Racing																		
E.3.4 Leisure-time Activities																		
E.4 Cultural Expression																		
E.4.1 Architecture																		
E.4.2 Landscapes/Gardens																		
E.4.3 Folklore and Celebrations																		
E.4.4 Media (i.e. radio, TV, film, etc)																		
E.4.5 Literature/Poetry/Drama																		
E.4.6 Music																		
E.4.7 Fine/Folk Art																		
E.4.8 Cuisine as Cultural Expression																		
E.4.9 Clothing and Costume																		
E.4.10 Heritage Preservation																		
E.5 Social Development and Organizations																		
E.5.1 Community Security: Protection, Prevention, Response																		
E.5.2 Justice																		
E.5.3 Health Care																		
E.5.4 Temperance & Prohibition																		
E.5.5 Antigonish Movement																		
E.5.6 Religious Observance																		
E.5.7 Philanthropy & Social Conscience																		
E.5.8 Unions																		
E.5.9 Boards of Trade																		
E.5.10 Fraternal Organizations																		
E.5.11 Volunteerism																		

CONCLUSION: HOW THE PARTS WORK TOGETHER

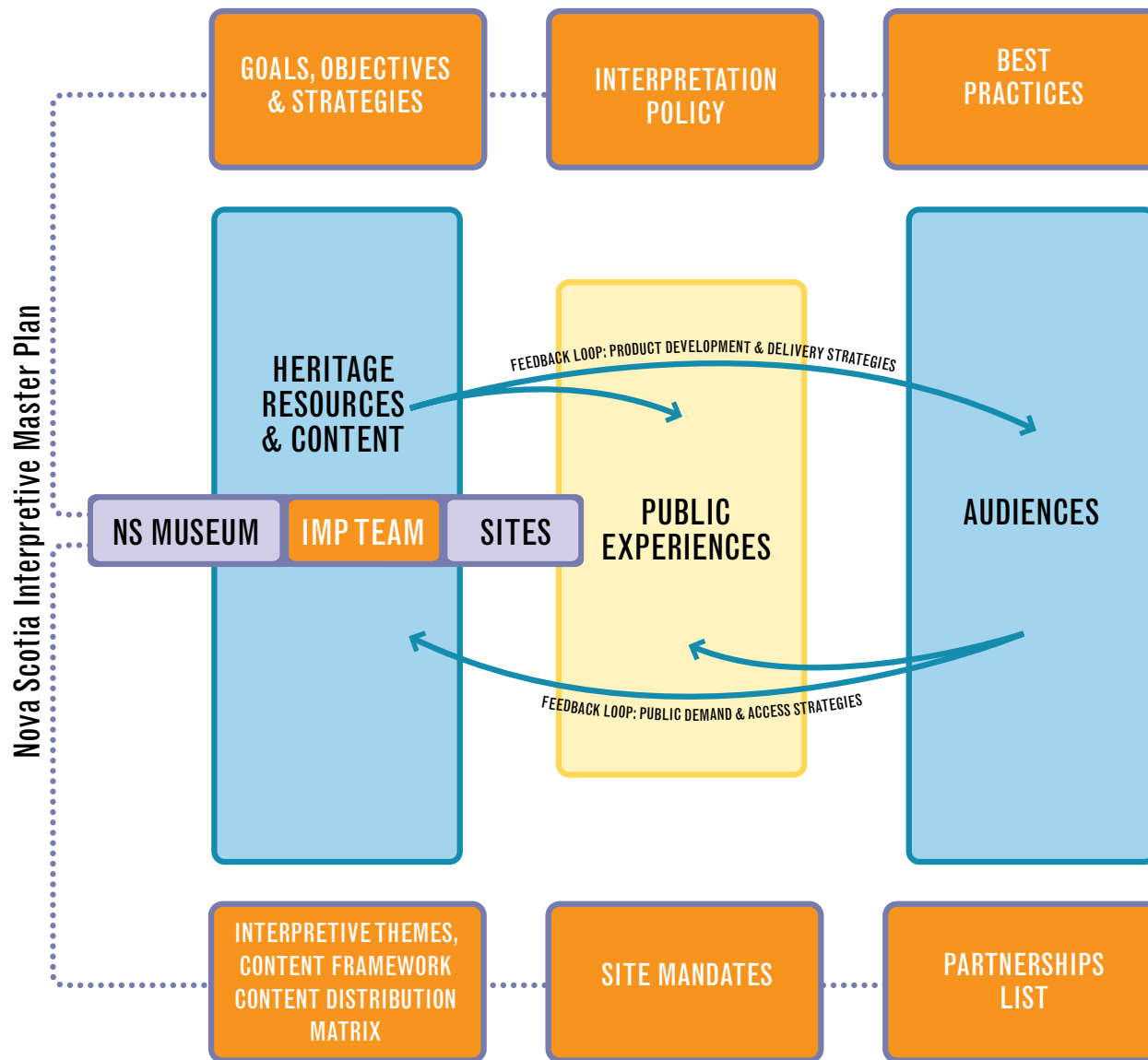
The Nova Scotia Museum is motivated to continue the process of renewal. Staff are enthusiastic about the integration of the Interpretive Master Plan into their daily work, as it represents the realization of many years of effort. The passion, commitment and insight of all involved have been invaluable to the formation of the Plan, and will be essential to its future success.

This Plan, and its parts, will be used either independently or in unison by the Nova Scotia Museum's family of sites and the newly created Interpretive Master Plan Team. All levels of staff and sites should take inspiration from the Plan and the parts outlined herein, incorporating the ideas provided with their own to achieve success.

The Nova Scotia Interpretive Master Plan is the impetus for clear direction, growth, and revitalization within the Nova Scotia Museum system. With the Interpretive Master Plan in place, the Heritage Division is now able to take significant strides towards interpretive renewal, which will, in turn, set the precedent for all heritage interpretation in the province and directly benefit Nova Scotians. As a comprehensive package, the Interpretive Master Plan is a tool for the Museum and the Heritage Division to utilize for many years to come. It is the rod with which to leverage funding, the flag to inspire museum staff, the handbook to develop interpretation, and the voice through which the Museum can speak to all Nova Scotians, reengaging them with their heritage in both new and familiar ways.



ATTRACTING AND RETAINING AUDIENCES: USING THE MASTER PLAN



This diagram illustrates how visitor engagement and renewal efforts will take place within the Nova Scotia Museum. Individually, these key areas address different needs and will be used differently by the Museum and/or staff and management at sites. Together, they provide a larger vision for the Museum – a foundation of information the Heritage Division can refer to and build on, creating a common understanding across the Division. New tools and resources provided by the Interpretive Master Plan (shown in orange) are described in further detail in the full Interpretive Master Plan document.

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10

Introduction

Nova Scotia has a rich heritage that is important to its residents and fascinating to visitors from all over the world. In order to preserve and interpret this heritage in a meaningful way, this document presents an Interpretive Master Plan that will guide the province's Heritage Division of the Department of Tourism, Culture and Heritage as it moves into the future, serving and attracting audiences with engaging and relevant interpretation of the province's natural and cultural heritage.

1.1 About This Document

The Heritage Division of the Department of Tourism, Culture and Heritage for the Province of Nova Scotia commissioned this Interpretive Master Plan. It presents an analysis of the current resources and interpretation in the province – by the Division and outside organizations – as a means of establishing the overall interpretive landscape in the province, and then sets out a master plan for the future of interpretation in the Heritage Division.

Currently, the Division has many great interpretive programs and resources to draw from. The plan presents goals, objectives and strategies that will guide interpretive renewal in the Division, to ensure it is interpreting Nova Scotia's provincially significant stories in ways that are relevant and engaging for visitors. The Heritage Division is competing for its audiences alongside many forms of entertainment and attractions. It must be responsive to both its current and potential future audiences to ensure that it is an important part of the lives of all Nova Scotians.

The Interpretive Master Plan provides a road map for interpretation. It is a long-term process that must be shepherded forward by dedicated staff and resources. Priority actions have been developed to ensure the process begins quickly (in some cases, projects are already underway) and continues to push ahead. In some cases, projects are already underway.

This document features seven (7) sections:

» **1.0 Introduction**

Defines the project background, goals, and methodology as well as the meaning of “provincial significance.”

» **2.0 Current Situation**

Reviews current interpretation and resources in the Heritage Division, other major organizations that interpret Nova Scotia's natural and cultural history, and current audiences.

» **3.0 Interpretive Master Plan Approach**

Outlines goals and objectives for the Master Plan, future audiences and how to engage visitors, as well as best practices for interpretive design.

» **4.0 Strategies for Interpretive Renewal**

Features a list of objectives and strategies for interpretive renewal in the Heritage Division.

» **5.0 General Recommendations**

Describes general recommendations to set the Interpretive Master Plan in motion and build momentum, including prioritized strategies and actions to propel renewal efforts.

» **6.0 Defining Nova Scotia's Stories**

Organizes Nova Scotia's stories into interpretive themes, a Content Framework, and a Content Distribution Matrix, the latter of which distributes the stories through the Nova Scotia Museum sites and identifies possible partners.

» **7.0 Conclusion:**

How the Parts Work Together

Describes how the Interpretive Master Plan, and its parts, are to be used either independently or in unison by the Museum, the IMP team, or an individual site.

1.2 Provincial Significance and Interpretation

A key task of the Interpretive Master Plan is to define Nova Scotia's provincially significant stories. In the context of heritage resources, "provincial significance" refers to that eclectic mix of landscapes, sites, specimens, objects, documents, popular culture, and folklore that, together, speak to the uniqueness of Nova Scotia. Collectively, these resources define that intangible and sometimes elusive thing called "a sense of place."

Over time, a consensus has developed through common sense, community desire and informed professional leadership that identifies resources meeting the test of provincial significance. The Heritage Division ensures that the collection of provincially significant resources, and the stories they communicate, are preserved and interpreted to serve and attract future audiences.



Nova Scotia Tourism, Culture and Heritage



Sarah McGill

Not all of the provincially significant heritage resources are managed by the Province, and there is no need for them to be. However, the final report of the Volunteer Heritage Strategy Task Force, *Our Heritage Future A Shared Responsibility* (2006), and the Provincial Government's response to this task force in *A Treasured Past A Precious Future* (2008), indicate that heritage will not continue to exist without planning, effort and commitment. These reports recognize that Nova Scotians must become better informed stewards of their heritage, so they will demand that their interest remains the provincial interest. With its current legislation, operations and programs, and a carefully articulated strategy, the government has recognized the importance of provincial significance with respect to the preservation of heritage resources.

Preservation is only part of the picture. Resources are not preserved as ends in themselves, but because they have meaning. Making meaning is the business of interpretation, a major strategy for engaging Nova Scotians in their heritage. **The key challenge of interpretation is to reveal to visitors why the province's heritage resources should be interpreted, or, why these resources matter.** This Interpretive Master Plan should engage and involve Nova Scotians, and visitors from away, in the province's heritage, to ensure an involved constituency for the future.

In order to engage and attract visitors to Nova Scotia's heritage sites and resources, interpretation must enrich visitor experiences in meaningful ways. Interpretation is not merely the pouring of information into the visitor's mind, as if it were an empty vessel. While sharing information is important and necessary, effective interpretation must move beyond this to create meaning for visitors, so that they can connect an object or a site with their own personal perspectives in ways that are more profound and enduring. Interpretation is, indeed, "meaning making" and when a visitor to an historic site, a nature trail, or a museum exhibit is able to extract meaning from that experience, the experience has the potential to become memorable, transform their behaviour and/or trigger an emotional response.



Nova Scotia Tourism, Culture and Heritage

Over 50 years ago, Freeman Tilden's *Interpreting Our Heritage* (1957) set out the key goals of interpretation, and they remain as valid today as they were then. Three of his expectations are particularly important: interpretation should **relate**, **provoke** and **reveal**.

- » **Relate** means using clear communication principles, getting attention, making the communication enjoyable, seeking ways to make it relevant to the audience, and giving it a structure that flows logically.
- » **Provoke** means using information to suggest that visitors look at a subject in a completely new way, perhaps sometimes raising uncomfortable or controversial ideas.
- » **Reveal** encourages the presentation of information that provides new insights into why something is special; if a visitor leaves a site thinking, "I never realized that" or "Now I understand," they have experienced good interpretation.

Recently, there have been major shifts in the way we access information and communicate with each other. We have radically different ways of obtaining instant information – easy access to information on the Internet, instant messaging, emails and text messages, to name a few. Therefore, heritage interpretation must offer visitors something that is beyond the simple communication of information – it must enrich visitors' lives with meaningful experiences that engage them with the information and stories. To respond to these challenges, this Interpretive Master Plan presents strategies for re-thinking the way that interpretation is presented in the Heritage Division.

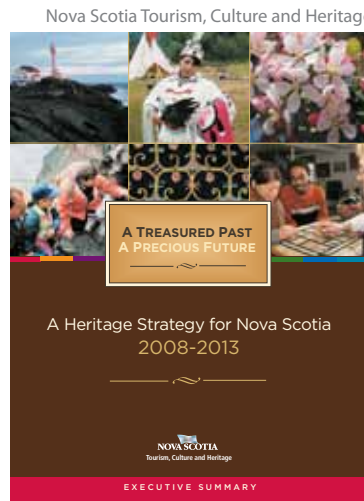
Heritage interpretation must be responsive to the visitor market, and their wants and needs. This is crucial if Nova Scotians will be encouraged to become more informed about their heritage, and therefore more effective advocates. Good interpretation makes good business, as well as educational, sense. Effectively developed interpretation programs will pay enormous dividends, and help to build a body of public support for the preservation and presentation of heritage.

1.3 Project Background

COMBINING THE STRATEGIES

In May 2008, the Government of Nova Scotia released *A Treasured Past, A Precious Future: A Heritage Strategy for Nova Scotia 2008-2013*. This provided a framework of guidance to decision makers and outlined an ambitious program of actions aimed at achieving the over-arching vision: “All Nova Scotians, today and in the future, will know, appreciate and experience the heritage that shapes our province.”

The *Heritage Strategy* quoted the definition of heritage presented in the final report of the Voluntary Planning Heritage Task Force, *Our Heritage, Our Future, A Shared Responsibility* as follows:



Nova Scotia Tourism, Culture and Heritage

“Heritage is that which society inherits from the previous generations and deems worthy of taking special measure to preserve for future generations, including our tangible and intangible cultural and natural heritage.”

Tangible cultural heritage was deemed to include artifacts, buildings and archival records; intangible cultural heritage involves such things as folklore, language, oral history, music skills, and belief systems; and natural heritage speaks to our natural world of land, water, vegetation, air, birds, and animals.

The *Strategy* also outlined the following three directions:

- » Better co-coordinate the efforts of those who share the responsibility to preserve, protect, promote and present Nova Scotia's heritage;
- » Improve the development and sustainable management of the full range of the province's significant heritage; and
- » Increase public recognition of the value and relevance of the province's rich heritage.

Coordinating the efforts of those working within the heritage field and building capacity only makes sense if these efforts result in substantial progress with the third goal: gaining recognition by a critical mass of Nova Scotians of **the value and relevance of heritage to their personal lives and to the quality and sustainability of their communities.**

With understanding comes appreciation and, ideally, acceptance of personal responsibility for protecting heritage resources and for advocating on their behalf. In this context, a key action under the third goal is to: **enhance our capacity to develop products and programs that interpret, present and share our many heritage stories that engage people.** This in turn led to a priority initiative to:

- » Create an Interpretive Master Plan for Nova Scotia – a plan that could be used to redirect the renewal and development of interpretive programs, services and outreach activities, and to define the quality of the interpretive experience for visitors to heritage sites. With the completion of an Interpretive Master Plan it was understood that the collective heritage resources of Nova Scotia would be placed in a position to be managed and communicated in a manner that would be relevant to all Nova Scotians and visitors, and would support the mandates of diverse government departments and agencies.

The *Heritage Strategy* has therefore become the single most important document in determining the direction, goals and work of the Heritage Division over at least the next five years. The extent to which Nova Scotians become engaged with the significant stories and values inherent in their cultural and natural heritage will in large part also determine the success of the *Strategy*. What these stories and values are, and how they are to be presented through a process of interpretive renewal and capacity building, underlie the *raison d'être* for this Interpretive Master Plan for Nova Scotia.



Nova Scotia Tourism, Culture and Heritage

“

Create an Interpretive Master Plan for Nova Scotia – a plan that could be used to redirect the renewal and development of interpretive programs, services and outreach activities, and to define the quality of the interpretive experience for visitors to heritage sites. With the completion of an Interpretive Master Plan it was understood that the collective heritage resources of Nova Scotia would be placed in a position to be managed and communicated in a manner that would be relevant to all Nova Scotians and visitors, and would support the mandates of diverse government departments and agencies.

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INTERPRETATION WORKING GROUP

If the Heritage Strategy identified interpretive renewal as a critical need for the province's heritage resources, it was the Heritage Division's Interpretation Working Group that defined more precisely a set of underlying concerns that needed to be addressed by an Interpretive Master Plan. Of prime concern was a general lack of awareness regarding the nature and potential of effective museum interpretation, and of the resources (research, planning and delivery skills) that such interpretation required.

The group, composed of staff members in the Nova Scotia Museum (NSM/the Museum) family, had already sponsored an inventory of the nature and scope of interpretation offered at the NSM when work to develop an Interpretive Master Plan began. Undertaken by Martha Grantham and entitled *Nova Scotia Museum Interpretive Product Inventory*, it was delivered in November 2005. From it, and other insights provided by the group, a number of concerns were identified:

- » The practice of interpretation at many of the NSM sites through exhibits, guided tours, related programs, publications and websites was often dated and in need of rethinking and reinvigoration; of key importance was the need to be more inclusive in terms of ethnicity and gender, to look for ways to combine history and natural history topics, and to seek ways of nurturing stronger community connections.

Nova Scotia Museum



- » There is no clear outline of significant subjects of Nova Scotia's cultural history, comparable to that developed for its natural history in the two volume *The Natural History of Nova Scotia*, which could hinder renewal efforts. Such an outline could provide the Heritage Division with strategic direction towards more consistent, site-appropriate and relevant interpretation.
- » There was a lack of resources (human and monetary) for investment in interpretive development.
- » There was a need to address issues of recruitment and training of interpreters.
- » There was a need to articulate interpretation standards and values.
- » There was a need to address the fact that current market research continues to reveal that museum audiences' interests and requirements have been changing dramatically over the past few decades, but that the presentation and interpretation of most of the NSM sites has changed little in either style or content.

These concerns fed into the discussions that surrounded the development of the *Heritage Strategy* and its identification of the need for an Interpretive Master Plan to help address these and other related issues.

RENEWAL PROJECTS UNDERWAY

While the Interpretive Master Plan has been in development, the Heritage Division has moved forward with ongoing renewal efforts. **These projects reflect the positive and proactive atmosphere for change at the NSM, and in the Division in general.** Current renewal projects reflect the goals, objectives and strategies outlined later in this Interpretive Master Plan. The following projects are either completed or underway:

Firefighters' Museum of Nova Scotia

Renewal efforts are underway at the Firefighters' Museum to develop a preliminary concept for new core exhibits. A traditional, chronological approach will be replaced with a thematic exhibit lending itself to diverse programming possibilities. As well, emphasis will be placed on the human story of firefighting and its impact on firefighters, their families, and fire victims.



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Fundy Geological Museum

The NSM is in the initial stages of developing a concept for a new core exhibit that specifically targets families. There are also plans to incorporate Mi'kmaq creation stories that are integral to the cultural landscape of the area. Another key focus will be to use the exhibit as an information hub to send visitors out onto the landscape to experience real geological evidence.

Perkins House Museum

The Perkins House project is near completion. It will significantly enhance the existing site interpretation by providing a more inclusive perspective of life in early 19th century Liverpool. The audio-visual projections of several individuals will help expand the site stories beyond Simeon Perkins to include vignettes delivered by Simeon's wife, his children and a black indentured servant who worked in the house. All the characters are based on writings found in Simeon's diary.

North Hills Museum

A new storyline is being developed for North Hills Museum about Robert Patterson. It will elaborate on Patterson's contribution to heritage preservation as founder of the Historic Restoration Society and, on a broader basis, the story of a come-from-away in small town Nova Scotia. The new storyline will also develop the site's Acadian story (it was an original Acadian land grant) and interpret the cultural landscape of North Hills through the centuries.

McCulloch House Museum

A new exhibit at McCulloch House provides a fresh take on historic house interpretation and a new way of thinking about the Scottish contribution to this province. The exhibit places the story of Thomas McCulloch in a broader context: Scottish immigration to Nova Scotia. The story also examines the breadth of the Scottish contribution to Nova Scotia through McCulloch's work. It does not shy away from talking about the numerous struggles with the church, the government and the citizens opposed to McCulloch's ideas.



Balmoral Grist Mill Museum/ Sutherland Steam Mill Museum

The Site Manager at Balmoral Grist Mill Museum/ Sutherland Steam Mill Museum has been working on interpretive renewal specifically through the development of new program partners that can broaden the basis of support in the community (local and regional). New programs are mostly related to the site's interpretive mandate. Examples include:

- » Literary Festival for some prominent heritage authors of Nova Scotia (corporate sponsor: Hudson Bay Company)
- » Woodsman competition at SSM (partner: NS Agricultural College)
- » Showcase of antique tools (partner: Antique Tool Collectors Association)
- » Fine dining at Balmoral Grist Mill - mill used as a venue for an evening dinner (partnered with local caterer). This event was very successful, especially in attracting an affluent local audience seeking a different type of experience at a familiar community venue.

Darrell Burke (2 images)



Birchtown

Heritage Division staff are providing ongoing advice and support to the Black Loyalist Heritage Society's efforts to develop the Birchtown site. Specifically, site development will include new infrastructure (an interpretive centre) and an interpretive plan. When completed, the Birchtown site will raise awareness of an under-represented Nova Scotian story.

Museum of Natural History

Plans for developing programming space and expanding the Nature Centre at the Museum of Natural History have morphed into an ambitious and exciting project called *Netukulimk*. This new, interactive learning space will introduce Nova Scotia's forests through the principle of "two-eyed seeing." Both indigenous and western science will be presented in interpretive exhibits and programs that illustrate human interactions and links with the natural world. The Mi'kmaq concept of *Netukulimk* incorporates the past, present, and future, and reinforces our responsibility to use resources in a sustainable manner. The central icon will be a large tree, surrounded by interactive exhibit modules; mounted, live and model plants and animals; programming space; and an open work area for staff. The first phase of the project is scheduled to open in the spring of 2010.



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1.4 Project Goals

The following project goals were set out in the project terms of reference and provided to the consultant team. They reflect the Heritage Strategy and the Request for Proposals to undertake the work. Project direction and requirements were also discussed with the Project Advisory Committee over the course of the project and interviews with department staff.

Goal 1. Identify the broad themes and stories that encompass Nova Scotia's natural and cultural heritage.

Objectives:

- » Define what is 'provincially significant'; what the Heritage Division, and the NSM within it, is responsible for preserving and interpreting.
- » Create a Content Framework within which the significant topics and sub-topics can be presented — a challenging framework that demands that the NSM look at natural history and human history in a much broader way, with recent scholarship in mind; identify key linkages between the stories; encourage inclusiveness and welcome, not avoid, controversy.

Goal 2. Develop an overall approach to heritage interpretation that takes into account both federal and provincial heritage sites and associated resources and, through analysis, identifies those significant themes and related content that should be told by the Nova Scotia Museum system and related Heritage Division programs.

Objectives:

- » Identify the contribution of other heritage organizations within the province in order to map out what topics are being told and by whom.
- » Identify gaps in interpretation in the province that should be developed by the Heritage Division.

Goal 3. Develop a plan to implement interpretive renewal across the Nova Scotia Museum, including strategies and prioritized actions, which will raise the scope and quality of interpretation.

Objectives:

- » Make recommendations for interpretive renewal so as to address the main themes and topics of Nova Scotia's natural and cultural history that have been identified in the Content Framework.

- » Ensure that the collective heritage resources of Nova Scotia are managed and their stories communicated in a manner that is relevant to visitors.
- » Be a catalyst for rethinking the NSM, the relationships between its sites and their collective potential for delivering the major themes and topics of the province through interpretation.
- » Provide guidelines for interpretive standards across the system.
- » By outlining the NSM's opportunities to interpret the significant themes and topics of the province's natural and cultural history, identify implications for the future of the provincial collection, the focus of research, and how and where the collection might be used most effectively.
- » Provide clear goals, with related objectives, and strategies/actions for implementation.

Goal 4. Conduct market research analysis to ensure linkage to the strategies developed in the interpretive plan.

Objective:

- » Profile and define target audiences, and evaluate potential for sustainability and growth of the NSM.

1.5 Methodology

This report is the result of months of research, interviews, site visits, workshops, meetings, and small, focused discussions. A draft report has been circulated for comment and this final version is a result of this feedback.

UNDERSTANDING THE TASK

The project team began the process by meeting with key Heritage Division staff as a group and individually (42 in total) to gain a greater understanding of the expectations and goals of the project. We asked them questions about their particular sites/departments and gained a general “lay of the land” for the state of interpretation in the Heritage Division.

OUTSIDE EXPERTS

In addition to consulting with Heritage Division staff, the consultant team interviewed many other individuals who have an interest in, a knowledge of, and also interact with the products of the Heritage Division, including prominent academics, past employees of the NSM, and those involved in interpretation at Nova Scotia’s other cultural and natural history institutions, such as Parks Canada and community museums (26 interviews in total).

COMPARABLES

The team conducted research on a number of comparable heritage systems around the world, including:

- » Smithsonian Institute, Washington, DC. : Research included web research and a review of several reports.
- » National Trust of Scotland: A representative from Commonwealth Historic Resource Management travelled to Scotland and conducted first hand research, including web research, a review of annual reports and related publications, a visit to the Culloden Battlefield historic site, and an interview with Caroline Tempest, Senior Interpretive Planner. In addition, interviews were conducted with Emma Carver of English Heritage and James Carter, an Interpretation Consultant who authored an interpretive plan for Scotland, titled *A Sense of Place*.
- » Alberta Museum System: This research included a web review, review of documentation, and a telephone interview with Catherine Whalley, director of the Historic Sites and Museums Branch.
- » Australia: This research included web research of the West Australia Museum, Queensland Museum, and Museum Victoria.

Reports on these organizations can be found in the *Nova Scotia Interpretive Master Plan – Progress Report, April 2008*. Research into these comparable heritage systems provided the team with insight into how other jurisdictions manage their museum systems, particularly those with multiple sites. In doing so, the team learned that the Nova Scotia Museum is quite unique, but faces some of the same challenges as these comparable systems. Comparable research also taught the project team how other heritage systems approach and organize themes. Their thematic structures informed the development of a thematic framework for the NSM with the potential to become quite unique.

CONTENT RESEARCH

The consultant team undertook content research to develop a clear understanding of Nova Scotia's natural and cultural history, which could then assist in identifying the major themes and topics of Nova Scotia. As a comprehensive study of all available references was not possible, work focused on the key concepts and events of Nova Scotia's natural and cultural history. This included surveying the major natural and cultural history books written on the province, as well as discussion and interviews with experts: historians, educators, NSM staff, and others employed in the province's heritage sector.

Subject expert questionnaires were issued to 48 individuals with knowledge of the natural and cultural history of the province. Twenty-one responses were received from representatives from all of Nova Scotia's universities (as well as experts at universities across Canada and as far away as Scotland), cultural organizations such as the Black Loyalist Heritage Society, as well as the Department of Natural Resources, the Department of Environment and Labour, the Association of Professional Geoscientists, the Geological Survey of Canada (BIO), and Parks Canada.

Content has also been reviewed and expanded regularly by content experts throughout the planning process.

BEST PRACTICES RESEARCH

In order to attract and be relevant to current audiences, heritage sites face new challenges. The team researched trends in delivering heritage experiences to ensure that interpretive renewal in the Heritage Division will be able to respond to changing audience expectations.

MARKET RESEARCH

In order to address and remain relevant to visitors, interpretation must be audience driven. This report includes an analysis of the current audiences for heritage in Nova Scotia and identifies future market trends. This market-driven approach has informed the interpretive renewal strategies set out in Section Four of this document.

SITE TOURS

In order to fully understand the current situation of heritage interpretation in Nova Scotia and make informed recommendations, the team visited each of the NSM sites, as well as key heritage sites outside the system where possible. Most sites were visited in July 2008 in order to experience them during peak visitation.



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WORKSHOPS

This process included a number of workshops and smaller, focused discussions designed to gain creative input and feedback from experts, Division staff and other interested parties at key milestones in the project. Workshops included:

- » Themes and Stories Workshop:
May 21, 2008 (26 participants from the Heritage Division and outside experts)
- » Sites, Themes and Stories Workshop:
May 23, 2008 (20 participants from various NSM sites and the Interpretive Working Group)
- » Interpretive Renewal & Visitors Experiences Workshop: July 22 & 24, 2008 (23 participants including NSM staff, former staff and outside organizations with interest in interpretation in Nova Scotia)



- » Action Planning Workshop:
November 19, 2008 (11 participants, including key NSM staff and representatives from the Nova Scotia Environment Protected Areas Branch and the NS Historic Places Initiative)

The project team also held several internal discussions over the course of the project. In order to review and vet the Content Framework, content experts (including curators, historians and managers) were invited to two of these discussions:

- » Thematic Framework Review Session:
July 21, 2008 (10 participants including NSM staff and outside experts)
- » Content Gap Review Workshop:
November 18 & 20, 2008 (5 content experts)



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PRESENTATIONS AND FEEDBACK

Throughout the process of the project, the team communicated regularly with key members of the NSM management team at key stages of the Plan's development to confirm direction and progress. Presentations and feedback have helped refine the organization and language of the Master Plan.

This Interpretive Master Plan has benefited from the expertise of all of those who gave their time to join workshops and discussions. Their passion, commitment and insight have been invaluable to the formation of the Plan, and will be essential to its future success.



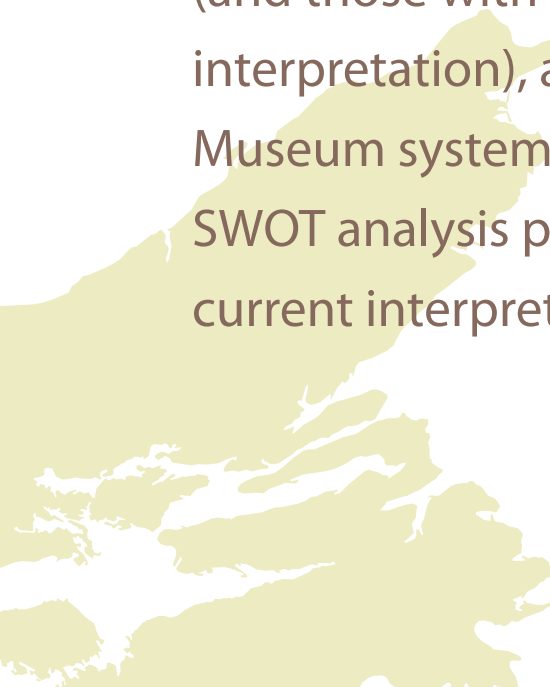
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Current Situation



Prepared by:

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Understanding the current situation of interpretation in Nova Scotia, both within and outside of the Heritage Division, is an important part of the Interpretive Master Plan. This includes identifying units within the Division that provide interpretation (and those with the potential to expand their interpretation), and a description of the Nova Scotia Museum system and the provincial collection. A SWOT analysis provides an assessment of the NSM's current interpretive products.

2.1 Heritage Division

The preservation, interpretation and promotion of public awareness of the inherent value of Nova Scotia's unique natural and cultural heritage is the responsibility of the Department of Tourism, Culture and Heritage. Other agencies and organizations support and complement the Department's work, but ultimately, it is the Heritage Division that is responsible for safeguarding provincial heritage resources for future generations.

By meeting the requirements of legislation, managing operations and delivering programs, and developing, enforcing and implementing regulations and policies, the Heritage Division strives to protect, enhance and celebrate the heritage of the province. The goal is to ensure that Nova Scotia's historic legacy will endure and continue to contribute to a Nova Scotian identity and sense of place. These operations and programs fall into five (5) categories and can be identified briefly as:

NOVA SCOTIA MUSEUM THE FAMILY of PROVINCIAL MUSEUMS

» **The Nova Scotia Museum:** This is not one single institution in the traditional sense, but rather a family of 27 sites in which the province has a direct or shared responsibility for collection management, research, exhibition and interpretation, and educational programming in the natural sciences, history and archaeology. The sites range from full-service museums to village complexes, historic houses and industrial mills. This decentralized museum system is unique in the country, and it has been successful in bringing the natural and cultural history of the province to many areas of the province. The system also has faced challenges as a result of its decentralized nature, but overall this unique organization has brought strength and diversity. Partnerships with communities in the operation of several of the NSM sites builds local knowledge, ownership, and support for the provincial museum program in communities throughout the province.

» **Heritage Outreach and Funding Programs:** These programs support community museums with funding and museological advice; administer the Heritage Property Act that identifies, preserves and encourages the appropriate use of heritage buildings; provide research grants to promote research in disciplines relevant to the programs of the Nova Scotia Museum; and help identify projects and fund partnerships with local governments and a variety of organizations that advance the cause of heritage conservation and its promotion.



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Current Situation

Courtesy of Bob Semple
and the Maritime Museum of the Atlantic



The Community Museum Assistance Program (CMAP) is particularly important for supporting community museums across the province, as this funding supports operations and special projects that help communicate the province's stories.



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» **Special Places Protection:** This program is specifically tasked with implementing legislation designed to safeguard key palaeontological and archaeological sites, including underwater sites. It formally protects sites and ensures that high standards of research are met through the administration of a permit system. Many sites in this program, like Joggins, have the potential to be further utilized to interpret the province's natural and cultural history.



» **The Historic Places Initiative:** This is a Canada-wide program in which Nova Scotia is a partner, that aims to identify and encourage the protection and appropriate use of heritage resources from buildings and landscapes to cemeteries and waterways. One key component is *The Standards and Guidelines for the Conservation of Historic Places in Canada*, a pan-Canadian tool for heritage conservation practices in Canada.

» **Heritage Promotion and Development:** This unit is responsible for marketing the Heritage Division. The majority of their work is with the NSM, and includes responsibility for the NSM website, individual websites, rack cards and other Division brochures, the event guide, the Learning Resource catalogue, marketing research, and graphic standards and photography.



Each of these five units and programs within the Heritage Division contains interpretive resources that are considered in the Interpretive Master Plan. **The NSM is the most obvious interpretive resource and the main focus of the Master Plan, but the other units and their programs contain untapped resources for telling the stories of the province.** Partnerships and sharing of resources across all of these Division departments and programs presents exciting new opportunities to engage visitors.

NOVA SCOTIA MUSEUM

The purpose of this section is look at each of the 27 sites in the Nova Scotia Museum system individually, with respect to their current interpretative exhibits and programs. This is a cursory look at each site, providing background information only. A more detailed inventory of interpretative exhibits and programs at each site was completed in Martha Grantham's report, *Nova Scotia Museum Interpretive Product Inventory* (2005).

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Balmoral Grist Mill Museum, Balmoral Mills

The Balmoral Grist Mill is a seasonal operation. Its interpretive strength is that it is a working mill with a miller who demonstrates the operation of the machinery, and guides who lead visitors through the processes involved in grinding different types of grain. There are some limited interpretive exhibits, demonstrations (i.e., traditional toasting of oats) and hands-on opportunities. The site also hosts special events.

Barrington Woolen Mill Museum, Barrington

Barrington Woolen Mill is an original mill building with its mill race, original spaces and machinery intact in situ. The machinery, however, is not operational. The mill is the last of its kind in eastern Canada and the northeastern United States.

Interpretation at the site includes photocopied signs, binders with restoration pictures and other small signs, a silent CBC video with historical footage, as well as a staff tour and demonstrations (carding, spinning, weaving etc.). The stories focus on the history of this mill as well as the man that owned and operated it, the role of Barrington in sheep farming and wool production, the industrial technology of the mill, the nature of work in the mill and the role and value of mills like this to rural women.



Barrington receives school groups in June and September and there are plans to purchase twenty looms this year for an outreach program.

Current Situation

Nova Scotia Tourism, Culture and Heritage



Cossit House Museum, Sydney, Cape Breton

Cossit House is operated by the Old Sydney Society, as one of a number of community properties. It is a small 18th century minister's home situated in Sydney's Heritage Conservation District along with a number of relevant properties – a strength of the site. The house, which is the earliest remaining house in Sydney, is a key component of a walking tour involving other buildings and streetscapes of Sydney's historic north end.

The house and costumed interpreters tell the story of a Loyalist minister and his family, as well as settlement and early life in Cape Breton. The house is small; making space for demonstrations or programming limited. The grounds include a large backyard and small heritage garden.

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The Dory Shop Museum, Sydney, Cape Breton

The Dory Shop Museum is part of the historic waterfront of Shelburne and is managed by the Shelburne Historical Society, who are also responsible for the Ross-Thomson House and Store as well as the community museum and archives. The Dory Shop is the last of a number of similar shops that produced thousands of dories for the deep-sea fishery from the mid 19th century into the interwar period.

Guides introduce the subject of the dory and direct visitors to the display of boats and panel exhibits that explain the history, role and significance of the Shelburne dory and the invention of the dory clip technology that promoted mass production of these versatile little boats. A video presentation of an interview with long-time Shelburne dory builder Sidney Mahaney shows him building a dory. Upstairs is an active demonstration area where a craftsman is often at work. Boats built on site are available for sale by order.



Firefighters' Museum of Nova Scotia, Yarmouth

The Firefighters' Museum is located on Yarmouth's main downtown street. There are two galleries, both with large open spaces, many large-scale pumps and trucks, and several exhibit cases with smaller items. The walls are used to display photographs, clothing and equipment.

The museum tells the story of firefighting techniques and technology as it evolved in Nova Scotia since the 19th century, as well as famous fires in the province, a toy display and interpretation of Yarmouth policing. Recently, an exhibit renewal plan was completed and additional planning and design began in December, 2008.



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Fisheries Museum of the Atlantic, Lunenburg

The Fisheries Museum is located in a prime position on the Lunenburg waterfront. The complex includes three floors of exhibits, including an aquarium, a dock with permanent vessels (*Theresa E. Connor* and *Cape Sable*) and visiting ships (*Bluenose II* often ties up here during the summer), and a large gift shop and restaurant. Guided tours are available and many interpreters have a personal connection to the fishing industry. Exhibits interpret fishing all over the Atlantic, with some focus on Lunenburg as the centre of the fishing industry. Permanent exhibit galleries deal with a variety of topics related to the deep-sea fishery, notably in its golden age in the late 1800 and early 1900s – the time of wooden vessels and iron men.



Fisherman's Life Museum, Jeddore/Oyster Pond

This small seasonal site represents typical domestic and work life of an eastern shore inshore fisherman's family – with the unique story that this house was once home to 13 girls. The site includes the house and four interpreted outbuildings, as well as a vegetable garden, period outhouse, woodshed and green space. There are live animals on site, including sheep, chickens and kittens.

The main interpretation of the site takes place inside the house, where visitors are toured through the home by a costumed interpreter and offered refreshments when possible. School group tours are more extensive and include outdoor games and scavenger hunts on the grounds.



Current Situation

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Fundy Geological Museum, Parrsboro

This medium-sized facility focuses on the geological history of Nova Scotia, with a particular emphasis on the Parrsboro area. Stories include the formation of the continent, fossils, past plant and animal life, geological science, and natural phenomenon like tides. The exhibits were built in the 1980s and include many of hands-on opportunities and demonstrations. There is a reference library, as well as a video and paleontology lab demonstrating on-going work. Visitors can take guided tours of the museum, which also offers geological interpretive walks.



Haliburton House Museum, Windsor

Haliburton House sits on a large property in Windsor, which includes the house, outbuildings and a parking lot. The house was built in 1836 by Thomas Chandler Haliburton, a politician and author (writing under the pseudonym Sam Slick). It is furnished with period articles, some of which belonged to Haliburton. Models of the house show its evolution as it passed through different owners. The museum offers guided tours, as well as walking tours, and has regular programs for school children.



Highland Village Museum / An Clachan Gàidhealach, Iona

Highland Village Museum/ *An Clachan Gàidhealach* represents the Gaelic experience in Nova Scotia. This large site includes several period buildings with artifacts and props, working machinery, forge, carding mill, live animals, and a visitor centre and gift shop. Visitors watch an orientation video and then partake in self-directed tours of the village. Costumed interpreters interpret the site through both Gaelic and English languages. Demonstrations and hands-on opportunities, lectures, publications and children's programming are also featured.

Stories include Gaelic language and experiences, immigration, technologies (homes, tools, food, etc.), and some second-person interpretation of the setting. The village also serves as space for Gaelic-related organizations, language classes, and other community meetings and events.



Nova Scotia Tourism, Culture and Heritage

Lawrence House Museum, Maitland

Lawrence House Museum is a historic house situated on a large site that interprets the life of W.D. Lawrence and his family. Lawrence was a shipbuilder, businessman, member of the House of Assembly, anti-confederate, and world traveller. Visitors to the house encounter interpreters who provide information, as well as a small interpretive exhibit on the third floor. The exhibit interprets the shipbuilding industry of Maitland. This site also includes a Ducks Unlimited park area with some natural history interpretation, as well as a small retail area.

Lawrence House Museum offers summer programs for young people, as well as several annual events.



Maritime Museum of the Atlantic, Halifax

The Maritime Museum is open year round and offers both permanent and temporary exhibitions. There are a wide variety of programs in support of the exhibits, including guided tours for students and adult groups, directed self-learning assistance, lectures, demonstrations, and educational hands-on opportunities. The museum also features the *CSS Acadia*, a vessel that is permanently docked in front of the building. The museum hosts many special events throughout the year.

Major stories explored at the museum include small craft, the Halifax Explosion, Canada's Navy, the Age of Sail, the Age of Steam, and shipwrecks (most notably, the Titanic).

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McCulloch House, Pictou

McCulloch House is a period house that has recently been restored. The grounds include some fields and a trail that encircles a small pond. Stories center around McCulloch and his role in the community, Nova Scotia and the world, and Scottish immigration and the new ideas these immigrants brought with them when settling in Nova Scotia.

McCulloch House has recently installed bright, colourful interactive exhibits, juxtaposed with original artifacts. This is one of the most recent renewal efforts in the NSM system. Visitors are greeted with an introductory talk, which is then followed by a self-directed tour of the small house (upstairs is not used). There are special school programs and summer programming for young people. Other interpretive offerings include walking tours of Pictou.



Museum of Industry, Stellarton

The Museum of Industry is the largest museum in the NSM. It operates year round and houses 37,000 artifacts. It includes extensive permanent exhibits, temporary exhibits, a wide range of educational and general public programs, teacher orientation, special events, demonstrations and tours, lectures, publications, and a reference library.

The Museum of Industry tells the stories of Nova Scotia's industrial workers, including technology, disasters and triumphs. Exhibits concentrate on the Industrial Revolution, mining, factories, railroads, home-based industries, pressed glass, and the age of computers.



Nova Scotia Tourism, Culture and Heritage (2 images)

Museum of Natural History, Halifax

The Museum of Natural History is opened year round. It has a number of permanent galleries that introduce visitors to the geology, land and seascapes of the province, as well as its plants, animals, birds and ecology. Temporary exhibitions (produced in-house) or traveling exhibits are ongoing.

Many general education and special interest programs are offered here, including live displays, interpretation and hands-on opportunities for youth and children. Formal school programs are offered both in the museum and in the classroom. Lecture series, a library for individual reference and research, and many museum-produced books and pamphlets on natural history topics are available to the public. The museum periodically operates a planetarium at Dalhousie University.



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Current Situation

Hal Kalman



North Hills Museum, Granville Ferry

This seasonal operation on the outskirts of Granville Ferry includes a late 18th century Acadian house, as well as a barn, garage, and small property. The house is used to tell the story of various owners – Robert Patterson (his life, collections and changes to the house), the Rumseys and Ambergmans, as well as the Bourque family (their use of the house, as well as the Acadian expulsion).

Costumed interpreters staff the museum. The site features educational, music and entertainment programs, and hosts special events throughout the summer. A temporary exhibit space is available in the garage building.

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Old Meeting House Museum, Barrington

The Old Meeting House is the oldest non-conformist meeting building in Canada. During the summer open months, interpretation of the meeting house is provided in the house by a costumed interpreter. A photocopied brochure is also available to visitors to take home. Visitors can walk through the main hall and up the stairs to one side of the balcony area. School groups attend the meeting house in June and September (as well as the Barrington Woolen Mill Museum, which is just down the street). The meeting house is occasionally used for community gatherings, such as Christmas celebrations and music concerts, throughout the year.

Perkins House Museum, Liverpool

This one-storey historic house shares a site with the larger Queens County Museum in downtown Liverpool. Built in 1766, the house originally belonged to Simeon Perkins, and interprets his role as a merchant and community leader. The growth of the house, its furnishings, and the history of privateering are also explored. This site is currently undergoing renewal.

Costumed interpreters guide visitors through the home, and in the summer months offer outdoor demonstrations and games for youth and children. The house has a successful school program, in concert with the Queens County Museum, that includes outreach programs.



Nova Scotia Tourism, Culture and Heritage



Prescott House Museum & Garden, Starrs Point

The interpretive emphasis at this Georgian house is its 20th century restoration (by Mary Prescott) and furnishings. The house was built in 1811-17 by Charles Prescott, a retired merchant who became a successful politician and horticulturist (best celebrated for introducing 100 varieties of apples to Nova Scotia). There is a small exhibit on the apple industry in the basement.

Visitors can partake in self-directed tours or join a tour given by an interpreter. The site includes the house, gardens, and 29 acres of grounds (most is swamp or pasture). Summer programming at the house is aimed at young children, however, it is not all site specific (e.g., kite making and flying, treasure mysteries). The site is also used for many programs, including children's art classes and community events (e.g., weddings).

Ross-Thomson House and Store Museum, Shelburne

Ross-Thomson House and Store Museum is ideally on Shelburne's historic waterfront, along with the Dory Shop, the community museum and other historic buildings. Interpretation at this historic house and store occurs primarily through the work of costumed interpreters, who tell the story of Nova Scotia's only 18th-century store, run by Loyalist brothers George and Robert Ross. Above the store, one room is dedicated to the 1780s militia guard. Interpreters often give demonstrations and throughout the year events such as "Living House Days," garden parties, and walking and buggy tours are held. Student visitors are given grade specific tours or partake in self-directed visits with support materials.



Form:Media (3 images)



Ross Farm Museum, New Ross

This large farm site was once the Ross family farm for five generations. Visitors watch a short introductory video in the Visitor Centre followed by a self-directed tour of the farm that can include a horse-drawn wagon tour. Costumed interpreters populate the farm buildings, showing visitors life on the farm and trades of the time. Seasonal programs including spring planting, haying and harvest, and winter sleigh rides.

In addition to the expected farm buildings and gardens, Ross Farm includes a store and cooperage that represent settlement and light industry from the late 1700s to mid 1800s. Other buildings and trades have been added to show the necessary buildings for a village of the period (e.g., school, shingle mill, blacksmith shop). One farm building houses a large collection of period transportation equipment (peddler's wagon, carts, sleighs, etc.). There is also a nature trail with an accompanying printed brochure. Most visitors complete their visit in the gift shop, which sells theme appropriate souvenirs as well as items made on site.

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Shand House Museum, Windsor

This Queen Anne-style house and its furnishings represent a state of the art family house in the 1890s and town life in Windsor. The two-storey historic house was built in 1890 for newlyweds Clifford and Henrie Shand and was only inhabited by them and their children. The focus of interpretation is the house and the family. Interpretation also includes the local furniture factory and sports, especially the early days of bicycling. Guided and self-directed tours are offered, along with special events such as "Thursday Teas."

Sherbrooke Village, Sherbrooke

This large living history site in downtown Sherbrooke features numerous heritage buildings, furnished and interpreted as a typical Nova Scotian village from 1860 through to pre-WWI. Many visitors start their tour with an orientation video at the visitor centre, then tour through the village on their own, encountering costumed interpreters throughout the site and inside the buildings. There is a mix of static displays, first person interpretation and demonstrations. Some interpreters demonstrate artisan skills, such as pottery, weaving, sawmill operation, and blacksmithing. There is also a period tearoom/restaurant and large gift shop on the site.



Specific stories that are dealt with through the village include: the Age of Sail, shipbuilding, lumber, Tall Ships, communications, gold rush, social life and public life, aspects of economic life, transportation, and local business services.

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The Village has a grade-appropriate school program, including pre-visit information, demonstrations and hands on opportunities, as well as extensive summer programs for young people (e.g., the Living History Home, where groups are hosted on site for 48 hours). The Village is used for many special events throughout the year, including week-long interest group "camps," themed guided tours, music camps, etc.



Uniacke Estate Museum Park, Mount Uniacke

Uniacke Estate Museum Park features a large house, 2,500 acres of land, 12 km of walking trails, a lake, and a large parking lot. Built in 1813, it was the home of Richard John Uniacke: a lawyer, politician and landowner. The house remained in the Uniacke family for four generations. Restored to the year 1815, it features many furnishings from the Uniacke family. Interpretively, the site focuses on the house and furnishings, life, how the house was used, women's roles, and servants.



Costumed guides provide tours. In the basement there is a large tea room and gift shop. The barn is used to display static exhibits and the trail system is supported by panel signage. The estate is used for nature programs such as "Breakfast with the Birds," as well as other thematically related events. School programming is offered in the house and within the parkland, and there are special topic sessions (history and natural history) in the house and through walking tours along the trail system for both young people and adults.



Sutherland Steam Mill Museum, Tatamagouche

The Sutherland Steam Mill is an intact mill, with all operating equipment and boiler in place (although not operational). Visitors are introduced to the site with a short video and then partake in a guided tour of the mill, with discussion of where the wood came from, the machinery and the processes they represent, the dangers of the work, and the business history. On the second level, there is a working woodworking shop with some of the finished woodworking on display (gingerbread, carriages) as well as interpretive exhibits. The site is also used periodically for special interest group gatherings (i.e., tool collectors).

Current Situation

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The Acadian Village of Nova Scotia/ Le Village Historique Acadien de la Nouvelle Ecosse, West Pubnico

As a created village complex, all buildings at the Acadian Village have been brought to the site and purposefully placed there. However, its location is unique to Nova Scotia, as it is the oldest Acadian region settled before the expulsion that is still inhabited by Acadians. The village interprets the post-deportation Acadian experience (life and culture) in Nova Scotia circa 1920s, with specific concentration on the Pubnico region, including its unique dependence on fishing (rather than farming). Individual and group tours are self-directed. Buildings are staffed by costumed interpreters – many are locals who can trace their roots back to the Village's time period – some of whom provide demonstrations. The village also plays hosts to many cultural events, including music events and food related events such as a strawberry festival, many of which are held on the site's large events stage or inside the natural amphitheatre.



Wile Carding Mill Museum, Bridgewater

This historic mill and mill pond were built in 1860 and operated by three generations of the Wile family until 1968. It is the last of 77 carding mills in Nova Scotia. Seasonal costumed interpreters tell the story of the mill processes, the water wheel (which is functioning and is demonstrated), and the industry in general. The story of the women who worked here is also highlighted, as it was usually staffed by women. Visitors have hands-on opportunities to work with wool.

Hal Kalman



THE PROVINCIAL COLLECTION

The provincial collection dates back to 1868 and includes over one million cultural history artifacts and natural history specimens. It does not include the provincial archives, which are administered separately, or the heritage buildings in the NSM, which are the responsibility of the Department of Transportation and Infrastructure Renewal.

The NSM has its own database for keeping collections records: the Museum Information Management System (MIMS). It is a valuable relational tool that can be searched by period, keyword, artifact name, etc. Currently, the collections unit is completing a system-wide inventory, which is approximately 60% complete.

The provincial collection is a key resource for interpretation and will be affected by the direction of interpretive renewal. For example, new themes and topics will be developed and should be supported by collecting.

SWOT ANALYSIS

This section presents a SWOT (*strengths, weakness, opportunities, and threats*) analysis of the Nova Scotia Museum as a whole, focusing on the stories and themes that are related to visitors and the status of interpretation.

Stories/Themes

Strengths

- » The history of Nova Scotia offers a wealth of interesting stories that have depth, are relevant to today's audiences, and represent diverse groups.
- » There are significant cultural and natural histories that exist and should be told.
- » NSM staff recognize the need for a thematic structure to organize and focus the stories that the museum should be telling, and welcome it.
- » Information on some of the key stories of Nova Scotia already exists in the NSM system. For example, the Museum keeps binders with research information on each of the NSM sites and is currently reviewing and upgrading the information that is collected for these resource materials. This represents work towards a managed set of themes and stories.
- » It is an objective of the Interpretive Master Plan to identify values that will allow future theme and story development to be strategic and set the tone for interpretive renewal.

Weaknesses

- » Many of the people interviewed noted that although Nova Scotia's history features one of diverse groups of people, the NSM is not telling all of these diverse stories. There is a focus on specific groups (e.g., Loyalists), while others are not well understood or well represented in the NSM sites (e.g., Gaels, Mi'kmaq). Expansion of the range and inclusivity of content will open up connections to new audiences.
- » From our own observations and from the comments of NSM staff, it appears that in many cases the NSM does not extend its storylines past the 19th century. The stories, in most cases, are "frozen in time."
- » Visits to the urban NSM sites and some of the NSM sites that are closer to Halifax, as well as interview comments, reveal that many stories that are being told by the NSM are not told in a way that is relevant to today's audience. Contemporary issues are minimal.
- » Several interviewees noted that the NSM does not deal with controversial or challenging stories.
- » Natural and cultural histories are for the most part separated in the NSM system, which many NSM staff feel is less relevant to the world-view of today's audiences.
- » Upon our preliminary review of the NSM collection, as well as repeated comments during interviews with NSM staff, it appears that the collection does not support diverse

Current Situation

or contemporary stories. The collection ends at a certain point in time, making contemporary stories more difficult to tell in a museum setting.

- » There is no cultural history “tome” for the museum to draw on, as there is for natural history (*Natural History of Nova Scotia Volumes I & II*).
- » Research efforts by the NSM curators are not directed by broad and established interpretive themes and stories, as we have seen in our comparables review.

Opportunities

- » NSM staff are excited about the possibility of mixing cultural and natural history stories at the NSM sites, and see this as a way to reengage with the broader system.
- » Natural history stories in the province are strong – there are lots to draw from.
- » The NSM does not have to cover all of the stories that may be identified by the Interpretive Master Plan. Other institutions outside of the NSM deal well with key stories and there is no need to duplicate efforts.
- » A provincial framework for themes and stories, matched with a review of which institutions are telling which stories, will reveal new partnerships and opportunities for new initiatives.

Nova Scotia Museum



- » The new framework for themes and stories will provide a strategic focus and direction for interpretive renewal efforts.
- » With the new framework of themes and stories, the Museum can work towards becoming an authority on the history of Nova Scotia. The Museum can take ownership of these stories and direct research efforts towards them.
- » There are many current myths about Nova Scotia history that have found their way to the forefront of the public experience. These myths present an opportunity to create and encourage discussion around controversial subjects and views.

Threats

- » Adding and expanding to the stories that are told by the NSM over time may require a strategic look at resource allocation, including staffing and curatorial support to help fill in gaps.

- » Future collecting (to fill in gaps) will be tempered by capacity (human and financial) as well as storage.
- » The Interpretive Plan will define a starting point for themes and stories that must grow over time. Time and additional work (by the Division) will be required to realize the full range of content.
- » There are many current myths about Nova Scotia history that have found their way to the forefront of the public experience. Some residents may not take well to new histories, or discussion around controversial subjects and views.



Parks Canada / James Ingram, 2001



Interpretation & Interpretive Renewal

Strengths

- » There is an appetite for renewal and excitement among the NSM staff, who are dedicated and willing to undertake new and challenging projects.
- » There are many existing examples of good interpretation and recent interpretive renewal in the NSM. Recent renewal efforts have occurred at McCulloch House Museum Perkins House Museum, Firefighters' Museum of Nova Scotia, Fundy Geological Museum, North Hills Museum, Balmoral Grist Mill Museum, and Sutherland Steam Mill Museum.
- » While the collection has its limitations and new, strategic collecting efforts may be required, the collection is underutilized overall and a new framework for themes and stories in the NSM may reveal opportunities to display the collection in new ways that benefit the sites.
- » There is a diversity of sites and locations in the NSM system, which allows the NSM to bring the stories to the residents of Nova Scotia – telling Nova Scotia's stories where they "live."
- » Project teams (some with guest curators) concentrating on renewal at sites have been successful. This model could be built upon for future projects, leading to exciting results.

- » The internal interpretive inventory is an asset to the planning process, and provides a snapshot of current interpretation in the NSM.
- » The collections inventory is ongoing and will be an asset to future interpretive renewal efforts. An up-to-date inventory will allow for a more comprehensive survey of artifacts and specimens that can be used as part of interpretive renewal projects.
- » Partnership agreements with the sites are in process and will assist with interpretive renewal by setting standards and encouraging the evolution of a NSM "brand" that ensures quality image, style and substance.

Weaknesses

- » Sites are in need of interpretive renewal to update the stories told and make them more relevant to today's audiences and more in keeping with current scholarship. The level of work required to address regional and urban sites reinforces the need for the plan to be strategic and grow over time to achieve success.
- » Institutionally, there is a lack of curatorial ties to interpretation, especially at outlying sites. While this is the result of various factors, there is an underlying need for continuity between curatorial and interpretive roles. This issue must find its way into any interpretive renewal strategy.

Current Situation

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- » There is no sustained system of evaluation of interpretation across the system, with only a few institutions reporting that they have completed visitor exit surveys or other form of evaluation. The ability to review the performance of interpretive offerings on a regular basis would assist in tailoring the product to the audience, and would assist the implementation of the Interpretive Master Plan, as this too may require adjustment over time to reflect audience needs.
 - » There are no “big picture” connections made across the NSM system (such as one might find in many comparable cities, provinces or states) and few links between like-minded facilities (for example, “industrial” sites).
 - » The budget available to the Department is relatively fixed. Interpretive renewal efforts will have to be prioritized and realistic to succeed.
- Opportunities**
- » There is an opportunity for strategic, prioritized renewal of interpretation based on a new framework of themes and stories. The content can become one of the determining factors in directing resources where they will do the most good (attracting audiences, shoring up lagging sites or building momentum).
 - » There is a real opportunity for the NSM to partner with other Heritage Division players (e.g., Special Places) in order to tell Nova Scotia’s stories.
 - » A more relevant NSM content program will encourage stronger connections to the provincial school curriculum, attracting more school groups and building a stronger constituency for the NSM in the future.
 - » Links can be made to outside organizations (universities, other heritage organizations, etc.), to assist the NSM in telling Nova Scotia’s stories, grow knowledge and generally share resources. Sharing resources across traditional lines has benefit for all parties.
 - » Interpretive materials can be delivered outside of the traditional museum exhibit setting. For example, the ongoing renewal of the NSM website presents an opportunity to augment the interpretive material being made available to the public, while new projects may include digital, print or non-traditional methods of interpretation.
 - » The existing Interpretive Working Group is a vehicle for ongoing interpretive renewal. Their work to date reflects an internal need for long-term strategic thinking and should be built upon. There may also be an opportunity for this group to actively administer the Interpretive Master Plan once the Department adopts it.
 - » The collection could grow through strategic collecting with a focus on the new thematic framework. This will ensure that new presentations are relevant, and that there is legacy building for the future. This also creates opportunities to tell new stories in an

authentic way and keeps the museum ahead of other institutions that rely on content only (e.g., visitor centres).

- » The sites could become more interconnected and benefit from mentorship and a sharing of resources. Interrelationships between the sites should be explored to determine what connections exist along various lines (location, themes, etc.).
- » Small, strategic projects across the system could be used to build momentum and the perception that real changes are occurring regularly with public experiences at the NSM. As the MMA has proven in the past, recent renewal efforts demonstrate that new exhibits, programs and events developed with visitor interests in mind will yield revenue and feelings of public value in an institution.



Threats

- » Due to location and more limited resources, some of the sites face challenges in implementing interpretive renewal themselves. Many sites are occupied with “day-to-day” issues and will need top-level direction and assistance to implement any recommended changes. Grassroots initiatives should not be overlooked however, as there is significant energy and ability at the local level that should be explored.
- » More sustained, formal training is required (e.g., guidelines for the sites) across the system, both with regard to sharing best practices and upgrading the interpretation/ public experience across the many NSM sites.
- » Succession planning is needed to assist with ongoing interpretive renewal. Interviews revealed that in some cases, there is a gap between outgoing, senior staff and new staff coming on stream. Interpretation and interpretive renewal is affected when senior staff leave and new staff begin their training without the benefit of learning from the exiting senior person. The recent hiring of assistant curators is a positive step towards closing these gaps. Seasonal staff turnover is also a challenge.
- » There is a need for ongoing interpretive renewal that is not just a single fix to keep interpretation in the NSM relevant. Local residents must perceive regular and dynamic activity that interests them. Back of house resources will be required to renew interpretation on an ongoing basis. This includes interpretive staff, research, repair of exhibits, etc.
- » Past expansions in museum funding (70s/80s) have created high expectations with respect to capital funding and growth. Many interviews revealed that NSM remember this “hey day” of museum operations and would like to return to it. The challenge of the Interpretive Master Plan is to initiate interpretive renewal that accumulates over time. Small steps will be required to move the NSM forward toward a full realization of the Interpretive Master Plan.

2.2 Mapping the Nova Scotia Museum and Complementary Operations

Part of understanding heritage interpretation in Nova Scotia involves the mapping of a selected number of natural and cultural resources dealing with both natural and cultural history. The maps featured in this section reflect various categories of sites currently listed and/or promoted as leaders in the field of heritage preservation and interpretation. They include both the Nova Scotia Museum and the programs of the Heritage Division, as well as other museums and sites complementing their work. The following categories are represented:

- » Nova Scotia Museum
- » Provincial Heritage Properties
- » CMAP (Community Museum Assistance Program) Museums
- » Department of Natural Resources
- » Parks Canada
- » National Historic Sites
- » Special Places
- » Private Museums & Exhibit Centres

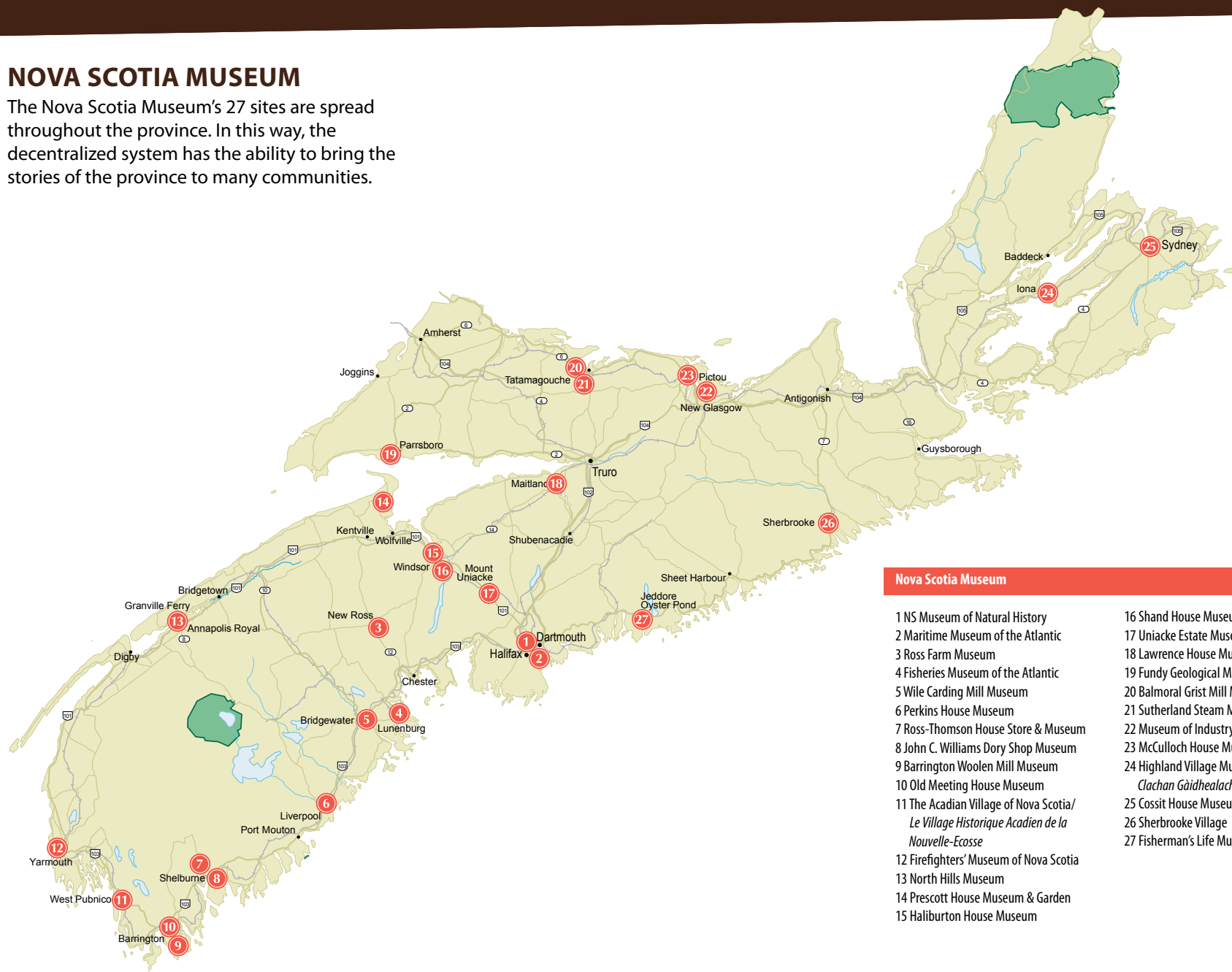
Mapping heritage resources across the province is useful for several reasons. To begin with, it allows the Heritage Division to better understand the landscape of established heritage and museum sites in Nova Scotia, determining who is out there and what stories they are telling. This will help the Division decide where to put its interpretive resources in the future to make sure that the important provincial stories are told. A number of these stories are being told by others; sometimes very well, sometimes less so. Repetition directly by the Province is, in most cases, not necessary. However, enhancing the scope and quality of the resource to enable it to present better work might be required.

The maps also allow sites to identify where partnerships may be possible in various regions and in various thematic categories. For example, if there is a park or other site near a Nova Scotia Museum operation (as at Lawrence House, in Maitland) there are likely some connections of potential benefit to both that merit exploration and investment. The benefits of partnerships are discussed later in Section 6.4 *Interpretation: Gaps Analysis*, and a list of potential partners is included as an appendix to this document.

The maps also indicate where significant concentrations of sites exist; they are usually closely tied to population centres and major transportation routes. They also point out where competing heritage attractions reside in close proximity to each other, providing the Museum with knowledge about what is available in the heritage scene and the inspiration to move forward in their own endeavours.

NOVA SCOTIA MUSEUM

The Nova Scotia Museum's 27 sites are spread throughout the province. In this way, the decentralized system has the ability to bring the stories of the province to many communities.

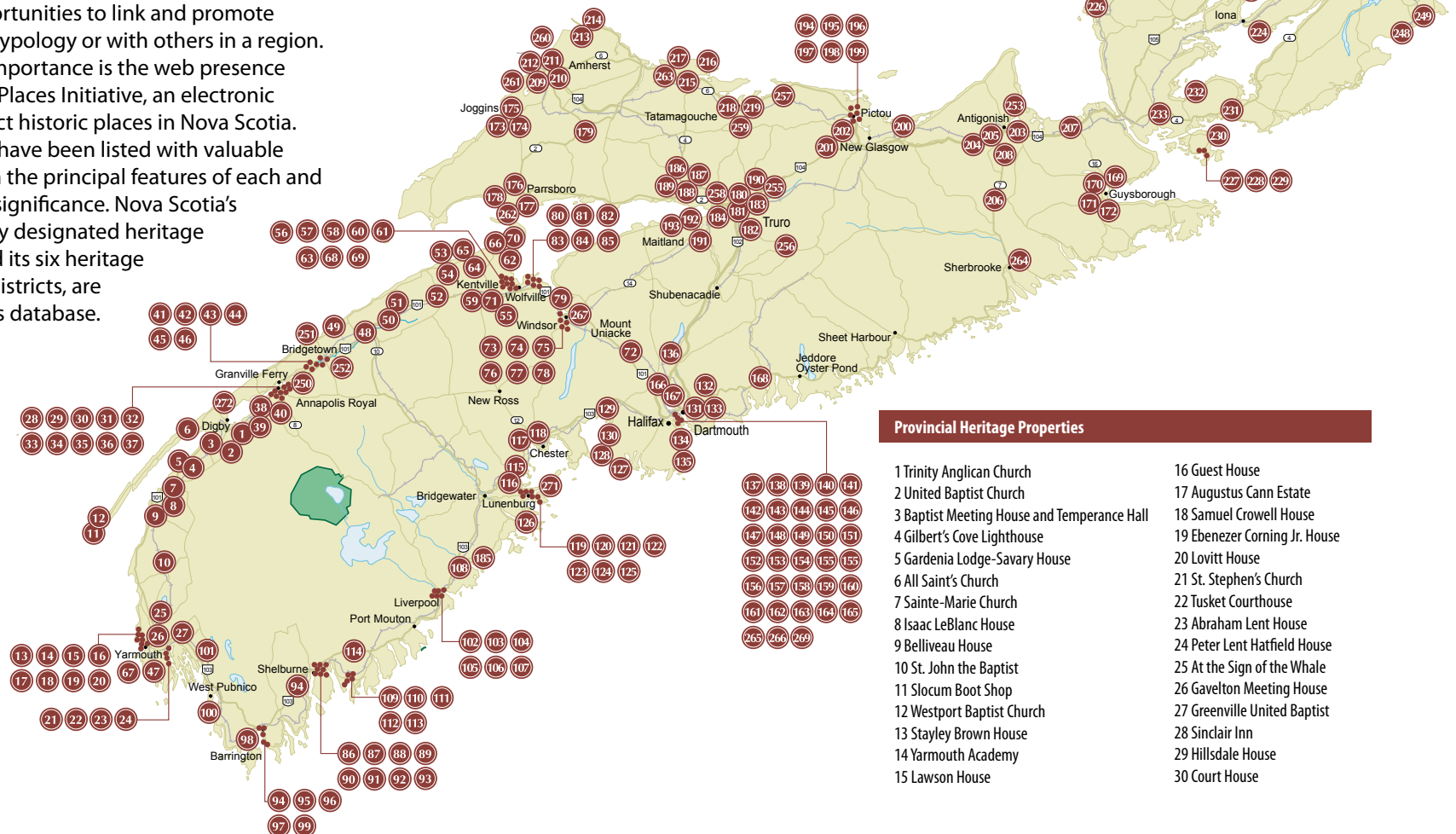


Nova Scotia Museum

- | | |
|---|---|
| 1 NS Museum of Natural History | 16 Shand House Museum |
| 2 Maritime Museum of the Atlantic | 17 Uniacke Estate Museum Park |
| 3 Ross Farm Museum | 18 Lawrence House Museum |
| 4 Fisheries Museum of the Atlantic | 19 Fundy Geological Museum |
| 5 Wile Carding Mill Museum | 20 Balmoral Grist Mill Museum |
| 6 Perkins House Museum | 21 Sutherland Steam Mill Museum |
| 7 Ross-Thomson House Store & Museum | 22 Museum of Industry |
| 8 John C. Williams Dory Shop Museum | 23 McCulloch House Museum |
| 9 Barrington Woolen Mill Museum | 24 Highland Village Museum / An Clachan Gàidhealach |
| 10 Old Meeting House Museum | 25 Cossit House Museum |
| 11 The Acadian Village of Nova Scotia / Le Village Historique Acadien de la Nouvelle-Ecosse | 26 Sherbrooke Village |
| 12 Firefighters' Museum of Nova Scotia | 27 Fisherman's Life Museum |
| 13 North Hills Museum | |
| 14 Prescott House Museum & Garden | |
| 15 Haliburton House Museum | |

PROVINCIAL HERITAGE PROPERTIES

Within the Heritage Division, the designation and inventory work undertaken by the Heritage Properties Program, the Special Places Program and the Historic Places Initiative are valuable tools for use in provincial interpretive planning. The information gathered is impressive and there are many opportunities to link and promote these sites by typology or with others in a region. Of particular importance is the web presence of the Historic Places Initiative, an electronic guide to protect historic places in Nova Scotia. Over 800 sites have been listed with valuable information on the principal features of each and their heritage significance. Nova Scotia's 272 provincially designated heritage properties, and its six heritage conservation districts, are included in this database.



Provincial Heritage Properties

- | | |
|---|-------------------------------|
| 1 Trinity Anglican Church | 16 Guest House |
| 2 United Baptist Church | 17 Augustus Cann Estate |
| 3 Baptist Meeting House and Temperance Hall | 18 Samuel Crowell House |
| 4 Gilbert's Cove Lighthouse | 19 Ebenezer Corning Jr. House |
| 5 Gardenia Lodge-Savary House | 20 Lovitt House |
| 6 All Saint's Church | 21 St. Stephen's Church |
| 7 Sainte-Marie Church | 22 Tuskett Courthouse |
| 8 Isaac LeBlanc House | 23 Abraham Lent House |
| 9 Bellevue House | 24 Peter Lent Hatfield House |
| 10 St. John the Baptist | 25 At the Sign of the Whale |
| 11 Slocum Boot Shop | 26 Gavelton Meeting House |
| 12 Westport Baptist Church | 27 Greenville United Baptist |
| 13 Stayley Brown House | 28 Sinclair Inn |
| 14 Yarmouth Academy | 29 Hillsdale House |
| 15 Lawson House | 30 Court House |

Provincial Heritage Properties (Continued)

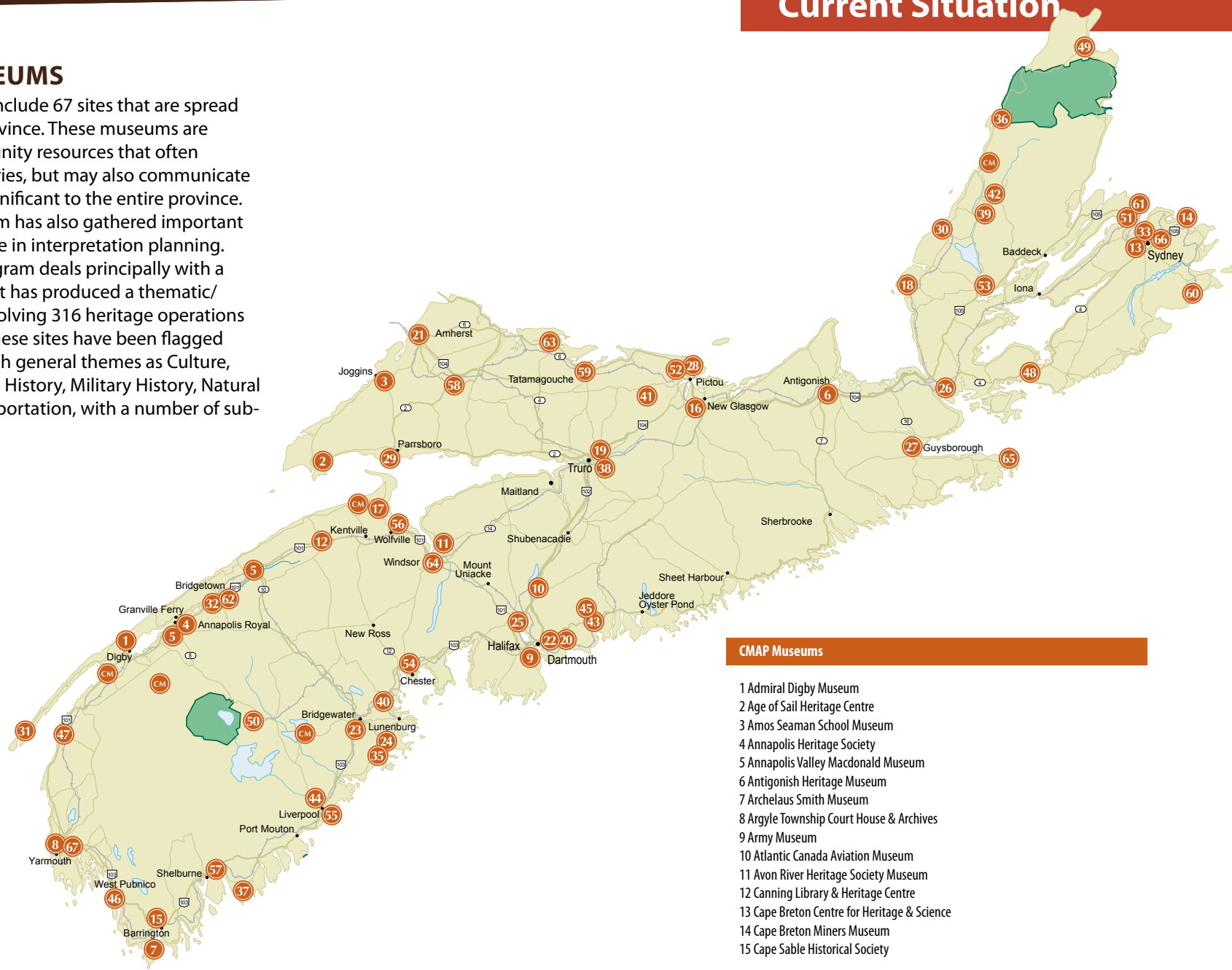
31 Adams Ritchie House	73 Haliburton House	115 Alexander Kedy House	157 Prince and Hollis Buildings	199 McCulloch House	241 Kennedy House
32 de Gannes-Cosby House	74 Convocation Hall	116 John Henry Ernst House	158 Fort Massey United Church	200 St. Anne's Mission Church	242 St. Mary's Polish Church
33 Girvan Bank-Runciman House	75 Richmond Hill Farm	117 Eisenhauer House	159 Caldwell House	201 General Manager's House	243 Richard Brown House
34 Bread and Roses	76 Clockmaker's Inn	118 Wecob	160 The Bower	202 Stonehouse (Tissington)	244 Chapel Point Fortification
35 Bailey House	77 Saint John the Evangelist Parish	119 Lunenburg Academy	161 St. Mary's Basilica	203 Kirk Place	245 Old Post Office
36 Queen Anne Inn	78 Sangster Inn	120 Solomon House	162 Old Court House	204 Bard John MacLean House	246 Marconi Towers
37 St. Luke's Church	79 Hantsport Railway Station	121 Knaut Rhuland House	163 Garden Crest Apartments	205 Bard John MacLean Cemetery	247 Fort Petrie
38 Goat Island Baptist Church	80 Stewart House	122 St. John's Church	164 Thornvale	206 Manson House	248 Navy League Building
39 St. Edward's Church	81 Jeremiah Calkin House	123 Zion Lutheran Church	165 George Wright House	207 St. Peter's Church	249 Sydney and Louisbourg Railway Station
40 LeQuille Mill	82 GowanBrae	124 Lennox Tavern	166 Moirs Ltd. Power House	208 St. Joseph's Glebe House	250 North Hills Museum
41 Rothsay Masonic Temple	83 Borden House	125 Weaver Fish Store	167 Scott Manor House	209 Victoria	251 Hampton Lighthouse
42 James House	84 Covenantor Church	126 Zinck House	168 Rose Bank Cottage	210 Bank of Montreal Building	252 Morse Cemetery
43 Morse-Magwood House	85 Reid House	127 Manuel Fish Shed and Store	169 Old Court House	211 Old Amherst Post Office	253 St. Ninian's Cathedral
44 Smith Property	86 Ross Thomson House	128 Bayer House	170 Henry Marshall Jost House	212 Fort Lawrence Terminus	254 CN Train Station
45 Parker Farm	87 Ryer-Davis House	129 Elsie Hume House	171 Harbour House	213 Tidnish Bridge Site	255 Robie Street Cemetery
46 Centenary United Church	88 Joseph McGill Company Office	130 William Black Memorial United Church	172 Walsh House	214 Tidnish Dock Site	256 Rev. James Smith Property
47 Cape Forchu Lightstation	89 George Gracie House	131 Quaker Whaler House	173 Amos Thomas Seaman House	215 St. Matthew's Presbyterian Church	257 Sutherland Steam Mill Museum
48 Old Holy Trinity Church	90 Etherington-Robertson House	132 Cole Harbour Farm	174 St. Denis Church	216 Mullins Point Lighthouse	258 Balmoral Grist Mill
49 Mount Hanley School Section #10	91 Old Kirk Burying Ground	133 Cole Harbour Meeting House	175 Minudie School Museum	217 Stonehouse (Crooks)	259 Wallace River Railway Swing Bridge
50 St. Mary's Anglican Church	92 Shakespeare House	134 The Rectory	176 DeWolfe-Wheaton House	218 Lynwood	260 Amherst Dominion Public Building
51 Harmony Lodge #52	93 White-Irwin House	135 Mackey House	177 Manning Block	219 Fraser-Octagon House	261 King Seaman Church
52 Ilsley Homestead	94 Birchtown School	136 Shubenacadie Canal, Lock 5	178 Cannon House	220 St. Peter's and St. John's	262 Ottawa House
53 Blue Cottage	95 Old Meeting House	137 Old Burying Ground	179 Lamp Cabin Building	221 Gilbert Grosvenor Hall	263 Acadia Lodge no. 13 A.F. & A.M.
54 Cornwallis Reformed Church	96 Sargent-Homer-Nodwell House	138 Government House	180 Archibald House	222 MacRae-Bittermann House	264 Sherbrooke Post Office
55 Kinsman-Salsman House	97 MacMullen Oil Skin Factory	139 Little Dutch Church	181 First United Church	223 Ross House	265 The Henry House
56 DeWolf House	98 Crowell-Smith House	140 West-Webster House	182 John Logan Doggett House	224 MacDonald House	266 Grafton Street Methodist Church
57 Randall House	99 Benjamin K. Doane House	141 St. Patrick's Church	183 Old Provincial Normal College	225 Campbell Heritage House	267 Windsor Plains Community Hall
58 The Burying Ground	100 D'Entremont House	142 St. George's Anglican Church	184 Yuill Barn	226 Peter Smyth House	268 Paroisse Saint-Pierre
59 Terry-Young House	101 Argyle Historic Church	143 West-Osler House (Personage House)	185 Old Port Medway Cemetery	227 Notre dame de L'Assomption	269 Benjamin Wier House
60 The Old Place	102 Perkins House	144 West-Buley House	186 Layton's General Store	228 Flynn-Cutler-Robichaud House	270 MacMillan-Cameron House
61 Carwarden	103 Liverpool Town Hall/Astor Theatre	145 Old Halifax Academy	187 St. James United Church	229 LeNoir Forge	271 Northwest United Baptist Church
62 St. John's Anglican Church and Cemetery	104 Elisha Calkin House	146 Coburg Cottage	188 Bulmer House	230 Cape House	272 All Saints Church
63 Fox Hill Cemetery	105 Liverpool Courthouse	147 Hunter-Forbes House	189 Great Village School	231 MacAskill House	
64 Eaton Property	106 Fort Point Lighthouse	148 Bollard House	190 Miller House	232 Morrison House	
65 Charles Macdonald House	107 Morton House	149 St. Paul's Church	191 Lawrence House	233 Captain James Embree House	
66 Loomer-Goodwin House	108 Meeting House	150 Sir Rupert George House	192 Springhurst (& Putnam House)	234 Jost House	
67 MacKinnon-Cann Inn	109 Gurden Bill Homestead	151 Province House	193 Smith-Duckenfield House	235 Lyceum	
68 The Barracks	110 John Locke Homestead	152 Art Gallery of Nova Scotia	194 Pictou Iron Foundry	236 St. Philip's African Church	
69 Prescott House	111 William Stalker Homestead	153 Bank of Nova Scotia (Hollis Street)	195 Consulate	237 Cossit House	
70 Sanford Barn	112 Jacob Locke Homestead	154 Benjamin Wier House	196 Lorrain's Inn	238 Holy Ghost Ukrainian Church	
71 Turner House	113 Locke Homestead	155 Thorndean	197 Stella Maris Church	239 St. George's Church	
72 Uniacke House	114 The Esker	156 Universalist Unitarian Church	198 Stella Maris Convent	240 St. Patrick's Church	

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CMAP MUSEUMS

CMAP museums include 67 sites that are spread out across the province. These museums are important community resources that often interpret local stories, but may also communicate stories that are significant to the entire province. The CMAP program has also gathered important information for use in interpretation planning. Although the program deals principally with a family of 67 sites, it has produced a thematic/subject matrix involving 316 heritage operations in the province. These sites have been flagged in reference to such general themes as Culture, Industry, Maritime History, Military History, Natural History, and Transportation, with a number of sub-themes.



CMAF Museums (Continued)

16 Carmichael-Stewart House
17 Charles MacDonald Concrete House
18 Chestico Museum
19 Colchester Historical Society Museum
20 Cole Harbour Heritage Farm Museum
21 Cumberland County Museum & Archives
22 Dartmouth Heritage Museum
23 DesBrisay Museum
24 Fort Point Museum
25 Fultz House Museum
26 Gut of Canso Museum & Archives
27 Old Court House Museum
28 Hector Centre
29 Historic Ottawa House By-The-Sea Museum
30 Inverness Miners Museum
31 Islands Museum & Tourist Bureau
32 James House Museum
33 Jost House
34 Kings County Museum
35 LaHave Islands Marine Museum
36 LeFort Gallery (Les Trois Pignons)
37 Little School Museum
38 Little White Schoolhouse Museum (Truro)
39 MacDonald House Museum
40 Mahone Bay Settlers Museum & Cultural Centre

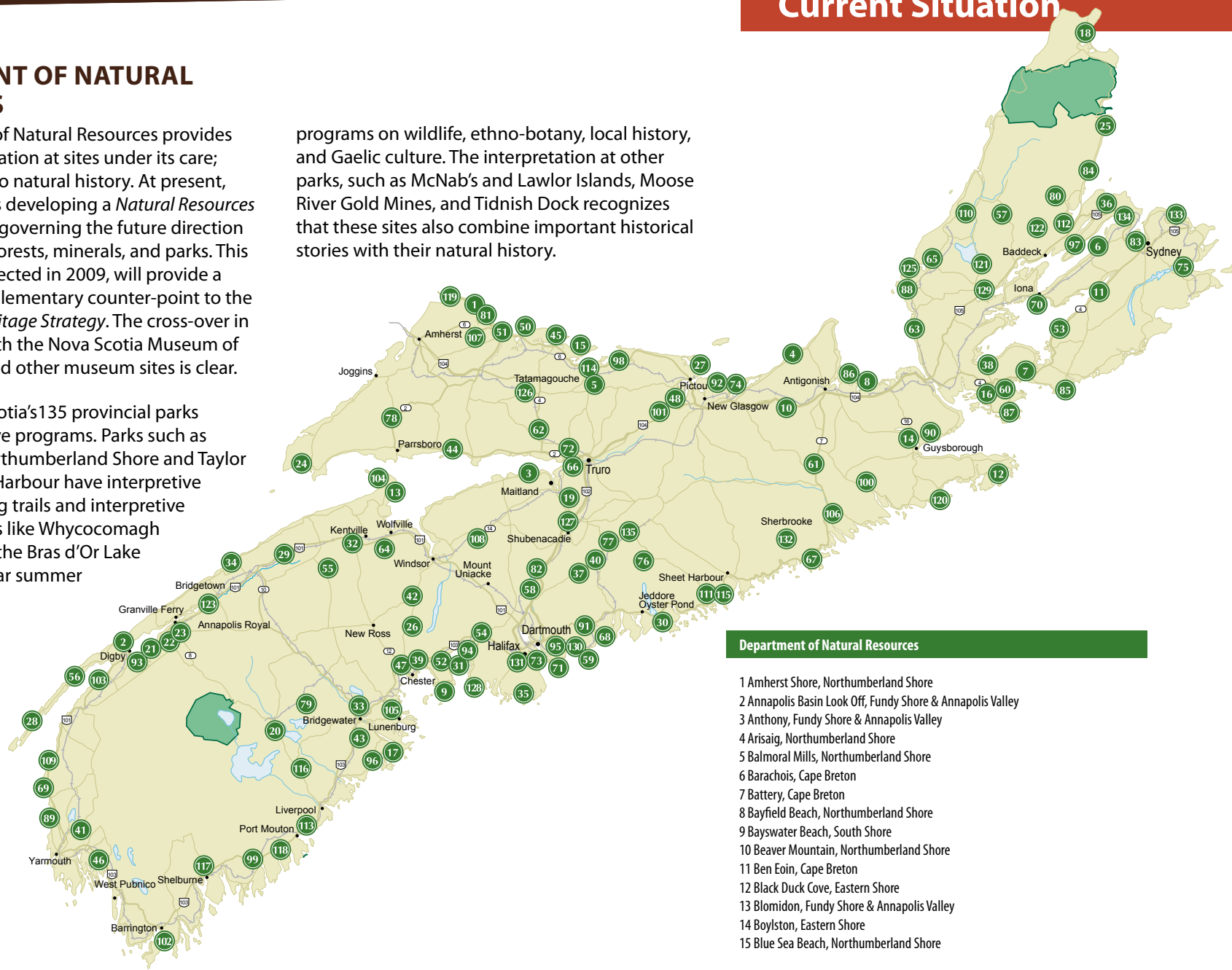
41 Malagash Area Heritage Museum
42 Margaree Salmon Museum
43 Memory Lane Heritage Village
44 Milton Blacksmith Shop Museum
45 Musquodoboit Railway Museum
46 Musée Acadien and Research Center
47 Musée Église Sainte-Marie Museum
48 Nicolas Denys Museum
49 North Highlands Community Museum
50 North Queens Heritage House Museum
51 North Sydney Historical Society Museum
52 Northumberland Fisheries Museum
53 Orangedale Railway Museum
54 Parkdale-Maplewood Community Museum
55 Queens County Museum
56 Randall House Museum
57 Shelburne County Museum
58 Springhill Miners' Museum
59 Sunrise Trail Museum
60 Sydney & Louisbourg Railway Museum
61 Sydney Mines Community Heritage Society
62 Tupperville School Museum
63 Wallace & Area Museum
64 West Hants Historical Society Museum
65 Whitman House Museum
66 Whitney Pier Historical Society Museum
67 Yarmouth County Museum and Archives

DEPARTMENT OF NATURAL RESOURCES

The Department of Natural Resources provides heritage interpretation at sites under its care; primarily related to natural history. At present, the Department is developing a *Natural Resources Strategy* aimed at governing the future direction of the province's forests, minerals, and parks. This new strategy, expected in 2009, will provide a compelling, complementary counter-point to the government's *Heritage Strategy*. The cross-over in subject matter with the Nova Scotia Museum of Natural History and other museum sites is clear.

Many of Nova Scotia's 135 provincial parks feature interpretive programs. Parks such as Arisaig on the Northumberland Shore and Taylor Head near Sheet Harbour have interpretive brochures, walking trails and interpretive panels. Major sites like Whycocomagh Provincial Park in the Bras d'Or Lake region offer regular summer

programs on wildlife, ethno-botany, local history, and Gaelic culture. The interpretation at other parks, such as McNab's and Lawlor Islands, Moose River Gold Mines, and Tidnish Dock recognizes that these sites also combine important historical stories with their natural history.



Department of Natural Resources (Continued)

16 Burnt Island, Cape Breton
 17 Bush Island, South Shore
 18 Cabots Landing, Cape Breton
 19 Caddell Rapids Look-off, Fundy Shore and Annapolis Valley
 20 Camerons Brook, South Shore
 21 Upper Clements West, Annapolis Valley
 22 Upper Clements Wildlife, Annapolis Valley
 23 Upper Clements, Annapolis Valley
 24 Cape Chignecto, Fundy Shore & Annapolis Valley
 25 Cape Smokey, Cape Breton
 26 Card Lake, South Shore
 27 Caribou/Munros Island, Northumberland Shore
 28 Central Grove, Fundy Shore & Annapolis Valley
 29 Clairmont, Fundy Shore
 30 Clam Harbour Beach, Eastern Shore
 31 Cleveland Beach, South Shore
 32 Coldbrook, Fundy Shore & Annapolis Valley
 33. Cookville, South Shore
 34 Cottage Cove, Fundy Shore & Annapolis Valley
 35 Crystal Crescent Beach, Halifax Metro
 36 Dalem Lake, Cape Breton
 37 Dollar Lake, Eastern Shore
 38 Dundee, Cape Breton
 39 East River, South Shore
 40 Elderbank, Eastern Shore
 41 Ellenwood Lake, Yarmouth & Acadian Shores
 42 Falls Lake, Fundy Shore & Annapolis Valley
 43 Fancy Lake, South Shore
 44 Five Islands, Fundy Shore & Annapolis Valley
 45 Fox Harbour, Northumberland Shore
 46 Glenwood, Yarmouth & Acadian Shores
 47 Graves Island, South Shore
 48 Green Hill, Northumberland Shore
 49 Groves Hill, Northumberland Shore
 50 Gulf Shore, Northumberland Shore
 51 Heather Beach, Northumberland Shore
 52 Hubbards, South Shore
 53 Irish Cove
 54 Jery Lawrence, Lewis Lake , Halifax Metro
 55 Lake George, Fundy Shore & Annapolis Valley

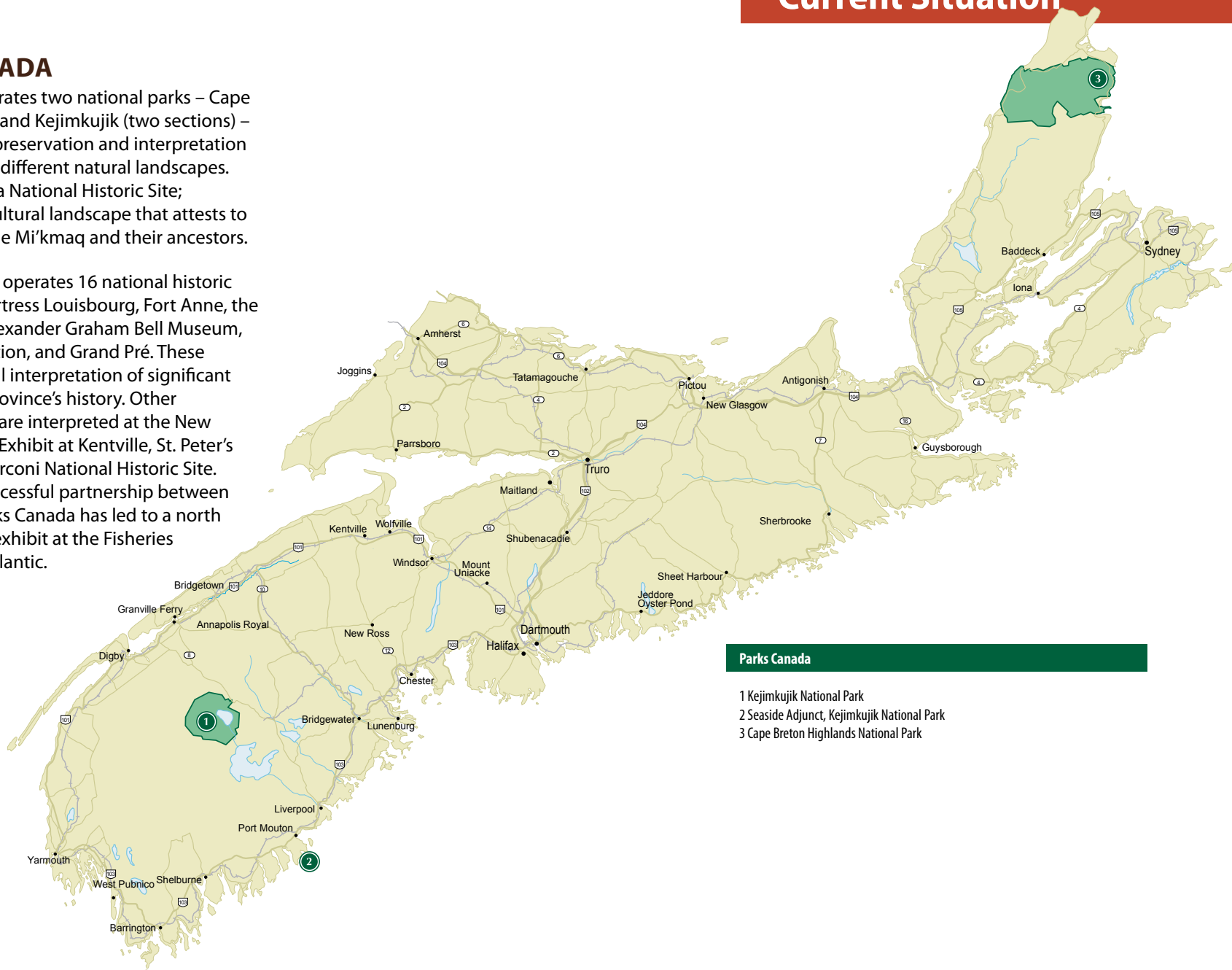
56 Lake Midway, Fundy Shore & Annapolis Valley
 57 Lake O'Law, Cape Breton
 58 Laurie, Halifax Metro
 59 Lawrencetown Beach, Eastern Shore
 60 Lennox Passage, Cape Breton
 61 Lochiel Lake, Eastern Shore
 62 Londonderry, Fundy Shore & Annapolis Valley
 63 Long Point, Cape Breton
 64 Lumsden Pond, Fundy Shore & Annapolis Valley
 65 Mabou, Cape Breton
 66 Maitland, Yarmouth & Acadian Shores
 67 Marie Joseph, Eastern Shore
 68 Martinique Beach, Eastern Shore
 69 Mavillette Beach, Yarmouth & Acadian Shores
 70 MacCormack Beach, Cape Breton
 71 MacCormacks Beach, Halifax Metro
 72 MacElmons Pond, Fundy Shore & Annapolis Valley
 73 McNabs and Lawlor Islands, Halifax Metro
 74 Melmerby Beach, Northumberland Shore
 75 Mira River, Cape Breton
 76 Moose River Gold Mines, Eastern Shore
 77 Musquodoboit Valley, Eastern Shore
 78 Newville Lake, Fundy Shore & Annapolis Valley
 79 Ninevah, South Shore
 80 North River, Cape Breton
 81 Northport Beach, Northumberland Shore
 82 Oakfield, Halifax Metro
 83 Petersfield, Cape Breton
 84 Plaster, Cape Breton
 85 Point Michaud Beach, Cape Breton
 86 Pomquet Beach, Northumberland Shore
 87 Pondville Beach, Cape Breton
 88 Port Hood Beach, Cape Breton
 89 Port Maitland Beach, Yarmouth & Acadian Shores
 90 Port Shoreham Beach, Eastern Shore
 91 Porters Lake, Eastern Shore
 92 Powells Point, Northumberland Shore
 93 Smith's Cove Look-Off, Digby
 94 Queensland Beach, South Shore
 95 Rainbow Haven Beach, Eastern Shore

96 Risser's Beach, South Shore
 97 Ross Ferry, Cape Breton
 98 Rushtons Beach, Northumberland Shore
 93 Sable River, South Shore
 100 Salsman, Eastern Shore
 101 Salt Springs, Northumberland Shore
 102 Sand Hills Beach, South Shore
 103 Savary, Fundy Shore & Annapolis Valley
 104 Scots Bay North, Fundy Shore & Annapolis Valley
 105 Second Peninsula, South Shore
 106 Sherbrooke, Eastern Shore
 107 Shinimicas, Northumberland Shore
 108 Smileys, Fundy Shore & Annapolis Valley
 109 Smuggler's Cove, Yarmouth & Acadian Shores
 110 Southwest Margaree, Cape Breton
 111 Spry Bay, Eastern Shore
 112 St Anns, Cape Breton
 113 Summerville Beach, South Shore
 114 Tatamagouche, Northumberland Shore
 115 Taylor Head, Eastern Shore
 116 Ten Mile Lake, South Shore
 117 The Islands, South Shore
 118 Thomas Raddall, South Shore
 119 Tidnish Dock, Northumberland Shore
 120 Tor Bay, Eastern Shore
 121 Trout Brook, Cape Breton
 122 Uisage Ban Falls, Cape Breton
 123 Valleyview, Fundy Shore & Annapolis Valley
 124 Waterside, Northumberland Shore
 125 West Mabou Beach, Cape Breton
 126 Wentworth, Fundy Shore & Annapolis Valley
 127 Subenacadie Wildlife Park, Shubenacadie
 128 William de Garthe, South Shore
 129 Whycocomagh, Cape Breton
 130 Conrod Island, Eastern Shore
 131 Long Lake, Halifax Metro
 132 Judds Pool, Eastern Shore
 133 Dominion Beach, Cape Breton
 134 Groves Point, Cape Breton
 135 The Natural Resources Education Centre

PARKS CANADA

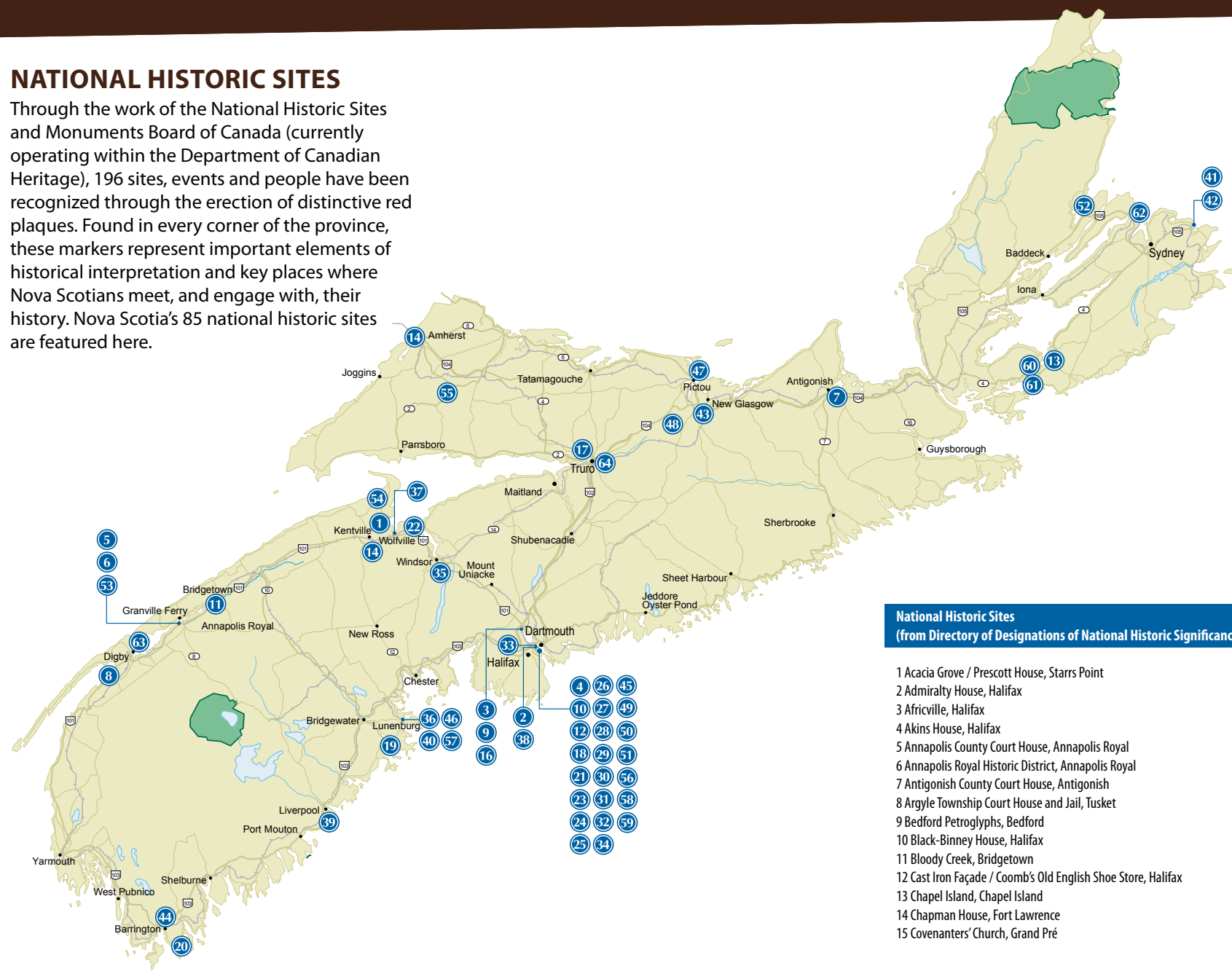
Parks Canada operates two national parks – Cape Breton Highlands and Kejimikujik (two sections) – dedicated to the preservation and interpretation of three distinctly different natural landscapes. Kejimikujik is also a National Historic Site; recognized as a cultural landscape that attests to the presence of the Mi'kmaq and their ancestors.

Parks Canada also operates 16 national historic sites including Fortress Louisbourg, Fort Anne, the Halifax Citadel, Alexander Graham Bell Museum, Port Royal Habitation, and Grand Pré. These involve substantial interpretation of significant episodes in the province's history. Other important stories are interpreted at the New England Planter's Exhibit at Kentville, St. Peter's Canal, and the Marconi National Historic Site. Also of note, a successful partnership between the MMA and Parks Canada has led to a north Atlantic fisheries exhibit at the Fisheries Museum of the Atlantic.



NATIONAL HISTORIC SITES

Through the work of the National Historic Sites and Monuments Board of Canada (currently operating within the Department of Canadian Heritage), 196 sites, events and people have been recognized through the erection of distinctive red plaques. Found in every corner of the province, these markers represent important elements of historical interpretation and key places where Nova Scotians meet, and engage with, their history. Nova Scotia's 85 national historic sites are featured here.



National Historic Sites (from Directory of Designations of National Historic Significance of Canada)

- 1 Acacia Grove / Prescott House, Starrs Point
- 2 Admiralty House, Halifax
- 3 Africville, Halifax
- 4 Akins House, Halifax
- 5 Annapolis County Court House, Annapolis Royal
- 6 Annapolis Royal Historic District, Annapolis Royal
- 7 Antigonish County Court House, Antigonish
- 8 Argyle Township Court House and Jail, Tusket
- 9 Bedford Petroglyphs, Bedford
- 10 Black-Binney House, Halifax
- 11 Bloody Creek, Bridgetown
- 12 Cast Iron Façade / Coomb's Old English Shoe Store, Halifax
- 13 Chapel Island, Chapel Island
- 14 Chapman House, Fort Lawrence
- 15 Covenanters' Church, Grand Pré

Current Situation

National Historic Sites (Administered by Parks Canada)

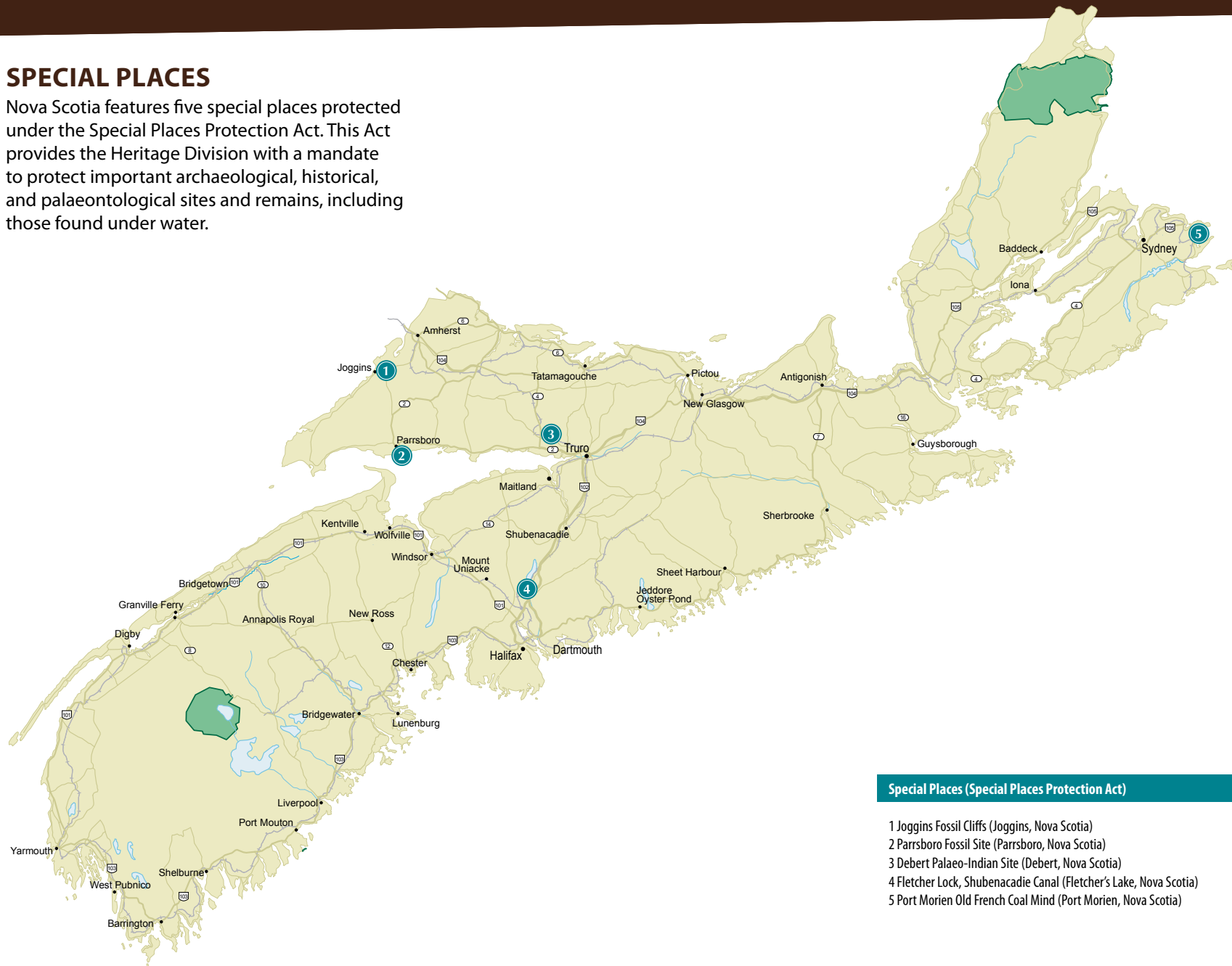
16 D'Anville's Encampment, Halifax
 17 Debert Palaeo-Indian Site, Debert
 18 Fernwood, Halifax
 19 Fort LaHave, La Have
 20 Fort St. Louis, Port La Tour
 21 Government House, Halifax
 22 Grand-Pré Rural Historic District, Grand Pré
 23 Granville Block, Halifax
 24 Halifax City Hall, Halifax
 25 Halifax Court House, Halifax
 26 Halifax Dockyard, Halifax
 27 Halifax Drill Hall, Halifax
 28 Halifax Public Gardens, Halifax
 29 Halifax Waterfront Buildings, Halifax
 30 Halifax WWII Coastal Defences, Halifax
 31 Henry House, Halifax
 32 HMCS Sackville, Halifax
 33 Hydrostone District, Halifax
 34 Jonathan McCully House, Halifax
 35 King's College, Windsor
 36 Knaut-Rhuland House, Lunenburg
 37 Ladies' Seminary, Wolfville
 38 Little Dutch (Deutsch) Church, Halifax
 39 Liverpool Town Hall, Liverpool
 40 Lunenburg Academy, Lunenburg
 41 Marconi Wireless Station, Port Morien
 42 NS Coal Fields, Sydney
 43 NS Coal Fields, Stellarton
 44 Old Barrington Meeting House, Barrington
 45 Old Burying Ground, Halifax
 46 Old Town Lunenburg Historic District, Lunenburg
 47 Pictou Academy, Pictou
 48 Pictou Railway Station (Intercolonial), Pictou
 49 Pier 21, Halifax
 50 Province House, Halifax

51 S.S. Acadia, Halifax
 52 Sainte-Anne / Port Dauphin, Englishtown
 53 Sinclair Inn / Farmer's Hotel, Annapolis Royal
 54 National Historic Site Sir Frederick Borden Residence, Canning
 55 Springhill Coal Mining, Springhill
 56 St. George's Anglican Church / Round Church, Halifax
 57 St. John's Anglican Church, Lunenburg
 58 St. Mary's Basilica, Halifax
 59 St. Paul's Anglican Church, Halifax
 60 St. Peters, St. Peter's
 61 St. Peters Canal, St. Peter's
 62 Sydney WWII Coastal Defences, Sydney
 63 Trinity Anglican Church, Digby
 64 Truro Post Office, Truro

65 Alexander Graham Bell National Historic Site of Canada
 66 Beaubassin National Historic Site of Canada
 67 Canso Islands National Historic Site of Canada
 68 Charles Fort National Historic Site of Canada
 69 Fort Anne National Historic Site of Canada
 70 Fort Edward National Historic Site of Canada
 71 Fort Lawrence National Historic Site of Canada
 72 Fort McNab National Historic Site of Canada
 73 Fortress Louisbourg National Historic Site of Canada
 74 Georges Island National Historic Site of Canada
 75 Grand Pré National Historic Site of Canada
 76 Grassy Island National Historic Site of Canada
 77 Halifax Citadel National Historic Site of Canada
 78 Kejimikujik National Historic Site of Canada
 79 Marconi National Historic Site of Canada
 80 Melanson Settlement National Historic Site of Canada
 81 Port Royal National Historic Site of Canada
 82 Prince of Wales Tower National Historic Site of Canada
 83 Royal Battery National Historic Site of Canada
 84 Wolfe's Landing National Historic Site of Canada
 85 York Redoubt National Historic Site of Canada

SPECIAL PLACES

Nova Scotia features five special places protected under the Special Places Protection Act. This Act provides the Heritage Division with a mandate to protect important archaeological, historical, and palaeontological sites and remains, including those found under water.

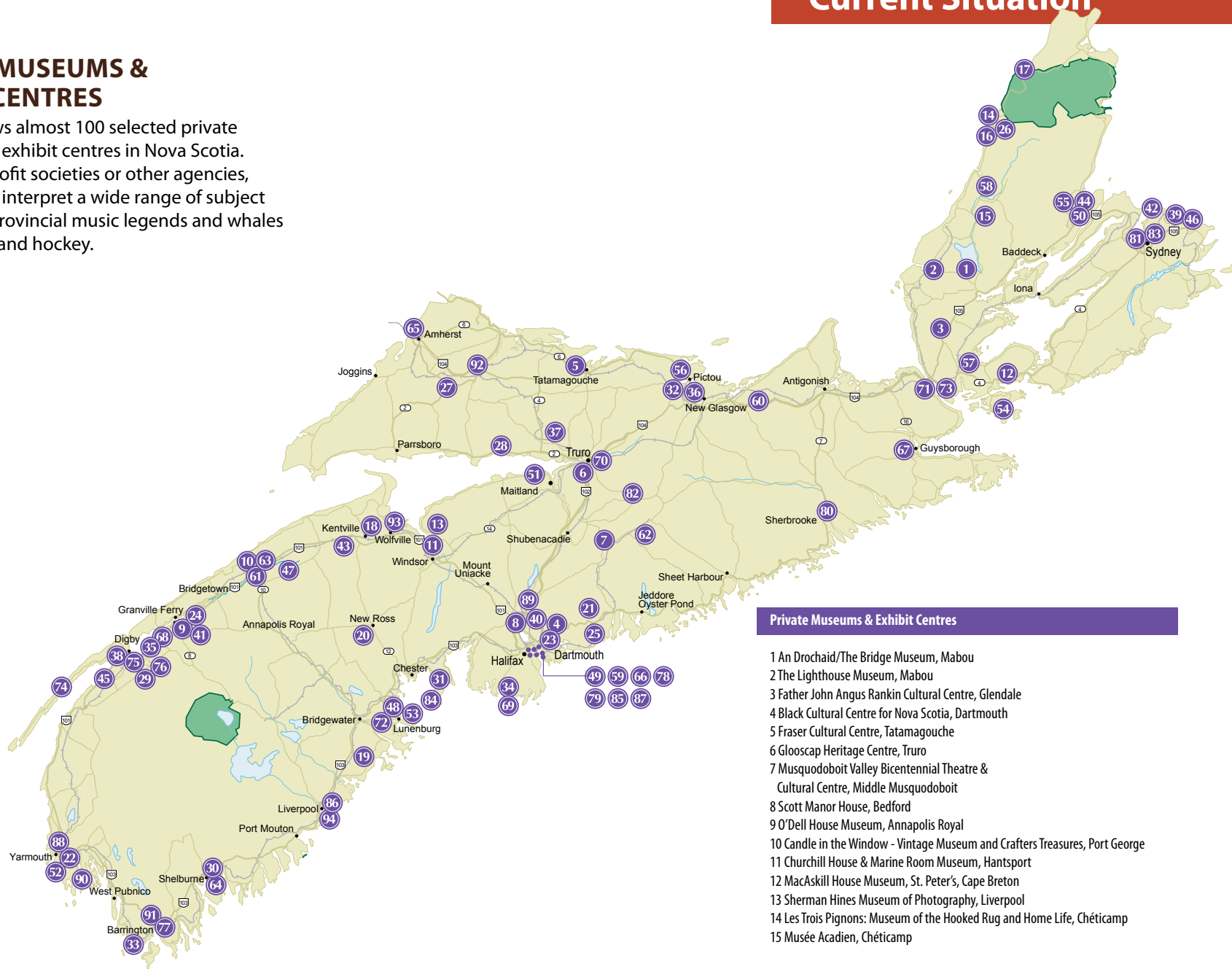


Special Places (Special Places Protection Act)

- 1 Joggins Fossil Cliffs (Joggins, Nova Scotia)
- 2 Parrsboro Fossil Site (Parrsboro, Nova Scotia)
- 3 Debert Palaeo-Indian Site (Debert, Nova Scotia)
- 4 Fletcher Lock, Shubenacadie Canal (Fletcher's Lake, Nova Scotia)
- 5 Port Morien Old French Coal Mine (Port Morien, Nova Scotia)

PRIVATE MUSEUMS & EXHIBIT CENTRES

This map shows almost 100 selected private museums and exhibit centres in Nova Scotia. Run by non-profit societies or other agencies, these facilities interpret a wide range of subject matter, from provincial music legends and whales to the railway and hockey.



Private Museums & Exhibit Centres (Continued)

- 16 La Pirogue Fisheries Museum, Chéticamp
- 17 Whale Interpretive Centre, Pleasant Bay
- 18 Blair House Museum, Kentville
- 19 Captain Angus J. Walters House Museum, Lunenburg
- 20 Hildaniel Brown House, New Ross
- 21 Lordly House Museum, Chester
- 22 Pelton-Fuller House, Yarmouth
- 23 Quaker Whaler House, Darmouth 24 Annapolis Royal Historic Gardens, Annapolis Royal
- 25 Acadian House Museum, West Chezzetcook
- 26 Les Amis du Plein Air, Chéticamp
- 27 The Anne Murray Centre, Springhill
- 28 Bass River Heritage Museum, Bass River
- 29 Bear River Heritage Museum, Bear River
- 30 Black Loyalist Heritage Society Historical Site and Museum, Shelburne
- 31 Blandford & Area Historical Museum, Blandford
- 32 Brule Fossil Centre, Brule
- 33 Chapel Hill Museum, Shag Harbour
- 34 Coastal Heritage Trail, Museum Without Walls, St. Margaret's Bay Region
- 35 Cornwallis Military Museum, Gilbert's Cove
- 36 The Crombie, New Glasgow
- 37 Debert Military Museum, Debert
- 38 Digby Heritage Centre, Digby
- 39 Dominion Heritage Schoolhouse Museum, Dominion
- 40 Fairbanks Interpretation Centre, Dartmouth
- 41 First Computer Museum, Annapolis Royal
- 42 Fort Petrie Military Museum, New Victoria
- 43 George and Mary Lynch Heritage Museum, Berwick
- 44 Giant MacAskill Museum, Englishtown
- 45 Gilbert's Cove Lighthouse, Granville Ferry
- 46 Glace Bay Heritage Museum, Glace Bay
- 47 Greenwood Military Aviation Museum, Greenwood
- 48 Halifax & Southwestern Railway Museum, Bridgewater
- 49 Halifax Police Museum, Halifax
- 50 Hall of the Clans, Englishtown
- 51 Hants East Historical Society Museum, Maitland
- 52 Killam Brothers Shipping Office, Yarmouth
- 53 The Knaut Rhuland House Museum, Lunenburg
- 54 LeNoir Forge Museum, Arichat
- 55 Little River Fisheries & Heritage Museum, Englishtown
- 56 Loch Broom Log Church, Pictou
- 57 Marble Mountain Library & Museum, Marble Mountain
- 58 Margaree Fish Hatchery & Visitor Centre, North East Margaree
- 59 Maritime Command Museum, Halifax
- 60 McPherson's Mill & Farm Homestead, New Glasgow
- 61 Memory Lane Railway Museum, Middleton
- 62 Moose River Gold Mines Museum, Middle Musquodoboit
- 63 Mount Hanley One Room School, Middleton
- 64 Muir-Cox Shipbuilding Interpretive Centre, Shelburne
- 65 The NS Highlanders Regimental Museum, Amherst
- 66 NS Sports Hall of Fame, Halifax
- 67 Old Court House Museum, Guysborough
- 68 Old St. Edward's Anglican Church, Gilbert's Cove
- 69 Old Temperance Hall Museum, Terence Bay
- 70 The Organery, Truro
- 71 Out of the Fog Lighthouse Museum, Mulgrave
- 72 Petticoat Farm, Lunenburg
- 73 Point Tupper Heritage Association Museum, Reserve Mines
- 74 Port Royal Farm and Country Museum, Little River
- 75 River Hebert Miners Memorial Museum, Smith's Cove
- 76 Riverview Ethnographic Museum, Bear River
- 77 Seal Island Light Museum, Barrington
- 78 Shearwater Aviation Museum, Shearwater
- 79 Somme Branch No. 31, Royal Canadian Legion Military Museum, Dartmouth
- 80 St. Mary's River Association Education & Interpretive Centre, Sherbrooke
- 81 St. Patrick's Church Museum, Sydney
- 82 Stewiacke Valley Museum, Stewiacke
- 83 Sydney Steel Plant Museum [Virtual], Sydney
- 84 Tancook Island Museum, Tancook Island
- 85 Thomas McCulloch Museum, Halifax
- 86 Thomas Raddall Research Centre, Liverpool
- 87 Tompkins Museum, Shearwater
- 88 W Laurence Sweeney Museum, Yarmouth
- 89 Waverley Heritage Museum, Waverley
- 90 Wedgeport Sport Tuna Fishing Museum & Interpretive Centre, Wedgeport
- 91 Western Counties Military Museum, Barrington
- 92 Wild Blueberry & Maple Centre, Oxford
- 93 Windsor Hockey Heritage Society & Museum, Windsor
- 94 Hank Snow Country Music Centre, Liverpool

2.3 Current Audiences

The Nova Scotia Museum sites have welcomed between 515,000 to 625,000 visitors annually in the past four years, with the highest audiences in 2004/05 and over 40% stemming from the two Halifax sites: the Maritime Museum of the Atlantic and the Museum of Natural History. Given the relatively large volume of visits to the Halifax sites and their different characteristics, this section discusses audiences at the Halifax sites and those at sites elsewhere in the province separately.

Information on annual visitation for the Nova Scotia Museum is organized in three categories:

- » Individual visitors including youth, adults and seniors.
- » Group visitors including schools, tours and local groups.
- » Special services including meetings and rentals, research, the use of outdoor facilities and other services, which could include major special events or other uses that do not fit into one of the other categories.



Nova Scotia Tourism, Culture and Heritage

AUDIENCES AT NS MUSEUM SITES OUTSIDE HALIFAX

Sites outside Halifax receive between 300,000 and 370,000 visitors annually.

Individual visitors represent about 50% of this audience, group visitors represent 15%, and 35% are associated with the special services category. A significant portion of this latter group may fit into one of the other segments, however insufficient information is available from the sites to make these allocations.

Audiences at the sites have been in decline: down almost 20% between 2004/05 and 2007/08. Among individual visitors, the decline is most notable among youth, although there have also been declines in visits from adults and seniors. There has also been a decline in group tours audiences, as well as those in the special services categories. With the decline in school enrolment in recent years, school group tours have also waned. The only audience segment to show increases has been local groups and research users, although this is a very small portion of the overall audience.

For audiences whose geographic origins are known (about 70% of the total), just under half are Nova Scotians, with 1/3 of these originating from within the local county. Audiences from outside Nova Scotia are almost equally split between Canadians from other provinces and territories and Americans, with a small percentage from each of the other parts of Atlantic Canada and overseas.

AUDIENCES AT HALIFAX SITES

At the Halifax sites, individual visitors represent a much higher proportion of the province's annual visitation (over 75%), groups compose between 10% and 15%, and the balance are primarily those using the facility for meetings, rentals and other uses.

As with the sites outside Halifax, attendance has declined, although not as much as at sites outside Halifax. This decline is most noticeable among school groups, although this may be due in part to differing methods of counting school groups. Among individual visitors, audiences from the youth market and adults have declined, while senior audiences have increased.

For audiences whose geographic origin is known (80%+), Nova Scotians (primarily from Halifax), represent 40% - 45%. Approximately 20% are from other parts of Canada and a similar portion from the United States. Overseas visitors represent 10% – a much higher proportion than at sites outside Halifax.

The Maritime Museum of the Atlantic's location on the waterfront means that this site receives a large proportion of tourist visitors, whereas visitation to the Museum of Natural History is largely Nova Scotians.

CONCLUSIONS

In both audience segments discussed above, it is clear that annual visitation to the Nova Scotia Museum has been declining. Reasons for this decline will be addressed by the strategies presented in Section Four of this document. In the next section, a discussion of the market for heritage interpretation in Nova Scotia presents a new approach for attracting and engaging audiences – both Nova Scotians and tourists – in response to these trends. **It is critically important that we know and understand who these audiences are and what they expect from their heritage experience.** This affects both the recommendations that will form this Interpretive Master Plan, as well as any future projects or initiatives undertaken by the Nova Scotia Museum.



Prepared by:

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Interpretive Master Plan Approach

The Interpretive Master Plan approach includes goals, a discussion of the market for heritage interpretation, a vision for attracting and increasing visitor engagement, and interpretive design best practices. It represents a shift from a curatorial-driven approach to a market-driven, visitor-focused approach to interpretation, creating a balance between the two.



Goal 1.

Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.

Goal 2.

Achieve sustainability by ensuring that the Heritage Division thrives and survives into the future.

Goal 3.

Ensure that interpretation is authentic, relevant and inclusive for all audiences.

Goal 4.

Ensure best practices in interpretation are followed.

3.1 Goals

Four goals guide the Interpretive Master Plan. Collectively, they address the understanding and appreciation; sustainability; authenticity and relevancy; and best practices of interpretation. When acted upon holistically, these goals offer the best opportunity for renewal within the NSM.

Goal 1.

Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.

This goal involves engaging and communicating the heritage of the province through interpretation, to ensure that Nova Scotians have a higher awareness of, gain more meaning from, and also value the heritage of Nova Scotia.

Goal 2.

Achieve sustainability by ensuring that Nova Scotia's heritage resources thrive and survive into the future.

This goal ensures that heritage and heritage presentation to the public – by the NSM and other partners within the Heritage Division – survives into the future through more sustainable and multi-faceted methods.

Goal 3.

Ensure that interpretation is authentic, relevant and inclusive for all audiences.

This goal speaks to the qualities that interpretation within the NSM and the Heritage Division must embody in order to truly represent the province's heritage and to attract and engage visitors.

Goal 4.

Ensure best practices in interpretation are followed.

This goal focuses on the skills and competence that Heritage Division professionals require to develop quality, engaging heritage interpretation that supports the other three goals.

3.2 Market for Heritage Interpretation

The market for heritage interpretation in Nova Scotia (and the world), along with the expectations of this market, has shifted. It is no longer enough to simply open the door of the museum, expecting visitors to arrive. The demographics of the audience are changing, and heritage institutions are competing for time and attention with many other experiences. The NSM must embrace these changes to increase their relevancy and importance in visitors' lives, and **reach their audiences where they live**. This involves becoming an integral part of visitors' lives, whether the museum is a physical space that a visitor returns to again and again, a trusted source for information on the internet, or a visible presence in everyday media and events.

Audiences can be attracted and engaged with interpretive resources through several different perspectives: geographic characteristics, demographics and personal motivations.

Geographic segments organize audiences by their physical location: residents of Nova Scotia and tourists. **Demographics** organize audiences by age: seniors, Baby Boomers, Generation X/ Baby Bust, and the younger crowd. **Personal motivations** organize audiences according to their individual reasons for visiting a heritage attraction: explorers, facilitators, experience seekers, hobbyists, and spiritual pilgrims. Each of these ways of understanding audiences is discussed as part of this section in further detail. Following this, conclusions are drawn about how the Heritage Division should best address these varying perspectives.

GEOGRAPHIC SEGMENTS

There are two main geographic categories of visitors that relate to this Master Plan: residents of Nova Scotia and tourists. While tourists remain an important source of revenue and interest for the province, research indicates that the residents of Nova Scotia are a primary market for heritage experiences in the province.

Residents of Nova Scotia, some 914,000 in total, are a static market with very little overall growth in numbers anticipated. The Nova Scotia resident market is older than average and includes a declining number of school children (-9% between 2006/07 and 2010/11).

Halifax Regional Municipality, already home to over 40% of the province's population, is expected to continue to grow as its economy remains relatively strong and the shift from rural to urban areas continues. This area has a higher than average proportion of university educated individuals (28% compared to 20% for Nova Scotia



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Nova Scotia Tourism, Culture and Heritage



as a whole) and the highest number of school children (53,000 in 2006/07), suggesting that it will be a primary resident market for heritage experiences in the province.



Nova Scotia's tourism activity has remained relatively stable for the past few years, at 2.1 – 2.2 million visitors a year. This includes travel for all purposes and over half of these visitors are from other parts of Atlantic Canada. As well, many of the visitors to Nova Scotia are repeat visitors.

The past couple of years have seen significant declines in visits from the US market. Although there have been increases in visits from European markets, these represent a much smaller proportion of overall visitation. The peak visitation period has been shifting away from July/August to August/September and the province is also seeing more visits in the Spring.

There has also been a significant decline in visits by motor coach. At the same time, there has been a significant increase in visits by cruise ship in Halifax and Sydney, although some smaller ports are also starting to see some limited cruise activity.

Visitors to Nova Scotia have a strong interest in culture and heritage: 36% visit museums and a similar proportion visit national and provincial historic sites. The interest in culture and heritage is particularly strong among US and overseas visitors. As a result, the decline in visits from the United States likely translates into fewer visits to Nova Scotia's heritage facilities.

Tourists today are well travelled with high expectations. They are looking for memorable experiences that provide interaction with local residents and immersion in local culture. Those that visit museums and heritage sites are also likely to participate in a range of other activities.

DEMOGRAPHICS

From a demographic perspective, audiences can be divided into four main groups:

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Seniors (and almost seniors), include those that are now between 62 and 80+. 180,000+ Nova Scotians fit into this segment, with about 150,000 of them under 80.



The Baby Boomers, include those born between 1947 and 1966, now between 42 and 61. They represent approximately 1/3 of Nova Scotians or some 300,000 persons. Technically, this group includes Generation X, who were born in the last decade of the baby boom.

Interpretive Master Plan Approach

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Generation X and the Baby Bust Generation includes those born between 1967 to 1979, now roughly 30 to 45+ in age.

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The Younger Crowd includes the Baby Boom Echo (the children of the boomers) and the Millennium Kids. Collectively, they represent the audience of the future.

The **seniors** market segment is either retired or close to retirement and have a lot more discretionary time than any other audience segment. They also have a strong interest in heritage, particularly those with a higher level of education. The seniors market is, therefore, a strong market for heritage experiences in Nova Scotia and also an excellent resource for obtaining volunteers.

The **baby boomers** are a significant market and have had a major influence on almost every aspect of life for the past fifty years or more, and will continue to do so for the next 20+ years. This is a well-educated audience segment. As they retire and have more time available, they are expected to indulge their interests in learning, heritage and travel. This suggests the potential for both more visits to heritage facilities as well as the availability of more volunteers. However, **this market is no longer content with passive displays and exhibits; they expect more active learning experiences that reflect their interests and desire to learn new skills.** In retirement, many activities are performed in groups, replacing the social interaction gained through the workplace. Heritage sites have a great opportunity to become the place where these special interest affinity groups gather to deepen their knowledge and perfect a skill (Source: Durel, John and Anita Nowery Durel, *A Golden Age for Historic Properties*).

Generation X and the Baby Bust Generation are now in the peak of their family-rearing years and are very family-oriented market segments. They are grappling with the time pressures of juggling dual careers, and the financial and time pressures of an active, growing family.



"Caleb" (flickr)

This group tends to be over-educated and under-employed. The children of this demographic segment are growing up in the age of technology and their exposure to this, including television and other forms of electronic entertainment, makes them hard to impress. Heritage facilities need to recognize the importance of family in efforts to attract these markets. Experiences need to appeal to these "techno-wizard" children, as well as their parents, offer flexibility and good value, and make it easy and hassle-free to participate.

The **Younger Crowd** (the children of the Boomers and the Millennials) are the audience of the future, and an exceptionally challenging one. There has been a fundamental shift in this audience segment, driven by communications technologies, which are an essential and constant part of their life. **Learning is more self-directed and hands-on/minds-on, and it needs to be experiential, participatory and instant to keep their interest.** This market is connected at all times: sharing information and social networking is part of everyday life. To attract this market, **experiences need to be offered in a way that connects with them.** Participatory media that promotes two-way interaction and enables this market to be part of the experience and to have an influence on it is important.

There are also numerous smaller audience groups that are not captured by the broad age groups above (e.g., new Canadian immigrants, disabled visitors, visitors that do not speak English, etc). Interpretation must be inclusive for all audiences, not just its most apparent segments.

PERSONAL MOTIVATIONS

All audience types visit heritage facilities with different personal motivations. Each visitor has individual reasons for coming to a heritage attraction, which must be addressed through interpretation in order to ensure a satisfactory visitor experience. The way we experience and move through a heritage site reflects our own personal motivations and interests.

In his book, *Thriving in the Knowledge Age: New Business Models for Museums and Other Cultural Institutions*, John Falk explains that museums must become consumer focused: they must understand consumer behaviour, produce customized products, and compete against many other experiences. **Those that rise above the crowd offer value-added products that are customized to individual visitors.**

In order to understand and address the personal needs and motivations of visitors, Falk breaks the museum audience into five groups: explorers, facilitators, experience seekers, hobbyists, and spiritual pilgrims.

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Explorers

The explorer's experience at a heritage site is driven by curiosity. They may not be drawn by the particular subject matter of an institution, but are generally interested in museums and other heritage sites. They may wander around and stop to discover an exhibit, artifact, or landscape that strikes their interest. They generally identify themselves as interested in learning and discovering new things.

Facilitators

In contrast with explorers, facilitators are motivated to visit heritage institutions in order to facilitate the needs and desires of others. They may be parents facilitating a visit for their children or adults bringing another person to the heritage site. The key to this group is that they are present for someone else's benefit (a child, friend, or relative) because they feel it is important for them to "learn something."

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Interpretive Master Plan Approach

Experience Seekers

Often tourists, these visitors collect experiences. They are looking to be able to say, "been there, done that." Many are visiting to satisfy the expectations of others, such as a family or friend who recommended a site. They are more focused than explorers, as they have an agenda and often a time frame. Their goal is to see all the highlights of a particular site.



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Hobbyists

These are visitors who have a strong interest in, and may be highly knowledgeable about, the topic of a museum. Their primary motivation for visiting is to obtain further knowledge about a topic, and as a result they are focused during their visit. Their goal might be very specific, such as reviewing what a certain type of boat looks like before building their own model, or buying rare plants for their home garden.



Isaac Marshal

Mark Holmes



Spiritual Pilgrims

These are people who have a sense of awe or reverence for the site they are visiting. They may visit a heritage site to escape, get away, contemplate, or rejuvenate. They are not necessarily there for the content. They are there for the aesthetics, to get in touch with the past, or to tap into something greater than themselves.

CONCLUSIONS

There are many different ways to analyze visitors to heritage attractions in Nova Scotia. Each visitor type – whether defined by geography, demographics, or personal motivation – helps create a more comprehensive picture of future audiences. **As the Nova Scotia Museum and the Heritage Division consider strategies for interpretive renewal, they must focus their efforts with these audience types in mind.**

For the purposes of this Master Plan, an amalgam of these various audience types has been created that is specific to the NSM, shown in the diagram on the next page. As there are many audiences that can be drawn on to attract and retain visitors to the NSM and other Heritage Division programs, individual sites will have specific interested audiences that must be identified, attracted and served through interpretation.



Interpretive Master Plan Approach

TARGET AUDIENCES FOR THE NOVA SCOTIA MUSEUM

Nova Scotia Residents

This includes Nova Scotia residents of all ages, personal motivations and communities.

Tourists

This group describes visitors that come to Nova Scotia from away as tourists. They are a diverse group from all over the world, with different needs and wants.

Nova Scotia Communities

This group refers to physical communities in Nova Scotia, which may be targeted by sites and programs in their immediate area, as well as to communities of interest, which are not necessarily geographically defined. For example, a site may attract a community of hobbyists from all over the province that share a common interest.

International “Visitors”

This group refers to the visitors the NSM can attract who may or may not ever physically visit the province. This group is served via online groups, websites and other communication. They may “visit” Nova Scotia in this way because of a particular interest in an aspect of history, a family connection or many other points of interest. At some point, members of this group may become tourists as their interest leads them to physically visit the province.

3.3 Best Practices

TRENDS IN DELIVERING HERITAGE EXPERIENCES

Changing audience interests and expectations, demographic trends, increasing competition from a broad range of alternative experiences and travel destinations, and the increasingly prevalent role of technology today, are forcing museums and heritage institutions to change and adapt. Even with changes, heritage sites face significant challenges in attracting visitors and generating revenues.

To respond to these challenges, the overall visitor experience throughout the NSM system needs to:

- » **Put the visitor first. Audience needs and expectations are paramount** and must be carefully considered. Visitors must be catered to before they arrive (web), while there (washrooms, food, seating, access, orientation, parking, etc.), and after they leave (programs, memberships, web). Everything counts!
- » **Ensure that themes are reflected in all aspects of public experiences and spaces.** All aspects of the facility or site must be considered when reflecting the content, including buildings, landscapes, exhibits, graphics, costumes, activities, sounds, smells, artwork, live events, live animals, and glimpses “behind the scenes.”
- » **Cater to multiple learning styles**, which can include traditional “show and tell,” “hands-on–minds-on” with interactive and engaging experiences, or self-directed and guided experiences. There is a shift towards facilitating rather than informing as visitors become more adept at self-directed learning and information gathering.
- » **Provide a healthy variety of media to attract varied interests and learning styles.** This may include visuals (graphics and text), tactile, audio-visual (sound and video), whole body or kinesthetic, and must not exclude humour, surprise or quiet reflection.
- » **Understand that audiences are not all homogenous** and respond to the interests of different age groups, multi-cultural groups, etc., within a particular region or community of interest. Assumptions that people will be interested in new exhibits and technologies should be tempered with market research and an understanding of visitor needs.
- » **Be socially relevant, with links to real people** (when presenting history) **and the real world around them** (in linkages to the site, surrounding landscape or activity, and content experts).
- » **Make use of new communication styles** including social networking, sharing of information and two-way communication. Initiatives such as *Twitter*, *De-li-cious* and *SMU-Tube* are examples of information sharing. Museums can create discussion through blogs or other online forums to include the public in curatorial and interpretive dialogues (e.g., help select artifacts and specimens for exhibit, ask the curator a question, send in your story).



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Interpretive Master Plan Approach

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» **Make use of new technologies:** multi-media, mobile phones, MP3 players and iPods, the Internet for on-line exhibitions, virtual collections, and Web 2.0 for marketing and relationship building. Audio tours and video clips can be downloaded in advance of visits to a museum or gallery, while at the gallery or used post-

visit for more detailed information. Some facilities use podcasts to interact with visitors, which can be object specific or offer an in-depth exploration of a specific exhibit. They can be released as episodes to help maintain interest or downloaded automatically by members or subscribers to a specific topic area. Users can also utilize multi-media (audio and video) applications (e.g., mp3 and YouTube) to submit their perspectives and interpretations on a theme. Whatever approach is taken, **a key objective is to build relationships with existing and potential visitors.** This will encourage repeat visitation (in-person or on-line) and membership, as well as financial support for the facility.

» **Deliver the best possible experience with the most skilled staff.**

ATTRACTING AND RETAINING AUDIENCES

Heritage institutions must also pay attention to attracting new audiences and encouraging repeat attendance. Increasing attendance by attracting new audiences and repeat visitors is critical for museums, particularly when there is increasing dependence on self-generated revenue. This can be achieved through:

- » **A regular program of refreshing permanent exhibits** (less emphasis on “permanent” displays and more on “core” themes and experiences that change periodically), where possible.
- » **Temporary and travelling exhibits.**
- » **Varied site programming and demonstrations** (with firm links to current research and curatorial expertise).
- » **Outreach programs and initiatives**, with links to school curriculums and public interests.
- » **Long-term programs and projects that grow over time** (e.g., boatbuilding), or that encourage regular participation (e.g., nature exchange).
- » **Theatres or demonstration spaces** with new shows regularly.

» **Interpreting collections in different ways to attract new interest groups and return visits** (i.e., with more varied, attractive and inclusive content). This can be accomplished through various on-site interpretation techniques. New interpretation of collections and linking different themes can offer a fresh view of history and attract special interest groups and new audiences. Examples include the role of nuns during the American Civil War, children in Roman times, the role of immigrants in shaping the Canadian landscape or, at Mystic Seaport Museum, an exhibit entitled “Black Hands, Blue Seas” that explores the maritime heritage of African Americans. Within the NSM, such examples might include: the role of firefighters in the two World Wars, children in early 19th century Nova Scotia, and the immigrant contribution to the province.

This can also be accomplished through the development of special interest and themed “trails” through exhibits. By offering several trails through the same exhibit, different audiences can be attracted and returning visitors have the opportunity to experience the collection from alternative perspectives. Trails can be tailor-made to appeal to special interests, themes, cultural or demographic groups and delivered in print, audio-guide or podcast format.

- » **Building relationships with visitors**, by staying in contact with them and offering new experiences that match their interests (before, during, and after their visit).
- » **Using the Internet** to attract interest, provide high-level interpretation, generate visits, and follow-up with visitors. Many organizations have taken advantage of social networking and “customized” web sites to create regular places for their publics to return to. This includes sites such as Yahoo, the CBC, and MSN/Hotmail that provide up to date information, links and customized menus of content options for their “members,” who must login to have access to more in-depth information or services. This method also provides a vehicle for delivering additional content through online or downloadable activities, contests, archives, and educational resources.
- » **Increased use of museum sites by the public** for community needs (meetings, clubs, courses, weddings, etc.).

BEING RELEVANT

Heritage facilities are part of the attractions business. They have to compete with a vast array of opportunities for the discretionary time and money of audiences. **To be successful, they need to be relevant and make a connection with what is important to their potential audiences.**

Relevance means:

- » **Looking beyond traditional exhibits, artifact presentation and visitor programs to make the connection with their public.** Planning must include more than investment in research, interpretive development and knowledgeable staff.
- » **Engaging residents and communities “where they live.”** The museum must seek to position itself where people are today – in the 21st century – both physically and emotionally. This also reflects the need for museums to look to their communities first before devoting energy to attracting dwindling or fickle tourism markets.
- » **Welcoming tourists.** A focus on residents and communities does not mean that tourists are to be ignored. Successful communities and places of interest are appealing to residents and tourists alike. Tourists will often seek out authentic, and social, experiences based around community events (e.g., farmer’s market, coffee shops, etc.).

- » **Moving beyond attendance numbers.** The current relationship between allocated funding and attendance figures has blinded many museums into striving for quantity vs. quality. Meaningful experiences must be brought forward, with less emphasis on “busloads” and more on friends and neighbours.
- » **Transcending the role of the museum.** The institution that thrived in the 19th and 20th century must retool itself for the future. Opportunities to become “more than a museum” should be explored aggressively and enthusiastically.



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» **Assuming many roles**, such as:

Facilitator: for genealogy, self-directed learning, etc.

Caretaker: stewardship of resources, heritage, artifacts, etc. (publicly renowned).

Showcase: the latest in ideas, trends and technologies.

Meeting Place: where people come together.

Venue: for theatre, art, music, etc.

Marketplace: food, produce, gifts, ideas.

Service provider: historic tours, programs, and other fee-based initiatives inside and outside of the museum realm.

Circuit board: catalyst for new partnerships and exchange of ideas.

Collaborator: supporter of public movements (e.g., slow food, green initiatives).

School: space for seminars, workshops (music camp, etc.).

Workplace: staff take pride in their museums and their work; also public involvement in long-term projects and initiatives (e.g., Hector ship).

Living history: transcend the static, traditional heritage of buildings and sites, bringing these spaces to life with real community members and events that help rekindle value in the resource.



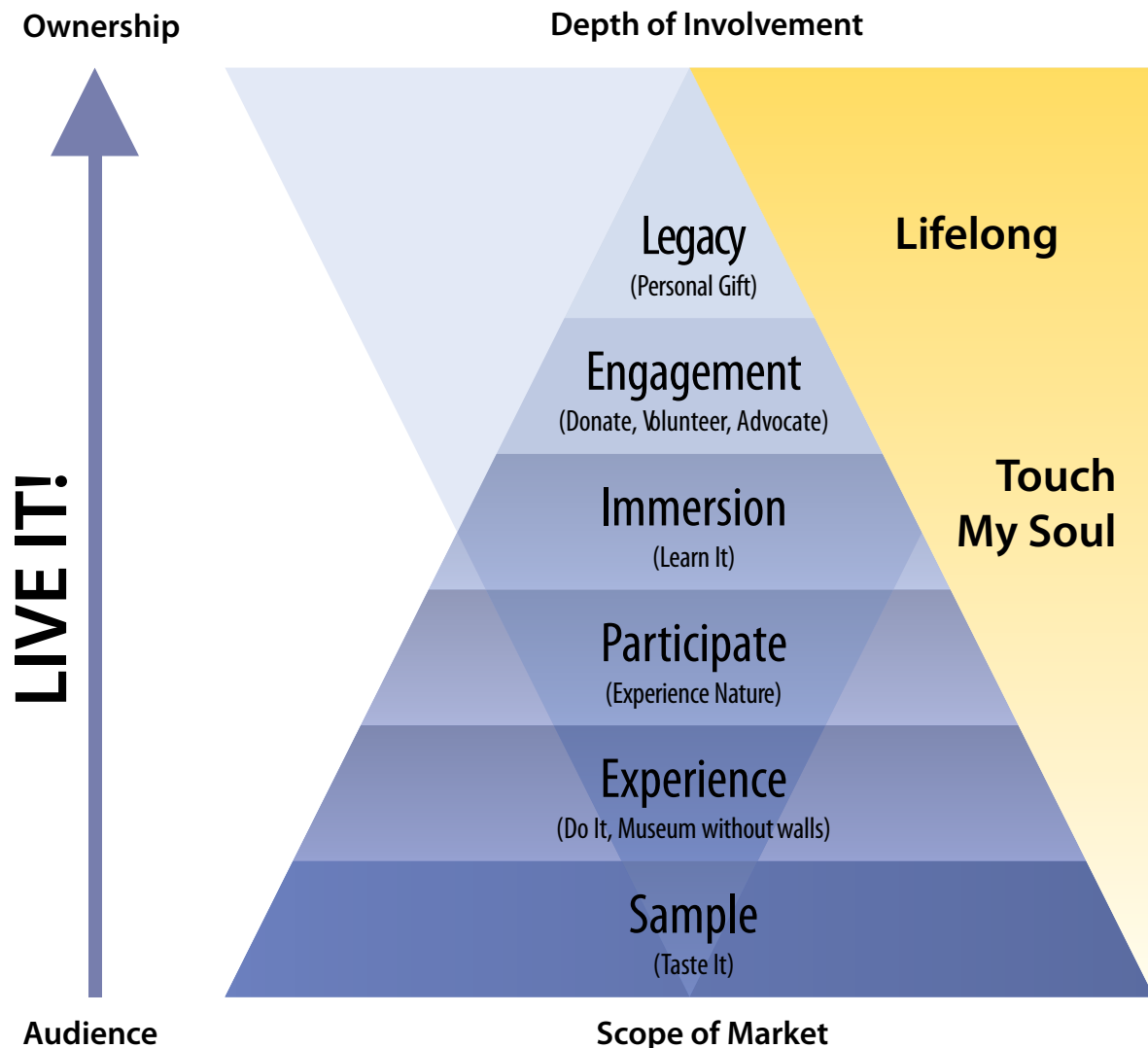
Darrell Burke

3.4 Engaging Visitors

THE ENGAGEMENT MODEL

During the planning process, a visitor experience workshop was conducted to develop possible experiences for future visitors to the NSM. A diverse group of interpretive professionals were involved, including current and former museum staff, interpretive managers, partner organizations (Department of Natural Resources staff, Parks Canada staff, etc.), and the consultant team. Through a facilitated process, participants developed a series of visitor experience ideas that were organized into categories (see Appendix A). The power of this process lies in the categorization of the experiences, rather than the individual experiences. These categories provided conceptual direction for the types of visitor experiences that are desirable in a renewed NSM.

The consultant team used the visitor experience chart to create the Visitor Engagement Model, featured at right. **This diagram represents increased levels of engagement by visitors based on experiences they may be able to have at heritage sites in Nova Scotia.** Overall, the diagram is based loosely on Abraham Maslow's hierarchy of needs; with the broadest visitation (and the broadest needs) at the bottom and the most focused visitation at the top.



Interpretive Master Plan Approach

The Visitor Engagement Model represents one tool that the Heritage Division should adopt in order to regain its relevancy to visitors and create passionate, engaged museum supporters who are more than just occasional visitors. The diagram should inform Museum decisions now, specifically with regard to target audiences, objectives and strategies. Audiences must be encouraged to move toward a deeper sense of involvement, immersion and “ownership” of the Museum itself, through an increased level of participation and support. The role of the NSM and the Heritage Division is to facilitate that growth through the strategies they implement.

The scope of all potential audiences is represented at the bottom of the Visitor Engagement Model. The market in this case is large and varied, and the typical depth of visitor involvement limited. The depth of involvement increases as one moves towards the apex of the pyramid, where fewer visitors with increased levels of participation and commitment reside. As an incremental process, the engagement deepens through a natural progression up the diagram. However, some experiences may be successful in vaulting visitors towards the top of the triangle in a shorter timeframe without stopping at every step along the way.

The majority of visitors who will progress toward the top of the pyramid will be residents of Nova Scotia, but the model does not exclude those from outside the province. In today’s wired world, connections that build a sense of ownership can be forged over long distances and without ever setting foot at a museum or heritage site.

At the most basic level, museums can provide **sample** experience for visitors: glimpses of what heritage means, such as a sample of food or music, that represent the first “taste” of what the Museum offers. Easy access and a broad distribution of samples appealing to as many audiences as possible are key to this level of visitor experiences.

The **Experience, Participate** and **Immersion** categories represent increasingly deeper levels of engagement or involvement. At these levels, visitors are able to engage in deeper, perhaps more active experiences that may consume all or part of their visit to a site, such as helping feed animals or assisting an archaeologist for a day. These experiences should build interest in, and awareness of, the Museum through activities, experiences and offerings designed to lengthen and broaden the experience. Any of these levels may be considered a turning point, where visitors begin to grasp what the NSM offers. More importantly, visitors may begin to have a deeper level of emotional commitment that brings them back to visit again. Eventually, these visitors will become return visitors who see the museum as a part of their lives.

At the **Engagement** level, visitors have become regular participants in Museum experiences, participating in long-term projects such as boatbuilding, gardening or the development of an exhibit. Volunteer work takes place at this level, where commitment is strongest. These visitors are advocates of museums and of heritage in general, as it now relates directly to their lives. They are some of the strongest recruiters for new visitors. Strategically, the Museum has immersed

itself into the lives of its constituents, who now live with the museum as a backdrop to their own life; as a valuable asset, a mentor, or an old friend. A key strategy for increasing visitor engagement involves encouraging two-way communication between the Museum and the visitor. Social networking (online and elsewhere) and customer relationship management techniques used in retail environments have become the norm in other sectors and should be used to enhance the visitor’s engagement with the Museum.

The culmination of the Visitor Engagement Model is **Legacy**, representing the highest level of heritage involvement. This may be expressed through a personal gift to the museum (such as an object, collection or financial donation) or through a lifetime of research and scholarship that culminates in the transfer of knowledge (such as publications or lectures).

At the initial levels of the Visitor Engagement Model, **the Heritage Division must strive to provide experiences that touch the soul of their visitors, capturing their hearts and imaginations for the future.** Games, celebrations and entertainment are all valid methods for touching audiences and should be part of this approach. Higher levels of the model that focus on lifelong engagement should utilize core programs, activities and interpretation that are structured to support and secure visitors on a regular basis. Visitors who become museum “owners” or partners will work to ensure the survival of the museum into the future.

ATTRACTING AND RETAINING AUDIENCES IN NOVA SCOTIA

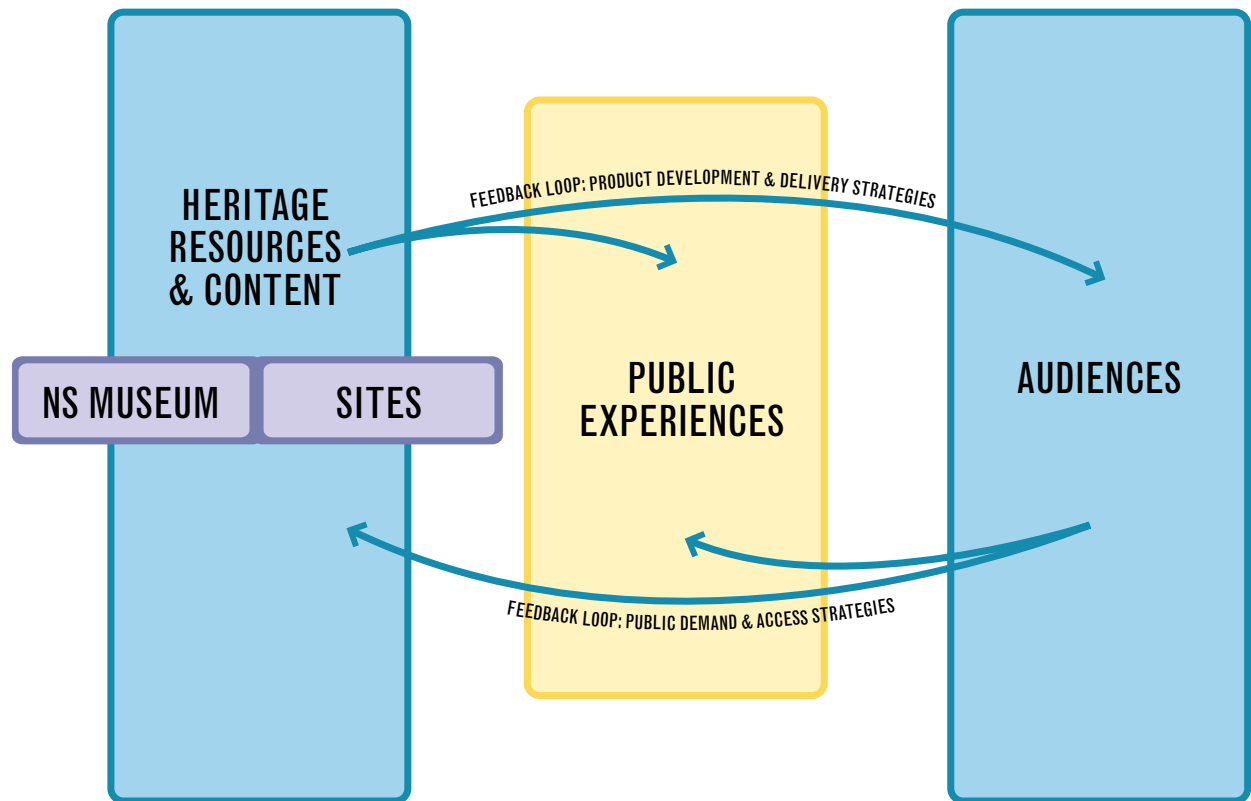
The relationship between the Nova Scotia Museum, its 27 sites, and the target audiences for this plan are represented in the *Attracting and Retaining Audiences* diagram shown at right.

The **Nova Scotia Museum and the sites** are central to renewal, and will play a vital role in the ongoing process of attracting and retaining audiences through the work they do, the experiences they develop, and the feedback they elicit from audiences.

As an entity, the Nova Scotia Museum and the sites rest astride of, and are responsible for, **Heritage resources and content**: the wealth of information and resources that the Museum is able to draw from when developing interpretive experiences for the public (audiences) in Nova Scotia. This body of resources includes the provincial artifact collection, archival information, folklore, stories, places, people, etc.

Audiences (as defined in Section 3.2) include Nova Scotia residents, Nova Scotia communities, international “visitors,” and tourists. As stated, these large segments of the visitor population can be broken into smaller categories based on demographics, geographic locations and learning styles. Overall, however, these groups represent the people that the NS Museum and the sites must take into account when planning and delivering public interpretive experiences.

ATTRACTING AND RETAINING AUDIENCES



Interpretive Master Plan Approach

Public experiences developed by the Museum encompass where, and how, audiences will be attracted and retained. They are broadly defined as exhibits, programs, and other offerings developed for audiences (residents and visitors). Although such experiences have not been proposed as part of this plan, they should be the natural result of any Museum effort directed at the public. Experiences will vary between specific sites and within each new project. By their very nature, good interpretive experiences can interest multiple groups simultaneously, broadening their impact across various audiences. These experiences can be developed to relate to Nova Scotia visitors, as well tourists and interational “visitors” who may only visit the museum through the web. As the most exciting part of the plan’s implementation, public experiences are vital for growth and change in the Museum system. Everchanging and dynamic, they rely on other parts of the Master Plan to be successful and should be carried out by museum staff and selected consultants for years to come.

In the past, these experiences have been developed by the Museum as a one-way process: the delivery of a heritage resource-based “product” or experience to the public. For engagement to occur and thrive, the process must be driven by Museum resources (a particular site, story, artifact, etc.) as well as what visitors would like to see the Museum offer (the “market”). This creates two distinct streams of feedback.

With carefully planned **product development and delivery strategies**, various segments of the audience can be targeted with specifically designed experiences drawn from the resources and content available within the system. In response, **public demand and access strategies** affect how Museum experiences are revised and reworked over time. This also represents the two-way communication that is required for public ownership.

In the case of content-based institutions like the museum, there must always be a healthy mixture of content-driven and market-driven initiatives, balanced to respond to changes in demand and resources. Development of public experiences should be generated based on what content and resources are available and deemed important to present, thus ensuring that hidden or underrepresented stories are brought forward. Conversely, audience interests and demands can also shape the content and “products” that are offered, ensuring a higher chance of return on investment through increased visitor draw. In addition to the demands the public might make, they also have the power to add or enhance Museum resources by contributing their own content and participating in Museum dialogues.

Audiences have the ability to affect stories that are told, as well as the resources that are developed over time. In return, experiences that are made accessible to visitors will be drawn from stories and resources that are brought forward by the Museum. This is a **continuous feedback loop** where the Museum must listen, and react, to the wants and needs of the audience, refining their products over time based on feedback provided.

Relationships between audiences and the Museum should become two-way as public ownership and feedback become more broadly supported. Understanding individual audiences will allow the Museum to move beyond a curatorial-based exhibits and programs toward market-tested experiences. Market analysis and business casework on all projects will support this shift. Curatorial excellence, good research, and interesting collections will always be central to this mix, as will proactive input from the public through various means.



Prepared by:

form:media



Strategies for Interpretive Renewal

Interpretive renewal strategies for the Nova Scotia Museum are designed to attract and engage visitors over the next 20 years or more. These strategies will ensure that the museum finds a relevant and meaningful place in the lives of Nova Scotians and tourists, and that the interpretation of the province's stories thrives well into the future.



4.1 Objectives and Strategies

This section presents the goals, objectives and strategies of the Interpretive Master Plan. The goals presented in section 3.1 are repeated here for clarity, as the objectives and strategies presented have been specifically created to ensure that the main goals of the project are met and interpretive renewal is successful. These goals, objectives and strategies have been developed by the consultant team in close coordination with key Division staff members and were reviewed and discussed at several workshops and meetings throughout the planning process. They can be used in concert with the best practices presented in Section Three.

Strategies (both short and long term) will guide the Heritage Division as it renews interpretation over the next several years. Although they cannot all be addressed immediately, they should serve as a reference point for staff during future initiatives. **In Section Five, a list of prioritized strategies and relevant actions will be used to determine immediate renewal projects.**



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Goal 1:

Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.

Objective 1: Ensure a balanced approach to natural and cultural heritage.

Strategies

- A. Increase emphasis on natural history.
- B. Reduce redundancies in cultural history interpretation.
- C. Where possible, integrate natural and cultural history stories.



Nova Scotia Museum (2 images)

Strategies for Interpretive Renewal

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Objective 2: Regain authority as the voice for Nova Scotia Heritage; be respected.

Strategies

- Increase visibility through public outreach in non-traditional places (e.g., presentation at a shopping centre).
- Increase the museum's presence in the media with respect to current public issues (e.g., promote museum exhibits).
- Increase the museum's presence at colleges and universities (e.g., encourage staff to teach courses or guest lecture).
- Acknowledge and provide orientation to the Nova Scotia Museum at every site, including connecting visitors to other sites and resources.
- Ensure that interpretation at NSM sites is connected to the "big picture", using the Interpretive Master Plan themes and provincially significant stories outlined in the content framework.

Objective 3: Develop two-way communication between the museum and visitors.

Strategies

- Develop a vision for and implement "The Museum Online," an online extension of the NSM that is a vital component of the Heritage Division.
- Create opportunities for the public to co-produce museum interpretation.



The Toy Tractor Times.com



The Minnesota Historical Society

Goal 2:

Achieve sustainability by ensuring that the Heritage Division thrives and survives into the future.



Form:Media

Objective 1: Achieve resource sustainability.

Strategies

- A. Increase earned revenues.
- B. Develop low-volume, high-yield programs and experiences.
- C. Enlarge the fundraising and donation base.
- D. Work to achieve greater support by various levels of government.
- E. Begin interpretive renewal efforts with small scale projects that will build momentum over time.

Parks Canada



Nova Scotia Tourism, Culture and Heritage

"paris. franz" (flickr)



Form:Media

Nova Scotia Tourism, Culture and Heritage (2 images)



Objective 2: Achieve social relevance through community involvement.

Strategies

- A. Reflect community values.
- B. Develop a partnership plan to formalize networks and synergies within the Heritage Division and with outside agencies (e.g., meet with Parks Canada and the Department of Natural Resources to develop shared initiatives with respect to species at risk).
- C. Achieve a balance between the responsible social function of the museum and adherence to a responsible corporate business model.
- D. Build relationships with the community and encourage community use of museum sites, including non-traditional uses that relate to the mandate of the sites.
- E. Exploit the specific potential of each site to attract and retain specialized audiences (e.g., hold weekly pottery classes at Sherbrooke Village).
- F. Support new initiatives with promotion and marketing.

Objective 3: Deepen engagement through new and repeat visitation.

Strategies

- Stimulate repeat visitation by offering a variety of changing visitor experiences (e.g., rotating exhibits/programs related to the content).
- Create memorable, high-quality, engaging visitor experiences.
- Develop programs that encourage a long-term relationship (e.g., Nature Exchange program).
- Make connections and information about the heritage of Nova Scotia accessible to a broad range of audiences in an engaging and effective manner.
- Provide a gateway experience in urban centres that links visitors to all NSM sites.

Nova Scotia Tourism,
Culture and Heritage



Maritime Museum of the Atlantic



Richard Lien



Form:Media



Nova Scotia Museum

Strategies for Interpretive Renewal



Form:Media (3 images)



Objective 4: Be innovative.

Strategies

- Stay current: be responsive to the latest trends in media, interpretation and time-sensitive public issues.
- Acknowledge and retain successful interpretive initiatives, enhancing them as may be needed.
- Make innovation a priority for new initiatives where renewal is indicated.
- Embrace new technologies to expand audiences and increase access to information.
- Experiment; encourage test projects and risk taking.
- Facilitate staff to give creative input on a regular basis.

Objectives 5: Be green.

Strategies

- Introduce and maintain environmentally sustainable operating practices.
- Increase public awareness of environmental issues.
- Develop environmentally responsible exhibits.
- Use historic sites to promote architectural conservation as a sustainable activity.
- Where appropriate, use museum sites to promote sustainable lifestyles and skills.



Scott Jones (flickr)



Goal 3:

Ensure that interpretation is authentic, relevant and inclusive for all audiences.



Form:Media

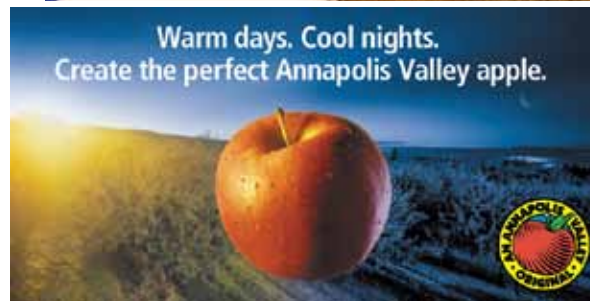
Objective 1: Speak with authority: be accurate and authentic.

Strategies

- A. Encourage applied research in all projects.
- B. Make the research process, as well as the researchers, more visible to the public.
- C. Monitor, update and evaluate the content framework regularly.
- D. Distinguish myth from reality in all interpretation.
- E. Exploit the specific history of each site as a basis for interpretive development.



Luanne Austin



Nova Scotia Fruit Growers' Association



123RF Stock

Strategies for Interpretive Renewal

Nova Scotia Museum



Objective 2: Be relevant to visitors' personal experiences.

Strategies

- Conduct market research (utilize tourism product development models) when developing interpretive products.
- Create multi-dimensional visitor experiences that relate to multiple audiences.
- Link exhibits and programs with the Nova Scotia school curriculum.
- Use real things to put history in context (e.g., an exhibit or program about fishing on a fishing wharf).



Wikipedia

Objective 3: Expand the content to be inclusive of Nova Scotia's diverse population.

Strategies

- Research and interpret new stories that are inclusive.
- Address controversial subjects.
- Encourage multi-dimensional (layered) storylines.
- Encourage partnerships with groups within and outside of the Heritage Division.



Form:Media (2 images)

Objective 4: Strengthen the relationship between interpretation, the provincial collection and other heritage resources.

Strategies

- A. Ensure that interpretation uses and makes effective use of the provincial collection and other heritage resources that the province holds.
- B. Allow interpretation to help define (in addition to science and collections research) collecting needs.
- D. Allow science and new knowledge from collections research (in addition to interpretation) to drive interpretive development and opportunities.
- E. Increase curatorial involvement in designing interpretive exhibits and programs (i.e., as part of project teams).
- F. Draw on communities to enrich the museum's knowledge of the collection.
- G. Collect and present contemporary objects that are familiar to visitors.



The screenshot shows the Pier 21 Society website. The header includes the title 'CANADA'S IMMIGRATION MUSEUM PIER 21' and navigation links: HOME, CONTACT US, and SEARCH. Below the header is a banner image featuring historical immigration documents and a portrait. The main content area is titled 'Tell us your story about immigrating to Canada' and contains a form with the following fields:

- Reason for entry into Canada: Select One
- Date of Entry:
 - Month: 01
 - Day: 01
 - Or approximate date: [text input]
 - City of entry: [text input]
- Did you sail or fly to Canada?: Select One
- Home of origin (if you sailed): [text input]

On the left sidebar, there are links for: PLANNING YOUR VISIT, ABOUT PIER 21, EXHIBITIONS, SCHOOLS AND KIDS, and RESEARCH SERVICES. Under RESEARCH SERVICES, there are links for Collections (Oral History Collection, Story Collection, Online Story Collection, Tell us your story, Image Collection), Research Materials, and Anniversaries and Events.

On the right sidebar, there is a section titled 'Let us help you plan your visit' with a link to 'Explore Canadian immigration at Pier 21 in Halifax, Nova Scotia...' and another section titled 'Do you have an immigration story to share?' with a link to 'The story collection is an important part of our ongoing commitment to preserving and sharing the stories of Canadians...'.

Pier 21 Society

Goal 4:

Ensure best practices in interpretation are followed.

Objective 1: Increase training and skills development.

Strategies

- Increase staff attendance at out-of-house conferences and professional development courses.
- Enhance and support staff training and professional development within the heritage division and other government departments (i.e., develop programs that can be attended by interpretive staff across all government departments).
- Implement a site job-switching program to educate staff about other sites in the system.
- Ensure staff have access to published best practices.
- Develop and formalize more student internship programs with universities and colleges.



Form:Media

Strategies for Interpretive Renewal

Nova Scotia Tourism, Culture and Heritage



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Objective 2: Retain and build capacity.

Strategies

- A. Develop clear succession planning to build corporate memory.
- B. Ensure staff have access to skills-building networks and partnerships, such as the Nova Scotia Museums Association.
- C. Support the development of university and college programs in museology and interpretation.
- D. Develop mentoring and volunteerism within the Heritage Division.
- E. Develop a needs assessment and professional development tool for the museum sites that will evaluate the skill set, staffing requirements and interpretive products in order to assist them.
- F. Develop project teams (a “swot team”) to assess interpretive opportunities, research, design, implement, and promote interpretive products.



Objective 3: Live in a policy framework.

Strategies

- A. Develop an interpretation policy based on the principles outlined in the Interpretive Master Plan.
- B. Use the Interpretive Working Group to oversee the implementation of an interpretive policy and continually monitor and evaluate interpretive exhibits and programs.

**HERITAGE DIVISION
INTERPRETATION
POLICY**



Form:Media

Strategies for Interpretive Renewal



Prepared by:

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General Recommendations

General recommendations help set the Interpretive Master Plan in motion. A list of prioritized strategies and actions indicates which projects or initiatives should be developed over the next few years. These projects will help build momentum and excitement for the Master Plan, as well as for staff and visitors.



5.1 Implementation Plan General Recommendations

This section provides broad recommendations that Heritage Division management and staff should consider if the plan is to thrive and survive as a working document. These recommendations should act in support of all the strategies proposed in the plan, not just those that have been prioritized. However, reference to the prioritized strategies has been included to inform next steps.

MANAGING THE RENEWAL STRATEGIES

An Interpretive Master Plan Team

An Interpretive Master Plan team (IMP Team) will be required to manage and steward the Interpretive Master Plan over time. This is different than a project team related to a particular site or project (as defined in the strategies). This team may be based on the Interpretation Working Group model and it should include a cross-section of qualified individuals who are properly resourced and supported.

Implementing the strategies must function at two levels. A central, long-term outlook will be provided by the IMP Team. This team will steward strategies that require higher levels of decision-making and managerial support, and that will have impact across the system. Site-based renewal will combine individual effort and inspiration from each site with support from the Heritage Division. Sites should not wait for the Division to take the initiative; the plan is there for them to draw from as they see fit and as relates to their mandates.

Periodic Review of Strategies

The shortlisted strategies included in Section 5.2 are the first attempt at selecting priorities. In order for the Museum to continue to adapt to renewal needs, this exercise **should be repeated at least every three years** to refine and restate new strategies that can be acted upon. This does not preclude strategies from being acted upon sooner (either by the central NSM or by individual sites), but it does ensure that the many aspects of the Plan are consistently reviewed and renewed as part of operational planning and budgeting.

The Master Plan: Online

An internal web initiative is key to sharing and receiving information about the Master Plan internally, and to the public in certain instances. In addition to printed materials, briefings, and training, there must be a clear resource for NSM site staff to access that provides them with the opportunity to learn about the Plan, revisit strategies and actions, and, most importantly, share their experiences and successes.

A dedicated website, possibly as an adjunct to the new NSM website, would focus on the Master Plan and actual renewal work taking place. It would also involve a web-based Master Plan document with features designed to help sites access and share information related to the Plan.

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Features of an internal IMP web initiative might include:

- » Online Master Plan components with active links to various sections, charts, etc.
 - » Downloadable sections of the report (perhaps featuring more detail than the online pages).
 - » Downloadable site mandate sheets (sites can access their content, and view others).
 - » Downloadable content distribution matrix (updated by the NSM over time, i.e., 2009 edition).
 - » Site discussion area (blog): sites can share project examples, progress, or photos related to IMP initiatives. Best practices, as well as other sites/museums, can also be shared. Tips, tricks, photo albums, and the like, could also be included.
 - » Mandate assignments and content within a central discussion area, as new stories, research, artifacts, etc., are brought to light.
 - » Standards (such as the Interpretation Policy and staff guidelines) that the museum wants to see as part of their operations (may also be accessed and downloaded).
 - » Resources Area: listings of publications, links, audio, people, skills, etc., to assist with planning, design, fabrication, marketing, architecture, etc., related to projects.
 - » Community Forum: a place where community groups or other heritage bodies could interact with museum initiatives (e.g., story collection, artifact/information research, shared projects on and off-line, etc.). This may differ from central NSM dialogue and could be localized if desired. Designated staff within the NSM would be responsible for vetting this information and managing the site.
 - » Editorial Section: discussions of the year in review, recent successes, lessons learned, and messages from the Executive Director or other management groups.
- Digitizing the Master Plan will require coordination with graphic design work to ensure that parts can be linked or made “active” (e.g., goal tabs actively linked to a list of objectives; best practices linked to other sites or agencies). Operational costs would also be a consideration, with some dedicated server space (or a provider) required. Scotland has developed similar resources for its sites and staff in the past. Interestingly, most of this information is also accessible by the public, providing additional visibility for the Museum and its renewal efforts.

ONGOING CONSIDERATIONS

Operations Related to Renewal

While it is not within the scope of the Master Plan to define operational or managerial recommendations for the Heritage Division, careful consideration of operational resources (staff and funding) will need to take place so that resources can be directed strategically in support of the stated goals and objectives contained herein. This will also reinforce positive actions the Division has recently undertaken with regard to new projects. In some cases, this may require rethinking how staff and funding are used (e.g., ensuring curatorial input on projects). Increased programming requirements at sites will also require more resources (e.g., staff or volunteers) or the redirecting of resources from other areas.

Allocating Strategic Resources on a Project-by-Project Basis

As new projects and renewal efforts are envisioned and implemented, the need to allocate resources to support these initiatives will become a necessity. This may involve adding collections staff to project teams, performing marketing/business planning, or addressing structural/architectural or landscape design issues where interpretive renewal implicates buildings and sites.

» Ensuring curatorial input on project teams allows collections and interpretation to unite, especially when collections must be rationalized and display requirements identified. Sites with significant collections (e.g., Firefighters' Museum, Fisheries Museum of the Atlantic, etc) will require significant input if renewal involves new exhibits that affect their collections.

» One of the major thrusts of this Master Plan involves understanding markets locally, regionally, provincially, and even nationally and internationally. As new Museum projects are introduced – whether they are multi-million dollar expansions in urban areas, moderate exhibit renewal projects at local sites, or a program offered anywhere – it will become important to build into the process resources for contracting/retaining consultants that can provide this market knowledge and business planning expertise. Specialists with specific experience in marketing museums or tourism attractions, or destination marketing, are essential; sites should not hesitate to look outside the local area, or region, to secure a consultant with this expertise.

Each project will have different needs and involve a different process featuring the right mix of talents that may, or may not, require the types of resources highlighted above. Other specialty resources may become necessary where a particular situation warrants, introducing other consultants to the process. These might include interior design specialists, educational programmers, or web/multimedia designers to name a few. Furthermore, both Heritage Promotion and Development, as well as the Tourism Division, have significant marketing expertise that can, and should, be drawn upon.

» In many locations, interpretive renewal will impact the physical setting of a site – indoors or outside. In cases where interpretation implicates the structural or landscape aspects of a site and exceeds the available resources of NSM staff or Department of Transportation and Infrastructure Renewal (TIR), it may be necessary to involve consultants. Specialists with specific experience in built or landscape architecture are essential; again, sites should not hesitate to look outside the local area, or region, to secure a consultant with this expertise.



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5.2 Prioritized Strategies

IDENTIFYING PRIORITIES

The strategies described in Section 4.1 are numerous, and respond to a wide variety of challenges. In order for the Heritage Division to move ahead with the plan in a meaningful and actionable manner, key strategies were prioritized within each of the 15 objectives that form the backbone of the Master Plan. These priorities were identified during the consultation process by a workshop group composed of NSM staff, directors and the consultant team. Collectively, they reviewed each objective and prioritized one strategy. In some cases, two strategies were prioritized within a given objective. Priorities were arrived at through group discussion and a consensus that they must:

- » **Be achievable in the next 1-2 years**
- » **Raise awareness with the public**
- » **Be able to have a real impact and motivate others in the system**
- » **Be cost effective and financially sustainable**

COMBINING THE STRATEGIES

The workshop participants stated that many of the prioritized strategies (and their respective actions) have similar thrusts, and could potentially be combined to maximize time and resources. If approached in a holistic manner, these shared actions will bring about more effective change with greater impact overall. They also ensure a more integrated result when actions are implemented across a wider field.

The consultant team has identified five areas of effort for consideration: **staff training and involvement, content renewal, public engagement, public relations, and policies.** Prioritized strategies selected by the NSM (coloured beige) have been grouped within these five areas of effort, and should help focus the IMP Team's efforts in the short-term.

In addition to those prioritized by the Museum, the consultant team was asked to identify any *additional* strategies they felt should also be considered in the short-term. These selections support what the Museum has already defined and **are listed below the Museum's selections** (coloured purple). They may highlight work that is already underway, or work that should be emphasized in the short-term. Prioritized strategies are repeated in the next section, *Actions Identified by the Museum*, where actions identified for the NSM's prioritized strategies are presented. A complete chart illustrating the goals, objectives, and strategies (highlighting both those prioritized by the NSM and the consultant team) has been included as Appendix B.

PRIORITIZED STRATEGIES: GROUPED BY AREAS OF EFFORT

Staff Training and Involvement

A focus on human resources, training and staff involvement that includes the following prioritized strategies:

NSM	<ul style="list-style-type: none"> » Facilitate staff to give creative input on a regular basis. » Enhance and support staff training and professional development within the Heritage Division and other government departments (i.e., develop programs that can be attended by interpretive staff across all government departments). » Develop clear succession planning to build corporate memory. » Develop project teams (for example, a “swot team”) to assess interpretive opportunities, and research, design, implement, and promote interpretive products. » Increase curatorial involvement in designing interpretive exhibits and programs.
CONSULTANTS	<ul style="list-style-type: none"> » Increase staff attendance at out-of-house conferences and professional development courses. » Support the development of university and college programs in museology and interpretation. » Develop a needs assessment and professional development tool for the Museum sites that will evaluate the skill set, staffing requirements, and interpretive products in order to assist them.

This implies a clear need for staff to be involved, and for the NSM to involve staff in as many aspects of projects as possible for short and long-term gains. The IMP Team may be able to help support these efforts, and to capture shared knowledge through workshops and training seminars, etc. To ensure long-term viability of the NSM, training and grooming qualified museum workers for the future are an important part of this process. Having the knowledgeable people will make all the difference.

Content Renewal

A focus on content related to cultural and natural history, including research, that includes the following prioritized strategies:

NSM	<ul style="list-style-type: none"> » Increase emphasis on natural history. » Reduce redundancies in cultural history interpretation. » Encourage applied research in all projects. » Link exhibits and programs with the Nova Scotia school curriculum. » Allow interpretation to help define (in addition to science and collections research) collecting needs.
CONSULTANTS	<ul style="list-style-type: none"> » Where possible, integrate natural and cultural history stories. » Ensure that interpretation at NSM sites is connected to the “big picture,” using the interpretive master plan themes and provincially significant stories outlined in the Content Framework. » Monitor, update and evaluate the content framework regularly. » Research and interpret new stories that are inclusive. » Collect and present contemporary objects that are familiar to visitors. » Facilitate staff to give creative input on a regular basis.

Public Engagement

A focus on renewing the relationship between the public and the Museum that includes the following prioritized strategies:

Defining the provincial content (and bringing about changes as a result) is emphasized here, as has been discussed many times during the planning process. A comprehensive look at content can be found in Section Six. The IMP Team should devote time and allocate staff to manage the content and how it is applied at the sites, and to ensure that it is stewarded over time.

NSM	<ul style="list-style-type: none"> » Create opportunities for the public to co-produce museum interpretation. » Build relationships with the community and encourage community use of Museum sites, including non-traditional uses that are related to the mandate of the sites. » Develop programs that encourage a long-term relationship (e.g., Nature Exchange program). » Experiment: encourage test projects and risk taking. » Increase the Museum's presence in the media with respect to current public issues (e.g., promote museum exhibits).
CONSULTANTS	<ul style="list-style-type: none"> » Develop a vision for and implement "The Museum Online," an online extension of the NSM that is a vital component of the Heritage Division. » Do market research (utilize tourism product development models) when developing interpretive products. » Provide a gateway experience in urban centres that links visitors to the sites.

The need to engage visitors over the long term by capturing their interest now is paramount. The Visitor Engagement Model illustrated in Section Three reinforces this. **The IMP Team must promote best practices and experimentation for all projects, aided by the Master Plan as well as the experience and inspiration of staff at the sites, to ensure that every opportunity to connect with the public is taken.** Short and long term programs must also become central to the interpretive process at the sites, beyond any investment in core exhibits or temporary displays. The online presence of the Museum must transcend web site improvements taking place, and push boundaries to become a social network that involves both the Museum and the public as owners.

Public Relations

A focus on attracting and retaining the goodwill and support of various groups as allies that includes the following prioritized strategies:

NSM	<ul style="list-style-type: none"> » Work to achieve greater support by various levels of government. » Encourage partnerships with groups within and outside of the Heritage Division.
CONSULTANTS	<ul style="list-style-type: none"> » Acknowledge and provide orientation to the Nova Scotia Museum at every site, including connecting visitors to other sites and resources. » Develop a partnership plan to formalize networks and synergies within the Heritage Division and with outside agencies (e.g., meet with Parks Canada and the Department of Natural Resources to develop shared initiatives with respect to species at risk). » Support new initiatives with promotion and marketing.

The ongoing task of targeting future funding, partnerships and support by outside organizations for the Museum must be tackled as aggressively as interpretive efforts will be. The IMP Team must become advocates of partnerships and funding opportunities, and will need to assist the sites in navigating these waters in the future. They can do this by becoming the experts in this field, and sharing their expertise with NSM sites. A partnership plan that can be managed over time will be central to this effort. Furthermore, it is critical that all future initiatives undertaken by the NSM should be pursued in close collaboration with marketing efforts.

Policies

A focus on the underlying principles and policies that form the Museum's work that includes the following prioritized strategies:

NSM	<ul style="list-style-type: none"> » Introduce and maintain environmentally sustainable operating practices. » Develop an interpretation policy based on the principles outlined in the Interpretive Master Plan.
	<ul style="list-style-type: none"> » Where appropriate, use Museum sites to promote sustainable lifestyles and skills.

As has been evident in the Interpretation Working Group's efforts over the past years, clear policies that define what the Museum stands for will be vital for success and must be managed and maintained as the Museum evolves in the future.

ACTIONS IDENTIFIED BY THE MUSEUM

Further to this process, the workshop group developed actions related to the prioritized strategies identified. **Actions have not, however, been developed for those additional strategies proposed by the consultant team**, although this would not be difficult to do. It will be the responsibility of the NSM to regularly revisit the full scope of strategies to define further actions and reprioritize where required. Specific timelines, responsibilities and resource requirements for the prioritized strategies and actions must be developed to move these forward.

Staff Training and Involvement

A focus on human resources, training and staff involvement that includes the following prioritized strategies and relevant actions:

NSM

- » Facilitate staff to give creative input on a regular basis.

Ask the staff! Solicit new ideas during the pre-season

Form creative teams

Develop a process/context/guidelines for receiving input

Capture creativity during debriefing, not just during development

- » Enhance and support staff training and professional development within the Heritage Division and other government departments (i.e., develop programs that can be attended by interpretive staff across all government departments).

Do a skills inventory of staff

Develop a training conference to be held once a year

Heritage Forum: share skills and report back to each other

Develop mentorship across departments

Share training tools and resources across the system

- » Develop project teams (for example, a “swat team”) to assess interpretive opportunities, and research, design, implement, and promote interpretive products.

Identify qualified people to form the team

Properly resource the team with time to take on this new role and resources

- » Develop clear succession planning to build corporate memory.

Develop a formal debriefing process for retirees to make sure their knowledge is captured

Modify the human resources strategy to overlap retirees and new hires

Work with a records manager to sort and save information

Develop an accountability mechanism

Be realistic about the five year turnover – plan for workforce rotation

NSM PRIORITIZED STRATEGIES: WITH ACTIONS

Content Renewal

A focus on content related to cultural and natural history, including research, that includes the following prioritized strategies and relevant actions:

NSM

- » Increase emphasis on natural history.
Assess where natural history can be increased
Identify content experts
Assess stories and themes in other departments (i.e., provincial protected areas)
Identify one way at each NSM site that natural history can be incorporated in their interpretation.
- » Reduce redundancies in cultural history interpretation.
Establish priorities for interpreting some stories and de-emphasizing others.
- » Encourage applied research in all projects.
Identify appropriate expertise (in-house initially, then out of house); identify secondment opportunities
Share the research reports within the system/sites
Identify research needs as part of specific project planning
Create a “research atlas” (use the Provincial Department of Environment model)
Ask the Board of Governors to adjust their criteria to help address current needs

NSM

- » Link exhibits and programs with the Nova Scotia school curriculum.
Tie-in with university education programs to promote educators as interpreters – teach the teachers!
Be present at teachers’ conferences (i.e., perform skill based exhibit and programming talks; market museums for PD days).
Identify curriculum links for all levels of education
- » Allow interpretation to help define (in addition to science and collections research) collecting needs.
Develop collection strategy that identifies gaps and redundancies, based on the content framework

Public Engagement

A focus on renewing the relationship between the public and the Museum that includes the following prioritized strategies and relevant actions:

NSM

- » Create opportunities for the public to co-produce museum interpretation.
Develop the “museum online”
Develop community engagement projects
Communicate with CMAP museums to see where exhibits can be co-produced
Ask for (from the community) and offer help (i.e., atlas of research projects).
- » Build relationships with the community and encourage community use of museum sites, including non-traditional uses that are related to the mandate of the sites.
Assemble and share success related to site use
Define criteria and screening for standards and guidelines
Do needs assessments in communities to determine what they might want to use the site for

- » Develop programs that encourage a long-term relationship (e.g., Nature Exchange program)

Review and define audiences to identify their demands/needs for specialty programs and products

Develop series based programs

Develop linkages to other places

Assess existing programs and offerings

Find extensions to stakeholders from the base of your programming

- » Experiment: encourage test projects and risk taking.

Look at test cases/comparables elsewhere

Create opportunities to share failures – give permission to talk about them

Create a mechanism for sharing, collecting and evaluating failures and successes

Identify “risky” projects for the future and develop a mechanism for dealing with sensitive topics/issues

- » Increase the Museum’s presence in the media with respect to current public issues (e.g., promote museum exhibits).

Assemble and share success stories related to site use

Identify expertise

Define criteria/guidelines as a screening tool for deciding which events are appropriate

Develop a media-relations strategy

Public Relations

A focus on attracting and retaining the goodwill and support of various groups as allies that includes the following prioritized strategies and relevant actions:

- » Work to achieve greater support by various levels of government.

Identify opportunities within the Heritage Strategy and Volunteer Planning Process in which to position the Museum

Identify ways that the Museum already serves various levels of government and share it

- » Encourage partnerships with groups within and outside of the Heritage Division.

Identify potential groups and linkages

Develop a partnerships strategy

Become involved in community groups/ initiatives (non-project specific) to ensure a dialogue with community networks

Diversify workforce and volunteers. Where are we currently drawing from?

Policies

A focus on the underlying principles and policies that form the Museum’s work that includes the following prioritized strategies and relevant actions:

- » Introduce and maintain environmentally sustainable operating practices.

Consider carbon offsetting programs

Do an environmental audit of sites (use the template developed by the Department of Environment)

Review operations to help develop a policy and implementation plan

Work with TIR to increase energy efficiency at the sites

Develop a green meeting policy

Green facility rentals

Do lifecycle costing for facility management

Increase public awareness of their ecological footprint

Create environmentally responsible exhibits

Model the province’s Sustainable Prosperity Act

- » Develop an interpretation policy based on the principles outlined in the Interpretive Master Plan.

Review and approve an interpretive policy

Develop implications of implementing the policy

Work within the policy




Defining Nova Scotia's Stories



Prepared by:

form:media



One of the main strategies of the Interpretive Master Plan is to collect and organize Nova Scotia's natural and cultural heritage - its "stories" - in a manner that clearly identifies provincially significant themes and topics. This is a crucial step towards ensuring that the Heritage Division addresses these important stories and interprets them for visitors.

This section includes three different, but complementary ways of defining and organizing the province's stories: interpretive themes, which convey the "big ideas" that thread through the natural and cultural history of Nova Scotia; a Content Framework, which identifies conceptual themes, topics, and sub-topics; and a Content Distribution Matrix, which distributes content to the sites.

The Framework forms the basis for the Content Distribution Matrix, which distributes the stories across the Heritage Division and includes other major facilities outside of the Division that tell part of the story. Lastly, a gap analysis of interpretation in the province shows us where there are gaps in the distribution of content that will need to be filled through future interpretive renewal in the NSM and partnerships with outside organizations.

6.1 Interpretive Themes

The interpretive planning process develops interpretive themes to provide an overarching context in which to organize and edit interpretation; to ensure it expresses the “big ideas” that we want to communicate to visitors. Interpretive themes are not the same as topics, or content, which are listed in the Content Framework that follows. Rather, they express ideas or concepts that, by acting as a unique threads running across many subjects, help us understand a place – in this case, Nova Scotia. **Interpretive themes should answer the question, “what do you want visitors to understand and appreciate about Nova Scotia when they leave a Nova Scotia Museum site, website or other interpretive product?”**

The following main theme and sub-themes address those ideas that need to inform the interpretation across the Heritage Division, creating a consistent message to visitors. Interpretation at each site may be built around much more specific interpretive themes, and specific topics, however overall, each site (or website, program, marketing piece, etc.) should find a relationship to the themes listed below. In this way, these themes also determine what the Heritage Division is not interpreting.

Main Theme

Nova Scotia’s unique natural and cultural heritage has given its citizens a strong sense of place and identification with its history.

This refers to the uniqueness of the natural landscape, which Nova Scotians feel has special meaning for them; while also addressing the long, rich and colourful history they have inherited.



Prepared by:

form:media



Sub Themes

Nova Scotia's natural world has been shaped by its location in the northern hemisphere and its relationship to the sea.

Nova Scotia and Cape Breton, peninsula and island, were born of tectonic upheaval in the world's ancient oceans; once formed, ultimately by glaciation, it was the sea that determined its climate and thus its flora and fauna.

Nova Scotia's strategic location has allowed it to develop a strong engagement with the wider world.

Nova Scotians have always been mindful that they are affected by the sea. This has linked them to the world, making them the recipients of people and ideas from other lands, as well sharing their own people and ideas with the world.

Nova Scotia has been challenged, shaped and strengthened by conflict and cooperation.

From Aboriginal conflict to the clash of empires, commercial competition to the fight for responsible government, and union struggles to the battles for gender and racial equality, Nova Scotia's society has evolved by meeting the challenges of conflict and cooperation.

Nova Scotia's destiny on the edge of a continent-wide nation has involved continual struggle to fulfill the promise of political and economic equality.

The promise of the 19th century was never realized by Nova Scotia in the 20th century and her citizens have always felt the need to battle feelings of marginalization and to strive for "better terms."

Nova Scotia is a place of diversity and continuing natural and cultural evolution.

Neither the world of nature, nor human society are ever static. The world adapts and changes and Nova Scotians are inextricably bound in a relationship with their natural environment.

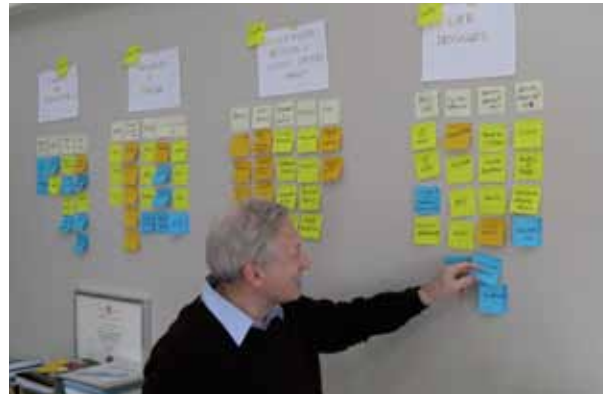
6.2 Content Framework

The Content Framework identifies the significant stories of Nova Scotia's natural and cultural history and groups them into **five conceptual themes, with corresponding topics and sub-topics**. The Content Framework was initially developed in a workshop in May 2008, attended by key Heritage Division staff and outside experts. The group developed topics and then grouped them to form the five main conceptual themes outlined below. Since then, the Content Framework has been further refined by the consultant group and tested through discussion during several workshops.

The objectives of the Content Framework are to:

- » Integrate natural and human history
- » Address both tangible and intangible heritage
- » Identify key contexts, places, subjects, events, and people
- » Group these elements into levels (i.e., unifying themes, topics and sub-topics)
- » Be inclusive (e.g., effectively help to address issues of gender, race and minorities)
- » Be usable in the NSM context, but not constrained by current collections, exhibits or interpretive presentations

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- » Be usable over time to direct interpretive development, and as a result, help direct research, collecting and education
- » Be relevant to all Nova Scotia's interpreted places
- » Be relevant to Nova Scotians, encouraging pride without ignoring difficult stories

The idea of using a structure of themes and topics to create meaningful groupings of subject matter to guide historical resource preservation and interpretation planning is not new. In order to develop this Content Framework, the consultant group also examined frameworks used by other heritage bodies, including the Historic Sites Branch of the Ontario Division of Parks, Alberta Culture, Parks Canada, the United States Park Service, and the Australian Heritage Commission.

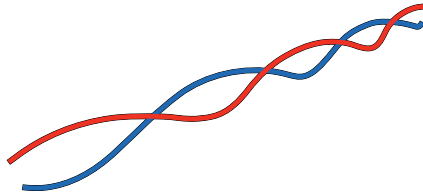
Australia's efforts to create "a framework for use in heritage assessment and management," is particularly relevant to this project. It takes a fresh look at Australian history and makes new connections between the stories, relates themes to place, and provides links between different stories in the nation's history and the heritage sites that can best be used to illustrate these stories.

CONCEPTUAL THEMES

The Content Framework for Nova Scotia has five conceptual themes (also referred to as “containers” during the planning process) through which the natural and cultural history of Nova Scotia is outlined.



While each theme can be approached and understood separately, they are best viewed as an interconnected whole that moves on a continuum from the natural world into, and through, the human experience. At its core, the Framework also underlines the principle that **human beings are inseparable from the natural world and that all human activity takes place in the context of that environment**. Given that the NSM is mandated to address both natural history and human history, the two are presented together, intimately connected like the strands of a DNA's double helix.



While the interpretive themes in the previous section of this report deal with a set of overarching “big ideas,” **the Content Framework identifies the key components of Nova Scotia’s natural and human history and organizes them in a way that emphasizes diversity and interconnection**.

A strict listing of topics dealt with chronologically, like the table of contents in a textbook, was rejected during the consultation process in favour of a more challenging approach that provided the flexibility desired. Our inherited environment is continually evolving and changing, and in human society the pull and push of different, often competing forces means that history does not unfold in a linear way. Thus, different aspects of the same topic appear in different places in the Framework. For example, the forces involved with the creation of climate, and the changing effect of climate on human activity are recognized as being quite different, as is the geological formation of the province as a whole and the more specific creation, identification and exploitation of mineral deposits.

The rejection of a chronological approach also points to the evolving nature of history. The Framework is able to consider, and support, the latest in historical scholarship. This ensures that the Heritage Division interprets subject matter that is current and relevant for visitors. The Framework can, and should, be continually updated to include recent history.

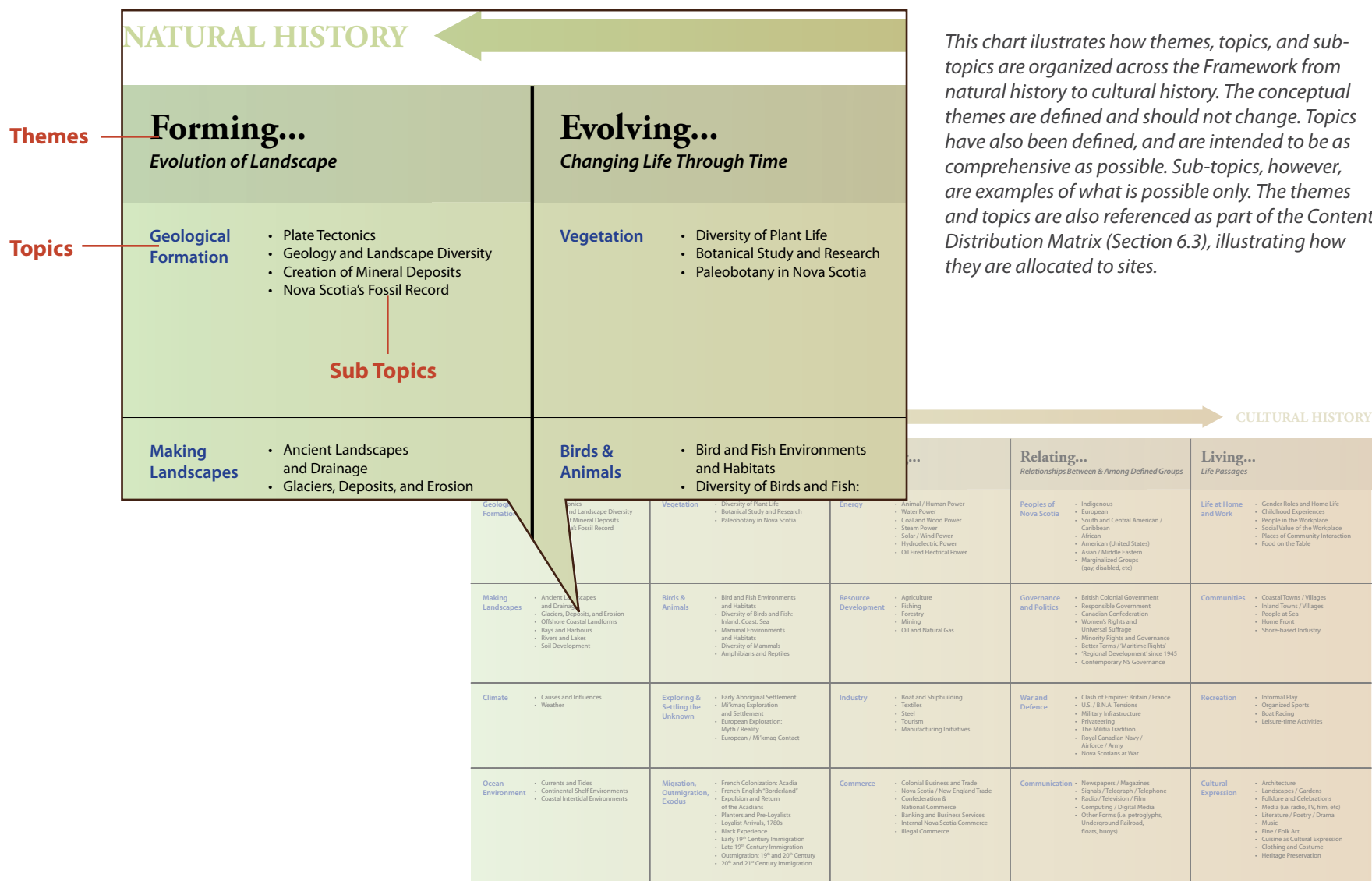
The Content Framework is a tool for interpretation and a way to group relevant topics and sub-topics. While recent historical scholarship emphasizes the need to present social and economic history as equally important to political or military history, subjects such as cultural diversity or the role of women are not identified as topics in this Framework. Issues like ethnicity and the contribution of women to Nova Scotian society, actually transcend any one theme or topic, and are part of those interpretive threads that should infuse all interpretation throughout the Heritage Division. The Framework is an opportunity to present and interpret multiple perspectives and multiple meanings.

THEMES, TOPICS AND SUB-TOPICS

The five conceptual themes identified in the Content Framework collectively define the province's natural and cultural history stories. Understanding what is meant by terms like *Forming, Evolving, Exploiting, Relating, and Living* is therefore crucial to interpreting and using the Content Framework effectively. As such, this section provides an essential understanding of each conceptual theme, topic and sub-topic.

It is important to note that this section does not provide exhaustive descriptions of the content contained within each conceptual theme, topic, and sub-topic. Providing even a generalized narrative of the content featured within each conceptual theme violates the province's rich and diverse natural and cultural history. Detailed narratives and content descriptions are best saved for such existing resources as *The Natural History of Nova Scotia* (developed by Derek Davis and Susan Browne).

During the development of the Content Framework, the consultant team learned that a single, defined source for the Museum's cultural history stories does not exist in the same way it does for its natural history stories. It would serve the NSM well to work towards developing the equivalent body of information for the province's cultural history. The Content Framework is an excellent foundation for developing this body of knowledge, however it is not intended to hold an ever-growing list of sub-topics and stories. A cultural history document is the ideal place to begin to capture this information in a more comprehensive manner.



CONTENT FRAMEWORK

NATURAL HISTORY

CULTURAL HISTORY

Forming... <i>Evolution of Landscape</i>	Evolving... <i>Changing Life Through Time</i>	Exploiting... <i>Resources & Trade</i>	Relating... <i>Relationships Between & Among Defined Groups</i>	Living... <i>Life Passages</i>
Geological Formation <ul style="list-style-type: none"> • Plate Tectonics • Geology and Landscape Diversity • Creation of Mineral Deposits • Nova Scotia's Fossil Record 	Vegetation <ul style="list-style-type: none"> • Diversity of Plant Life • Botanical Study and Research • Paleobotany in Nova Scotia 	Energy <ul style="list-style-type: none"> • Animal / Human Power • Water Power • Coal and Wood Power • Steam Power • Solar / Wind Power • Hydroelectric Power • Oil Fired Electrical Power 	Peoples of Nova Scotia <ul style="list-style-type: none"> • Indigenous • European • South and Central American / Caribbean • African • American (United States) • Asian / Middle Eastern • Marginalized Groups (gay, disabled, etc) 	Life at Home and Work <ul style="list-style-type: none"> • Gender Roles and Home Life • Childhood Experiences • People in the Workplace • Social Value of the Workplace • Places of Community Interaction • Food on the Table
Making Landscapes <ul style="list-style-type: none"> • Ancient Landscapes and Drainage • Glaciers, Deposits, and Erosion • Offshore Coastal Landforms • Bays and Harbours • Rivers and Lakes • Soil Development 	Birds & Animals <ul style="list-style-type: none"> • Bird and Fish Environments and Habitats • Diversity of Birds and Fish: Inland, Coast, Sea • Mammal Environments and Habitats • Diversity of Mammals • Amphibians and Reptiles 	Resource Development <ul style="list-style-type: none"> • Agriculture • Fishing • Forestry • Mining • Oil and Natural Gas 	Governance and Politics <ul style="list-style-type: none"> • British Colonial Government • Responsible Government • Canadian Confederation • Women's Rights and Universal Suffrage • Minority Rights and Governance • Better Terms / 'Maritime Rights' • 'Regional Development' since 1945 • Contemporary NS Governance 	Communities <ul style="list-style-type: none"> • Coastal Towns / Villages • Inland Towns / Villages • People at Sea • Home Front • Shore-based Industry
Climate <ul style="list-style-type: none"> • Causes and Influences • Weather 	Exploring & Settling the Unknown <ul style="list-style-type: none"> • Early Aboriginal Settlement • Mi'kmaq Exploration and Settlement • European Exploration: Myth / Reality • European / Mi'kmaq Contact 	Industry <ul style="list-style-type: none"> • Boat and Shipbuilding • Textiles • Steel • Tourism • Manufacturing Initiatives 	War and Defence <ul style="list-style-type: none"> • Clash of Empires: Britain / France • U.S. / B.N.A. Tensions • Military Infrastructure • Privateering • The Militia Tradition • Royal Canadian Navy / Airforce / Army • Nova Scotians at War 	Recreation <ul style="list-style-type: none"> • Informal Play • Organized Sports • Boat Racing • Leisure-time Activities
Ocean Environment <ul style="list-style-type: none"> • Currents and Tides • Continental Shelf Environments • Coastal Intertidal Environments 	Migration, Outmigration, Exodus <ul style="list-style-type: none"> • French Colonization: Acadia • French-English "Borderland" • Expulsion and Return of the Acadians • Planters and Pre-Loyalists • Loyalist Arrivals, 1780s • Black Experience • Early 19th Century Immigration • Late 19th Century Immigration • Outmigration: 19th and 20th Century • 20th and 21st Century Immigration 	Commerce <ul style="list-style-type: none"> • Colonial Business and Trade • Nova Scotia / New England Trade • Confederation & National Commerce • Banking and Business Services • Internal Nova Scotia Commerce • Illegal Commerce 	Communication <ul style="list-style-type: none"> • Newspapers / Magazines • Signals / Telegraph / Telephone • Radio / Television / Film • Computing / Digital Media • Other Forms (i.e. petroglyphs, Underground Railroad, floats, buoys) 	Cultural Expression <ul style="list-style-type: none"> • Architecture • Landscapes / Gardens • Folklore and Celebrations • Media (i.e. radio, TV, film, etc) • Literature / Poetry / Drama • Music • Fine / Folk Art • Cuisine as Cultural Expression • Clothing and Costume • Heritage Preservation

CONTENT FRAMEWORK CONTINUED

NATURAL HISTORY

CULTURAL HISTORY

Forming... <i>Evolution of Landscape</i>	Evolving... <i>Changing Life Through Time</i>	Exploiting... <i>Resources & Trade</i>	Relating... <i>Relationships Between & Among Defined Groups</i>	Living... <i>Life Passages</i>
Biodiversity <ul style="list-style-type: none"> Life Forms and Ecosystems Species Diversity Ecosystem Diversity Genetic Diversity Extinction of Species Contemporary Research 	Response to Place <ul style="list-style-type: none"> Mi'kmaq Settlement Patterns Acadian Marshland Settlement Strategic Halifax and Louisbourg Coastal Communities Age of Sail: 1830 - 1880 Mining Towns, Farming Towns, Logging Towns Halifax: Metropolis Building Technologies / Materials 	Transportation <ul style="list-style-type: none"> Ships and Watercraft Roads / Vehicles Railways Aviation Waterways and Canals 	Education <ul style="list-style-type: none"> Schooling Before 1864/5 Universal Education, 1864/5 Mechanics and Nautical Institutes / Trade Schools and Colleges Higher Education Lifelong & Informal Learning 	Social Development and Organizations <ul style="list-style-type: none"> Community Security: Protection, Prevention, Response Justice Health Care Temperance & Prohibition Antigonish Movement Religious Observance Philanthropy & Social Conscience Unions Boards of Trade Fraternal Organizations Volunteerism
	Agents of Change <ul style="list-style-type: none"> Climate Change and NS Environment Human Activity and the Environment Inadvertent / Introduced Migrants New Technology: Effects / Experience Rural Depopulation since 1945 Challenges of Urbanization Outmigration Social / Economic Effects Responses to Deindustrialization 	Environmental Values <ul style="list-style-type: none"> Depletion of Natural Resources Environmental Impact (Then & Now) Endangered Environments / Species Air Quality Protecting Cultural Resources 	Religion and Spirituality <ul style="list-style-type: none"> Mi'kmaq Spirituality Catholicism and Identity 'Non-Conformity' Religious Affiliation 	
	Understanding our World <ul style="list-style-type: none"> Scientific Enquiry: 19th - 21st Century Archaeology History and Sociology since 1945 Amateur Inquiry and Collecting 		Social Equity <ul style="list-style-type: none"> Class Slavery Social Conflict Labour and Capital (including indentured) Privilege / Social Circles 	

A. FORMING...

Evolution of Landscape

Nova Scotia has been shaped by at least 1.2 billion years of geological time and climatic change. It is a long story, but one that has incredible relevance to the natural and cultural history of the province. Nova Scotia's landscape has been shaped by dramatic tectonic movements, the influence of the sea (which almost completely surrounds the province) and the effects of thousands of years of climate change. Together, these elements explain the biodiversity of land and sea, and the changes that continue to happen today.



Geological Formation

The rocks of Nova Scotia are amongst the oldest in existence and provide evidence of millions of years of ancient mountain building, erosion, inundation by water, earthquakes, and volcanic eruption.

The two geologically distinct parts of the province – the Avalon and the Meguma terranes, which are separated by the fault line running between Cobequid Bay and Chedabucto Bay – provide evidence of two great landmasses that came together over 360 million years ago to form the super continent of Pangea. Nova Scotia, including its continental shelf, found itself in the centre of that continent, far above sea level, and subject to extensive erosion that formed the distinctive red sands and mud of the northeastern parts of the province.

As the earth's crust weakened, Pangea split apart and Nova Scotia became part of the North American continental plate, separated by what became the Atlantic Ocean from the other remains of the two ancient landmasses in Northern Europe and Africa. However, Nova Scotia retained small sections of each of these other two continents.

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Stock.XCHNG



Making Landscapes

Fifty million years ago, Nova Scotia approached its current position in North America, and by three million years ago the landscapes that we see today had largely been produced by successive periods of glaciation. When the last of the ice finally melted, about 12,000 years ago, the sea once again filled the Bay of Fundy. Rich sedimentary deposits were left behind in the Annapolis Valley; these would become the building blocks for agricultural development thousands of years later.

Ultimately, the melting of the Appalachian Ice Complex allowed for the most recent introduction of plants, animals and people. Archaeological evidence found in the Debert area, west of Truro, indicates that nomadic peoples hunted here at least 10,600 years ago. With climatic warming the sea level continued to rise, submerging much of the coastal area of Nova Scotia and producing the distinctive deep inlets and harbours of the south shore that are apparent today and have been important landscapes in our human history. Eventually, a mixed forest developed, covering the entire province, except in the highest parts of Cape Breton.



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Climate

Wikipedia



The sea has a large effect on Nova Scotia's climate, causing variable winters, late springs, fresh summers, and enduring falls. Fog, rain and winds are common elements of the weather, as storms

– including late summer remnants of hurricanes and tropical storms – from the south and west consistently move across the province. In 1873, the Great Nova Scotia Cyclone swept over Cape Breton, causing untold damage; more recently, Hurricane Beth in 1971 and Hurricane Juan in 2003 caused extensive damage and flooding. In recent years, questions of climate change are tied to dramatic weather patterns – is the province experiencing more severe weather as a result of global warming? What will be the long-term effects on Nova Scotian landscapes and the people who live there?

NASA



Ocean Environment

Nova Scotia's ocean environment is key to understanding many elements of our natural and cultural history. Generations of Nova Scotians living and working along the shoreline have developed a keen understanding of the tides and currents at work. The continental shelf and nutrient-rich currents provided an incredibly rich resource of fish, which has become severely threatened in recent years.

Biodiversity

Nova Scotia has an amazing variety of habitats, plants, animals, and people – all interconnected in a fragile web of life. Over thousands of years, millions of different species have evolved and remain today in a constant state of evolution.

Contemporary research in biodiversity focuses on the ecological integrity of our landscapes; examining the larger picture of how plants and animals are connected to each other. We now understand that losing even one animal or plant to extinction positions us to lose many others that are connected to the missing species. The implications this has on Nova Scotia's rich and varied natural habitats – and everything living within them – are far-reaching and ever present in the minds of many Nova Scotians today.

Nova Scotia Tourism, Culture and Heritage (2 images)



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B. EVOLVING...

Change through Time

While the amazing biodiversity of Nova Scotia's numerous ecosystems is a crucial aspect of the *Forming* theme, the ongoing changes affecting these ecosystems are equally important to the concept of *Evolving*. This theme addresses the issues of change and adaptation, in both the natural and cultural spheres of our history. Genetic diversity in plants and animals and cultural diversity in people are both responses to adaptation to the environment and to each other.

Vegetation

The vegetation of Nova Scotia has evolved in response to the changing environment. Through the techniques of paleobotany, researchers are able to show the changes in vegetation over thousands of years as the climate changed over time. Relatively recently, Acadian Forest covered most of the province. However, as a result of clearing and logging, little of this old growth remains. More recent changes in vegetation are due to climate change, as vegetation from south of the province reaches marches north and cold-loving vegetation disappears.



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Birds, Animals and Fish

Combined tree and shrub habitat, which covers 90% of the province, supports substantial bird diversity including such songbirds as flycatchers, chickadees and thrushes, and larger species including birds of prey (hawks and owls), grouse, crows, jays, and woodpeckers. Freshwater and wetland habitats support ducks and geese, and the extensive coastal environments of the province support a large variety of shorebirds like the many species of sandpiper and duck, as well as fish-eating birds such as herons, cormorants, eagles, and the osprey – the provincial bird. Seabirds include gulls, puffins, storm petrels, and gannets.



Nova Scotia Museum of Natural History

Wikipedia



Terrestrial and aquatic environments that support numerous species of birds equally support mammals. In the cooler uplands, species include moose, beaver, fox, squirrels, and deer mice. At lower elevations, where there is an abundance of cleared land, deer, skunk, raccoons, shrews, and white-footed mice abound. The wilder parts of the province are the home of lynx. Marine animals include a number of species of whale, dolphin and porpoise.

Over 500 species of fish reside in Nova Scotia's ocean environments. The largest are sharks, and the smallest sticklebacks, lumpsuckers and snailfish. Cod, flounder, halibut, and plaice are among those most important to Nova Scotia's economy, however these populations have suffered greatly from overfishing.

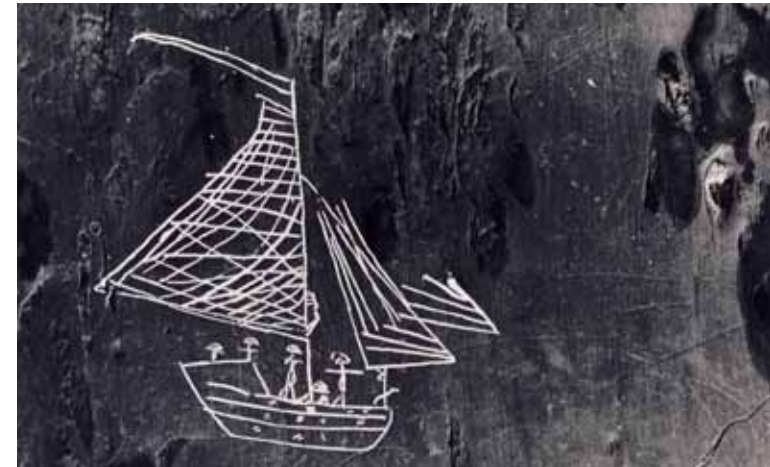
As Nova Scotia is almost an island, freshwater fish are much more scarce than in other parts of Canada. Native species, however, include those that migrate up rivers from the sea, including the sea lamprey, Atlantic sturgeon, Blueback herring, several species of salmon, Atlantic whitefish, and bass, as well as those which live exclusively in freshwater (e.g., brook and lake trout, stickleback and perch).

The presence of humans (also part of the mammal family) in Nova Scotia has changed the habitats of some species of birds, animals and fish. Some animals, such as wolves, caribou and eastern cougar, have been lost. Others, such as moose residing on Nova Scotia's mainland and some species of salamanders, are close to extinction.

Exploring and Settling the Unknown

The first travellers to this continent arrived in Nova Scotia over 12,000 years ago as the last ice cap receded, and continuous settlement of the ancestors of the Mi'kmaq dates from about 5,000 BC. Ancient voyagers from northern Europe may have reached the province and encountered these first inhabitants long before John Cabot and Jacques Cartier arrived in the 16th century. Natural resources and topography initially determined where these people lived but over time they began a much more complex interaction with the land. Human relationship to the land has rapidly evolved over the last 150 years, and continues to do so today.

Nova Scotia Museum - Ethnology Collection



Nova Scotia Museum (2 images)

Defining Nova Scotia's Stories

Migration, Outmigration, Exodus

For centuries people have moved into, through, and out of Nova Scotia. While many have arrived and departed of their own accord, others have been driven both to and from the province by forces beyond their control.

At the beginning of the 17th century the French arrived in Nova Scotia. Thereafter, successive waves of immigrants made Nova Scotia their home. Initially, this began with a scattering of English immigrants from New England and

the British Isles, followed by the Planters (who succeeded many of the expelled Acadians), German Protestants, Lowland Scots, Gaels, and Irish.

The American Revolution confirmed the British presence in the province, bringing Loyalists to the area and expanding the Black experience that had its roots in the French regime. As the colony prospered in the early 19th century, immigration from the United States and British Isles occurred. Toward the end of the century, another wave of British immigration took place as a result of industrialization and the opportunities it presented.

During the 20th century, the face of Nova Scotia changed dramatically. Conflict and poverty elsewhere in the world created a surge of migration to the area. At the same time, provincial outmigration to central and western Canada and the United States occurred as a result of failed promises of industrial strength and expansion during the 19th century. Despite this, a spirit of perseverance exists in the province. Nova Scotians have long been resourceful and have placed a priority on staying in their home province, strengthening their connection with a particular ethnolinguistic group. Today, it is common for many Nova Scotian families to have members working in other provinces for months and years at a time.

Nova Scotia Museum



Response to Place

How have Nova Scotians responded to their environment? Place – its nature, constraints, and opportunities – has influenced lives and shaped the history of this province. Noteworthy responses to place in Nova Scotia include successful Acadian marshland settlement and agriculture through the use of the aboiteau; the development of vibrant coastal communities based on fishing that led to shipbuilding and provided transportation, access to the fishery, and commercial links to the world in the 19th century's Age of Sail; the growth of Halifax as a strategic naval base, natural port and metropolis; and the use of the province's natural beauties to support tourism.

Nova Scotia Tourism, Culture and Heritage



Wikipedia



Agents of Change

This topic deals with large-scale changes in Nova Scotia's natural and human history: the effect of climate change on the environment, our effect on the environment, technologies that have changed our lives, and the effects of rural depopulation, outmigration, and immigration. These topics lead us to grapple with questions about what might happen to Nova Scotia in the future. Will new industries appear to replace those that are being lost? Will sustainable living practices reduce the threat to native species of plants and animals? How will the advancing effects of global warming change the face, indeed the very fabric, of the province we enjoy today?

Understanding Our World

In the 19th and 20th centuries, scientists and scholars from Nova Scotia and around the world introduced an age of scientific inquiry, changing the way we understand the world. Nova Scotia was particularly interesting for its geology and fossils and, as a result, academics from around the world flocked to Nova Scotia to study.

In the last 30 years or so, the way we study history has again changed dramatically. This has had, and will continue to have, implications for interpretation at heritage sites. Recently, academic focus has shifted away from an Anglo-centric history of the social elite toward a more comprehensive, all-inclusive approach to social history. Issues of gender and social life, for example, have enriched our understanding of what it means to be Nova Scotian.



Wikipedia



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C. EXPLOITING... *Resources and Trade*

All species use, and to some extent modify, their environments to exist, but only humans have the ability to conceive of modifying the natural world through their own activities and by using technology. Historically, the exploitation of the environment through the harnessing of energy, the development of natural resources for food and industry, and the introduction of trade has underpinned the development of economies and the progress of civilization.

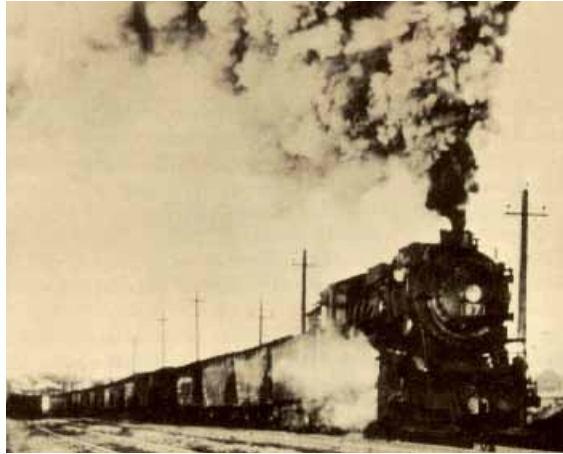
As elsewhere in the world, these topics have played out in Nova Scotia. Although the term “exploitation” may have a negative connotation, it is important to remember that not all exploitation is detrimental to the environment, and that the exploitation of resources has afforded us comfortable and prosperous lives. Balance is key.

Today, however, environmental scientists warn that the natural world is so out of balance that without the necessary leadership and societal will to make large-scale changes, catastrophic results may occur. Nova Scotians are very aware of this shift in thinking and are changing their day-to-day lives accordingly.



Energy

The creation of energy is central to exploitation, development and human progress. Until the advent of the Industrial Revolution in the 19th century, human power and animal power were combined with tools and simple technology to clear forests, build homes, develop crafts, produce goods, and advance transportation through the building of carts and coaches, boat and ships. Water and wind were harnessed to drive mills, and these were a feature of rural Nova Scotia throughout the 19th century and beyond. Today, these earlier methods of creating energy are being revisited by Nova Scotians desiring a more sustainable lifestyle. Wind power, for example, was recently reintroduced as a cleaner energy source.



The use of steam power, coal and oil-fired generating plants for electricity and hydroelectric power have all found a place in the province's energy picture, and the harnessing of offshore gas and oil remains a prime focus today to meet provincial needs. In 1984, the largest turbine ever built to that date for hydroelectricity was installed in the continent's first tidal plant, located here in Nova Scotia at Annapolis Royal.



Resource Development

For thousands of years, the Mi'kmaq demonstrated an ability to live in balance with the natural world and to use the resources it offered, whether these

were trees for building shelter, bark for building canoes, natural fibres and grasses for making clothing and baskets, or the forests for hunting.

Early settlers from Europe and other American colonies learned from these experiences, which complemented the traditions they, in turn, introduced to Nova Scotia.

Although only 10% of the province's land base is useable for agriculture, has been, and continues to be, a vital part of the economy. Early settlers in the province grew food out of necessity. French settlers grew the first grain at Port Royal and in 1609 built the first gristmill in North America. Acadians dyked the Annapolis Valley marshlands to create land for farming, a tradition that has been carried forward to the present day. Successful upland farming and small, scattered subsistence farming were practiced throughout the 19th century and have also continued into the present. More recently, dairy and poultry farming have expanded, becoming as important as the growing of fruits and vegetables. A new interest in eating locally and reducing the transportation of food may well increase demand on this aspect of the economy in the future.

Fishing for food and export has been the most important constant in Nova Scotia's economic and social life since the 17th century. Although some fisheries have collapsed today, fishing remains a vital part of the heritage of the province and one of its most unique stories. In the 19th century, forestry emerged to fuel the timber trade and to meet local needs. Most of the province's original Acadian forest was logged. Today, the production of pulp and paper from managed tree plantations remains a cornerstone of the economy.



Coal mining, closely connected with the steel industry in Cape Breton, was the key to the province's industrial strength in the late 19th and early 20th centuries, and was important for the generation of electricity. It dramatically changed the day-to-day lives of many Nova Scotians, as central heating became popular in homes across the province. In addition to coal, gypsum and salt have long been the valued minerals in the province. The promise of abundant, cheap energy from offshore oil and gas has yet to be fully realized but remains a central focus of future industrial expansion.



The Canadian Christmas Tree Growers Association

Defining Nova Scotia's Stories

Industry

From dories to huge barques, wooden boat and ship building provided the province with its signature industrial occupation in the 19th century.

Later, the success of manufacturing in the province (such as steel and textiles) was judged relative to central Canada, with its superior access to labour and expanding markets. Many plants since World War II were established with the help of government investment programs such as the Industrial Estates initiative of the 1960s, which spawned both success (e.g., Michelin) and failure (e.g., Clairtone). Overall, plants remain small and deal in primary products like wood for local building products, and fruit and vegetables for export.



Wikipedia

Today, a highly successful tourism industry capitalizes on the natural beauty of the coasts and a rich provincial history stretching back hundreds of years. New jobs have been developed in the service industry to respond to the tourist market. Through its efforts to welcome the world, Nova Scotia has discovered one of the bases for its economic survival.



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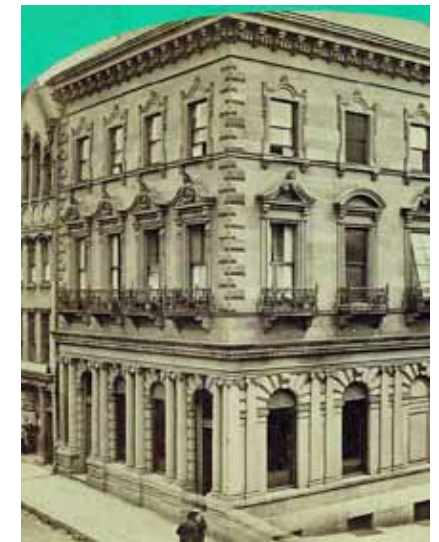


Nova Scotia Museum (2 images)

Commerce

Commercial challenges posed by geography and transportation costs, as well as national economic policies that favoured central Canada, plagued the province in the 20th century – but it was not always this way. In colonial times, trade and commerce across the oceans of the world were a rich feature of the British Empire (for example, triangular trade between Nova Scotia/Britain/Caribbean). With trade came smuggling and privateering: a common enterprise in coastal communities throughout the province.

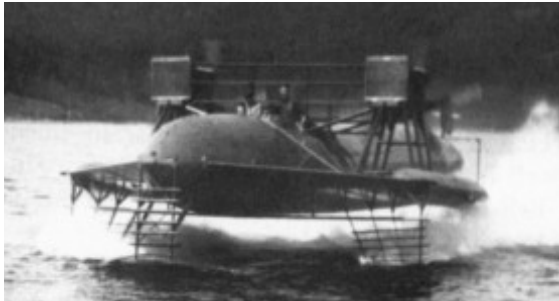
Halifax continues to be an important regional financial and business centre, exemplified by the continued success of the Bank of Nova Scotia. Today, successful internal trading networks are built on a great deal of earlier local self-sufficiency, which also featured the unique contribution of numerous peddlers.



Transportation

For a long time, communication and transportation of goods took place via sea and canal, which remained important well into the 20th century. Today, ferries remain an integral part of provincial transportation, operating between Nova Scotia and New Brunswick, Nova Scotia and Prince Edward Island, and Newfoundland and Maine. The construction of roads did not begin until the second half of the 18th century. Gradually, a network of roads reached every corner of the province. Expanded automobile ownership and commercial trucking improved roads substantially during the latter half of the twentieth century.

Parks Canada



Encouraged by the availability of coal, railways became the key to internal communication and commerce from the mid 19th century until the 1920s. Railway building and financing dominated political debate as over 1900 kilometres of track were constructed. Completed in 1867, the Intercolonial Railroad was a promise of Confederation and an essential part of Nova Scotia's position as an important economic partner with the rest of Canada.



Unfortunately, freight rates became a source of unrelenting tension and the railway was absorbed by Canadian National in 1919. Although not a commercial success, the railway remained a vital part of community development and employment, especially in its role as a carrier of Nova Scotia coal.

The province's small geographical size and population meant that air travel only developed for general public use and commerce in the years following World War II. Prior to this, most major aviation activity was related to the armed forces.



Environmental Values

As Nova Scotia benefited from the general rising tide of prosperity in the late 20th century, its citizens became more aware of the costs of overusing valued resources like fish and forests, and losing agricultural land and environmental damage due to pesticides, pollution and common waste. Greater awareness of the need to protect air quality, cultural resources represented by the province's diverse landscapes and built heritage, and the endangered environments of flora and fauna, suggest that an alternative way of life and looking at the world is emerging.

Finding new sustainable ways of living has become increasingly important to Nova Scotians. Alternative energy sources, agricultural land preservation, and the ecological integrity of our ecosystems are central to this new way of thinking about the world around us. In concert with people all around the world, Nova Scotians have begun to tackle these issues in their daily lives, changing their values and behaviours accordingly.



Marine Education Centre



River Watch Program - Tusket River Chapter Trout Unlimited Canada

D. RELATING...

Relationships between and among Defined Groups

Nova Scotia has been, and continues to be, shaped by a diverse array of people and their relationships with each other. This conceptual theme explores how the people of Nova Scotia relate to each other, and how these relationships have changed over time and through a myriad of landscapes – from politics and education, to war and religion.



Peoples of Nova Scotia

The Mi'kmaq are the surviving founding peoples of Nova Scotia, having lived in the province for several millennia. The Mi'kmaq began interacting with Europeans in the 16th century when they came to fish and to trade for furs. As the European presence grew, conflict became a defining feature of the landscape. Nearly 150 years of conflict between the French and English in North America would sweep through the province before resolution in favour of the British Empire occurred.

Perhaps the most dramatic aspect of this resolution was the expulsion of the Acadians in the mid 1750s, although a number survived the deportation and others returned. Together they

Nova Scotia Archives and Records Management



developed a proud, independent and rich culture founded in the French language and Catholicism.



Nova Scotia Tourism, Culture and Heritage (2 images)

Defining Nova Scotia's Stories

National Archives Canada



Early English-speaking arrivals were boosted by the Planters and the Loyalists (both black and white, slave and free). Thereafter, the colony grew within the context of the British Empire, and was predominantly populated by settlers from the British Isles and the United States. As a result, the province's founding peoples – the Mi'kmaq – became an increasingly marginalized group, pushed to the edges of the province's physical, social, economic, and cultural spheres.

The Black Nova Scotian experience (both slave and free) began during the Planter and Loyalist migrations from the United States, and grew during arrivals from Jamaica and the Caribbean after the defeat of Napoleon. Birchtown, Brindley and Preston were some of the early settlements. Gradually, more and more Blacks gravitated to Halifax after legislation in the mid 19th century enabled them to sell land and relocate.

Although the Scottish Gaelic presence in Nova Scotia dates back to the 17th century, peak immigration from Gaelic Scotland came during the early part of the 19th century. During this period, communities all over Cape Breton Island and the eastern mainland were established, creating two distinct ethnolinguistic cultural groups: English-speaking Lowland Scots and Celtic-speaking Highland Gaels.

Other ethnic groups arrived from continental Europe, Asia and Africa – from the Irish, Germans, and Swiss, to the Huguenots and Maronite Lebanese. Strong ties to all of these diverse cultural groups remain a recognizable part of Nova Scotia today, and are paired with a regular influx of immigrants from all over the world.

Governance and Politics

Although the Mi'kmaq had a long established system of governance, the European presence in Nova Scotia quickly introduced vastly different ways of living and interacting.

Traditions of government that are part of the province today initially developed in a colonial context. The struggle for Responsible Government against oligarchy, championed by Joseph Howe in the 1830s, is a prime example and was a first in the British Empire. Responsible Government was propelled,



Wikipedia (2 images)

however, by a narrow view of democracy: only black and white property-owning men had the right to vote. All women and people of Aboriginal descent, were not enfranchised at this time.

Intense political debates, such as those surrounding Canadian Confederation, contribute to the province's colourful political history. Although Charles Tupper engineered Nova Scotia's entry into Canada, his success came despite strong and widespread popular opposition. In the end, the insistence of the British government and the potential threat of a resurgent post-civil war United States, propelled Nova Scotia to join this monumental Canadian achievement.

Other issues, such as the Maritime Rights movement, illustrate how Nova Scotian politics have extended beyond the province's physical boundaries and brought about change with regard to important issues.

War and Defence

Born in a lengthy period of intense imperial conflict between the French and the English, Nova Scotia's strategic location would always make it an important military stronghold, as demonstrated by its experiences in the American Revolution, the War of 1812, and the two great wars of the 20th century – and their impact on Nova Scotians (e.g., Halifax Explosion). A significant militia tradition, developed in the 18th century, continues strong to this very day. The province's military infrastructure, and particularly the role played by Halifax as the country's premier naval base, is a reflection of this long heritage.



Nova Scotia Museum



Jay Piggot



Nova Scotia Tourism, Culture and Heritage



Form:Media

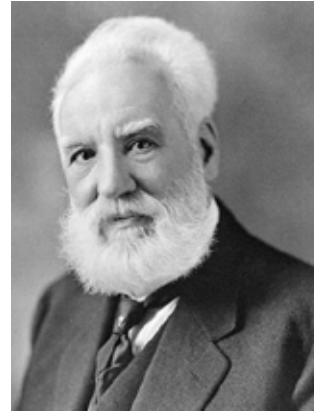
Communications

From petroglyphs and signals, to the radio and telephone, Nova Scotians have long been connecting through the need to communicate. Until the 19th century, English was a minority language throughout much of Nova Scotia; Gaelic, Acadian, French, German, and Mi'kmaq were the dominant languages of the province. With this came many diverse vehicles for communicating information. Newspapers, for example, were a popular means of communicating the news of the day and a vital means of expressing the values of the province. Canada's first newspaper was the Halifax Gazette of March 23, 1752. Since then, more than 750 dailies and weeklies dating from the 18th century through to the present time have graced Nova Scotian stands. Today, new technology (websites, blogs, podcasts, etc.) is changing the way Nova Scotians obtain their news and information, and communicate with each other and those around the world.



Nova Scotia Archives and Records Management (2 images)

Nova Scotia has also enjoyed a special relationship with the telephone and radio through its association with two remarkable inventors. Alexander Graham Bell is credited with inventing the telephone in 1876, an invention that would soon sweep the globe. Another famous name, Guglielmo Marconi, transmitted the first wireless message across the Atlantic between Ireland and Glace Bay on December 17, 1902. Radio service expanded dramatically throughout the 20th century, especially after World War II, and along with the telephone was especially important to Nova Scotians



Stock.XCHNG

living in rural communities and to coastal and oceanic shipping. Today, the province is an important centre for both radio and television production, particularly by the Canadian Broadcasting Corporation (CBC) in Halifax.

Education

Like the other colonies of British North America, Nova Scotia experienced many educational reforms. The most notable was universal education, which reached the province's children in 1864-65. By Confederation, Canada's three other founding provinces also introduced free, public school systems. The strength of the Mechanics Institutes were complemented by the increasing importance placed on higher education during the 19th century. This long, progressive tradition has allowed many contemporary universities to flourish in a context that values widespread access to university and college education, a commitment to lifelong learning, and, given the small population of the province, excellent support for public libraries and museums. It has also allowed such alternative educational methods from around the world, such as those developed by Italian educator Maria Montessori, to take root in the province.



Wikipedia (2 images)

Religion and Spirituality



With an increasingly diverse array of cultural groups taking up residence in the province, a broad range of religious and spiritual affiliations have emerged over the years, connecting Nova Scotians in countless ways.

Until the arrival of Europeans in the 16th century, Mi'kmaq spirituality was the most prevalent in the province; an intimate relationship with the



Nova Scotia Tourism, Culture and Heritage (2 images)

land founded in the recognition of, and respect for, the living spirit within all things. With the arrival of European settlers, however, religious denominations such as Catholicism and Anglicism swept through the province. On their heels followed a significant non-conformist thread advocating religious liberty. In more recent years, many other religious beliefs and practices – from Islam to Buddhism – have found a place in the province.

Traditionally, many religious affiliations were linked to status and power. Throughout the 19th century, and well into the 20th, intolerance between denominations and inter-religion tensions became quite pronounced. Religion was also closely tied to education in Nova Scotian society and continues to be so today – the Shambhala School in Halifax is an excellent contemporary example of the ways education and spirituality often mingle. In addition to influencing educational opportunities, religion affected social relationships and even success in the workplace.

Social Equality

Struggles for equality have long been a part of Nova Scotia's history. In the 18th century, for example, slavery existed in Nova Scotia. Although slavery was eventually abolished, indentured service for many of the province's labourers endured and lasted through waves of immigration into the 19th century. Despite their long struggle for freedom, issues of equality for Black Nova Scotians continued well into the 20th century.

In a province that has endured long periods of economic hardship, class tensions were often linked to fighting the excesses of unbridled capitalism that benefited the rich. Nevertheless, upper and middle class social reformers worked to reduce problems associated with poverty and class. Many of them were women.

At the same time, women were fighting the concept of "separate spheres" for the two sexes. Adherence to this concept held back the cause of women's rights until the early 20th century, when women in Nova Scotia finally achieved the provincial and federal right to vote in 1918. Nova Scotia had yet many strides to make, however, as people of Asian and Aboriginal descent were still forbidden from voting.

Class featured prominently in the fights between labour and capital. As Nova Scotia industrialized in the late 19th century, trade unions emerged and were strongest in the mining communities of Cape Breton and the northeast where strikes to obtain better working conditions and wages were prominent. The ferocious BESCO strikes of the 1920s became legendary in Canadian labour history.

Nova Scotia Archives and Records Management



Class also speaks to social circles and how Nova Scotians relate to each other – whether through entertaining at home, celebrating as a group or coming together to support the arts, political ideas, or heritage. Today, Nova Scotia's diverse population is more multi-textured than past generations. The choices are many; people can come and go between different groups with more ease, whether it be events, religious groups, or environmental societies.

Although this theme deals essentially with human groups and interactions, a large and continually evolving diversity of relationships also exists in the natural world. Landscapes and species of flora and fauna that grow, live and compete in defined association with each other are prime examples of how relating can be applied to the natural world. These associations are present in both the *Evolving* and *Relating* themes.



Reg Giles

E. LIVING... *Life Passages*

What does it mean to be Nova Scotian? This conceptual theme speaks to the human experience: how we live, work, play, and how we express ourselves culturally and socially. This theme is therefore closely associated with the *Relating* theme.



Nova Scotia Museum

Life at Home and Work

Historically, as elsewhere in Canada, there were clear gender roles at home and at work in Nova Scotia. Most men in the province worked in resource industries: on farms, at sea, on the waterfronts, and in mines, forests, and mills. Women played a key role in home life and rearing children. However, as women began to enter the workforce in the late 19th century, and later during World War I, the fabric of life at home and work began to change.

Gaining employment in the manufacturing industry or operating telephone services had important social value for women. These jobs encouraged camaraderie, independent thought and the importance of education and skill development.

The workplace, particularly if unionized, often provided both men and women with a social component, manifested through meetings, entertainment, and organized outings. This was also the case with churches; outside of work, many lives were taken up not just with religious observance but also with social functions centred on membership in a particular congregation.

As we are always “living” at home and at work, this theme contains many ideas that cut across time periods. For example, although the food served at family tables has changed over time, some traditions have endured through generations. Today, focus is turning to where food comes from and how it is produced; many Nova Scotians are returning to the kitchen garden that was once the staple of family food.



Wikipedia

Form:Media (3 images)



Communities

Nova Scotia's coastal communities have long defined the province's development. The nature of these communities shaped lives and continues to do so today. Men were often absent fishing at sea, while women remained in the home. Many children from such families developed a sense of interdependence and strong sense of community through local employment in fish processing plants.

Inland communities also developed slowly, often as a reflection of their rural underpinnings as places of small manufacturing, mining and transportation, where topography determined that roads and railways would meet. In the late 19th century until well into the 20th century, larger centres like New Glasgow and Truro were defined by large scale manufacturing and their role as major railway termini.

Recreation

Like many Canadians, Nova Scotians were constantly occupied by work and leisure. In rural areas, where the distractions of urban centres – theatres, organized sports, circuses, festival days, parades, and parks and playgrounds – were few, the notions of work and leisure were usually more blurred.

In the late 19th century, changing definitions of childhood (particularly among the middle and upper classes) and a growing recognition of the importance of play (both informal play and organized sport), accompanied increased industrialization and urbanization. This led to a clear demarcation line between work time and



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leisure time and a definite distinction between indoor and outdoor amusements. As home and garden spaces became

more circumscribed in towns, the street became a playground for informal games like soccer, baseball and hockey. Skating and tobogganing in the winter, and swimming in the summer, were very popular pastimes. Church halls and community centres were used for informal games and also became the focus of Girl Guide and Scout groups.



Although board games have a history stretching back to ancient times, the concept of manufactured toys (dolls, tea sets, soldiers, fire trucks and trains, building blocks and jigsaw puzzles) did not become common until well into the 19th century. Dressing up and “making things” wiled away many a winter day or long, rainy evening. Before the advent of the television in the 1950s, family board games (like Monopoly) and cards (if religious strictures did not prevent their use) were very popular.

Class and age, religion and ethnicity, urban and rural living were all factors that determined the leisure-time activities of individuals. Many people read voraciously until the radio and the television became prime sources of entertainment in the latter part of the 20th century. By the start of the 21st century, computer and video games became widely available and a pastime of choice for many young people.

Organized sports were another strong feature of recreational life for Nova Scotians. The province was one of several cradles of hockey, featured a strong baseball heritage often related to work-based teams, and often took pleasure in the British tradition of rugby and soccer. With many more choices to pursue, Nova Scotians enjoy more time for recreation than previous generations.

The seasonal nature of work in coastal communities meant that there was more time for visiting in the winter months. Families would visit friends and family members close by, and have more time to share meals together, tell stories and play music. This tradition is still enjoyed by many Nova Scotians today.

Cultural Expression

Nova Scotia’s rich heritage has created a strong intermingling of cultural traditions, art forms, and aesthetics that speak to the world about who we are as a people and province. Through art and literature, music and theatre, and even the buildings we erect, the stories of our many cultures are given voice. What the world, in turn, hears is a unique blending of old and new, time-honoured and newfangled voices of the lives of the people that collectively call Nova Scotia home.

The province’s rich architectural heritage is reflective of three centuries of construction in stone, brick and wood from various groups who brought their traditions and building methods to Nova Scotia when they settled. As a result, there are more National Historic Sites in Nova Scotia than anywhere else in Canada outside Quebec. Both the federal and provincial governments,

along with several non-profit organizations, have undertaken major initiatives to preserve these sites and buildings.

Traditional Nova Scotian music has its roots in folklore, often linked to songs and stories of the sea, privateering and rum running, and to the national traditions of the province’s ethnic groups. Music, however, was around long before the days of seafarers and rumrunners; for centuries, the land has been the subject, stage, and instrument for the expression of Mi’kmaq culture. Notable also is the Celtic music revival in the later years of the 20th century, a period that had earlier produced such popular music legends as Hank Snow, Don Messer, and Anne Murray. Symphony Nova Scotia carries on a tradition of orchestral music that dates back to the Halifax Symphony Orchestra, formed in 1897. More recent bands from Nova Scotia that have captured the attention of the province and beyond include Sloan, the Rankin Family, and Buck 65.

Riei Nakagawara



Nova Scotia Tourism, Culture and Heritage (2 images)

Nova Scotia's literary heritage stretches back to Marc Lescarbot and individuals such as Haliburton, De Mille, Saunders, and Raddall – all of whom speak to a distinguished tradition. The first literary magazine in Canada was published in Halifax in 1789 and by the middle of the 19th century two others had appeared. Other publications, such as the Antigonish Casket (which began as a Gaelic-only publication), are still published today. Today, authors such as Alistair MacLeod, George Elliott Clarke, and Budge Wilson continue to place Nova Scotian literature on the bookshelves of the world.

In what was a unique expression of culture for a society so shaped by the sea, the sailing ship races of the 1920s and 30s, featuring the legendary *Bluenose*, were a local story that became a national phenomenon. These events captured a sailing and rowing race tradition still practiced today that dates back to the 19th century.

Cuisine and costume have been ways of expressing Nova Scotian culture for many generations. Today, we have unprecedented choices with the ability to find foods from all over the world on our grocery store shelf. However, traditional foods related to our own backgrounds and cuisine that is distinctly Nova Scotian are staples Nova Scotians return to, time and again.

Collection of the Art Gallery of Nova Scotia



The Nova Scotia College of Art and Design (NSCAD) made a unique contribution to the cultural life of the province in the 19th and early 20th centuries, long before the Canada Council began to promote the more formal integration of the visual arts, music, theatre, and dance into the national life of Canada in 1957. Neptune Theatre, the Art Gallery of Nova Scotia, and the Cultural Foundation (which sponsors the arts as well as numerous festivals) continue this tradition today. Allied to this is a long-standing interest in heritage preservation that befits a province whose recorded history is more than four hundred years old and whose provincial museum dates from 1868. The Public Archives of Nova Scotia (now Nova Scotia Archives and Records Management) was for a long time, and still continues to be, without peer as a provincial institution of its kind.



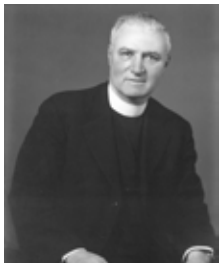
Nova Scotia Tourism, Culture and Heritage

CUPE Nova Scotia



Social Development and Organizations

Throughout the 19th century, widespread religious observance reflected an assumption of values that were both the social glue and the source of social conflict that defined Nova Scotian society. In a province that experienced great economic hardship and real rural and urban poverty in the 20th century, many Nova Scotians were dislocated and failed to share in the wealth that had been created by earlier industrialization.



Courtesy: St. F.X. Archives

In the face of this reality, there was a strong belief in the need for social reform, perhaps best expressed in the temperance movement that succeeded in passing varying degrees of curtailing legislation. It also fostered individual empowerment through education and

co-operation, best epitomized by Father Moses Coady's Antigonish Movement of the 1930s. Despite the popularity of the temperance movement, the tradition of rum running in the province persisted.

When Nova Scotia industrialized at the end of the 19th century, community leaders involved themselves in Boards of Trade that fought an uphill battle to promote economic expansion for most of the next 100 years. These became important elements in the regional protests that championed economic and political fairness within Canadian Confederation.

Other Nova Scotians expressed their desire for a more equitable society through union activity. A succession of mining disasters brought numerous strikes in the mines, and strikes were also part and parcel of employment in steel mills and textile factories. Other community figures worked through fraternal and related organizations, from Masonic lodges to the Women's Christian Temperance Union and such 20th century groups as the Legion and other service clubs.




As they enter the 21st century, the citizens of Nova Scotia have survived the disappointments of Confederation, the realities of de-industrialization, the boom and bust economies of the World Wars, the depression of the 1920s and 30s, and, in more recent times, the decline associated with the fishery. Enjoying the rising tide of general prosperity experienced by most Canadians over the last 50 years, Nova Scotians have come to grips with outmigration. They are largely content with a way of life that only accepts material benefit if it does not put at risk a society that increasingly seeks to live in balance with nature, enjoy its special relationship with the sea, and welcome others to join them in celebrating their province's unique landscapes and heritage.



6.3 Content Distribution Matrix

The Content Distribution Matrix distributes the topics and sub-topics developed in the Content Framework to the Nova Scotia Museum's 27 sites.

The team progressed through a number of steps to create distribute content and create the Content Distribution Matrix:

-  Step 1: The team, in coordination with NSM staff, filled in where topics are already being interpreted at an NSM site.
-  Step 2: The team, in coordination with NSM staff, added + signs to enhance topics currently being interpreted.
-  Step 3: The team, in coordination with NSM staff, assigned new topics to sites where it was logical to add topics, in light of the new Content Framework.

At the end of this process, **it was clear that many of the themes and topics of the Content Framework can already be found in the Nova Scotia Museum, and that there are many opportunities to expand and deepen the interpretive experience, thereby meeting the full potential of the sites.** The potential exists – it remains largely a matter of focusing attention on underdeveloped stories, as shown by the number of green squares in the Matrix.

SITE MANDATES AND CONTENT ASSIGNMENTS

In order to fulfill the new roles that have been created for many of the NSM sites – indicated on the Content Distribution Matrix – **the mandates and missions of each site have been updated (see Appendix C).** Each site is listed, along with a revised mandate and mission, and topics for interpretation. These mandate sheets also indicate smaller topics for interpretation that do not appear on the Content Distribution Matrix, but are nonetheless important topics to address. These should be used by the sites in collaboration with the NSM. Many of the sites will have content overlaps, and this is not a drawback. In the past, content was too focused and did not include larger, provincial stories. Expanded content will allow the NSM to combine relevant stories that may be narrow in focus with wider stories and contexts.

CONTENT DISTRIBUTION MATRIX: NSM SITES

THEME/SITE	BGM	BWM	CHM	DS	FLM	FMA	FFM	FGM	HH	HV	LHM	MMA	MHM	MOI	MNH	NH	OMH	SPH	PHM	RTH	RFM	SHM	SV	SSM	UEMP	AV	WCM
A. FORMING: Evolution of Landscape																											
A.1 Geological Formation																											
A.1.1 Plate Tectonics								+							+												
A.1.2 Geology & Landscape Diversity															+												
A.1.3 Creation of Mineral Deposits																							+				
A.1.4 Nova Scotia's Fossil Record																											
A.2 Making Landscapes																											
A.2.1 Ancient Landscape & Drainage																											
A.2.2 Glaciers, Deposits and Erosion																											
A.2.3 Offshore Coastal Landforms																											
A.2.4 Bays & Harbours																											
A.2.5 Rivers and Lakes																											
A.2.6 Soil Development																											
A.3 Climate																											
A.3.1 Causes and Influences																											
A.3.2 Weather																											
A.4 Ocean Environment																											
A.4.1 Currents and Tides																											
A.4.2 Continental Shelf Environments																											
A.4.3 Coastal Intertidal Environments																											
A.5 Biodiversity																											
A.5.1 Life Forms and Ecosystems																											
A.5.2 Species Diversity																											
A.5.3 Ecosystem Diversity																											
A.5.4 Genetic Diversity																											
A.5.5 Extinction of Species																											
A.5.6 Contemporary Research																											



Blue squares indicate that a topic is currently being interpreted at the site and should be maintained



+ Signs indicate interpretation of the topic should be enhanced



Green squares indicate where a topic should be developed at the site

BGM: Balmoral Grist Mill Museum
 BWM: Barrington Woolen Mill Museum
 CHM: Cossit House Museum
 DS: The Dory Shop Museum
 FLM: Fisherman's Life Museum
 FMA: Fisheries Museum of the Atlantic
 FFM: Firefighters' Museum of Nova Scotia
 FGM: Fundy Geological Museum
 HH: Haliburton House Museum
 HV: Highland Village Museum / *An Clachan Gàidhealach*
 LHM: Lawrence House Museum
 MMA: Maritime Museum of the Atlantic
 MHM: McCulloch House Museum
 MOI: Museum of Industry

MNH: Museum of Natural History
 NH: North Hills Museum
 OMH: Old Meeting House Museum
 SPH: Perkins House Museum
 PHM: Prescott House Museum & Garden
 RTH: Ross-Thomson House and Store Museum
 RFM: Ross Farm Museum
 SHM: Shand House Museum
 SV: Sherbrooke Village
 SSM: Sutherland Steam Mill Museum
 UEMP: Uniacke Estate Museum Park
 AV: Acadian Village /
Le Village Historique Acadien de la Nouvelle Ecosse
 WCM: Wile Carding Mill Museum

[illegible]

THEME/SITE	BGM	BWM	CHM	DS	FLM	FMA	FFM	FGM	HH	HV	LHM	MMA	MHM	MOI	MNH	NH	OMH	SPH	PHM	RTH	RFM	SHM	SV	SSM	UEMP	AV	WCM
C. EXPLOITING: Resources and Trade																											
C.1 Energy																											
C.1.1 Animal/Human Power																											
C.1.2 Water Power																											
C.1.3 Coal & Wood Power																											
C.1.4 Steam Power																											
C.1.5 Solar/Wind Power																											
C.1.6 Hydroelectric Power																											
C.1.7 Oil Fired Electrical Power																											
C.2 Resource Development																											
C.2.1 Agriculture																											
C.2.2 Fishing																											
C.2.3 Forestry																											
C.2.4 Mining																											
C.2.5 Oil and Natural Gas																											
C.3 Industry																											
C.3.1 Boat and Shipbuilding																											
C.3.2 Textiles																											
C.3.3 Steel																											
C.3.4 Tourism																											
C.3.5 Manufacturing Initiatives																											
C.4 Commerce																											
C.4.1 Colonial Business and Trade																											
C.4.2 Nova Scotia/New England Trade																											
C.4.3 Confederation & National Commerce																											
C.4.4 Banking and Business Services																											
C.4.5 Internal Nova Scotia Commerce																											
C.4.6 Illegal Commerce																											
C.5 Transportation																											
C.5.1 Ships & Watercraft																											
C.5.2 Roads/Vehicles																											
C.5.3 Railways																											
C.5.4 Aviation																											
C.5.5 Waterways & Canals																											
C.6 Environmental Values																											
C.6.1 Depletion of Natural Resources																											
C.6.2 Environmental Impact (Then and Now)																											
C.6.3 Endangered Environments/Species																											
C.6.4 Air Quality																											
C.6.5 Protecting Cultural Resources																											



Defining Nova Scotia's Stories

THEME/SITE	BGM	BWM	CHM	DS	FLM	FMA	FFM	FGM	HH	HV	LHM	MMA	MHM	MOI	MNH	NH	OMH	SPH	PHM	RTH	RFM	SHM	SV	SSM	UEMP	AV	WCM
D. RELATING: People & Groups																											
D.1 Peoples of Nova Scotia																											
D.1.1 Indigenous																											
D.1.2 European																											
D.1.3 South & Central American/Caribbean																											
D.1.4 African																											
D.1.5 American (United States)																											
D.1.6 Asian/Middle Eastern																											
D.1.7 Marginalized Groups (gay, disabled, etc)																											
D.2 Governance and Politics																											
D.2.1 British Colonial Government																											
D.2.2 Responsible Government																											
D.2.3 Canadian Confederation																											
D.2.4 Women's Rights & Universal Suffrage																											
D.2.5 Minority Rights and Governance																											
D.2.6 Better Terms/'Maritime Rights'																											
D.2.7 'Regional Development' since 1945																											
D.2.8 Contemporary NS Governance																											
D.3 War and Defence																											
D.3.1 Clash of Empires: Britain/France																											
D.3.2 U.S./B.N.A Tensions																											
D.3.3 Military Infrastructure																											
D.3.4 Privateering																											
D.3.5 The Militia Tradition																											
D.3.6 Royal Canadian Navy/Airforce/Army																											
D.3.7 Nova Scotians at War																											
D.4 Communications																											
D.4.1 Newspapers/Magazines																											
D.4.2 Signals/Telegraph/Telephone																											
D.4.3 Radio/Television/Film																											
D.4.4 Computing/Digital Media																											
D.4.5 Other Forms																											
D.5 Education																											
D.5.1 Schooling Before 1864/5																											
D.5.2 Universal Education, 1864/5																											
D.5.3 Mechanics & Nautical Institutes/Trade Schools & Colleges																											
D.5.4 Higher Education																											
D.5.5 Lifelong & Informal Learning																											
D.6 Religion and Spirituality																											
D.6.1 Mi'kmaq Spirituality																											
D.6.2 Catholicism & Identity																											
D.6.3 'Non-Conformity'																											
D.6.4 Religious Affiliation																											
D.7 Social Equality																											
D.7.1 Class																											
D.7.2 Slavery																											
D.7.3 Social Conflict																											
D.7.4 Capital and Labour (incl. indentured)																											
D.7.5 Privilege/Social Circles																											

THEME/SITE	BGM	BWM	CHM	DS	FLM	FMA	FFM	FGM	HH	HV	LHM	MMA	MHM	MOI	MNH	NH	OMH	SPH	PHM	RTH	RFM	SHM	SV	SSM	UEMP	AV	WCM
E. LIVING: Life Passages																											
E.1 Life at Home and Work																											
E.1.1 Gender Roles and Homelife		+	+		+	+														+	+	+					
E.1.2 Childhood Experiences			+						+	+								+									
E.1.3 People in the Workplace		+			+	+														+			+				
E.1.4 Social Value of the Workplace						+																					
E.1.5 Places of Community Interaction																				+	+		+				
E.1.6 Food on the Table	+				+				+	+	+												+		+	+	
E.2 Communities																											
E.2.1 Coastal Towns/Villages						+												+	+		+					+	
E.2.2 Inland Towns/Villages																											
E.2.3 People at Sea																											
E.2.4 Home Front						+																					
E.2.5 Shore-based Industry						+																				+	
E.3 Recreation																											
E.3.1 Informal Play																							+				
E.3.2 Organized Sports																							+				
E.3.3 Boat Racing																											
E.3.4 Leisure-time Activities										+																	
E.4 Cultural Expression																											
E.4.1 Architecture																					+			+	+	+	
E.4.2 Landscapes/Gardens																					+			+		+	
E.4.3 Folklore and Celebrations			+	+	+						+									+		+		+		+	
E.4.4 Media (i.e: radio, TV, film, etc)																											
E.4.5 Literature/Poetry/Drama									+																		
E.4.6 Music																							+			+	
E.4.7 Fine/Folk Art																										+	
E.4.8 Cuisine as Cultural Expression										+			+									+				+	
E.4.9 Clothing and Costume	+				+	+				+												+		+	+	+	+
E.4.10 Heritage Preservation																							+		+	+	
E.5 Social Development and Organizations																											
E.5.1 Community Security: Protection, Prevention, Response							+																				
E.5.2 Justice																											
E.5.3 Health Care																							+		+		
E.5.4 Temperance & Prohibition																											
E.5.5 Antigonish Movement																											
E.5.6 Religious Observance																											
E.5.7 Philanthropy & Social Conscience																											
E.5.8 Unions																											
E.5.9 Boards of Trade																											
E.5.10 Fraternal Organizations																							+				
E.5.11 Volunteerism							+																				



6.4 Interpretation: Gaps Analysis

In concert with key Heritage Division staff, the consultant team distributed the content set forth in the Content Framework by assigning topics to Nova Scotia Museum sites. This information appears in the Content Distribution Matrix presented earlier in Section Six. Factors such as collections, site location and size, site-specific stories, and physical landscape were considered during this process.

The Matrix identifies where provincially significant topics are currently well interpreted at NSM sites (blue squares). This assessment revealed that many important topics were underrepresented at NSM sites or were missing altogether. For example, a widespread focus on the Anglo-centric history of the social elite dramatically overlooked stories relating to other groups such as women, children, and minorities. Furthermore, it indicated that many sites were solely engaged in communicating their “slice” of the provincial story, neglecting their ability to tell a larger, “big picture” story. Finally, this assessment also triggered questions of relevance, and the need for all NSM sites to tell stories that are more relevant to contemporary audiences. As a result of these findings, the Matrix also identifies where topics *can be* interpreted by the NSM system, either by enhancing a topic that is already interpreted (blue squares featuring a “+” sign) or introducing a new topic to a site (green squares).

The following analysis, organized by each major conceptual theme, summarizes this information, identifying where NSM site mandates have been expanded to fill a gap in the content. This information is described in further detail in the Site Mandates included as Appendix A.

This analysis also identifies sites outside of the NSM that may already contribute to the interpretation of topics in the Content Framework through their own initiatives. This includes both Heritage Division partners (existing interpretive facilities within the Division outside of the NSM) as well as complementary sites outside of the Division (e.g., Parks Canada, private museums, etc.). This information is summarized in a chart, *Content Distribution Matrix: Heritage Partners and Complementary Sites* (featured in this section).

Most topics identified in the Content Distribution Matrix have been distributed in some manner throughout the NSM sites, leaving only a few real “gaps”: topics that cannot be logically assigned to any given site within the NSM and are not actively interpreted by a Heritage Division partner or complementary site. This information is also outlined in the analysis below. As it is the responsibility of the NSM to address all provincially significant stories to the best of its ability, these gaps must be addressed in the long term: through the web, travelling and/or temporary exhibits, lecture series, new facilities (e.g., a “cultural history” museum), or through partnerships with other groups. A list of organizations with the potential to assist the NSM with this endeavor are included in this document as Appendix D. Partnerships with these organizations could be explored to assist with the development of programs, interpretive exhibits, online exhibits, or events. It will be the task of the IMP Team to ensure that research and collecting are directed toward these topics and that the appropriate interpretation is developed over time. Addressing these gaps will be a great achievement for the Nova Scotia Museum, ensuring that all of the province’s provincially significant stories are communicated to Nova Scotians and visitors.

FORMING: EVOLUTION OF LANDSCAPE

Content to Enhance

Within this conceptual theme, both *Geological Formation* and *Biodiversity* have been enhanced at NSM sites that already interpret these ideas – especially at the Museum of Natural History, McCulloch House Museum and Fundy Geological Museum. Although topics within this theme are well represented by the NSM, they need to be addressed in a more contemporary way. For example, although *Biodiversity* is currently interpreted, it should be updated to reflect current thinking about ecosystems. Many topics have been flagged in this regard as opportunities where interpretation can be enhanced and renewal achieved.

New Content to Develop

Several NSM sites feature untold stories about the unique physical landscapes surrounding their site or building, many of which have direct relevance to stories they already interpret. Such topics have been added to their mandates (see Appendix A) and have the added bonus, in some cases, of integrating natural and cultural history at sites that previously focused only on cultural history topics – a key objective of the Interpretive Master Plan.

Topics have been added at several sites to significantly expand the interpretation of this content across the NSM. For example, *Creation of Mineral Deposits* has been added to the mandates for Haliburton House Museum, Lawrence House Museum and the Museum of Industry. *Bays and Harbours* and *Rivers and Lakes* have been introduced to the mandates for an additional four NSM sites. *Life Forms and Ecosystems* has been added to the interpretation roster of six NSM sites.

Remaining Gaps

Aside from the enhancements and additions made to NSM sites, the *Forming* theme is also well covered by complementary sites in the province – in particular, Joggins Fossil Centre. As a result of their initiatives, all topics and sub-topics within this theme are represented in some capacity in the Content Distribution Matrix. As a result, the NSM is well positioned to communicate this conceptual theme to the province's residents and visitors.

EVOLVING: CHANGING LIFE THROUGH TIME

Content to Enhance

Many NSM sites have seen enhancements to their interpretation to reflect content within the *Evolving* theme, especially at the Museum of Natural History. As noted in the *Forming* theme above, contemporary topics and approaches to interpreting natural history must be embraced at relevant NSM sites, especially with respect to *Vegetation* and *Birds, Fish, and Animals*. Sites such as Highland Village, Ross Farm Museum, Sherbrooke Village, Uniacke House Museum Park, and the Acadian Village of Nova Scotia have enhanced these two topics markedly, as they feature natural settings well suited to communicating such topics.

New Content to Develop

Topics such as *Vegetation* and *Birds, Fish, and Animals* have also been added to several NSM sites, particularly at Balmoral Grist Mill Museum, Haliburton House Museum and Prescott House Museum & Garden. It is recommended that the Maritime Museum of the Atlantic increase its role in interpreting several sub-topics within *Exploring & Settling the Unknown*, while the sub-topic *European/Mi'kmaq Contact* has been added to three NSM sites to ensure that this important early story is well interpreted.



Migration, Outmigration, Exodus has several excellent possible complementary sites to communicate this important topic, including Pier 21 and Birchtown. Content within this topic has been introduced at several NSM sites (e.g., the Museum of Industry, Old Meeting House Museum and Sherbrooke Village) to ensure adequate coverage of these stories.

Within *Response to Place*, the sub-topics *Coastal Communities*; *Mining Towns*, *Farming Towns*, *Logging Towns*; and *Building Technologies/Materials* have been added to several sites. Under *Agents of Change*, several sub-topics have been introduced to audiences (e.g., *Human Activity & the Environment*, *Rural Depopulation Since 1945*, *Outmigration Social/Economic Effects*, and *Responses to Deindustrialization*). Within *Understanding Our World*, the sub-topic *Amateur Inquiry and Collecting* has been introduced at three additional NSM sites.

Remaining Gaps

There are several apparent gaps in this theme that the NSM will need to address. *20th & 21st C Immigration* (within the topic *Migration, Outmigration, Exodus*), for example, is only interpreted by one NSM site. Sub-topics including *Halifax Metropolis* (within the topic *Response to Place*) and *Challenges of Urbanization* (within the topic *Agents of Change*) are not interpreted by any NSM site. While immigration is the primary focus of Pier 21 (and has therefore been listed as a complementary site for this

sub-topic), *Halifax Metropolis* and *Challenges of Urbanization* do not have an obvious fit at any NSM, Heritage Division partner or complementary site.

EXPLOITING: RESOURCES AND TRADE

Content to Enhance

Work within this conceptual theme revealed that the NSM must enhance interpretation to address more recent advances in each of this theme's topics and sub-topics. This can be accomplished effectively by balancing existing stories with those that are more contemporary. For example, the Museum of Industry has the opportunity to enhance their communication of contemporary stories within the *Energy* topic, while the Museum of Natural History has the opportunity to interpret all of the sub-topics included as part of *Environmental Values* – both of which are important issues. Within *Resource Development*, the Fisherman's Life Museum's role has been enhanced through the communication of the "big picture" story of agriculture, fishing and forestry in their area of the province. Also notable is the general enhancement of forestry interpretation across the NSM sites.

Sites already communicating a piece of the *Industry* story have been encouraged to enhance their interpretation of this topic, while several sites can assume a greater voice telling stories related to *Commerce* to ensure they are well interpreted.

Again, the Fisherman's Life Museum has an enhanced role to play, as do several of historic houses: Simeon Perkins House Museum, Prescott House Museum & Garden, and Ross-Thomson House and Store Museum.

New Content to Develop

In the *Exploiting* theme, significant additions to NSM sites appear within *Resource Development* and *Environmental Values*. This is again due in large part to the desire to reflect topics that are current and relevant to audiences. The Museum of Natural History is encouraged to play a larger role in the interpretation of content within *Resource Development*, while the Museum of Industry is identified to assume additional *Environmental Values* topics. Of note, other topics introduced at several sites include *Internal Nova Scotia Commerce*, *Environmental Impact (Then and Now)* and *Protecting Cultural Resources*.

Remaining Gaps

All topics within this conceptual theme are covered in some respect by the NSM. In addition, many complementary sites and Heritage Division partners exist to support the interpretation of this theme, including the Ecology Action Centre, the Natural Resources Education Centre, the Annapolis Tidal Centre, and the Atlantic Canada Aviation Museum.

RELATING: PEOPLE AND GROUPS

Content to Enhance

Numerous sites across the NSM system have seen enhancements to their interpretation to reflect content within the *Relating* theme, especially where it pertains to *Peoples of Nova Scotia*, *War and Defence*, *Religion and Spirituality*, and *Communications*. These enhancements reflect the diverse spectrum of sub-topics the NSM can interpret in a more comprehensive manner: from the *European peoples* and *British Colonial Government*, to *other forms* of communication and *religious affiliation*.

New Content to Develop

Currently, there is limited representation of specific groups across the NSM within the topic *Peoples of Nova Scotia*. To address this significant gap, several sub-topics within this topic have been added to sites across the province. Most notably, the interpretation of *Indigenous peoples* has been added to 11 sites – a sizeable increase in the communication of this topic. Other sites – both within and outside of the Heritage Division – contribute to the interpretation of these topics, including Debert, Fortress Louisbourg, Glooscap Cultural Centre, and Pier 21.

Sub-topics such as *US/BNA Tensions* and *The Militia Tradition* that appear as part of *War and Defence* have been added to three NSM sites, while *Newspapers/Magazines* (appearing as part of *Communications*) has been added to three sites to address this previously un-interpreted topic. In *Education*, the sub-topic *Lifelong & Informal Learning* has also been added to three sites, further enhancing interpretation already occurring at Lawrence House Museum.

Several sites have been assigned the task of communicating content within the topic *Religion and Spirituality*. Most notably, *Catholicism & Identity* has been added to Haliburton House Museum, Highland Village Museum and The Acadian Village of Nova Scotia. Under *Social Equality*, *Capital and Labour* and *Privilege/Social Class* have been introduced at several sites to ensure these significant stories are told.

Remaining Gaps

Although the *Relating* theme is well covered, two sub-topics – *Contemporary NS Governance* and *Schooling Before 1864/5* – are not represented by any NSM site. These sub-topics must be addressed in the long term through external partnerships (perhaps Province House in the case of *Contemporary NS Governance*) or other methods.

LIVING: LIFE PASSAGES

Content to Enhance

Although Nova Scotia Museum sites are well equipped to deal with this conceptual theme, the Matrix acknowledges many areas where interpretation can be enhanced. Enhanced interpretation of *Gender Roles and Homelife*, *Childhood Experiences*, *People in the Workplace*, and *Food on the Table* (all sub-topics within *Life at Home and Work*) will address current research interests and visitors alike. The Nova Scotia Museum's many historic houses and other "work" and "home" settings allow these topics to be logically enhanced in site mandates and, in many places, offer visitors the opportunity to compare their own lives at work and home to those of past generations near their own communities.

Within *Communities*, an enhanced interpretation of *Coastal Towns/Villages* will communicate the unique nature of these communities in Nova Scotia. Enhancing several sub-topics within *Cultural Expression* – including *Folklore and Celebrations*, *Clothing and Costume* and *Heritage Preservation* – will help convey the importance of Nova Scotia's unique cultures and encourage continued interest by both Nova Scotians and visitors from away.



New Content to Develop

Many sub-topics within *Life at Home and Work* have been added to the mandates for NSM sites. In particular, *People in the Workplace* and *Places of Community Interaction* have been introduced at multiple sites, allowing sites such as Barrington Woolen Mill and the Old Meeting House to communicate a “big picture” story. Four inland sites – the Museum of Industry, Prescott House Museum, Ross Farm, and Sutherland Steam Mill – have been tasked with interpreting *Inland Towns/Villages* (a sub-topic within *Communities*). Numerous sites have been also been tasked with communicating sub-topics within *Recreation* – a relatively underrepresented story within the NSM.

The Fisheries Museum of the Atlantic and the Maritime Museum of the Atlantic have been given larger roles to play in the province's interpretation of sub-topics within *Social Development and Organizations*. These additions to their mandates expand the reach of these two larger museums, providing them with another “layer of interest” and increasing their relevance to visitors.

Remaining Gaps

Although most sub-topics have been addressed by Nova Scotia Museum sites, one sub-topic remains unrepresented: *Media* (i.e., TV, radio, film, etc.). Interestingly, there is no obvious Heritage Division partner or complementary site capable of providing interpretation for this story. There are, however, many media-related organizations (see Partners List, Appendix D) that can be drawn upon as potential partners in the Nova Scotia Museum's efforts to address this underrepresented, yet provincially significant story. Temporary or web-based exhibits are obvious methods of connecting with, and engaging, the public in this regard.

CONCLUSIONS

Through its unique system of interpretive facilities, village complexes, historic houses, and industrial mills, the Nova Scotia Museum is working hard to communicate the province's rich natural and cultural heritage. Despite these efforts, more can be done to ensure that all provincially significant stories are given voice and that our province's less-known, yet equally intriguing heritage reaches the eyes and ears of our resident and visiting audiences.

Work enhancing and introducing new content at NSM sites (in lieu of subtracting existing content) has strengthened all of the province's stories, providing sites with many new and exciting opportunities. This process of enhancing and introducing new content means that the NSM has more to work with – a deeper, wider well from which to draw stories during future initiatives and renewal efforts. The vehicles through which these stories are communicated to the public will differ widely – ranging from anecdotal references by site staff, informal talks and tours, and exhibits, to programs, travelling exhibits, or cutting-edge web initiatives. Perhaps one of the most significant results of this analysis is the realization that the NSM does not have to create these vehicles alone. A range of partners – both within and outside of the Heritage Division – exist that can help contribute to the communication of Nova Scotia's provincially significant stories. Interpretive renewal, however, begins with the NSM as it takes inspiration from new site mandates and propels content renewal forward.

CONTENT DISTRIBUTION MATRIX: HERITAGE DIVISION PARTNERS AND COMPLEMENTARY SITES

	HERITAGE DIVISION PARTNERS	COMPLEMENTARY SITES
A. FORMING: Evolution of Landscape		
A.1 Geological Formation		
A.1.1 Plate Tectonics	Special Places	Joggins Fossil Centre, Economy River WA, Polletts Cove-Aspy Fault WA; Sugarloaf Mountain WA
A.1.2 Geology & Landscape Diversity	Special Places	Joggins Fossil Centre, Economy River WA, Tobeatic WA, Margaree River WA
A.1.3 Creation of Mineral Deposits		Joggins Fossil Centre
A.1.4 Nova Scotia's Fossil Record	Sydney Mines Fossil Museum + Inverness Miner's + Creamery; Special Places	Joggins Fossil Centre
A.2 Making Landscapes		
A.2.1 Ancient Landscape & Drainage	Special Places	Cape Chignecto, Blomidon, Five Islands
A.2.2 Glaciers, Deposits and Erosion	Special Places	Cape Breton National Park, French River WA; Polletts Cove-Aspy Fault WA
		Debert Paleo-Indian Site, Boggy Lake WA, Terence Bay WA, Duncans Cove NR, Middle River
A.2.3 Offshore Coastal Landforms	Special Places	Framboise WA
A.2.4 Bays & Harbours	Special Places	Scatarie Island WA
A.2.5 Rivers and Lakes	Special Places	Terence Bay Wilderness Area, Canso Coastal Barrens WA
A.2.6 Soil Development	Special Places	Keji, Debert Paleo-Indian Site, Portapique River and Economy River WAs; Waverley-Salmon River
		Long Lake and Tangier Grand Lake WAs, Shelburne River WA, Cloud Lake WA, French River WA
A.3 Climate		
A.3.1 Causes and Influences		
A.3.2 Weather	Special Places	Polletts Cove-Aspy Fault WA
A.4 Ocean Environment		
A.4.1 Currents and Tides		BIO
A.4.2 Continental Shelf Environments		BIO
A.4.3 Coastal Intertidal Environments		BIO, Terence Bay Wilderness Area, Gabarus WA
A.5 Biodiversity		
A.5.1 Life Forms and Ecosystems		*All Wilderness Areas*
A.5.2 Species Diversity		Natural Resources Education Centre
A.5.3 Ecosystem Diversity		Greenwing Legacy Interpretive Centre, Natural Resources Education Centre
A.5.4 Genetic Diversity	Special Places	Natural Resources Education Centre
A.5.5 Extinction of Species	Special Places	Joggins Fossil Centre
A.5.6 Contemporary Research	Special Places	Joggins Fossil Centre, Greenwing Legacy Interpretive Centre
		Joggins Fossil Centre, BIO, Mersey Tobeatic Research Institute



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	HERITAGE DIVISION PARTNERS	COMPLEMENTARY SITES
B. EVOLVING: Changing Life Through Time		
B.1 Vegetation		All Wilderness Areas and Nature Reserves
B.1.1 Diversity of Plant Life		
B.1.2 Botanical Study and Research		Harriet Irving Botanical Gardens (Acadia)
B.1.3 Paleobotany in Nova Scotia	Special Places	Joggins Fossil Centre
B.2 Birds, Fish, and Animals		All Wilderness Areas and Nature Reserves
B.2.1 Bird and Fish Environments & Habitats		
B.2.2 Diversity of Birds and Fish: Inland, Coast, Sea		
B.2.3 Mammal Environments & Habitats		Whale Interpretive Centre, Clementsport Wildlife Park, Provincial Wildlife Park, Bear River
B.2.4 Diversity of Mammals		
B.2.5 Amphibians and Reptiles		
B.3 Exploring & Settling the Unknown		
B.3.1 Early Aboriginal Settlement	Special Places	Debert Paleo-Indian Site, Glooscap Cultural Centre
B.3.2 Mi'kmaq Exploration & Settlement	Special Places	Debert Paleo-Indian Site, Glooscap Cultural Centre, Shelburne River WA, Tobeatic WA
B.3.3 European Exploration: Myth/Reality	Nicolas Denys; Special Places	
B.3.4 European/Mi'kmaq Contact	Special Places	Port Royal, Debert Paleo-Indian Site, Keji, Glooscap Cultural Centre, Tobeatic WA
B.4 Migration, Outmigration, Exodus		
B.4.1 French Colonization: Acadia	Special Places	Port Royal, Grand Pre, Fort Cumberland, Fortress Louisbourg, Grassy Island
B.4.2 French-English "Borderland"	Special Places	Fortress Louisbourg, Fort Anne, Debert Paleo-Indian Site, Scatarie Island WA
B.4.3 Expulsion and Return of the Acadians	Kings Co. Museum; Special Places	Grand Pre, Fortress Louisbourg
B.4.4 Planters & PRE-LOYALISTS	Special Places	New England Planter Exhibit (Kentville)
B.4.5 Loyalist Arrivals, 1780s	Shelburne Co. Museum, Black Loyalist Museum; Special Places	
B.4.6 Black Experience	Black Cultural Centre; Special Places	Birchtown, Black Cultural Centre, Port Royal
B.4.7 Early 19th Century Immigration	Special Places	
B.4.8 Late 19th Century Immigration	Special Places	Pier 21
B.4.9 Outmigration: 19th & 20th Century	Nt. Highlands; Special Places	
B.4.10 20th & 21st Century Immigration	Special Places	Pier 21
B.5 Response to Place		
B.5.1 Mi'kmaq Settlement Patterns	Special Places	Debert Paleo-Indian Site, Bear River, Keji, Point Pleasant Park (future)
B.5.2 Acadian Marshland Settlement	Kings County Museum; Special Places	Grand Pre, Port Royal
B.5.3 Strategic Halifax & Louisbourg	Special Places	Louisbourg, Maritime Command Museum, Halifax Defense Complex (Fort McNab, Halifax Citadel, Prince of Wales Tower, York Redoubt, Georges Island)
B.5.4 Coastal Communities	Special Places	Fundy Tidal Interpretive Centre, Canso Islands NHS
B.5.5 Age of Sail: 1830 - 1880	Age of Sail Heritage Centre, Yarmouth Co. Museum, Shelburne Co. Museum + Avon River; Special Places	
B.5.6 Mining Towns, Farming Towns, Logging Towns	Inverness Miners; Special Places	
B.5.7 Halifax: Metropolis	Special Places	
B.5.8 Building Technologies/Materials	Special Places	Debert Paleo-Indian Site, Joggins Fossil Centre
B.6 Agents of Change		
B.6.1 Climate Change & NS Environment	Special Places	Joggins Fossil Centre
B.6.2 Human Activity & the Environment	Special Places	North River WA
B.6.3 Inadvertent/Introduced Migrants		
B.6.4 New Technology: Effects/Experience		
B.6.5 Rural Depopulation since 1945	Memory Lane Heritage Village, Nt. Highlands; Special Places	
B.6.6 Challenges of Urbanization		
B.6.7 Outmigration Social/Econ. Effects		
B.6.8 Responses to Deindustrialization		
B.7 Understanding Our World		
B.7.1 Scientific Inquiry: 19th - 21st Century	Wallace & Area; Special Places	Thomas McCulloch Museum (Dalhousie), Dentistry Museum (Dal), Alexander Graham Bell NHS
B.7.2 Archaeology	Special Places	Scatarie Island WA
B.7.3 History & Sociology since 1945		
B.7.4 Amateur Inquiry and Collecting	Desbrisay Museum; Special Places	

	HERITAGE DIVISION PARTNERS	COMPLEMENTARY SITES
C. EXPLOITING: Resources and Trade		
C.1 Energy		
C.1.1 Animal/Human Power		
C.1.2 Water Power	Special Places	Tobeatic WA, Lake Rossignol WA
C.1.3 Coal & Wood Power	Special Places	Joggins Fossil Centre
C.1.4 Steam Power	Tatamagouche Creamery; Special Places	
C.1.5 Solar/Wind Power		Ecology Action Centre, Joggins Fossil Centre
C.1.6 Hydroelectric Power	Special Places	Annapolis Tidal Centre
C.1.7 Oil Fired Electrical Power		
C.2 Resource Development		
C.2.1 Agriculture	Cole Harbour Heritage Farm; Special Places	
C.2.2 Fishing	Northumberland Fisheries + Sweeney Fishing + Wedgeport + La Have Islands + Margaree Salmon Fishing; Special Places	Canso Islands NHS, Scatarie Island WA, Gabarus WA
C.2.3 Forestry	Memory Lane + Nt Queens Museum; Special Places	North River WA, Tobeatic WA, Cloud Lake WA
C.2.4 Mining	Wallace + CB Miners Museum + Springhill Miners Museum + Inverness Miners; Special Places	Middle River WA, Polletts Cove-Aspy Fault WA
C.2.5 Oil and Natural Gas		
C.3 Industry		
C.3.1 Boat and Shipbuilding	Age of Sail Heritage Centre + Avon River; Special Places	
C.3.2 Textiles	Special Places	
C.3.3 Steel	Londonderry Mines Museum + Milton Blacksmith?; Special Places	Sydney Steel Plant Museum
C.3.4 Tourism	O'Dell House?	NSARM virtual exhibit, North River WA, Tobeatic WA, Shelburne River WA, Tangier Grand Lake WA
C.3.5 Manufacturing Initiatives	Tatamagouche Creamery + Cumberland Co + Shubenacadie Tinsmith; Special Places	Bass River Museum
C.4 Commerce		Province House
C.4.1 Colonial Business and Trade	Special Places	
C.4.2 Nova Scotia/New England Trade	Special Places	
C.4.3 Confederation & National Commerce	Killan Bros. Shipping Office (Yarmouth)	
C.4.4 Banking and Business Services		
C.4.5 Internal Nova Scotia Commerce	Special Places	
C.4.6 Illegal Commerce		
C.5 Transportation		
C.5.1 Ships & Watercraft	Yarmouth Co. Museum, Age of Sail Heritage Centre; Special Places	Pier 21
C.5.2 Roads/Vehicles	Yarmouth Co Museum	
C.5.3 Railways	Orangedale Railway Museum, Musquodoboit Railway Museum + S&L RR	Tobeatic WA, Cloud Lake WA
C.5.4 Aviation	Louisbourg	Sherwater Aviation Museum
C.5.5 Waterways & Canals	Atlantic Canada Aviation Museum	Shubenacadie Canal Commission, St. Peters Canal, Chignecto Ship Railway, Debert Paleo-Indian Site, Keji, Tangier Grand Lake WA, Tobeatic WA
C.6 Environmental Values		All Wilderness Areas
C.6.1 Depletion of Natural Resources		
C.6.2 Environmental Impact (Then and Now)	Special Places	
C.6.3 Endangered Environments/Species		French River WA
C.6.4 Air Quality		Various wilderness areas and nature reserves
C.6.5 Protecting Cultural Resources	Special Places	Natural Resources Education Centre, Gabarus WA



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	HERITAGE DIVISION PARTNERS	COMPLEMENTARY SITES
D. RELATING: People & Groups		
D.1 Peoples of Nova Scotia		
D.1.1 Indigenous	Special Places	Debert Paleo-Indian Site, Keji, Bear River, Fortress Louisbourg, Glooscap Cultural Centre, Tobeatic WA, Shelburne River WA
D.1.2 European	Musee Acadien, The Bridge (Mabou) + Les Trois Pignons; Special Places	Grand Pre NHS, Scatarie Island WA
D.1.3 South & Central American/Caribbean	Special Places	Pier 21
D.1.4 African	Black Cultural Centre, Birchtown; Special Places	
D.1.5 American (United States)	Special Places	Pier 21
D.1.6 Asian/Middle Eastern	Special Places	
D.1.7 Marginalized Groups (gay, disabled, etc)		
D.2 Governance and Politics		
D.2.1 British Colonial Government		
D.2.2 Responsible Government		Province House
D.2.3 Canadian Confederation	Cumberland Co. Museum, Ottawa House	Province House
D.2.4 Women's Rights & Universal Suffrage		
D.2.5 Minority Rights and Governance		
D.2.6 Better Terms/Maritime Rights'		Province House
D.2.7 'Regional Development' since 1945		
D.2.8 Contemporary NS Governance		Province House
D.3 War and Defence		
D.3.1 Clash of Empires: Britain/France	Special Places	Grand Pre, Fortress Louisbourg, Fort Anne
D.3.2 U.S/B.N.A Tensions	Army Museum	Maritime Command Museum, Citadel, Thinkers Lodge
D.3.3 Military Infrastructure	Army Museum, Fort Edward NHS; Special Places	Shearwater Aviation Museum, Maritime Command Museum, Greenwood, Bonnett Lake Barrens WA (#5 Radar Unit), Duncans Cove NR
D.3.4 Privateering	Queens Co; Special Places	
D.3.5 The Militia Tradition		
D.3.6 Royal Canadian Navy/Airforce/Army	Army Museum	Maritime Command Museum
D.3.7 Nova Scotians at War	Cape Sable Military Museum; Special Places	Pier 21
D.4 Communications		
D.4.1 Newspapers/Magazines	Islands Tiverton	
D.4.2 Signals/Telegraph/Telephone	Nt Sydney + Orangedale + Whitman House + Out of Fog Museum; Special Places	Halifax Defence Complex, Alexander Graham Bell NHS, Marconi NHS
D.4.3 Radio/Television/Film		Margaree River WA
D.4.4 Computing/Digital Media	Computer Museum Ann Royal	
D.4.5 Other Forms	Special Places	Debert Paleo-Indian Site, Keji
D.5 Education		
D.5.1 Schooling Before 1864/5	Lockport School + Amos Seaman School Museum	
D.5.2 Universal Education, 1864/5	AV MacDonald School + Little White Truro	
D.5.3 Mechanics & Nautical Institutes/Trade Schools & Colleges	Colchester Co.	
D.5.4 Higher Education		Coady International Institute, Beaton Institute
D.5.5 Lifelong & Informal Learning		Joggins Fossil Centre Fossil Centre
D.6 Religion and Spirituality		
D.6.1 Mi'kmaq Spirituality	Special Places	Keji, Debert Paleo-Indian Site, Shelburne River WA
D.6.2 Catholicism & Identity	Ste Marie + Musee Acadee Pubnico; Special Places	Grand Pre, Debert Paleo-Indian Site
D.6.3 'Non-Conformity'	Cole Harbour Meeting House	
D.6.4 Religious Affiliation		
D.7 Social Equality		
D.7.1 Class	Special Places	
D.7.2 Slavery	Shelburne Co. Museum; Special Places	NSM Virtual Exhibit, Louisbourg
D.7.3 Social Conflict		Pugwash Peace Centre/Thinkers Lodge
D.7.4 Capital and Labour (incl. indentured)		
D.7.5 Privilege/Social Circles		

	HERITAGE DIVISION PARTNERS	COMPLEMENTARY SITES
E. LIVING: Life Passages		
E.1 Life at Home and Work		
E.1.1 Gender Roles and Homelife	Memory Lane Heritage Village	
E.1.2 Childhood Experiences	Memory Lane Heritage Village	
E.1.3 People in the Workplace	Memory Lane Heritage Village	
E.1.4 Social Value of the Workplace		
E.1.5 Places of Community Interaction		
E.1.6 Food on the Table		
E.2 Communities		
E.2.1 Coastal Towns/Villages	Memory Lane Heritage Village	Gabarus WA, Scatarie Island WA
E.2.2 Inland Towns/Villages		
E.2.3 People at Sea	Archelaus Smith Museum, Heritage Hector Quay	
E.2.4 Home Front		
E.2.5 Shore-based Industry	Le Noir Forge Museum	Gabarus WA, Scatarie Island WA
E.3 Recreation		
E.3.1 Informal Play		
E.3.2 Organized Sports	Hockey Museum + Pictou County Sport Hall	Sports Hall of Fame, Hockeyland, Truro Sports Heritage Centre
E.3.3 Boat Racing		
E.3.4 Leisure-time Activities		North River WA; Gabarus WA, Tobeatic WA, Tangier Grand Lake WA, Economy River WA, Margaree River WA, Cloud Lake WA
E.4 Cultural Expression		
E.4.1 Architecture	Sinclair Inn	UNESCO Lunenburg
E.4.2 Landscapes/Gardens	Parkdale Maplewood; Special Places	
E.4.3 Folklore and Celebrations		Scatarie Island WA
E.4.4 Media (i.e: radio, TV, film, etc)		
E.4.5 Literature/Poetry/Drama		
E.4.6 Music	Canning Heritage	Hank Snow Centre, Anne Murray Centre, Celtic Music Interp. Centre
E.4.7 Fine/Folk Art	Les Trois Pignons + Chas MacDonald	Fortress Louisbourg
E.4.8 Cuisine as Cultural Expression		
E.4.9 Clothing and Costume		
E.4.10 Heritage Preservation	Special Places	Bonnett Lake Barrens WA (#5 Radar Unit Interpretive Trail)
E.5 Social Development and Organizations		
E.5.1 Community Security: Protection, Prevention, Response	Shelburne Co	Halifax Police Museum
E.5.2 Justice	Argyle Courthouse + Guysborough	
E.5.3 Health Care		Medical History Society of NS
E.5.4 Temperance & Prohibition	Guysborough Co	Old Meeting House and Temperance Hall
E.5.5 Antigonish Movement		Coady International Institute
E.5.6 Religious Observance		Scatarie Island WA
E.5.7 Philanthropy & Social Conscience	Amos Seaman	
E.5.8 Unions		
E.5.9 Boards of Trade		
E.5.10 Fraternal Organizations	Parkdale Maplewood + Islands Tiverton	
E.5.11 Volunteerism		



6.5 Managing the Framework and Matrix

The Content Framework and the Content Distribution Matrix are documents to be used as starting points by NSM sites as they develop interpretation. As such, the topics listed in both are representative, rather than exhaustive. A team of museum curators, other subject experts and interpreters working together are required to shepherd these documents forward and ensure that they continue to function as comprehensive representations of the natural and cultural history of Nova Scotia.

Whenever possible, stories should be brought forward to take advantage of modern research and contemporary insights and values. This process must occur in the short term to determine directions for more immediate interpretive renewal. It must also occur over the long term, as time passes and new themes and topics present themselves, or as new interpretive facilities are developed inside and outside of the Heritage Division to fill gaps in interpretation. Regular review of both documents is required.

It is important that these tools are updated together; when new topics are added to the Content Framework, there must be a subsequent updating of the Content Distribution Matrix.

As the scope of the Content Framework and its subject matter is expanded to become more comprehensive, the ability to identify gaps in the coverage and to develop strategies to meet the challenge of filling these gaps with resources (existing or new site investment), interpretation planning and research will become evident.

The NSM will need to ensure continued, ongoing dialogue and feedback with various linguistic and cultural groups in Nova Scotia (e.g., Mi'kmaq, Acadians, Gaels, Blacks, etc.). The consultation process for this Master Plan has included input from many of these linguistic groups, but not all of them and not in an exhaustive way. More information must be gathered and refined over time through project outcomes, ongoing research, or online initiatives. This is particularly important as stories continue to develop and as the Content Distribution Matrix grows over time. It is also crucial to the development and credibility of a definitive cultural history resource that is inclusive of the province's many cultural groups.

As the Content Framework and Content Distribution Matrix evolve, they will be useful for the Nova Scotia Museum as it plans for long-term initiatives and resource allocation. For NSM sites, these tools should guide their day-to-day operations and help them develop programs and exhibits, train staff, and make decisions with regards to interpretation. Both the Framework and Matrix function as a body of information they can draw from, as well as gain inspiration when it is combined with other parts of the Master Plan.

6.6 Directing Future Research and Collections

The Content Framework and Content Distribution Matrix are also valuable as tools to direct future research and collecting in the NSM, as interpretive renewal occurs in order to meet the requirements of the Content Framework. **The Content Framework can be used to direct research into those themes and topics where apparent knowledge gaps exist for effective interpretation, or where there is a potential to create new knowledge.** Creating a research atlas (using the Department of Environment's model) may be beneficial to the Nova Scotia Museum system.

Ongoing research is the lifeblood of an active interpretive program. As the NSM approaches resources available for such investigation, they must view them in the widest possible terms: existing research, specimens, landscapes, artifacts, buildings, manuscript and printed documents, maps, photographs, film, and oral histories need to receive attention so that all possible relevant resources can be utilized to create engaging interpretive programs for any given situation, whether it be a sign or plaque, an exhibit, a guided tour, or a costumed presentation.

While the province's *Heritage Strategy* can be used to ensure that these resources are protected, the Interpretive Master Plan ensures that they are used to their full potential to create insights and informational links at the heart of interpretation.

The Content Framework should stimulate broad-scale thinking about a site and its connections across the province.

The key ways of achieving this are through:

Documentary Research

- » To establish historical context;
- » To fully explore the natural history or cultural history of a place;
- » To fully identify the people, events and activities associated with a place.

Material Culture Research

- » To assess the availability of artifacts for interpretation;
- » To research artifact connections and stories

Field Research

- » To focus site analysis and reporting for landscapes and/or buildings;
- » To undertake, when possible, oral history interviews.

In using the Content Framework to test the potential of museum exhibits and programs and sites to deliver multi-level stories, and to follow through with an active program of research, it should be possible through a carefully created, maintained and continually reassessed interpretive program to encourage in visitors an appreciation of:

- » The diversity of place and that places have more than one value; there are layers of natural history and historical use over time to consider;
- » Themes and topics that are under-represented, such as Mi'kmaq heritage, or stories of women and children, multi-cultural heritage in the 20th century, contested site histories, experiences with failure, conflict or poverty;
- » The need to look beyond a narrow association of places with wealth, privilege or social elitism, and that there are always other stories than the most obvious.






7.0

**Conclusion:
How the Parts
Work Together**



Prepared by:

form:media



The Nova Scotia Interpretive Master Plan (IMP) is the impetus for clear direction, growth, and revitalization within the Nova Scotia Museum system. With the Interpretive Master Plan in place, the Heritage Division is poised to make crucial steps towards interpretive renewal in the Nova Scotia Museum. This Plan, and its parts, are meant to be used either independently or in unison by the Museum, the IMP team, or any site (at any time).

In summary, the most useful key areas are:

- » Goals, objectives, and strategies
- » The NSM Interpretation Policy
- » Best Practices
- » Interpretive Themes (themes, sub-themes), Content Framework and Content Distribution Matrix
- » Site Mandates
- » Partnerships List

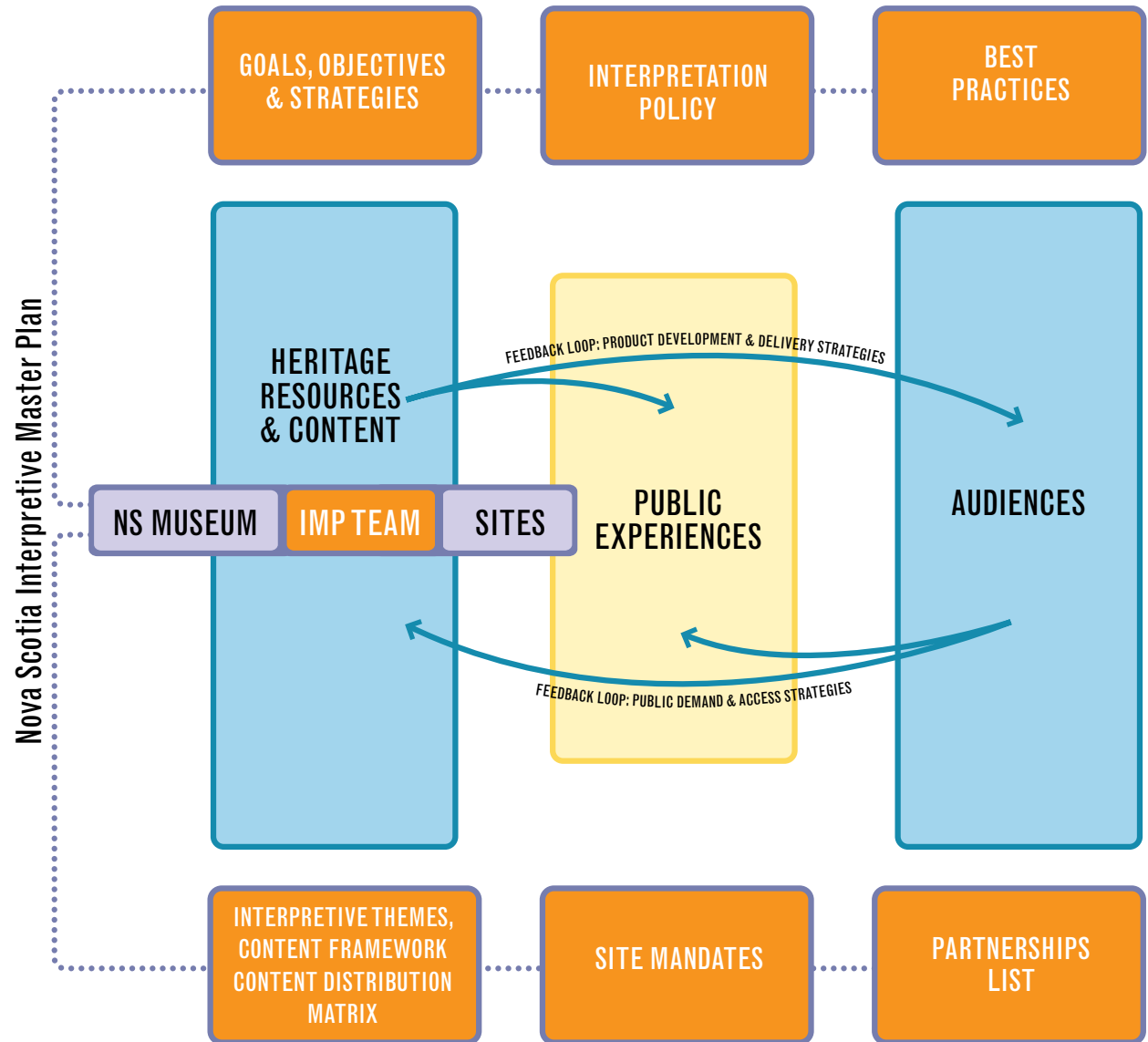
Individually, these key areas address different needs and will be used differently by the Museum and/or staff and management at sites. Together, they provide a larger vision for the Museum – a foundation of information that the Heritage Division can refer to and build on, creating a common understanding across the Division.

The diagram featured in this section is based on the *Attracting and Retaining Audiences* diagram presented in Section 3.4. It describes how visitor engagement and renewal efforts will take place and includes identical headings that form the Museum-Public relationship: **The Museum and Sites, Heritage Resources and Content, Audiences, and Public Experiences**, including their interrelationship through feedback loops (directed at the public as well as the museum).

The new tools and resources provided by the Interpretive Master Plan are shown as overlays (in orange) and are described in detail in this section.

The NS Museum (and its partners within the Department) are motivated and excited to adopt and continue the process of renewal, which has already begun in some areas. Several key projects are underway and momentum is building. The NSM and sites remain central but are now empowered by the creation of the **Interpretive Master Plan Team**. In coordination with senior management and sites, the IMP Team will be responsible for maintaining the vision and directing renewal efforts across the system that the Plan supports. They may implement aspects of the Plan centrally or function as a liaison between central Museum and site staff. The sites will also be responsible for implementing parts of the Plan, through site-based efforts, initiatives, and experiences. **All levels of staff and sites should take inspiration from the plan and the parts outlined herein, incorporating the ideas provided with their own to achieve success.**

ATTRACTING AND RETAINING AUDIENCES: USING THE MASTER PLAN



Conclusion: How the Parts Work Together

The **goals, objectives, and strategies** developed with Museum staff as part of the consultation process (outlined in Section Four) are the foundation of the Plan. These statements inform the direction and tasks that are required to achieve renewal over the long term. The goals and objectives should remain constant where possible, while the strategies (and related actions) should change over time, as tasks are accomplished, priorities adjusted and renewal progresses. This process will be managed by the IMP Team, in coordination with the sites.

As they develop experiences for the public, the Museum (IMP Team and sites) will refer to the **Best Practices** put forward by the plan in Section 3.3, as well as the **Interpretation Policy** put forward in coordination with the Interpretation Working Group. The Interpretation Policy (Appendix E) guides the Museum's approach to interpretive work in the future and functions as the voice of the institution: the Nova Scotia Museum. Best practices represent what is happening in the world of interpretation today (with regard to visitor expectations and experiences). They will require updating as time passes and new trends emerge to attract and engage audiences best suited to become the passionate supporters of heritage in Nova Scotia in the future. Together, these guides retain long-term views toward interpretation needs, and should be adapted accordingly.

The Museum should now be able to draw from the **Interpretive Themes, Content Framework, and Content Distribution Matrix** that define the provincial themes and content distribution for all sites, as presented in Section Six. This defined arrangement of topics and sub-topics is a source from which to draw stories, programs, exhibits, and direction for research and collections. Development of content is key to renewal and thus appears as both a strategy and a significant part of the Plan. This framework will grow as new stories and research emerge, and will be managed by Museum staff along with the IMP Team.

Site Mandates (Appendix C) will be used primarily by the sites to tap into the provincial stories to develop their own public experiences. These are an adjunct to the Interpretive Themes, Content Framework, and Content Distribution Matrix outlined in Section Six, and should help guide content, program, and display development, as well as staff training, at the sites. Sites can now tap back into a much larger context for their stories, communicating a broader vision of Nova Scotia to their public.

Partnerships are one of the key linkages between the public and the Museum. Although they may vary in scope and form, partnerships must be supported by the Plan and sought by the sites. **The lists of partner sites and organizations provided as part of the Content Distribution Matrix in Section Six is important in this regard and should be utilized aggressively.**

As a comprehensive package, the Interpretive Master Plan is a tool for the Museum and the Division to utilize for many years to come. It is the rod with which to leverage funding, the flag to inspire Museum staff, the handbook to develop interpretation, and the voice through which the Museum can speak to all Nova Scotians, reengaging them with their heritage in both new and familiar ways.



Visitor Experience Workshop Matrix

LIVE IT					TOUCH MY SOUL	MUSEUM WITHOUT WALLS	GOING GREEN
TASTE IT	LEARN IT	DO IT	EXPERIENCE NATURE	LIFE LONG			
I did a tasting circuit and kept a food diary	Assist an archaeologist	I patted a pig	Be a naturalist for a day	Engage me and provide me with the opportunity to volunteer	Well-informed, energetic, passionate, specialized interpreters	I watched a recording of John Tate building a skeleton for the pirate exhibit	I visited several sites on a low-emission bus
I ate well (and collected recipes)	A day in the life of...	Plant and harvest a pumpkin	Touch a species at risk	Historic garden project: produce, food bank, document, do, preserve	Touched my soul with an authentic community experience	Watched a webcast from the MNH curator with my class in Meat Cove	
Popular annual event... with food	Behind the scenes/collections tour	Print using a printing press	I spoke "sea gull"	Be an apprentice	Connect to me personally... and now	Thematic (car) audio tour/GPS	
Buying and eating a loaf of bread	Rock collecting	Sail a wooden small craft	Tasting an edible plant	Participate in a an ongoing research project	I talked to a travelling minister of the meeting house	Create your own exhibit	
	Participate in archaeological/ paleo digs – live cam	Learn to tell a story	I walked a landscape (without power lines)	Build a boat and sail it	I met local people and learned their stories		
	Fossil Camp (1 week, do work, add to research base)	Exposure to a new language		Bought an heirloom seedling to plant in my garden	Record your own history		
		I learned to quill a box			Take part in Mi'kmaq ceremony		
		Learn traditional instrument/speak traditional language			Make it easy for me to find what interests me		
		Take part in making heritage food			An interpreter told me about an indentured servant at Perkins House		
		I was able to make a pot					
		Interactive performances					



Goals, Objectives and Strategies

B. Goals, Objectives and Strategies

Goal 1	Goal 2	Goal 3	Goal 4
<p>Contribute to a common understanding and appreciation of the heritage of Nova Scotia through interpretation.</p> <p>Objective 1: Ensure a balanced approach to natural and cultural heritage. Strategies:</p> <ul style="list-style-type: none"> A. Increase emphasis on natural history. B. Reduce redundancies in cultural history interpretation. C. Where possible, integrate natural and cultural history stories. <p>Objective 2: Regain authority as the voice for Nova Scotia Heritage; be respected. Strategies:</p> <ul style="list-style-type: none"> A. Increase visibility through public outreach in non-traditional places. B. Increase the museum's presence in the media with respect to current public issues. C. Increase the museum's presence at colleges and universities. D. Acknowledge and provide orientation to the Nova Scotia Museum at every site, including connecting visitors to other sites and resources. E. Ensure that interpretation at NSM sites is connected to the "big picture", using the interpretive master plan themes and provincially significant stories outlined in the Content Framework. <p>Objective 3: Develop two-way communication between the museum and visitors. Strategies:</p> <ul style="list-style-type: none"> A. Develop a vision for and implement "The Museum Online", an online extension of the NSM that is a vital component of the Heritage Division. B. Create opportunities for the public to co-produce museum interpretation. 	<p>Achieve sustainability by ensuring that the Heritage Division thrives and survives into the future.</p> <p>Objective 1: Achieve resource sustainability. Strategies:</p> <ul style="list-style-type: none"> A. Increase earned revenues. B. Develop low-volume, high-yield programs and experiences. C. Enlarge the fundraising and donation base. D. Work to achieve greater support by various levels of government. E. Begin interpretive renewal efforts with small-scale projects that will build momentum over time. <p>Objective 2: Achieve social relevance through community involvement. Strategies:</p> <ul style="list-style-type: none"> A. Reflect community values. B. Develop a partnership plan to formalize networks and synergies within the Heritage Division and with outside agencies. C. Achieve a balance between the responsible social function of the museum and adherence to a responsible corporate business model. D. Build relationships with the community and encourage community use of museum sites, including non-traditional uses that relate to the mandate of the sites. E. Exploit the specific potential of each site to attract and retain specialized audiences. F. Support new initiatives with promotion and marketing. <p>Objective 3: Deepen engagement through new and repeat visitation. Strategies:</p> <ul style="list-style-type: none"> A. Stimulate repeat visitation by offering a variety of changing visitor experiences. B. Create memorable, high-quality, engaging visitor experiences. C. Develop programs that encourage a long-term relationship. D. Make connections and information about the heritage of Nova Scotia accessible to a broad range of audiences in an engaging and effective manner. E. Provide a gateway experience in urban centres that links visitors to all NSM sites. <p>Objective 4: Be innovative. Strategies:</p> <ul style="list-style-type: none"> A. Stay current: be responsive to the latest trends in media, interpretation and time-sensitive public issues. B. Acknowledge and retain successful interpretive initiatives, enhancing them as may be needed. C. Make innovation a priority for new initiatives where renewal is indicated. D. Embrace new technologies to expand audiences and increase access to information. E. Experiment; encourage test projects and risk taking. F. Facilitate staff to give creative input on a regular basis. <p>Objectives 5: Be green. Strategies:</p> <ul style="list-style-type: none"> A. Introduce and maintain environmentally sustainable operating practices. B. Increase public awareness of environmental issues. C. Develop environmentally responsible exhibits. D. Use historic sites to promote architectural conservation as a sustainable activity. E. Where appropriate, use museum sites to promote sustainable lifestyles and skills. 	<p>Ensure that interpretation is authentic, relevant and inclusive for all audiences.</p> <p>Objective 1: Speak with authority: be accurate and authentic. Strategies:</p> <ul style="list-style-type: none"> A. Encourage applied research in all projects. B. Make the research process, as well as the researchers more visible to the public. C. Monitor, update and evaluate the content framework regularly. D. Distinguish myth from reality in all interpretation. E. Exploit the specific history of each site as a basis for interpretive development. <p>Objective 2: Be relevant to visitors' personal experiences. Strategies:</p> <ul style="list-style-type: none"> A. Conduct market research (utilize tourism product development models) when developing interpretive products. B. Create multi-dimensional visitor experiences that relate to multiple audiences. C. Link exhibits and programs with the Nova Scotia school curriculum. D. Use real things to put history in context. <p>Objective 3: Expand the content to be inclusive of Nova Scotia's diverse population. Strategies:</p> <ul style="list-style-type: none"> A. Research and interpret new stories that are inclusive. B. Address controversial subjects. C. Encourage multi-dimensional (layered) storylines. D. Encourage partnerships with groups within and outside of the Heritage Division. <p>Objective 4: Strengthen the relationship between interpretation, the provincial collection and other heritage resources. Strategies:</p> <ul style="list-style-type: none"> A. Ensure that interpretation uses and makes effective use of the provincial collection and other heritage resources that the province holds. B. Allow interpretation to help define (in addition to science and collections research) collecting needs. C. Allow science and new knowledge from collections research (in addition to interpretation) to drive interpretive development and opportunities. D. Increase curatorial involvement in designing interpretive exhibits and programs. E. Draw on communities to enrich the museum's knowledge of the collection. F. Collect and present contemporary objects that are familiar to visitors. 	<p>Ensure best practices in interpretation are followed.</p> <p>Objective 1: Increase training and skills development. Strategies:</p> <ul style="list-style-type: none"> A. Increase staff attendance at out-of-house conferences and professional development courses. B. Enhance and support staff training and professional development within the heritage division and other government departments. C. Implement a site job-switching program, to educate staff about other sites in the system. D. Ensure staff have access to published best practices. E. Develop and formalize more student internship programs with universities and colleges. <p>Objective 2: Retain and build capacity. Strategies:</p> <ul style="list-style-type: none"> A. Develop clear succession planning to build corporate memory. B. Ensure staff have access to skills-building networks and partnerships, such as the Nova Scotia Museums Association. C. Support the development of university and college programs in museology and interpretation. D. Develop mentoring and volunteerism within the Heritage Division. E. Develop a needs assessment and professional development tool for the museum sites that will evaluate the skill set, staffing requirements and interpretive products in order to assist them. F. Develop project teams (a "swat team") to assess interpretive opportunities, research, design, implement, and promote interpretive products. <p>Objective 3: Live in a policy framework. Strategies:</p> <ul style="list-style-type: none"> A. Develop an interpretation policy based on the principles outlined in the Interpretive Master Plan. B. Use the Interpretive Working Group to oversee the implementation of an interpretive policy and continually monitor and evaluate interpretive exhibits and programs.

***NOTE:**

Actions prioritized by the Nova Scotia Museum appear in beige highlighting.

Additional actions prioritized by the consultant team appear in purple highlighting.



NSM Site Mandates and Topics

The following document presents draft updated site mandates and proposed topics for interpretation, based on the Content Distribution Matrix. Each NSM site includes a revised mandate and mission as well as a listing of topics (those to maintain, those to enhance and those to develop). These sheets are to be shared with the NSM sites for their feedback.

Sites are encouraged to proactively use their mandates, in concert with the other tools provided in this plan, to expand content and develop experiences while remaining authentic to their respective time periods and attitudes. Interpretive products and experiences derived from this plan must reflect both the mandate and mission of the Museum and the site, as well as the stories and themes suggested.

During the process of assigning topics to sites, there were several topics called out that had the potential to be addressed at many sites as “talking points” or smaller stories that can be incorporated into public programming. These are:

- » B.3.2: Mi'kmaq Exploration & Settlement
- » B.4.9: Outmigration: 19th and 20th Century
- » B.5.4: Coastal Communities
- » B.6.5: Rural Depopulation since 1945
- » Genealogy

C. NSM Site Mandates and Topics

BALMORAL GRIST MILL MUSEUM

MANDATE AND MISSION

- » To demonstrate the operation of a water-powered grist mill in the grinding of wheat, oats and buckwheat.
- » To provide understanding of how a local grist mill operated within a rural agricultural economy, and contributed to the wider provincial economy at the end of the 19th century.
- » To present the story of Alexander McKay, who opened the mill in 1874, as well as the stories of the people who worked at the mill and those who used it.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

C. EXPLOITING

C.1 Energy

- Water Power: The technology of harnessing water power.

C.2 Resource Development

- Agriculture: Size of mill's service area.

II. CONTENT TO ENHANCE

E. LIVING

E.1 Life at Home and Work

- Food on the Table: Slow food movement; importance of flour in cooking.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.1 Geological Formation

- Geology & Landscape Diversity: Creation of local landscape; glaciation/erosion.

A.2 Making Landscapes

- Rivers and Lakes: History of the river; local drainage patterns.

A.5 Biodiversity

- Life Forms and Ecosystems: Ecosystems in the river valley.

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Local trees and plants.

B.2 Birds, Fish, and Animals

- Bird Environments and Habitats: Use local park/river valley to explore local fauna.
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments and Habitats
- Diversity of Mammals

B.4 Migration, Outmigration, Exodus

- Late 19th Century Immigration: Local settlement patterns.

B.6 Agents of Change

- Human Activity & the Environment: Using environmental opportunities.

- New Technology: Effects/Experience: Mill technology and expertise brought to Nova Scotia by immigrants from the United States and the United Kingdom.

C. EXPLOITING

C.4 Commerce

- Internal Nova Scotia Commerce: Patterns of local commerce in villages and towns.

C.6 Environmental Values

- Environmental Impact (Then and Now): How did local mills impact the environment?

D. RELATING

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Mill employees, conditions, and wages.
- Places of Community Interaction: Mill as a place of social value for workers and users.

CONCLUSIONS

While the functioning mill should remain the primary focus, its wider commercial and social context merits further exploration. There are also opportunities to present natural history topics in the attractive setting of the adjacent river valley park.

C. NSM Site Mandates and Topics

BARRINGTON WOOLEN MILL MUSEUM

MANDATE AND MISSION

- » To present and interpret the operation of a preserved, water-turbine driven woolen mill.
- » To show the uses of the different machines and the processes of carding, spinning, dyeing, weaving etc. necessary to manufacture woolen yarn and cloth.
- » To place the mill operation in the economic, social and political context of late 19th century Barrington; the importance of wool production and the creation of woolen products for local use and for commerce.
- » To discuss how this mill is representative of the operation of numerous mills in rural Nova Scotia, and an example of the small manufacturing operations that used machinery and water power to diversify local economies, to employ local people and to provide valuable services to adjacent communities.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

C. EXPLOITING

C.1 Energy

- Water Power: The technology of harnessing water power.
- C.2 Resource Development
- Agriculture: Local sheep farming and importance of wool for local use and trade farther afield.

C.3 Industry

- Textiles: Importance to local economy and residents.

II. CONTENT TO ENHANCE

B. EVOLVING

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats: Locals gather to fish when the kayaks (also known as the gaspereau) are running.

C. EXPLOITING

C.1 Energy

- Hydroelectric Power

C.3 Industry

- Manufacturing Initiatives

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: The role and value of mills to women.
- People in the Workplace: Working life for mill employees; conditions, jobs, and wages.

E.4 Cultural Expression

- Clothing and Costume: Clothing made at home; changes in production over time.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Rivers and Lakes: Local landscape; history of the river.

B. EVOLVING

B.5 Response to Place

- Coastal Communities: Settlement and development of Barrington.

B.6 Agents of Change

- New Technology: Effects/Experience: Importance of machines and small manufacturing enterprises.
- Responses to Deindustrialization

C. EXPLOITING

C.4 Commerce

- Internal Nova Scotia Commerce: Local commercial networks.

C.6 Environmental Values

- Environmental Impact (Then and Now): How did local mills impact the environment?

D. RELATING

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction: Role of mill as a social centre.

E.2 Communities

- Shore-based Industry: Sheep farming.

CONCLUSIONS

Use the site to introduce natural history content related to the mill pond. Broaden the context of the mill in rural life and commerce, exploring how it affected the community technologically, commercially, and socially.

C. NSM Site Mandates and Topics

COSSIT HOUSE MUSEUM

MANDATE AND MISSION

- » To tell the story of the Loyalist experience of the Cossit Family as a way of introducing the history of Loyalist settlement in the colony of Nova Scotia after the American Revolution.
- » To illustrate the domestic life of the Cossit family at the end of the 18th century.
- » To place the house in the context of the early settlement of Sydney and interpret it as a key element in the Heritage Conservation District of the north end of the city.
- » To interpret the role of a minister in the community and the role of religion in late 18th century Nova Scotia.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

D. RELATING

D.6 Religion and Spirituality

- Religious Affiliation: Importance of religion and clergy; status of Anglicanism.

II. CONTENT TO ENHANCE

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Loyalist Arrivals, 1780s: Loyalist settlement in Nova Scotia beyond the peninsula.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Workings of a small family home.
- Childhood Experiences: Adults' expectations of children.

E.4 Cultural Expression

- Folklore and Celebrations: Concept of "holidays" in the late 18th century.

III. NEW CONTENT TO DEVELOP

D. RELATING

D.2 Governance and Politics

- British Colonial Government

D.7 Social Equality

- Privilege/Social Circles: Status and role of the Anglican clergy.

E. LIVING

E.4 Cultural Expression

- Architecture: Importance of the house and the district.
- Heritage Preservation: Survival of, and interest in, the house.

CONCLUSIONS

Loyalists and Anglicanism merit further exploration. The house is an important architectural and historical survivor and plays a role in the Heritage Conservation District.

THE DORY SHOP MUSEUM

MANDATE AND MISSION

- » To promote understanding and appreciation of the dory and its central role in the success of the deep sea fishery on the Grand Banks of the Atlantic Ocean from the 1860s into the 20th century.
- » To introduce different types of dories and to show how the Shelburne dories were constructed.
- » To demonstrate the making of dories in a functioning workshop.
- » To show the value of dory construction to the local economy of Shelburne by catering to local, regional and international markets at a time when at least seven workshops operated on the community's waterfront.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.5 Response to Place

- Coastal Communities
- Age of Sail: 1830 – 1880: Relationship of dories to ships.

C. EXPLOITING

C.2 Resource Development

- Fishing: Crucial role of dories in the operation of the deep-sea fishery.

C.3 Industry

- Boat and Shipbuilding: Shelburne supplied a large market of dories to the Canadian and American seaboard. Techniques, tools, and technology.

C.5 Transportation

- Ships & Watercraft: Reaching and working the fishing grounds.

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Time on the fishing grounds; conditions and danger.

E.2 Communities

- Coastal Towns/Villages: Shelburne in its heyday.
- People at Sea: Seasons and time at sea.

- Shore-based Industry: Nature and scope of business in Shelburne supporting seafaring, the fishery, and commerce.

E.4 Cultural Expression

- Heritage Preservation: Shop and craftsmanship.

II. CONTENT TO ENHANCE

B. EVOLVING

B.5 Response to Place

- Coastal Communities

E. LIVING

E.4 Cultural Expression

- Folklore and Celebrations: Stories from the fishery.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Bays & Harbours: The significance of Shelburne's harbour.

A.4 Ocean Environment

- Continental Shelf Environment: Deep-sea fishery of the banks; geology of the shelf.

B. EVOLVING

B.6 Agents of Change

- Outmigration Social/Economic Effects: Changing employment opportunities.
- Responses to Deindustrialization: Technological advance and overfishing.

C. EXPLOITING

C.1 Energy

- Animal/Human Power: Operating a dory (skill and energy).

D. RELATING

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences: Going to sea as an apprentice.

E.3 Recreation

- Organized Sports

CONCLUSIONS

Interpret the operation of the fishery and its geographical context, as well as the work of the shop. Explore the nature of the work, its traditions, and folklore.

FIREFIGHTERS' MUSEUM

MANDATE AND MISSION

- » To introduce the role and importance of firefighting to communities, with special reference to the Nova Scotia experience.
- » To provide an understanding of the changing technology and the approach to firefighting as it evolved during the 19th and 20th centuries.
- » To create an appreciation of the role of the firefighter, including the volunteer firefighter, in recent history and the development of the culture.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.6 Agents of Change

- New Technology: Effects/Experience: Importance of increasing effectiveness of the service through improved technology.

C. EXPLOITING

C.5 Transportation

- Roads/Vehicles: Evolution of the fire engine.

II. CONTENT TO ENHANCE

E. LIVING

E.5 Social Development and Organizations

- Community Security: Protection, Prevention, Response: History of firefighting in general, and the Nova Scotia experience in particular.
- Volunteerism: Volunteer firefighters; changing roles from past to present and contribution as volunteers today.

III. NEW CONTENT TO DEVELOP

C. EXPLOITING

C.6 Environmental Values

- Environmental Impact: Potential changes of fire to a built environment.

D. RELATING

D.3 War and Defence

- Nova Scotians at War: Service at the warfront and the home front.

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Training and facing extreme danger.

E.4 Cultural Expression

- Clothing and Costume: Evolution of clothing and gear.

E.5 Social Development and Organizations

- Health Care: Health hazards of fighting fires.

E.6 Social Development and Organizations

- Unions: Rise, role, and importance of unionization.

CONCLUSIONS

Speak more to the life and experience of the firefighter and how their work has changed through technology and training.

C. NSM Site Mandates and Topics

FISHERIES MUSEUM OF THE ATLANTIC

MANDATE AND MISSION

- » To celebrate the deep-sea fishing heritage of Nova Scotia.
- » To explain the nature and scope of the deep sea fishery – the ocean and its fish, the ships, boats and equipment and methods of fishing, the people of the fishery and their lives at sea.
- » To present and interpret the schooner Theresa E. Conner and the side trawler Cape Sable.
- » To inspire visitors with an appreciation of maritime culture and the folklore of the sea.
- » To develop an appreciation of the local world of the fishing communities of Nova Scotia's south shore, with special reference to Lunenburg — their distinctive waterfronts, shipbuilding, businesses that contributed to the fishing economy, home and community life and the special role of women, working in the canneries.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

A. FORMING

A.2 Making Landscapes

- Offshore Coastal Landforms: Geology of the continental shelf.

A.3 Climate

- Causes and Influences: Climatic environment of Nova Scotia.
- Weather: Stormy seas and fog.

A.4 Ocean Environment

- Currents and Tides: Influences on the fishery.
- Continental Shelf Environments: Their role in making the fishery possible.
- Coastal Intertidal Environments

A.5 Biodiversity

- Life Forms and Ecosystems: Oceanic systems.
- Extinction of Species

B. EVOLVING

B.2 Birds, Fish, and Animals

- Diversity of Birds and Fish: Inland, Coast, Sea: What is special to Nova Scotia.
- Diversity of Mammals: Marine mammals
- Amphibians and Reptiles

B.5 Response to Place

- Coastal Communities: Uniqueness of Nova Scotia's coast.
- Age of Sail: 1830 – 1880: A defining element of Nova Scotia's history; what was its nature?

B.6 Agents of Change

- New Technology: Effects/Experience: Changing technology and the deep-sea fishery.
- Diversity of Mammals

C. EXPLOITING

C.1 Energy

- Animal/Human Power: Sailing a ship.

C.2 Resource Development

- Fishing: Nature and scope of the fishery – historically and today.

C.3 Industry

- Boat and Shipbuilding: The Lunenburg builder and their traditions.

C.5 Transportation

- Ships & Watercraft: How the fishery worked.

E. LIVING

E.2 Communities

- People at Sea: Life at sea – time, nature of work, and dangers.

E.3 Recreation

- Boat Racing: A unique, defining period in history; skill, passion, pride.

II. CONTENT TO ENHANCE

B. EVOLVING

B.6 Agents of Change

- Human Activity and the Environment: Relationship of technology and the sea to the evolution of activity.
- Outmigration Social/Econ. Effects: Limits of the fishery as an economic engine.

C. EXPLOITING

C.3 Industry

- Tourism: UNESCO World Heritage site.

C.4 Commerce

- Nova Scotia/New England Trade: International relations and the fishery; Lunenburg as leading fishing centre and fishing capital of the east coast after the advent of trawl fishing.
- Confederation & National Commerce: National policies.
- Internal Nova Scotia Commerce
- Illegal Commerce

C.6 Environmental Values

- Endangered Environments/Species: Economy and environment in balance.

D. RELATING

D.4 Communications

- Signals/Telegraph/Telephone
- Other Forms

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Family life and the fisherman.
- People in the Workplace: Life at sea.
- Social Value of the Workplace: Camaraderie.

E.2 Communities

- Coastal Towns/Villages: Character of the Nova Scotia coastal town.
- Home Front: Women, children, and the male absence.
- Shore-based Industry: Supporting the fishing industry.

E.3 Recreation

- Organized Sports

E.4 Cultural Expression

- Fine/Folk Art
- Clothing and Costume: Clothing and gear of the fisherman.
- Heritage Preservation: Significance of the waterfront buildings.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Bays & Harbours: Nova Scotia's south shore.

A.5 Biodiversity

- Genetic Diversity: In marine environments

B. EVOLVING

B.6 Agents of Change

- Responses to Deindustrialization: Coping with a changing and declining industry.
- Inadvertent/Introduced Migrants
- Rural Depopulation since 1945

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous
- European: German Protestants and the founding of Lunenburg.

D.7 Social Equality

- Capital and Labour (incl. indentured): Organizing and financing the fishery and its implications.
- Privilege/Social Circles: Hierarchies and unionization.

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences: Apprenticing.
- Places of Community Interaction: Ships and shore-based industry.

E.4 Cultural Expression

- Folklore and Celebrations: Traditions, stories, and poetry.
- Music: Sea shanties.

E.5 Social Development and Organizations

- Community Security: Protection, Prevention, Response
- Temperance & Prohibition
- Antigonish Movement
- Religious Observance

CONCLUSIONS

Interpret the international context of the fishery, its physical environment, and the evolution of life in Lunenburg over more than two centuries.

FISHERMAN'S LIFE MUSEUM

MANDATE AND MISSION

- » To portray the rural life of an inshore fisherman and his family in the first quarter of the 20th century (stressing independence and self-sufficiency) through the medium of a typical, modest home and small farm.
- » To present the nature of the inshore fishery and the experiences of a typical inshore fisherman.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.5 Response to Place

- Coastal Communities: Context of the Atlantic shore.

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences: Struggles of family life in the 1920s; story of the 13 girls.

E.2 Communities

- Coastal Towns/Villages: Special nature of settlements looking to the sea; employment, business, and commerce.

II. CONTENT TO ENHANCE

C. EXPLOITING

C.2 Resource Development

- Agriculture: Subsistence farming.
- Fishing: Nature of the inshore fishery; the work and the fish.
- Forestry: The seasonality of inshore fishing required fishermen to work in the lumber camps during the off-season.

C.3 Industry

- Boat Building: The boats and their use (oars, sails).

D. RELATING

D.4 Communications

- Other Forms

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Keeping a home and farm during absence of male family members.
- People in the Workplace: Working together in the inshore fishery.
- Food on the Table: Home grown food; bartering.

E.4 Cultural Expression

- Folklore and Celebrations: Traditions, legends, and stories of the fishery.

- Clothing and Costume: Early 20th century clothing.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.3 Climate

- Causes and Influences: What is normal? Changing climate of the eastern shore.
- Weather: Realities for the inshore fisherman.

A.4 Ocean Environment

- Currents and Tides: What made the inshore fishery possible?
- Continental Shelf Environments
- Coastal Intertidal Environments

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Land environment.

B.2 Birds, Fish, and Animals

- Bird Environments and Habitats: Fauna of the coast.
- Diversity of Birds and Fish: Inland, Coast, Sea

B.6 Agents of Change

- Rural Depopulation since 1945

C. EXPLOITING

C.6 Environmental Values

- Depletion of Natural Resources: Heyday of the fishery; realities today.

E. LIVING

E.4 Cultural Expression

- Cuisine as Cultural Expression

CONCLUSIONS

Nature of the inshore fishery merits further exploration. There is an opportunity to introduce natural history interpretation on the extensive property. Although not noted as new content to develop, the topic "Indigenous Peoples" (part of D.1 Peoples of Nova Scotia) is an important talking point that should be addressed at this site.

FUNDY GEOLOGICAL MUSEUM

MANDATE AND MISSION

- » To present the history of geological time, with reference to the geological record, and focusing on the unique features of Nova Scotia's Minas Basin and Bay of Fundy region.
- » To explain and interpret the successive prehistoric landscapes that evolved in the region down the millennia, and through use of the paleontological record to understand their flora and fauna.
- » To demonstrate how the natural history of the region has influenced human history in the area of Parrsboro, with reference to the wider Nova Scotian experience.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

A. FORMING

A.1 Geological Formation

- Geology and Landscape Diversity
- Creation of Mineral Deposits
- Nova Scotia's Fossil Record

A.2 Making Landscapes

- Ancient Landscape and Drainage
- Glaciers, Deposits, and Erosion
- Offshore Coastal Landforms
- Rivers and Lakes

A.3 Climate

- Causes and Influences

A.4 Ocean Environment

- Continental Shelf Environments
- Coastal Intertidal Environments

A.5 Biodiversity

- Extinction of Species
- Contemporary Research

B. EVOLVING

B.1 Vegetation

- Paleobotany in Nova Scotia: Nature and scope of modern research.

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea

- Mammal Environments & Habitats
- Diversity of Mammals
- Amphibians and Reptiles

II. CONTENT TO ENHANCE

A. FORMING

A.1 Geological Formation

- Plate Tectonics: Evolution of continents; creation of Nova Scotia.

A.5 Biodiversity

- Life Forms and Ecosystems: Emergence of life.

B. EVOLVING

B.6 Agents of Change

- Climate Change & NS Environment

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Fossil record and evolution.

C. EXPLOITING

C.6 Environmental Values

- Protecting Cultural Resources: Importance of landscape to a sense of place.

C. NSM Site Mandates and Topics

III. NEW CONTENT TO DEVELOP

A. FORMING

A.5 Biodiversity

- Genetic Diversity

B. EVOLVING

B.7 Understanding Our World

- Amateur Inquiry and Collecting: “Cabinets of curiosities” and the importance of the enthusiast.

C. EXPLOITING

C.2 Resource Development

- Mining: Uses of geological reality.
- Oil and Natural Gas

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.5 Education

- Lifelong & Informal Learning: An important and modern trend.

D.6 Religion and Spirituality

- Mi'kmaq Spirituality: Creation stories.

CONCLUSIONS

Encourage Fundy Geological Museum to move away from a traditional, textbook approach to the province's geological history and to focus on the significant or unique aspects of the province's geology using the Minas Basin as an example. The museum should capitalize on what visitors can see in the nearby landscape to interpret and celebrate a complex geological history. There is an excellent opportunity to provide visitors with tools to interpret the landscape that will extend the visitor experience beyond the museum.

HALIBURTON HOUSE MUSEUM

MANDATE AND MISSION

- » To introduce and celebrate the contribution to the literary history of Nova Scotia (and by extension of Canada) of the author and humourist Thomas Chandler Haliburton.
- » To place Haliburton, the lawyer, judge and unrepentant Tory, in the context of his times, and thus increase understanding and appreciation of the social, political, religious and economic history of colonial Nova Scotia in the first half of the 19th century.
- » To interpret the history and evolving architecture of “Clifton,” the history and natural history of its estate (at one time over 60 acres) and the story of its gypsum mines.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

A. FORMING

A.2 Making Landscapes

- Glaciers, Deposits, and Erosion: Landscape of the estate and surrounding countryside.

D. RELATING

D.7 Social Equality

- Social Conflict: Elitism in early 19th century society.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Upstairs/downstairs.

E.4 Cultural Expression

- Architecture: Evolution of a house.

II. CONTENT TO ENHANCE

C. EXPLOITING

C.2 Resource Development

- Mining: Gypsum – its use and history in the Nova Scotia economy.

D. RELATING

D.2 Governance and Politics

- British Colonial Government: “Tory”ism and Haliburton.
- Responsible Government: Importance of Haliburton as a social satirist.

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences
- Food on the Table

E.4 Cultural Expression

- Literature/Poetry/Drama

C. NSM Site Mandates and Topics

III. NEW CONTENT TO DEVELOP

A. FORMING

A.1 Geological Formation

- Creation of Mineral Deposits

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Environment of the estate.

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Mammal Environments & Habitats
- Diversity of Mammals

B.4 Migration, Outmigration, Exodus

- Expulsion and Return of the Acadians

B.5 Response to Place

- Age of Sail: 1830 – 1880
- Mining Towns, Farming Towns, Logging Towns

D. RELATING

D.4 Communications

- Newspapers/Magazines

D.6 Religion and Spirituality

- Catholicism & Identity

D.7 Social Equality

- Privilege/Social Circles: Haliburton as a representative of a colonial reality based on birth, education, religion, and political influence.

E. LIVING

E.5 Social Development and Organizations

- Justice

CONCLUSIONS

Use Thomas Chandler Haliburton to interpret an understanding and appreciation of colonial Nova Scotia, as well as his importance as an historian and satirist. Look for contemporary, local connections (i.e., contemporary, local authors) that can be related to Haliburton and his writings. Make use of the estate to integrate more natural history interpretation into the visitor experience. Although not noted as new content to develop, the topic “Indigenous Peoples” (part of D.1 Peoples of Nova Scotia) is an important talking point that should be addressed at this site.

HIGHLAND VILLAGE MUSEUM/ AN CLACHAN GAIDHEALACH

MANDATE AND MISSION

- » To use the context of an outdoor living history museum to present the story of the Gaelic presence in Nova Scotia, and to chronicle and interpret the experiences of the Gael in the colony and the province in the 19th and early 20th centuries.
- » To develop as a cultural centre that preserves and celebrates the heritage of the Gaelic language and the Scottish Highlands and Island culture as it developed and evolved in Nova Scotia.
- » To become a fully functional bilingual Gaelic-English museum site;
- » To support and provide research (including genealogical) opportunities and services to descendants of the Scots who came to settle in Nova Scotia, and to others interested in Gaelic history and culture.
- » To disseminate information and the results of research into Gaelic history and culture, particularly as it refers to the Nova Scotia experience.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Early 19th Century Immigration: Arrivals – who and why.
- Late 19th Century Immigration

B.5 Response to Place

- Building Technologies/Materials: New approaches to traditional craftsmanship.

B.7 Understanding Our World

- History and Sociology since 1945: Research into Gael traditions, language, folklore, and contribution to Nova Scotia.

C. EXPLOITING

C.2 Resource Development

- Agriculture

C.3 Industry

- Textiles

C.4 Commerce

- Internal Nova Scotia Commerce

C.6 Environmental Values

- Protecting Cultural Resources

D. RELATING

D.1 Peoples of Nova Scotia

- European: Gaels

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- People in the Workplace: Employment opportunities in Cape Breton.

E.4 Cultural Expression

- Architecture: The construction of different buildings and materials used.
- Folklore and Celebrations
- Literature/Poetry/Drama
- Music
- Cuisine as Cultural Expression
- Clothing and Costume

II. CONTENT TO ENHANCE

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals

C. EXPLOITING

C.3 Industry

- Tourism

C. NSM Site Mandates and Topics

D. RELATING

D.2 Governance and Politics

- Minority Rights and Governance: Renaissance and official celebration of the Gaels in 20th century; role of Angus MacDonald.

D.4 Communications

- Signals/Telegraph/Telephone

D.5 Education

- Universal Education, 1864/5: Evolution of educational system.

D.6 Religion and Spirituality

- Religious Affiliation

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences
- Food on the Table

E.3 Recreation

- Leisure-time Activities

III. NEW CONTENT TO DEVELOP

A. FORMING

A.1 Geological Formation

- Geology & Landscape Diversity

A.2 Making Landscapes

- Ancient Landscape and Drainage: Bras d'Or Lakes and creation of Cape Breton landscapes.

A.5 Biodiversity

- Life Forms and Ecosystems

B. EVOLVING

B.6 Agents of Change

- Outmigration Social/Econ. Effects: Local effects and effects of Gael Diaspora.
- Rural Depopulation since 1945

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.6 Religion and Spirituality

- Catholicism & Identity

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction: Social, employment, religion.

E.5 Social Development and Organizations

- Religious Observance

CONCLUSIONS

Diversify some of the stories – education, religion, commerce – while continuing to develop the site as the key reference centre for an understanding of Gaelic history and culture. Use one of the most scenic sites in the province to communicate natural history subjects.

LAWRENCE HOUSE MUSEUM

MANDATE AND MISSION

- » To present the story of W.D. Lawrence (and his family), shipbuilder and businessman and entrepreneur, perceptive world traveler, member of the House of Assembly and anti-Confederate.
- » To explore his house as representative of the homes of prosperous small town shipbuilders, owners and captains.
- » To interpret wooden shipbuilding on the coastlines of Minas Basin, with special reference to the W.D. Lawrence (the largest fully square-rigged ship ever built in Canada, October 27, 1874), its voyages and contribution to Nova Scotia-based commerce.
- » To explain the wider story of Nova Scotia's maritime culture and world trade in the Age of Sail in the second half of the 19th century.
- » To highlight the changing natural and human environment of Cobequid Bay and the Maitland/Selma coast, the Bay of Fundy/Minas Basin tides, the intertidal habitats, and the Shubenacadie Canal system.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

C. EXPLOITING

C.4 Commerce

- Colonial Business and Trade
- Nova Scotia/New England Trade: Maritime culture and trade at the end of the Age of Sail.
- Confederation & National Commerce

C.5 Transportation

- Ships & Watercraft: W.D. Lawrence and the Age of Sail.

D. RELATING

D.2 Governance and Politics

- Responsible Government: W.D. Lawrence was a member of the House of Assembly.
- Canadian Confederation: W.D. Lawrence was an anti-confederate.

D.5 Education

- Lifelong & Informal Learning: W.D. Lawrence was a representative of an intellectual curiosity that marked 19th century Nova Scotia society.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- Childhood Experiences
- People in the Workplace

E.2 Communities

- Coastal Towns/Villages: History and importance of Maitland.
- People at Sea: Experiences of W.D. Lawrence, his family (members of his family joined Lawrence on several of his seafaring trips), and his contemporaries.

II. CONTENT TO ENHANCE

B. EVOLVING

B.5 Response to Place

- Coastal Communities: Shipbuilding and commerce in Cobequid Bay and Minas Basin/Channel.

C. EXPLOITING

C.3 Industry

- Boat and Shipbuilding: Wooden shipbuilding and Lawrence's famous ship and shipyard.

E. LIVING

E.1 Life at Home and Work

- Food on the Table

E.4 Cultural Expression

- Folklore and Celebrations: Local stories.

C. NSM Site Mandates and Topics

III. NEW CONTENT TO DEVELOP

A. FORMING

A.1 Geological Formation

- Creation of Mineral Deposits

A.4 Ocean Environment

- Coastal Intertidal Environments: Bay of Fundy tides; salt marshes.

A.5 Biodiversity

- Life Forms and Ecosystems: Salt-water habitat.
- Species Diversity
- Ecosystem Diversity

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea

B.5 Response to Place

- Age of Sail: 1830 – 1880
- Mining Towns, Farming Towns, Logging Towns

B.6 Agents of Change

- Rural Depopulation since 1945

B.7 Understanding Our World

- Amateur Inquiry and Collecting

C. EXPLOITING

C.5 Transportation

- Waterways & Canals

C.6 Environmental Values

- Environmental Impact: Erosion of coastline by sea action.
- Endangered Environments/Species

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction?

E.2 Communities

- Shore-based Industry: Shipyard and supporting activities.

CONCLUSIONS

Expand scope of W.D. Lawrence stories to introduce shipbuilding physically onto the site and use Maitland as representative of coastal communities in the bay/basin. Integrate site with adjacent salt marsh and introduce natural history content using riverfront and coast. Look for contemporary, local connections (i.e., contemporary, local boatbuilders) that can be related to W.D. Lawrence. Although not noted as new content to develop, the topic “European/ Mi’kmaq contact” (part of B.3 Exploring & Settling the Unknown) is an important talking point that should be addressed at this site.

MARITIME MUSEUM OF THE ATLANTIC

MANDATE AND MISSION

- » To interpret the maritime history of Nova Scotia with its major themes including, exploration from the sea, the imperial clash of France and Britain, the founding and development of Halifax as naval base and port, shipbuilding, the Age of Sail, the Age of Steam, the Canadian Navy on the east coast, and such special subjects as the Titanic story and the Halifax Explosion, shipwrecks, navigation, small craft history, and folklore.
- » To present and celebrate the stories of Nova Scotia's relationship with the sea so that their value and significance in shaping provincial identity and pride can be fully appreciated by both citizens and visitors.
- » To present and interpret the history of the Canadian Hydrographic research ship, CSS Acadia (1913).
- » To host visiting ships to the Halifax waterfront.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

A. FORMING

A.2 Making Landscapes

- Offshore Coastal Landforms: Establish physical maritime context.
- Rivers and Lakes

B. EVOLVING

B.5 Response to Place

- Age of Sail: 1830 – 1880: Defining character of the province.
- Strategic Halifax & Louisbourg

B.4 Migration, Outmigration, Exodus

- French-English "Borderland"

B.7 Understanding Our World

- Archaeology: Local shipwrecks and developing science of underwater archaeology.

C. EXPLOITING

C.1 Energy

- Steam Power

C.4 Commerce

- Colonial Business and Trade: The sea as a commercial highway.
- Nova Scotia/New England Trade
- Confederation & National Commerce
- Internal Nova Scotia Commerce
- Illegal Commerce: Smuggling.

C.5 Transportation

- Ships & Watercraft: Nova Scotia linked to other parts of Nova Scotia and to the rest of the world, via cargo and passenger liners.

D. RELATING

D.3 War and Defence

- Clash of Empires: Britain/France: Sea power and 150 years of history.
- Military Infrastructure
- Privateering: History of what it was and when it happened.
- Nova Scotians at War: Role of Halifax in transporting people and materials.

E. LIVING

E.2 Communities

- People at Sea: Maritime nature of Nova Scotia life.
- Shore-based Industry

E.3 Recreation

- Boat Racing: Races and recreation on the water.

E.4 Cultural Expression

- Folklore and Celebrations
- Music
- Heritage Preservation: Acadia, Bluenose, and Sackville vessels.

C. NSM Site Mandates and Topics

II. CONTENT TO ENHANCE

B. EVOLVING

B.3 Exploring & Settling the Unknown

- European/Mi'kmaq Contact: Natives relationship to the sea; maritime approaches to Nova Scotia.

B.6 Agents of Change

- New Technology: Effects/Experience: Explaining ship design and building over the history of the province.

B.7 Understanding Our World

- History and Sociology since 1945: Results of maritime research.

C. EXPLOITING

C.3 Industry

- Boat and Shipbuilding: What was built, when, why, and how.

C.5 Transportation

- Waterways & Canals

D. RELATING

D.3 War and Defence

- Royal Canadian Navy/Airforce/Army

D.4 Communications

- Signals/Telegraph/Telephone

E. LIVING

E.3 Recreation

- Leisure-time Activities

E.4 Cultural Expression

- Fine/Folk Art: Maritime dimension and achievements.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Bays & Harbours: Impact of the sea in forming and shaping Nova Scotia.

A.3 Climate

- Causes and Influences
- Weather

A.4 Ocean Environment

- Currents and Tides
- Continental Shelf Environments
- Coastal Intertidal Environments

A.5 Biodiversity

- Life Forms and Ecosystems: Maritime context.

B. EVOLVING

B.3 Exploring & Settling the Unknown

- Early Aboriginal Settlement
- Mi'kmaq Exploration & Settlement
- European Exploration: Myth/Reality

B.5 Response to Place

- Building Technologies/Materials

B.6 Agents of Change

- Inadvertent/Introduced Migrants

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Maritime contributions.

C. EXPLOITING

C.6 Environmental Values

- Endangered Environments/Species
- Protecting Cultural Resources

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous
- South & Central American/Caribbean
- African

D.2 Governance and Politics

- Better Terms/'Maritime Rights'
- 'Regional Development' since 1945: Government programs and the marine world; shipbuilding.

D.3 War and Defence

- U.S./B.N.A Tensions

D.5 Education

- Mechanics & Nautical Institutes/Trade Schools & Colleges

D.7 Social Equality

- Privilege/Social Circles
- Capital and Labour (incl. indentured)

E. LIVING

E.3 Recreation

- Organized Sports

E.5 Social Development and Organizations

- Community Security: Protection, Prevention, Response
- Religious Observance: Maritime traditions.
- Philanthropy & Social Conscience: Mariner's rest, hospice.
- Unions: Labour history at sea and on shore.
- Volunteerism

CONCLUSIONS

Make a more conscious effort to introduce and present the great themes of Nova Scotia's maritime history and culture in new exhibits, and establish more clearly the natural history context in which Nova Scotia's relationship with the sea developed.

C. NSM Site Mandates and Topics

McCULLOCH HOUSE MUSEUM

MANDATE AND MISSION

- » To present the life, career and contribution to Nova Scotia of Thomas McCulloch, minister, writer, scientist and educational reformer.
- » To introduce the story of Scottish settlement in Pictou County and to interpret the significant contribution of the Scots, in particular immigrants from the Lowlands of Scotland, to the development of Nova Scotia.
- » To use the garden and surrounding property to encourage exploration of its natural history.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.2 Birds, Fish, and Animals

- Diversity of Birds and Fish: Inland, Coast, Sea
- Diversity of Mammals

B.4 Migration, Outmigration, Exodus

- Early 19th Century Immigration: Arrival of Lowland Scots
- Late 19th Century Immigration

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Thomas McCulloch as a scientist, writer, collector, and educator.

D. RELATING

D.1 Peoples of Nova Scotia

- European: Gaels

D.2 Governance and Politics

- British Colonial Government
- Responsible Government
- Minority Rights and Governance: Relationship of Thomas McCulloch to governments.

D.7 Social Equality

- Privilege/Social Circles: Thomas McCulloch and the educated class in Nova Scotia.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- Places of Community Interaction: Thomas McCulloch's social circle and visitors.

E.2 Communities

- Coastal Towns/Villages: Pictou in the 19th century.

E.4 Cultural Expression

- Architecture: Evolution of the house.
- Literature/Poetry/Drama: Thomas McCulloch's writings and influence.

E.5 Social Development and Organizations

- Health Care: Medical practices in the age of Thomas McCulloch.

II. CONTENT TO ENHANCE

A. FORMING

A.5 Biodiversity

- Life Forms and Ecosystems: Thomas McCulloch's studies.
- Species Diversity
- Ecosystem Diversity

D. RELATING

D.5 Education

- Higher Education: Pictou Academy and Thomas McCulloch's role in early Nova Scotia.

D.6 Religion and Spirituality

- 'Non-Conformity': Definitions, using Thomas McCulloch as an example of the limitations of influence.
- Religious Affiliation: Importance in the 19th century.

III. NEW CONTENT TO DEVELOP

D. RELATING

D.4 Communications

- Newspapers/Magazines

CONCLUSIONS

Use the property to cross over Thomas McCulloch's scientific interest as a scholar with the natural world as found on the site. Discuss in greater depth the story of the Pictou Academy in the context of other institutions of higher learning and the role of religious affiliation.

C. NSM Site Mandates and Topics

MUSEUM OF INDUSTRY

MANDATE AND MISSION

- » To present the stories of Nova Scotia's industrial past, thereby promoting an understanding of how Nova Scotia evolved from an essentially rural colony of farmers, fishermen and craftsmen into a provincial society with a vibrant industrial economy, based on mining and manufacturing.
- » To explain how changing technologies determined the location of communities and the nature of work.
- » To show how industrialization has affected the economic and social fabric of Nova Scotia and the relationships between citizens.
- » To provide explanations as to why Nova Scotia's apparent industrial strength diminished over time, and the different initiatives taken to reverse this reality.
- » To encourage an understanding and appreciation of the province's industrial character today and its potential for the future.
- » To disseminate information and promote the results of modern research about industrial Nova Scotia.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Early 19th Century Immigration: Immigration for employment.

- Late 19th Century Immigration

B.6 Agents of Change

- New Technology: Effects/Experience

- Responses to Deindustrialization

B.7 Understanding Our World

- History and Sociology since 1945

C. EXPLOITING

C.1 Energy

- Animal/Human Power
- Water Power
- Coal & Wood Power
- Steam Power
- Solar/Wind Power

C.2 Resource Development

- Forestry
- Mining
- Oil and Natural Gas

C.3 Industry

- Textiles
- Steel
- Manufacturing Initiatives

C.5 Transportation

- Roads/Vehicles
- Railways

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.3 War and Defence

- Nova Scotians at War: Nova Scotia's industrial response to war.

D.5 Education

- Mechanics & Nautical Institutes/Trade Schools & Colleges

D.7 Social Equality

- Privilege/Social Circles: Wealth from industry; stories of Nova Scotia's entrepreneurs.

E. LIVING

E.1 Life at Home and Work

- People in the Workplace
- Social Value of the Workplace

II. CONTENT TO ENHANCE

B. EVOLVING

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Intellectual curiosity as it related to writing about the economy and industry in the province.

C. EXPLOITING

C.1 Energy

- Hydroelectric Power
- Oil Fired Electrical Power

D. RELATING

D.4 Communications

- Computing/Digital Media

E. LIVING

E.6 Social Development and Organizations

- Unions: Impact of unionization on the fabric of Nova Scotia society.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.1 Geological Formation

- Creation of Mineral Deposits: Present the geological context for mining.

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Outmigration: 20th Century: Reasons and impact of this major theme in Nova Scotia's industrial history.
- Black Experience
- 20th & 21st Century Immigration

B.5 Response to Place

- Mining Towns, Farming Towns, Logging Towns: Links to geology, waterways, and landscapes.

B.6 Agents of Change

- Human Activity and the Environment: Past impacts, present realities.
- Outmigration Social/Econ. Effects

C. EXPLOITING

C.4 Commerce

- Confederation & National Commerce: National systems of commerce and Nova Scotia's place in the Canadian context.
- Internal Nova Scotia Commerce: Evolution of the provincial economy.

C.5 Transportation

- Aviation

C.6 Environmental Values

- Depletion of Natural Resources
- Environmental Impact
- Endangered Environments/Species
- Air Quality
- Protecting Cultural Resources

D. RELATING

D.2 Governance and Politics

- Better Terms/'Maritime Rights'
- 'Regional Development' since 1945

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction: Industrial enterprises and social development.

E.2 Communities

- Inland Towns/Villages

E.3 Recreation

- Organized Sports

E.4 Cultural Expression

- Folklore and Celebrations: Stories, literature, art, and music of work.

E.6 Social Development and Organizations

- Boards of Trade: Place of industrial and related issues in Nova Scotia's economic history.

CONCLUSIONS

Round out a good overall picture of industrial development with presentation of some of the larger themes such as outmigration, Nova Scotia's place in Canada, deindustrialization, and the social role of work in the evolution of communities. Who was writing about Nova Scotia's economy in the 19th and 20th centuries? What were they saying? And what impact did they have?

C. NSM Site Mandates and Topics

MUSEUM OF NATURAL HISTORY

MANDATE AND MISSION

- » To introduce Nova Scotians and visitors to the great diversity of the natural history of Nova Scotia's land and coastal waters.
- » To provide permanent exhibitions, temporary exhibitions and programs to provide information on, and celebrate the diversity of, the province's natural history heritage.
- » To be a resource centre that encourages the public's understanding of their natural world, and its relationship to human activity.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

A. FORMING

A.1 Geological Formation

- Creation of Mineral Deposits

- Nova Scotia's Fossil Record

A.2 Making Landscapes

- Ancient Landscape and Drainage
- Glaciers, Deposits, and Erosion
- Offshore Coastal Landforms
- Rivers and Lakes
- Soil Development

A.3 Climate

- Causes and Influences
- Weather

A.4 Ocean Environment

- Currents and Tides
- Continental Shelf Environments
- Coastal Intertidal Environments

B. EVOLVING

B.3 Exploring & Settling the Unknown

- Early Aboriginal Settlement
- Mi'kmaq Exploration & Settlement

E. LIVING

E.4 Cultural Expression

- Heritage Preservation: Preservation of landscapes.

II. CONTENT TO ENHANCE

A. FORMING

A.1 Geological Formation

- Plate Tectonics
- Geology and Landscape Diversity

A.5 Biodiversity

- Life Forms and Ecosystems
- Species Diversity
- Ecosystem Diversity
- Genetic Diversity
- Extinction of Species
- Contemporary Research

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life
- Botanical Study and Research
- Paleobotany in Nova Scotia

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea

- Mammal Environments & Habitats
- Diversity of Mammals
- Amphibians and Reptiles

B.5 Response to Place

- Mi'kmaq Settlement Patterns

B.6 Agents of Change

- Climate Change & NS Environment
- Human Activity and the Environment
- Inadvertent/Introduced Migrants

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Who was writing about Nova Scotia and how were they using its natural history to advance knowledge and theories? What was the impact of their work?
- Archaeology: Evolution of a science in the Nova Scotia context.

C. EXPLOITING

C.6 Environmental Values

- Depletion of Natural Resources
- Environmental Impact
- Endangered Environments/Species
- Air Quality
- Protecting Cultural Resources

III. NEW CONTENT TO DEVELOP

B. EVOLVING

B.5 Response to Place

- Building Technologies/Materials

B.7 Understanding Our World

- Amateur Inquiry and Collecting: The role of the enthusiast and volunteer in scientific study and the promotion of science.

C. EXPLOITING

C.1 Energy

- Solar/Wind Power

C.2 Resource Development

- Agriculture: Explore the natural history context for these industries.
- Fishing
- Forestry
- Mining
- Oil and Natural Gas

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.5 Education

- Lifelong & Informal Learning: Popularizing science in the modern world.

E. LIVING

E.3 Recreation

- Leisure-time Activities: Enjoyment of Nova Scotia's natural world.

E.4 Cultural Expression

- Folklore and Celebrations: Natural folklore.
- Literature/Poetry/Drama: Making of literature/stories/poems around natural history topics.
- Music: Making of music/songs around natural history topics.
- Fine/Folk Art: Making of Art around nature.

E.5 Social Development and Organizations

- Philanthropy & Social Conscience

CONCLUSIONS

Good basic coverage of the major themes is apparent, but more recognition to the cross over (diversity yet integration) in different scientific disciplines is required. Biodiversity is the unifying thread. The new approaches to scholarship need to be reflected in the content presented. Although not noted as new content to develop, the topic "Indigenous Peoples" (part of D.1 Peoples of Nova Scotia) is an important talking point that should be addressed at this site.

C. NSM Site Mandates and Topics

NORTH HILLS MUSEUM

MANDATE AND MISSION

- » To present the story of retired antiques dealer Robert Patterson, his collection of Georgian era antiques (furniture, paintings, ceramics and glass) and his creation of a home of great elegance.
- » To interpret a fine example of an 18th century “Cape Cod Cottage” along with the stories of it earlier owners, Benjamin Rumsey and the Amberman Family, and the changes made by the latter and Patterson.
- » To interpret the site overlooking the Annapolis River, its Acadian origins with the Bourque family, the Rumsey land grant and the UEL connection provided by the Amberman family.
- » To celebrate the contribution made by Robert Patterson to the conservation of historic resources in Annapolis Royal and Granville Ferry.
- » To be a venue for small temporary exhibitions related to the history or natural history of the area, or to the decorative arts.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- French Colonization: Acadia
- French-English “Borderland”
- Expulsion and Return of the Acadians
- Planters & Pre-Loyalists
- Loyalist Arrivals, 1780s
- Early 19th Century Immigration
- Late 19th Century Immigration

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life

E.4 Cultural Expression

- Architecture: Importance of the house and its evolution.
- Fine/Folk Art: Collecting and connoisseurship.
- Heritage Preservation

E.5 Social Development and Organizations

- Philanthropy & Social Conscience: Robert Patterson’s local contribution.

II. CONTENT TO ENHANCE

B. EVOLVING

B.5 Response to Place

- Acadian Marshland Settlement: The site was an Acadian land grant.

D. RELATING

D.1 Peoples of Nova Scotia

- European: Acadians

III. NEW CONTENT TO DEVELOP

B. EVOLVING

B.6 Agents of Change

- Rural Depopulation since 1945

D. RELATING

D.1 Peoples of Nova Scotia

- Marginalized Groups: Patterson’s experience as a come-from-away in small town Nova Scotia, and his experience as a gay man.

CONCLUSIONS

This museum of “Georgian decorative arts” is a gem in itself, but speaks little to the major themes of Nova Scotia history. The outbuildings can be used to present content relating to local subjects, but also to the site’s provincially significant Acadian heritage.

OLD MEETING HOUSE MUSEUM

MANDATE AND MISSION

- » To present as a furnished architectural artifact of the highest importance and value, a classic New England-style meeting house built c.1765 in the Planter period of Nova Scotia's history, prior to the American Revolution; and to discuss the evolution of its interior.
- » To interpret it uses as both a meeting house for the community of Barrington and as a place of worship, the oldest Protestant non-conformist meeting house in Canada; how it was used initially by traveling preachers.
- » To provide the historical context for the importance and style of religion represented by this meeting house, and its contrast with the establishment Anglican Church.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

D. RELATING

D.2 Governance and Politics

- British Colonial Government: Set the 18th century context of the colony.

II. CONTENT TO ENHANCE

D. RELATING

D.6 Religion and Spirituality

- 'Non-Conformity': The oldest non-conformist meeting building in Canada; New England heritage.
- Religious Affiliation: The meaning and concept of a religious "meeting house" in the 18th century; role of religion in early Nova Scotia society.

E. LIVING

E.2 Communities

- Coastal Towns/Villages: History of early settlement in Barrington.

E.4 Cultural Expression

- Architecture: Unique nature and importance of the building.
- Folklore and Celebrations
- Music
- Heritage Preservation: History of the building's survival.

E.5 Social Development and Organizations

- Religious Observance: Nature of worship; who led the worship; religious and general community use of the building.

III. NEW CONTENT TO DEVELOP

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Planters & Pre-Loyalists: The Planter tradition; who came to Barrington and why?
- Loyalist Arrivals, 1780s: Relationship of meeting house to Loyalist settlers.

B.5 Response to Place

- Coastal Communities

D. RELATING

D.1 Peoples of Nova Scotia

- American (United States)

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction

CONCLUSIONS

There is an opportunity to provide much more religious and social context for this extremely important building. Although not noted as new content to develop, the topic "Indigenous Peoples" (part of D.1 Peoples of Nova Scotia) is an important talking point that should be addressed at this site.

C. NSM Site Mandates and Topics

SIMEON PERKINS HOUSE MUSEUM

MANDATE AND MISSION

- » To present the story of New England Planter Simeon Perkins, merchant, politician, judge and militia captain, as seen through the record of his remarkable diary, 1766-1812.
- » To interpret the period of Planter immigration and settlement, 1759-1768.
- » To provide a picture of the social, economic and political life of colonial Nova Scotia in the years before and after the American Revolution.
- » To introduce the patterns of domestic life of a prosperous and influential family in 18th century Liverpool.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

D. RELATING

D.1 Peoples of Nova Scotia

- European
- African: Early Black experience in Nova Scotia.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Life in a late 18th century family home.

E.4 Cultural Expression

- Architecture: History and evolution of the building.
- Literature/Poetry/Drama: Perkins' diary.

II. CONTENT TO ENHANCE

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Planters & Pre-Loyalists: Planters; who were they and why did they come to Nova Scotia?

C. EXPLOITING

C.4 Commerce

- Colonial Business and Trade
- Nova Scotia/New England Trade: Nature of Perkins' business as representative of the period.

D. RELATING

D.2 Governance and Politics

- British Colonial Government: Context for Perkins' political career.

D.3 War and Defence

- Privateering: Perkins lived and worked in a town of privateers. What was privateering and what role did it play in the two British/American wars?

D.7 Social Equality

- Slavery: History of, and reactions to, slavery in Nova Scotia to 1800 with reference to Perkins' slave/indentured servant.

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences: Explore late 18th century childhood.

E.2 Communities

- Coastal Towns/Villages: Early history and the development of Liverpool.

E.4 Cultural Expression

- Heritage Preservation: The Liverpool experience.

E.5 Social Development and Organizations

- Justice: Crime and punishment; the law and dispensing of justice in early colonial Nova Scotia.

III. NEW CONTENT TO DEVELOP

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- French Colonization: Acadia
- Black Experience: Black indentured servants; their relationship with the Perkins family.

B.5 Response to Place

- Building Technologies/Materials

B.6 Agents of Change

- Human Activity and the Environment

C. EXPLOITING

C.2 Resource Development

- Forestry: The lumber industry and trade in Liverpool.

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

E. LIVING

E.1 Life at Home and Work

- People in the Workplace
- Social Value of the Workplace

E.3 Recreation

- Informal Play: What children did for fun – marble games.
- Leisure-time Activities: Seasonal past-times from evidence in Perkins' diary.

E.5 Social Development and Organizations

- Health Care

CONCLUSIONS

Present a more inclusive picture of colonial Nova Scotia by discussing the black experience in Liverpool. Establish more context for Perkins' role in the community as merchant (commerce in the colony), politician (nature of early colonial government), and judge (administration of justice).

C. NSM Site Mandates and Topics

PRESCOTT HOUSE MUSEUM & GARDEN

MANDATE AND MISSION

- » To introduce Charles Prescott, merchant and politician, and his home as one of the finest examples of Georgian architecture in the province.
- » To highlight Prescott's role in the early development of the apple industry in the Annapolis Valley in the 19th century.
- » To explain the development of the apple industry and its role in the local and provincial economy from the 19th century into the modern period.
- » To tell the stories associated with the house, the people who lived in it and their visitors.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Different stories, different periods.
- Childhood Experiences: Wartime schoolchildren.

D.6 Religion and Spirituality

- Religious Affiliation

II. CONTENT TO ENHANCE

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life
- Botanical Study and Research: Prescott's work.

B.4 Migration, Outmigration, Exodus

- Planters & Pre-Loyalists: New England Planters and their significance to the "post-Acadian" Valley.

C. EXPLOITING

C.2 Resource Development

- Agriculture: Growth of the apple industry and Prescott's contribution to it.

C.4 Commerce

- Confederation & National Commerce: Apple industry – provincially, nationally, and internationally.
- Internal Nova Scotia Commerce

D. RELATING

D.2 Governance and Politics

- British Colonial Government

D.3 War and Defence

- Nova Scotians at War: Family member died in WWI is remembered. Chance to talk about Nova Scotia's contribution and Imperial context. In WWII, the sisters provided a temporary home for children from England.

E. LIVING

E.4 Cultural Expression

- Folklore and Celebrations
- Heritage Preservation: Saving and resurrecting the status and history of the house.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Glaciers, Deposits, and Erosion
- Soil Development: The making of the fertile Annapolis Valley.

A.5 Biodiversity

- Genetic Diversity

B. EVOLVING

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals

B.5 Response to Place

- Mining Towns, Farming Towns, Logging Towns: Why the Valley is agriculturally successful.

B.7 Understanding Our World

- Scientific Inquiry: 19th - 21st Century: Prescott was a scientist.

C. EXPLOITING

C.5 Transportation

- Roads/Vehicles: Valley apple growers got their barrels from New Ross – how did they get there, how long did it take? (Well-documented in archival material).

C.6 Environmental Values

- Endangered Environments/Species
- Protecting Cultural Resources

D. RELATING

D.1 Peoples of Nova Scotia

- American (United States)

D.3 War and Defence

- U.S./B.N.A Tensions
- The Militia Tradition

D.7 Social Equality

- Privilege/Social Circles: Prescott's ability to conduct scientific experiments.
- Capital and Labour (incl. indentured)

E. LIVING

E.2 Communities

- Inland Towns/Villages

E.4 Cultural Expression

- Landscapes/Gardens: Sisters rescued the house, creating a beautiful garden.

E.5 Social Development and Organizations

- Volunteerism

CONCLUSIONS

The provincially significant story at Prescott House is Prescott's contribution to the apple industry and the role this has played in Nova Scotia's apple industry. The site needs to re-focus the interpretive emphasis it places on the various stories it tells, placing a higher priority on the apple story and less emphasis on the story of the house being rescued by the sisters. Use the site to present extensive natural history content, and to establish the context of the formation and use of the Annapolis Valley. Although not noted as new content to develop, the topic "Indigenous Peoples" (part of D.1 Peoples of Nova Scotia) is an important talking point that should be addressed at this site.

C. NSM Site Mandates and Topics

ROSS-THOMSON HOUSE AND STORE MUSEUM

MANDATE AND MISSION

- » To present the story of the Ross Brothers (George and Robert), their Scottish heritage and their home and store in Shelburne during the Loyalist boom period.
- » To interpret the operations of a general store in the late 18th century, its stock, employees and patrons.
- » To introduce the remarkable story of Dorcas Thomson (and her husband Robert Thomson), homemaker, mother (6 children) and successful businesswoman.
- » To provide information about the role and history of militias in Loyalist Nova Scotia, and the contribution of Robert Ross.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Garden programming.

B.4 Migration, Outmigration, Exodus

- Loyalist Arrivals, 1780s: The Loyalist experience in Shelburne.

B.5 Response to Place

- Coastal Communities: Reference exhibits in the historical museum.

B.6 Agents of Change

- Outmigration Social/Econ. Effects: Rise and fall of Shelburne; a settlement that was once going to be the capital of Nova Scotia.

E. LIVING

E.4 Cultural Expression

- Clothing and Costume
- Heritage Preservation: Architecture of house, in context of other Shelburne houses.

II. CONTENT TO ENHANCE

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Black Experience: Arrival of Black Loyalists; reference to Birchtown.

C. EXPLOITING

C.4 Commerce

- Colonial Business and Trade
- Nova Scotia/New England Trade
- Internal Nova Scotia Commerce: Local trading in the late 18th and early 19th centuries.

D. RELATING

D.1 Peoples of Nova Scotia

- African: Acknowledge the Black Loyalists and connect visitors to Birchtown site.

D.3 War and Defence

- The Militia Tradition: What was the militia? What role did it play in the community?

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- People in the Workplace: Stories from the store; role of Dorcas Thomson.
- Places of Community Interaction: Role of the general store.
- Food on the Table

E.2 Communities

- Coastal Towns/Villages: History of Shelburne.

E.4 Cultural Expression

- Architecture: Design and construction of the house; New England influences.
- Landscapes/Gardens

III. NEW CONTENT TO DEVELOP

D. RELATING

D.1 Peoples of Nova Scotia

- American (United States)

D.3 War and Defence

- U.S/B.N.A Tensions

D.7 Social Equality

- Slavery: Indentured servants. While there is no evidence of captive slaves in Ross-Thomson House, the topic of slavery and indentured servants should be addressed.
- Social Conflict: The first race riot in Canada.
- Privilege and Social Circles: Social lives of the Ross brothers; position of a general store owner in a small town and impact of Dorcas Thomson.
- Capital and Labour (incl. indentured)

E. LIVING

E.3 Recreation

- Informal Play

E.4 Cultural Expression

- Cuisine as Cultural Expression

CONCLUSIONS

The site is an important architecturally significant home and commercial business. Explain the nature of a late 18th century business, its stock, where it came from, the patrons, and payment/credit. The role of Dorcas Thomson is very important. Discuss the Black Loyalists.

C. NSM Site Mandates and Topics

ROSS FARM MUSEUM

MANDATE AND MISSION

- » To present a “living history” family farm, representative of a small upland farm in rural Nova Scotia in the 19th century, 1820s – 1870s.
- » To introduce George Ross and his family, the site and the land grant system that resulted from the peace that followed the end of the War of 1812 and the Napoleonic Wars.
- » To explain the operations of an early farm, the pattern of the work, the tools and equipment and the crops, and how the nature and scope of the work evolved during the century with changing technology and changing practices.
- » To look at the farm in relationship to the surrounding community and the use made of shared services such as craftsmen and mills.
- » To encourage an understanding of the nature of domestic life in rural Nova Scotia during the 19th century, and how it differed from urban life in the towns and cities.
- » To present and interpret the evolution of farm equipment and the inventions and improvements that were best suited for upland farm use.

- » To provide information and create links between heritage farming and contemporary issues/topics (e.g., heritage breeding program, sustainable farming) being undertaken by Ross Farm Museum.
- » To interpret the natural history of the area through panel exhibits along the lakeside trail.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

C. EXPLOITING

C.1 Energy

- Animal/Human Power
- Steam Power

C.2 Resource Development

- Agriculture: Rhythm of the different seasons; season-specific tasks.

C.5 Transportation

- Roads/Vehicles

C.6 Environmental Values

- Endangered Environments/Species

D. RELATING

D.2 Governance and Politics

- British Colonial Government: Nature of governments and land grant system.

E. LIVING

E.1 Life at Home and Work

- Childhood Experiences: Family life and helping on the farm.
- People in the Workplace: How early settlers worked their farms; community reliance.

II. CONTENT TO ENHANCE

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Trees and plants on property.

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals

B.6 Agents of Change

- New Technology: Effects/Experience: How technology improved the farmer’s work.

C. EXPLOITING

C.1 Energy

- Water Power: Stave Mill is an example of water-powered mills.

C.4 Commerce

- Nova Scotia/New England Trade
- Internal Nova Scotia Commerce: Ross Store has good documentation of its inventory and activity. How did Ross Farm fit into the local and regional economy?

C.6 Environmental Values

- Environmental Impact (Then & Now): Sustainable farming in the 1800s; how sustainable was it? How did things change in the 20th century?

D. RELATING

D.1 Peoples of Nova Scotia

- Asian/Middle Eastern: Lebanese peddlers (peddler wagon; research completed). How homogeneous were rural populations?

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: Women and farming; story of Mary Ross as a representative of many rural women of the early to mid 19th century. What was life like in Rosebank Cottage? How did it change with different seasons?
- Food on the Table

E.4 Cultural Expression

- Folklore and Celebrations: What were the

special days and how did the family and community celebrate?

- Cuisine as Cultural Expression
- Clothing and Costume: What was made and what was bought (and where)?

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Glaciers, Deposits, and Erosion
- Soil Development

A.5 Biodiversity

- Life Forms and Ecosystems

B. EVOLVING

B.3 Exploring & Settling the Unknown

- European/Mi'kmaq Contact: How did the Mi'kmaq help the Ross family through difficult winters?

B.4 Migration, Outmigration, Exodus

- Early 19th Century Immigration

B.5 Response to Place

- Mining Towns, Farming Towns, Logging Towns

B.6 Agents of Change

- Human Activity and the Environment
- Rural Depopulation since 1945

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.3 War and Defence

- The Militia Tradition

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.2 Communities

- Inland Towns/Villages

E.3 Recreation

- Organized Sports
- Leisure-time Activities

E.5 Social Development and Organizations

- Community Security: Protection, Prevention, Response

CONCLUSIONS

Information and opportunities exist to widen the scope of the interpretation of family, farm and community activities. Make more use of the lakeside trail system to deliver natural history content. Continue to bridge heritage farm values with contemporary issues/topics.

C. NSM Site Mandates and Topics

SHAND HOUSE MUSEUM

MANDATE AND MISSION

- » To introduce the story of the upper-middle class Shand family, businessman and pioneer cyclist Clifford, his wife Henrie, and the significant professional achievements of their children Errol, a celebrated glass chemist, and Gwendolyn, an early social worker.
- » To tell the story of the 1890s house and its original features and furnishings in the context of Windsor's industrial and economic history, and the link between the two in the Windsor Furniture Factory.
- » To present the social history of first half of the 20th century Windsor and the early history of the community.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.5 Response to Place

- Coastal Communities: How did Windsor differ from other small communities?

C. EXPLOITING

C.4 Commerce

- Internal Nova Scotia Commerce: Furniture making as a local/regional business; use the Shand example to communicate how small manufacturing operated in the 19th and early 20th century.

D. RELATING

D.5 Education

- Higher Education: What was available? Explore the success of both Errol and Gwendolyn.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life: How did a house like this function?
- Childhood Experiences: Was the life of the Shand children markedly different from others in Windsor? How so?

E.2 Communities

- Coastal Towns/Villages

E.4 Cultural Expression

- Architecture: Style and construction of the house. How long would it have taken to build? Where did the fittings come from?

II. CONTENT TO ENHANCE

B. EVOLVING

B.6 Agents of Change

- Human Activity and the Environment: Avon River (view plane and causeway) is a popular conversation piece.

B.7 Understanding Our World

- History and Sociology since 1945: Daughter Gwendolyn was a pioneer in the establishment of the Maritime School of Social Work. In later years, she was a well-known and respected local historian.

C. EXPLOITING

C.3 Industry

- Manufacturing Initiatives: The Shand-owned furniture factory; a significant local factory and employer representing change brought about by the Industrial Revolution.

D. RELATING

D.2 Governance and Politics

- Women's Rights & Universal Suffrage: How did the rights of women evolve? What were the benchmarks?

D.3 War and Defence

- Nova Scotians at War: Shand's son, Errol, fought in WWI; archival material and artifacts exists. Explore the impact of WWI on the province, not just Halifax.

D.7 Social Equality

- Privilege/Social Circles: The Shands were an affluent, privileged family; not your typical Windsor family. Was there a social elite in Windsor? What was the impact of Halifax on their life?

E. LIVING

E.3 Recreation

- Informal Play: A collection of Gwendolyn and Errol's toys exists to explore the nature of early 20th century childhood play.
- Organized Sports: Bike racing is an important Shand story.

III. NEW CONTENT TO DEVELOP

C. EXPLOITING

C.4 Commerce

- Banking and Business Services

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Outmigration: 20th Century

B.6 Agents of Change

- Rural Depopulation since 1945

D. RELATING

D.2 Governance and Politics

- Better Terms/'Maritime Rights'
- Women's Rights & Universal Suffrage: How did the rights of women evolve? What were the benchmarks?

E. LIVING

E.4 Cultural Expression

- Literature/Poetry/Drama

E.5 Social Development and Organizations

- Philanthropy & Social Conscience: Daughter Gwendolyn Shand was one of the first instructors at the Maritime School of Social Work and a founder of the NS branch of the Canadian Association of Social Workers.

CONCLUSIONS

The site demonstrates that a whole host of interesting stories can be developed that comment on small towns in Nova Scotia in the early 20th century; upper-middle class life, manufacturing, and educational opportunities.

SHERBROOKE VILLAGE

MANDATE AND MISSION

- » To be a living history museum, with a complex of buildings that together with adjacent gardens and fields and streetscapes that are representative of a typical Nova Scotia village of the 1860s;
- » To present through a series of public, private and commercial buildings the activities and social values present in a small 19th century community;
- » To maintain a high level of skill in the trades and crafts of the period;
- » To provide information and interpretation of the riverside nature of the community, and its role in shipbuilding, transportation and the lumber trade.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

C. EXPLOITING

C.1 Energy

- Animal/Human Power
- Water Power: Importance of different types of mills in rural Nova Scotia.

C.2 Resource Development

- Agriculture

C.4 Commerce

- Internal Nova Scotia Commerce: Local sufficiency balanced with materials that had to come into the community from elsewhere.

D. RELATING

D.2 Governance and Politics

- Canadian Confederation

D.5 Education

- Universal Education, 1864/5

D.6 Religion and Spirituality

- Religious Affiliation

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- Childhood Experiences

E.5 Social Development and Organizations

- Community Security: Protection, Prevention, Response

II. CONTENT TO ENHANCE

A. FORMING

A.1 Geological Formation

- Creation of Mineral Deposits

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life: Use the riverside trails and site to communicate natural history content.

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals

B.4 Migration, Outmigration, Exodus

- Outmigration: 20th Century: How was rural Nova Scotia affected?

B.5 Response to Place

- Age of Sail: 1830 – 1880

B.6 Agents of Change

- New Technology: Effects/Experience: Closure of gold mine in 1880s. How was the community affected when the railway did not come?
- Outmigration Social/Econ. Effects

C. EXPLOITING

C.2 Resource Development

- Forestry: Local lumber production and exportation (more important than mining).
- Mining: Gold mines.

C.3 Industry

- Boat and Shipbuilding: An important feature of St. Mary's riverfront.

C.4 Commerce

- Banking and Business Services

D. RELATING

D.4 Communications

- Signals/Telegraph/Telephone

E. LIVING

E.4 Cultural Expression

- Architecture
- Folklore and Celebrations
- Music
- Clothing and Costume
- Heritage Preservation: Story of why and how Sherbrooke Village was preserved.

E.5 Social Development and Organizations

- Justice: Use the courthouse to discuss the workings of the justice system.
- Temperance & Prohibition: Why was there a temperance hall and what did it mean in the community? Explore the history of the prohibition movement in the province.

- Fraternal Organizations: Freemasonry and mainline religion. Who were the masons in Sherbrooke and what was the role of masons in a small community?

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Rivers and Lakes: What was the nature of the local landscape and how was it formed?

B. EVOLVING

B.3 Exploring & Settling the Unknown

- Mi'kmaq Exploration & Settlement: Explore and interpret Aboriginal sites along the river (information exists).
- European/Mi'kmaq Contact

B.4 Migration, Outmigration, Exodus

- French Colonization: Acadia: French outpost in 1650s by the wharf (archaeological study completed). Explore early historical context of Nova Scotia.
- French-English "Borderland": British took over in 1659.
- Black Experience: People the world over worked the gold mines, including a significant black population.
- Early 19th Century Immigration: Who came to Sherbrooke? We know the Scottish came from Truro.

B.5 Response to Place

- Coastal Communities: Strong ties to the sea; village received goods and sea captains were common residents. Steamer communications into the mid 20th century.

C. EXPLOITING

C.3 Industry

- Tourism: Sherbrooke exists today because of the tourism industry.

C.6 Environmental Values

- Environmental Impact (Then & Now): Impact of gold mining (sands tainted by arsenic, etc; public banned from these areas).
- Protecting Cultural Resources

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous
- European
- African: The black population that worked the gold mines.

D.2 Governance and Politics

- British Colonial Government
- Women's Rights & Universal Suffrage

D.3 War and Defence

- The Militia Tradition: What is the militia and what was its role in a small community?

C. NSM Site Mandates and Topics

D.4 Communications

- Newspapers/Magazines
- Radio/Television/Film

D.7 Social Equality

- Capital and Labour (incl. indentured)

E.4 Cultural Expression

- Cuisine as Cultural Expression

E.5 Social Development and Organizations

- Health Care
- Antigonish Movement
- Religious Observance

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Explore the many occupations, from jailors and millers to pharmacists and educators, as well as small businessmen.
- Food on the Table

E.2 Communities

- Coastal Towns/Villages: Village by the sea; location key.
- People at Sea
- Home Front
- Shore-based Industry

E.3 Recreation

- Informal Play
- Organized Sports: Horse racing community; raced on lakes in winter.
- Leisure-time Activities: Recreational salmon fishing drew people from all over the world, including Babe Ruth.

CONCLUSIONS

Explore ways to research and expand interpretation of the wider context of life in the community. There are many opportunities to explore in greater depth subjects like justice, freemasons, temperance, and the role of education and religion. The community's historic links to the sea and what that meant is understated and could be explored further. Sherbrooke Village is well positioned to interpret the evolution of a typical Nova Scotian village (from the occupation of indigenous people to its becoming an historic village).

SUTHERLAND STEAM MILL MUSEUM

MANDATE AND MISSION

- » To present the 60 year-old story of Alexander Sutherland's mill and the contribution it made to community life by supplying lumber and finished woodwork for a wide variety of uses (carriages and wagons, houses etc.).
- » To introduce the concept of technological change, and the opportunities it offered – flexibility in location next to the railway – made possible with the replacement of location-specific water power by steam energy.
- » To highlight the importance of small mill operations to community life in rural Nova Scotia (c.f Balmoral Grist Mill Museum, Wile Carding Mill Museum, sawmill at Sherbrooke).

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.6 Agents of Change

- New Technology: Effects/Experience: Implications of move from water to steam.

C. EXPLOITING

C.1 Energy

- Steam Power

E. LIVING

E.4 Cultural Expression

- Architecture

II. CONTENT TO ENHANCE

C. EXPLOITING

C.2 Resource Development

- Forestry: From logs to lumber; finished woodworking.

C.4 Commerce

- Internal Nova Scotia Commerce: Scope and nature of local/regional trade.

C.5 Transportation

- Railways: Why was the adjacent line important to Sutherland?

E. LIVING

E.4 Cultural Expression

- Landscapes/Gardens

III. NEW CONTENT TO DEVELOP

B. EVOLVING

B.5 Response to Place

- Mining Towns, Farming Towns, Logging Towns: Proximity to the resource, the local population, and transportation.
- Building Technologies/Materials

C. EXPLOITING

C.3 Industry

- Manufacturing Initiatives

C.6 Environmental Values

- Depletion of Natural Resources
- Environmental Impact (Then & Now): How did local mills impact the environment?

D. RELATING

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Who worked the mill? Dangers of mill work.
- Places of Community Interaction: Mills and social interaction; who visited the mill and used its services?

E.2 Communities

- Inland Towns/Villages

C. NSM Site Mandates and Topics

CONCLUSIONS

The operations of the mills are well covered. Interpretation should explore the wider social and economic context and its significance locally and regionally.

UNIACKE ESTATE MUSEUM PARK

MANDATE AND MISSION

- » To present, through an appreciation of the home, furnishings and estate of Richard John Uniacke, the life and times of a landed gentleman and his family in early 19th century colonial Nova Scotia.
- » To tell the story of Richard John Uniacke and his key role in the political history of the province (as member and Speaker of the House of Assembly, Attorney General and member of the Legislative Council) prior to the arrival of Responsible Government in the 1840s.
- » To encourage exploration, appreciation and understanding of the natural environment of the Uniacke Estate by maintaining and promoting the 12 km trail system, and printing pamphlets and guides and presenting programs on natural history topics.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Early 19th Century Immigration: Who came to Nova Scotia and why?

C. EXPLOITING

C.2 Resource Development

- Agriculture
- Forestry

C.5 Transportation

- Roads/Vehicles: History and use of the Windsor to Halifax road.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- Childhood Experiences

II. CONTENT TO ENHANCE

A. FORMING

A.5 Biodiversity

- Ecosystem Diversity: Use trail system and lake to explore natural history content.

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals

B.7 Understanding Our World

- Archaeology: What more should be done? Explain what has been done.
- Amateur Inquiry and Collecting: Uniacke fiddled with scientific instruments and had an intellectual curiosity common in his social circle.

C. NSM Site Mandates and Topics

D. RELATING

D.1 Peoples of Nova Scotia

- European: Irish immigration.

D.2 Governance and Politics

- British Colonial Government: Uniacke's political life provides a unique opportunity to deal with this subject in greater depth.
- Responsible Government: Reaction to the oligarchy represented by Uniacke and his companions.

D.7 Social Equality

- Privilege/Social Circles: Home entertaining.

E. LIVING

E.1 Life at Home and Work

- Food on the Table

E.4 Cultural Expression

- Architecture
- Folklore and Celebrations
- Clothing and Costume
- Heritage Preservation

E.5 Social Development and Organizations

- Justice

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Glaciers, Deposits, and Erosion: Glaciated landscape.
- Rivers and Lakes

B. EVOLVING

B.5 Response to Place

- Building Technologies/Materials

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous

D.5 Education

- Higher Education
- Lifelong & Informal Learning

D.6 Religion and Spirituality

- 'Non-Conformity'

D.7 Social Equality

- Class

E. LIVING

E.4 Cultural Expression

- Landscapes/Gardens: English landscape garden traditions of the period helped determine where Uniacke sited and built house.
- Fine/Folk Art

E.5 Social Development and Organizations

- Fraternal Organizations

CONCLUSIONS

The context of Uniacke's social and political life can be expanded. Explore the landscape and its natural history, as well as the evolution of the estate as an experimental farm. Although not noted as new content to develop, the topic "European/Mi'kmaq contact" (part of B.3 Exploring & Settling the Unknown) is an important talking point that should be addressed at this site.

THE ACADIAN VILLAGE OF NOVA SCOTIA/ LE VILLAGE HISTORIQUE ACADIEN

MANDATE AND MISSION

- » To present the story of the Acadian people and where the major groups lived in Nova Scotia before and after the expulsion of the late 1750s.
- » To develop a village setting in which to promote an understanding of Acadian culture and traditions, language, religion and way of life as they developed in Nova Scotia from the 17th century.
- » To tell the special story of the extended d'Entremont Family of the Pubnico Region in the late 19th and early 20th centuries.
- » To encourage exploration of the natural history of the Village's shoreline, adjacent marshlands, islands and waterways.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.4 Migration, Outmigration, Exodus

- Expulsion and Return of the Acadians: Story of the Acadians in the region.

B.5 Response to Place

- Coastal Communities: Local history of settlement and development.

E. LIVING

E.1 Life at Home and Work

- Gender Roles and Home Life
- Childhood Experiences

E.4 Cultural Expression

- Folklore and Celebrations

II. CONTENT TO ENHANCE

B. EVOLVING

B.1 Vegetation

- Diversity of Plant Life

B.2 Birds, Fish, and Animals

- Bird and Fish Environments & Habitats
- Diversity of Birds and Fish: Inland, Coast, Sea
- Mammal Environments & Habitats
- Diversity of Mammals
- Amphibians and Reptiles

B.4 Migration, Outmigration, Exodus

- French Colonization: Acadia: Provide a wider context by discussing the 400 year-old Acadian experience in Nova Scotia.

C. EXPLOITING

C.2 Resource Development

- Agriculture
- Fishing

C.3 Industry

- Boat and Shipbuilding

C.6 Environmental Values

- Endangered Environments/Species: There is a tern colony.

D. RELATING

D.1 Peoples of Nova Scotia

- Indigenous
- European: Acadians

D.3 War and Defence

- Clash of Empires: Britain/France

D.4 Communications

- Other Forms

C. NSM Site Mandates and Topics

E. LIVING

E.1 Life at Home and Work

- Food on the Table

E.2 Communities

- Coastal Towns/Villages
- Shore-based Industry

E.4 Cultural Expression

- Music
- Cuisine as Cultural Expression
- Clothing and Costume

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Bays & Harbours: Nature of the Nova Scotia south shore and the attractions for settlement.

A.4 Ocean Environment

- Currents and Tides
- Coastal Intertidal Environments

A.5 Biodiversity

- Life Forms and Ecosystems: Shoreline ecosystem.
- Species Diversity
- Ecosystem Diversity

B. EVOLVING

B.3 Exploring & Settling the Unknown

- European/Mi'kmaq Contact: How these cultures overlapped, supported, and used each other.

C. EXPLOITING

C.1 Energy

- Solar/Wind Power: The Acadians used wind power.

C.6 Environmental Values

- Protecting Cultural Resources

D. RELATING

D.2 Governance and Politics

- Minority Rights and Governance: What was the nature of the struggle for identity and to what extent was it successful and when?

D.5 Education

- Universal Education, 1864/5: History of French education in Nova Scotia.

D.6 Religion and Spirituality

- Catholicism & Identity

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction

E.4 Cultural Expression

- Literature/Poetry/Drama: Who was writing and what was their influence in the 20th century?
- Heritage Preservation

E.5 Social Development and Organizations

- Religious Observance
- Volunteerism

CONCLUSIONS

The wider context of the Acadian experience in Nova Scotia needs attention before bringing it back to the Pubnico region. The importance of religion to every Acadian community should be improved. The site offers great opportunity to discuss the natural history of the landscape and seascape, as well as local flora and fauna. The site needs to focus mainly on the return of the Acadians and the lives they made for themselves along Nova Scotia's coast.

WILE CARDING MILL MUSEUM

MANDATE AND MISSION

- » To present the story of wool and its use, and the nature and role of carding in the preparation of wool.
- » To tell the story of Dean Wile, his mill, its machinery and operation as a water-powered mill, its female employees, its patrons and its value to the community.
- » To place the mill in the context of other mills on the La Havre River and how it and they contributed to the wider economic life of Bridgewater.
- » To make a link between carding and wool production in the second half of the 19th century (there were 77 carding mills in Nova Scotia at one time) and modern wool production and uses today.

PROPOSED CONTENT

*Note: Topics are drawn from the NS Interpretive Master Plan Content Framework.

I. CONTENT TO MAINTAIN

B. EVOLVING

B.6 Agents of Change

- New Technology: Effects/Experience: The impact of new machinery had a significant impact on society; its efficiency gave women time to do other things.

C. EXPLOITING

C.1 Energy

- Water Power

C.3 Industry

- Textiles

C.4 Commerce

- Internal Nova Scotia Commerce: Local trade patterns in the Bridgewater region.

E. LIVING

E.1 Life at Home and Work

- People in the Workplace: Female workers.
- Social Value of the Workplace

II. CONTENT TO ENHANCE

C. EXPLOITING

C.2 Resource Development

- Agriculture: Sheep farming in the region; how big was it?

C.3 Industry

- Manufacturing Initiatives

E. LIVING

- E.4 Cultural Expression
- Clothing and Costume: Importance and use of wool.

III. NEW CONTENT TO DEVELOP

A. FORMING

A.2 Making Landscapes

- Rivers and Lakes

B. EVOLVING

B.5 Response to Place

- Coastal Communities
- Mining Towns, Farming Towns, Logging Towns: Abundance of mills on the river.

B.6 Agents of Change

- Responses to Deindustrialization

C. EXPLOITING

C.6 Environmental Values

- Environmental Impact (Then & Now): How did local mills impact the environment?

D. RELATING

D.7 Social Equality

- Capital and Labour (incl. indentured)

E. LIVING

E.1 Life at Home and Work

- Places of Community Interaction: Who came to the mill and used its services?

C. NSM Site Mandates and Topics

CONCLUSIONS

Explore further the “business of wool” – from production to use and the mill’s place in the larger picture. Research mill community and culture on the La Havre River.



Partners List



Prepared by:

form:media

During the Action Planning Workshop in November 2008, the group brainstormed possible partners that could help fill the gaps in interpretation in the Content Distribution Matrix. The following list is organized under the themes and topics of the matrix.

FORMING

A1

- » Joggins
- » College of Geographic Sciences (COGS)
- » Annapolis
- » BIO Geological Survey
- » Association of Geologists
- » Atlantic Geosciences Society
- » Amateur rock hounds and prospectors groups
- » DNR mining

A2

- » Nova Scotia Agricultural College
- » Protected Areas, within Dept of Environment
- » National Parks
- » Provincial Parks: Cape Chignecto, Five Islands, Blomidon
- » Mi'kmaq community
- » Multiple perspectives on this topic, we need to be inclusive – who are these groups?

A3

- » Environment Canada
- » Canadian Hurricane Centre
- » Richard Zurowski – TV, radio personality

A4

- » Canadian Hydrographic Service, BIO
- » National Research Council
- » Renewable resources and technology (organizations?) – farming, fisheries, mussels, medical etc.
- » Inland Fisheries
- » Dalhousie Dept of Oceanography
- » Corporations – fisheries, oil, ENCANA
- » Dept of Energy – Seismic Survey Library

A5

- » DNR – Education Centre
- » Rare Breeds Canada
- » Maritime Breeding Bird Atlas
- » Birds Studies Canada
- » Canadian Wildlife Services
- » Universities
- » Ecology Action Centre
- » Federation of NS Naturalists
- » NS Birds Society
- » Ducks Unlimited
- » Canadian Parks and Wilderness Society
- » Atlantic Conservation Data Centre
- » NS Nature Trust
- » Universities
- » Citizen-led projects
- » Parks Canada

D. Partners List

EVOLVING

B1

- » Botanical Gardens, Acadia
- » Gardening societies/clubs – provincial overseeing group?
- » Slow Food – “Edible Schoolyard”
- » Rare seeds repository
- » K.C. Irving Science Centre (Acadia)
- » Nature NS

B2

- » Shubenacadia
- » Archaeology departments of universities

B3

- » Mi'kmaq groups
- » Five Islands, Blomidon
- » Ralph Stea, DNR (retired), geology and ice age
- » Glooscap Cultural Centre
- » Debert
- » Parks Canada

B4

- » Parks Canada
- » Black Cultural Centre & Birchtown
- » United Empire Loyalist Association
- » Variety of cultural associations – German, Italian etc.
- » Planters Studies Centre, Acadia
- » Genealogy Societies
- » Pier 21
- » 4.9 – could be at MOI

- » Acadian Museums and sites, Pubnico Research Centre
- » John Ashton in Pictou, plaques around the province identifying Acadian Sites
- » Universite de St Anne

B5

- » Military Highways
- » Maritime Command Museum
- » Industrial Heritage Society
- » Coastal Communities Network
- » Women's Institute of NS
- » Fundy Interpretive Centre – interpret parts of the Shubinacadie Canal and the age of sail
- » Age of Sail Interpretive Centre
- » Adam River Museum
- » Port Greville
- » Mining communities with their own interpretation
- » Malagash Salt Mine
- » Economuseums – Sugar Moon Farm
- » Lots of sites in protected areas that relate here, abandoned communities
 - Not actively interpreting many of them
- » Cape to Cape hiking trail system
- » North River logging
- » Various adhoc community groups that form to protest
- » Just Us Coffee Roasters Museum

B6

- » Perhaps communications should go here?
- » 6.3 – native species may be a better word
- » Commercial Cable Society
- » Marconi house, Glace Bay
- » Conserve NS
- » Ecology Action Centre
- » Canadian Food Inspection Agency
- » Department of Agriculture and Pest Management – bees
- » Experimental Farm, Kentville
- » Agricultural College
- » AgraPoint
- » ACDC
- » DNR – Forestry, spruce beetle
- » Department of Energy, Department of Environment and climate change portfolio
- » Office of Economic Development
- » Provincial Oceans Network
- » Universities
- » Maritime Command Museum
- » Canadian Naval Memorial Trust - Sackville

B7

- » NS Institute of Science
- » Department of Education
- » Citizen scientist projects, amateur studies
- » Bird Studies Canada
- » NS Naturalists
- » Atlantic Tool Collectors

- » Archeology Society
- » Small and Antique Engines Society
- » Young Naturalists Club
- » Naturalist Clubs
- » Maritime School of Social Work
- » McCulloch Museum (medical museum)
- » Dentistry Museum (Dal)
- » Industrial Heritage NS
- » Tobeatic Research Institute

EXPLOITING

C1

- » NS Power
- » Mel Livingston, power company, Cape Breton
- » Fundy Tidal Centre

C2

- » Mining Assoc of NS
- » ENCANA
- » Pipeline people
- » Offshore petroleum board
- » NS Wood Lot Owners
- » Nova Forest Alliance
- » Pulp mill owners
- » Sable gas
- » Community mining museums

C3

- » Cape Breton Steel Museum
- » Glace Bay Miners Museum
- » Town of Lunenburg – UNESCO site
- » Town of Trenton

- » Sobeys – main office exhibit, strong tradition in community, have their own archives. Plus other similar businesses
- » Dalhousie Archives
- » Tourism Industry Association of Nova Scotia (TIANS)
- » NS Tourism Partnership Council
- » Communications NS
- » Oak Island Tourism Society
- » Mount Saint Vincent tourism program
- » Destination SW NS, Bluenose Coast
- » Regional tourism industry associations
- » Community College tourism programs

C4

- » Maritime Premiers, Atlantic Premiers
- » Province House
- » Legislative Library
- » City Police
- » Department of Fisheries and Oceans

C5

- » Antique car clubs
- » Show and shine
- » Model railroaders clubs
- » Coast Guard
- » Maritime Ship Models Guild
- » Canadian Museum of Science and Technology
- » Mission to Sea Farers
- » Yacht Clubs
- » Any of the industries will have their own archives
- » Train museums/ train stations (repurposed)

- » Railway Heritage societies
- » Rails to trails groups
- » Canadian trackside guide

C6

- » Airs branch of the Dept of the Environment
- » Gaelic College

RELATING

D1

- » Access NS
- » Irish Benevolent Society
- » Dance societies
- » Folk music societies
- » Multicultural associations
- » Harbour Folk Society
- » YMCA
- » Paraplegic and Quadriplegic associations (and others)
- » Gay and Lesbian Associations
- » NS Aids Coalition
- » Women's Centres
- » Government offices of various group
- » Public libraries
- » Status of Women
- » Coptic Orthodox, Greek Orthodox, African Orthodox, Russian Orthodox – various religious groups

D. Partners List

D2

- » Political parties associations
- » Legislative library

D3

- » Military re-enactment groups
- » Halifax Citadel Regimental Association
- » Cambridge Military Library
- » Veterans affairs, Legions
- » Pier 21, war brides
- » Stadacona Library (Maritime Command Museum)
- » Shearwater
- » Aviation Museum
- » Victoria Park, Sydney
- » CFB Greenwood and Cornwallis
- » Armories with small museums
- » Several military sites in protected areas
- » Army Museum

D4

- » City municipal archives

D5

- » Freedom of Association schools
- » Pictou Academy
- » Home schooling
- » Montessori schools
- » Residential schools
- » One room school house associations

- » Little White School House, Truro
- » New Ross has 12 one room schools
- » Universities, colleges and private schools – archives/exhibits
- » County Museums have their school records
- » COADY Institute
- » School Museum in Lockport
- » Macdonald Museum, Middleton
- » NS Teachers Union
- » Kings Edgehill

D6

- » Major religious groups have archives
- » Atlantic School of Theology
- » Acadia – Baptist records
- » Kings College, St FX
- » Pinehill Alumni Association
- » Various Mi'kmaq groups, CBU

D7

- » Beaton Institute
- » COADY Institute
- » Pugwash Peace Centre
- » Jewish Associations in Halifax
- » Shubecadia Canal
- » Halifax City Municipal Archives
- » Birchtown
- » Lebanese Peddlers story
- » Law archives, Kings Courthouse

LIVING

E1

- » Taste of NS
- » Select NS
- » Slow Food
- » Farmers Markets
- » Winery Association of NS
- » HRDC - Manpower
- » LCB
- » Vineyards, Economuseums
- » Agricultural societies and Exhibitions – 4H
- » Individual farms that provide tours – agritourism
- » Sobeys
- » Foodbanks
- » Feed NS

E2

- » Coastal Communities Network
- » Bay of Fundy Association
- » NS Water Trails
- » Sea kayaking association, boat safety
- » Power squadron
- » Adventure travel association
- » NS Sea School
- » Sea Cadets
- » Fisherman's associations
- » Aquaculture associations
- » Mussel association

E3

- » NS Sports Hall of Fame
- » Hockey Heritage Centre
- » Organized sports societies
- » Sport NS (umbrella group)
- » Paraplegic sports, Special Olympics
- » Truro, sports heritage centre
- » Yacht clubs
- » Lots of sports venues – gyms, arenas, etc.
University venues
- » Wanders Association
- » Ramblers Association
- » Rowing clubs
- » University sports
- » Libraries have photo collections
- » Industrial sports info – mine sports teams
- » Community sports/leagues
- » AUS – Atlantic University Sports
- » Farm-based sports
- » NS Trails Federations
- » Canoeing, kayaking
- » Biking associations
- » Snowmobiling, ATV

E4

- » Community marching bands
- » CBC archives
- » NS Lighthouse Preservation Society
- » NFB

- » Music Industry Association of NS
- » Arts and Cultural associations
- » Regional arts councils
- » University art galleries
- » Community museum costume collections
- » Heritage Trust
- » NS Arts & Design Craft Council
- » Craft Guild
- » Neptune Theatre, various theatre companies
- » Horticultural Society
- » Commissioners of the Public Gardens
- » Sherman Hines, Hank Snow, Stan Rogers
- » Folk Festival
- » Telephone Pioneers
- » Hand Radio Association
- » Photographers (in communities)
- » Atlantic Filmmakers Societies
- » Arts Guild
- » Mermaid Theatre
- » Salter Street Films
- » Atlantic Film Festival
- » Fringe Festival
- » Festivals
- » NS Provincial Exhibition and others
- » Rug Hooking Museum
- » Cape Breton Centre for Craft and Design
- » Writers Union
- » Halifax Herald

E5

- » Law society
- » Atlantic Genuine Progress Index
- » Dalhousie Law School
- » Medical Societies
- » World Philanthropy Network
- » Foundation for Rural Living (Ontario)
- » Women's Christian Temperance Union
- » IODE
- » VON
- » Midwife association?
- » NS Labour Congress
- » Volunteer Association of NS
- » Government department responsible for volunteerism



Prepared by:

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Interpretation Policy

INTERPRETATION POLICY FOR THE NOVA SCOTIA MUSEUM

INTRODUCTION:

The Heritage Division is mandated to advance the public good by protecting, enhancing and celebrating the province's heritage resources in ways that will enrich people's lives by increasing their knowledge and understanding of their natural and cultural heritage by engaging with it. Using information and interpreting it in ways that encourage people's commitment to heritage, now and in the future, is central to the Division's programs and particularly those of the Nova Scotia Museum.

The Nova Scotia Museum (NSM) refers to 27 heritage sites across Nova Scotia and includes over 200 buildings, living history sites, vessels, specialized museums and over 1 million artifacts and specimens. These resources are managed either directly (11 sites) by the Heritage Division (Department of Tourism, Culture & Heritage) or through a unique system of co-operative agreements with local boards (16 sites). The NSM delivers a wide range of interpretive experiences to serve the residents of and visitors to Nova Scotia.

Interpretive renewal is a high priority for the Heritage Division. In 2005 an Interpretation Working Group was created to generate awareness of interpretation, related key issues/ concerns and interpretive development (see

Team Charter in Appendix A). Public consultations for the Heritage Strategy (conducted in 2006) confirmed that: the Nova Scotia Museum's stories were too narrow in scope; many interpretive products were dated, static and lacked relevance for the average visitor; and that the NSM needed to enhance its interpretive capacity.

Included in the Strategy's overall goal, and relevant to interpretation is the recognition of the importance of nurturing a skilled workforce, of raising awareness of and celebrating the diversity of the heritage places, objects, stories, music, languages and traditions that are special to all Nova Scotians. (p 10 Heritage Strategy). More specifically, the Strategy identifies the creation of an Interpretive Master Plan as a priority initiative (3.3.1 p 18) to direct interpretive renewal and development in the NSM.

The Interpretive Master Plan was developed in 2009. Heritage Division staff, NSM site staff and outside stakeholders were consulted. This Interpretation Policy is a product of the planning process and represents a significant step towards a more organized and consistent approach to interpreting the stories of Nova Scotia's heritage. Since this policy was written in conjunction with the development of the Master Plan, the Interpretation Working Group will revisit the policy in January 2010 to better reconcile it with the Interpretive Master Plan approach.

E. Interpretation Policy

SCOPE

Heritage Division interpretation involves a wide range of people including Heritage Division staff, NSM site staff (directors, program managers/developers, front-line staff), volunteers (including local board members) and museum visitors. Staff and volunteers provide a wide scope of interpretive products including: exhibits, school and public programs, guided tours, audio/digital tours, costumed presentations and demonstrations, special events, and internet initiatives. (For a complete list of interpretive products see *Appendix B* of this interpretation policy).

PURPOSE

This policy is a key document integral to the NSM's operations and strategic planning. It provides direction to a wide range of people: front-line staff, researchers, educators and exhibit designers. The policy highlights the challenges and potential of effective NSM interpretation. As well, the policy will provide a framework to facilitate a consistent approach to and understanding of interpretation across the NSM system based on shared values and best practices.

DEFINITION OF INTERPRETATION

There are numerous definitions of interpretation. As a communication process, interpretation is not merely a means for providing information. At its core, ideas, feelings, and dialogue are used to create a process of communication that reveals 'meanings, relationships, and appreciation' of specimens, objects, buildings, landscapes and intangible subjects.

The Heritage Division's Interpretation Working Group developed a working definition of interpretation included in A Heritage Division Blueprint: Defining Interpretation Together:

"Interpretation is a dynamic communication process designed for our audiences to reveal meanings, relationships, and appreciation of our cultural and natural heritage."

(See Appendix C for extended definition.)

DESCRIPTION

This policy establishes principles to guide the NSM's approach to interpretation and the framework within which interpretive strategies are developed and to ensure that shared interpretation guiding principles are upheld across the NSM so that Nova Scotians and our visitors will be able to learn about the province's diverse heritage in a variety of engaging ways.

GOAL

The policy assists staff in developing high quality interpretative experiences across the NSM that are based on a shared understanding of interpretive philosophy (guidelines). It will help the NSM to develop effective interpretation that will engage, enlighten, and constantly seek to improve the visitor experience. The NSM wants to help visitors get the most out of their experience and provide programs and activities that meet people's needs and interests. This will increase the number of people involved with the Nova Scotia Museum and broaden the basis of the Museum's support.

ETHICS

In all activities related to interpretive programming, the behavior of all Museum staff is guided by the Code of Conduct for Civil Servants Government of Nova Scotia (2000) and the established professional standards and ethics set out by the Canadian Museums Association's in CMA Ethical Guidelines (1999; revised 2006).

GUIDING PRINCIPLES

1. **Inclusive interpretation:** The stories the NSM tells must be inclusive and mindful of factors such as age, gender, ethnicity and socio-economics. We strive to be aware of sensitive subject matter, cultural understanding and special needs. Our interpretation will take into account all groups that have made significant contributions to the heritage of this province.
2. **Diversity of interpretive strategies:** The NSM recognizes the importance of offering a variety of interpretive experiences to meet the varying needs and interests of audience types. Interpretation will operate on a number of different levels and offer a range of experiences suiting each site's target audiences.
3. **Authority and Engagement:** The NSM strives to communicate and engage visitors with authority recognizing the responsibilities inherent in this public trust. The Museum strives to present accurate interpretive information that is connected to the site's mandate, in the most accessible and engaging ways possible to enable visitors to reach their own understanding

of Nova Scotia's natural and cultural history. Also, the NSM will promote understanding by placing site stories in a broader context, making connections to other heritage sites, and explaining provincial significance. By communicating with authenticity, clarity and respect, we encourage audience/community ownership and contribution to knowledge of our shared heritage.

4. **Research:** Solid research is the core of high quality interpretation. The NSM will use the most current and authoritative research and scholarship available and is committed to ongoing research especially in under-represented subject areas. Only through the focused work of curators, historians and contracted researchers dealing with specific subjects, and other staff tasked with gathering information, can the necessary base for effective interpretive development be established and maintained. Multiple sources will be included in research efforts to reflect a variety of perspectives and opinions and to ensure accuracy. Information sources should be documented, archived, and made accessible to the public. Each NSM site will have a clear interpretive mandate and mission to inform future interpretive development.
5. **Best Practice and Innovation:** There is a clear commitment to best practices and innovation in interpretive programming design. The NSM will strive to monitor current trends, consult other interpretation experts and ensure interpretation is relevant to our visitors. We place a high priority on providing

dynamic experiences that encourage repeat site visits.

6. **Training and Skills Development:** The NSM is committed to the ongoing training to develop capacity and maintain high standards in interpretive methods (as well as customer service) and technologies. This includes front-line Museum staff as well as staff involved in the specialized field of heritage interpretive development which involves: content creation, project co-ordination and management, technology and training. The NSM is supportive of staff attendance at conferences, workshops, professional exchanges and meetings to ensure regular sharing of information regarding interpretive approaches in various regions and cultures.
7. **Multi-disciplinary Approach:** The NSM will present a multi-disciplinary approach that considers all aspects of a site's cultural, social, and natural historical significance. We will utilize all relevant stakeholders to present a multi-disciplinary approach and consider a wide range of resources such as: the site's surrounding landscape, natural environment and geographical setting; intangible elements such as cultural, and spiritual traditions, stories, music, dance, theater, literature, visual arts, local customs, and culinary heritage; scholarly research, ancient records, and living traditions. Interpretation will explore the significance of a site in its multifaceted contexts including, but not limited to, historical, political, spiritual, artistic, natural historical, and environmental.
8. **Evaluation:** The NSM recognizes the value of ongoing evaluation of both existing and planned interpretive programs. This is to be done in two ways: by measuring audience response on a regular basis; and by formal information gathering and analysis. Proper maintenance of exhibitions and other presentation media (a/v, interpretive signs, printed guides) is an understood necessity. However, our efforts need to be evaluated for their interpretive impact and the degree to which NSM interpretation increases visitors' knowledge and understanding of Nova Scotia's natural and cultural heritage. Evaluation involves the assessment of all interpretive products for: content; clarity; the degree to which it has achieved the desired outcomes; the ease of physical and intellectual access; and, for its physical impact on the site and/or the collection. We strive to employ a variety of evaluation techniques.
9. **Use of and respect for the Collection:** Interpretive programming never compromises the heritage value of any specimen, object, building or landscape. The requirements of preservation, and respect for the fragility and security of the collection are paramount, while accepting the realities of use for the purposes of education and interpretation. Effective interpretation will encourage appropriate visitor behaviour and attitudes towards preventive conservation of the heritage resources for future generations.

10. Support for Collection Development and Management: Defining interpretive needs and priorities will assist in determining NSM collecting strategies.

11. Partnership Opportunities: Key to interpretive development is assessing the need for partners. We recognize the wide range of partnership opportunities from content development to funding and delivery. Whenever possible the NSM will create thematic clusters at sites linking complementary stories. This has many benefits from broadening the provincial context for visitors to developing stronger working relationships amongst sites. The Museum also acknowledges that outstanding opportunities exist to explore partnership initiatives with other education and interpretation providers in the province, including those beyond the immediate museum community. "Outside" collaboration will allow for sharing of information, skills and other resources and could encourage joint ventures. Strong links need to be formed particularly with other educators and interpreters so that a variety of experiences, styles and strategies can be presented and effectively create a critical mass of different public presentation choices for visitors and potential audiences.

APENDIX A: TEAM CHARTER

Interpretation	
Project Name	Interpretation Working Group
Description	The purpose of the interpretation working group is to provide a collective, collaborative, and consistent approach to interpretation within the Heritage Division, focusing primarily on the sites of the Nova Scotia Museum. Initially, it will assess (audit) the nature and extent of interpretation and offer recommendations on developing strategies and policy to address gaps and training undertake interpretive renewal, develop standards, and improve our ability to respond to the findings of the sectoral Heritage Strategy. Ultimately, as an ongoing working group, it is intended to strengthen our capacity to fulfill our stewardship responsibilities for interpretation of Nova Scotia's natural and cultural heritage.
Project Sponsor(s)	Senior Management Team Bill Greenlaw, Executive Director
Project Manager	Chair: Stephanie Smith

Project Team Resources	<p>Staff: Deborah Skilliter (Collections Unit), David Carter (Site Operations), Victoria Castle (Heritage Promotions), Laurel McIvor (Museum of Natural History), Gerry Lunn and Richard MacMichael (Maritime Museum of the Atlantic), Andrew Philips (Museum of Industry)</p> <p>Organization: Lisa Bower serves as secretary. The group meets monthly for half-day meetings (with some work taking place by sub-committee or individuals outside meeting times) to deliver on targets from the workplan. Meetings run from September to June.</p> <p>Members are expected to commit to regular attendance. Two missed meetings in a row without extenuating circumstances will result in a notice to the unit or site director; a third consecutive missed meeting will result in removal from the group. Extenuating circumstances are operational requirements, personal or site emergency; vacation; special project assignment from the executive director.</p> <p>Attendance by phone is an option with notice to the chair within 24 hours of the distribution of the agenda for the forthcoming meeting.</p> <p>A meeting may be cancelled by the chair due to inclement weather. Unless the weather is unpredicted, the chair will provide notice of the cancellation by 3pm the day before the meeting.</p> <p>The chair will create the agenda from direction received by the group at the previous meeting and requests from members received one week before the meeting.</p>	<p>Meeting minutes will be circulated at least two weeks before the next regularly scheduled meeting.</p> <p>Action items arising from a meeting will be read back to the group at the end of each meeting.</p> <p>Meetings of sub-committees will be conducted in the same manner as those of the group.</p> <p>Under normal circumstances, the team will make decisions or recommendations by consensus.</p> <p>If consensus cannot be reached, decisions will be made by majority vote. Majority vote is defined as three quarters of the number of members in attendance.</p> <p>Members reserve the right to delay a vote to allow more consideration of the issue before voting. The vote will take place at the next regularly-scheduled meeting.</p> <p>In the event of a meeting re-scheduled due to weather, no major decision-making will happen unless at least the full group minus two is present. The chair will decide if a decision is "major". An exception to this rule can be granted by the full group by email poll in advance of the meeting.</p> <p>Reporting: The chair will report on the activities of the group to senior management as requested. The group will identify any other communications required on a case-by-case basis. Minutes of the meetings are available to any staff by request.</p> <p>Time: Meetings will be held on the last Thursday of the month from 1:00 - 4:00 in the boardroom of the Museum of Natural History or at the Museum of Maritime History (September - June). The group is committed to holding meetings at two other NSM sites throughout the year.</p>
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Members:

Maritime Museum of the Atlantic: Gerry Lunn and Richard MacMicheal
 Museum of Natural History: Laurel McIvor
 Museum of Industry: Andrew Philips
 Fundy Geological Museum: Carol Corbett and Pat Welton
 Ross Farm Museum: Lisa Wolfe
 Balmoral and Sutherland Mills: Darrell Burke
 Sherbrooke Village: Keith Gallant
 Heritage Division: Deb Skilliter, David Carter, Lisa Bower, Victoria Castle & Stephanie Smith

BUSINESS REASONS FOR PROJECT

Link to the Business Plan, Division Work Plan, other

There is a direct link from the Interpretation Working Group and the Heritage Division's ongoing commitment to interpretive renewal.

More specifically, the IWG:

- co-ordinates interpretation-related efforts amongst NSM partners
- provides support and direction for the Interpretive Master Plan project
- supports the development of interpretive capacity (frontline and within program development)

This work is also directly related to Heritage Strategy priority areas and is also in line with the Division's business plan commitments.

PROJECT OBJECTIVES (PURPOSE)

The objective of the Working Group is to:

1. Create synergies in the approach to interpretation within the Heritage Division by bringing together those with a shared interest and responsibilities to serve as a communication and idea-sharing forum and to present a stronger voice to management.
2. Establish a structured approach to the management of interpretation in the Division.
3. Develop mechanisms for assessment and planning.
4. Enhance the professionalism of interpretation by offering training and other professional development opportunities to increase our awareness of current interpretive techniques, standards, policies and practices.
5. Improve our understanding of how the Division should address issues and access opportunities for interpretive renewal.
6. Recommend strategic direction to senior management.
7. Act on approved recommendations to strengthen the interpretive capacity of the Heritage Division

PROJECT SCOPE

The scope of the working group is the following:

1. Primarily support interpretive renewal development within the Nova Scotia Museum
2. Specifically, provide input and direction to interpretation projects.
3. Work towards developing tools to strengthen capacity and therefore, NSM interpretive renewal efforts overall

KEY PROJECT DELIVERABLES in 08-09			
Item	Name	Description	Resources
1	IMP Support	Provide ongoing feedback and support to IMP work	members
2	Training Module	Develop a draft training pkg for delivery to NSM frontline staff in Spring 2009	members
3	Interpretive Policy for NSM	A set of guidelines for interpretive practice development at NSM sites	members

MILESTONES		
Item	Milestone	Date
1	Timely feedback for IMP deliverables	Jan 08- Jan 09
2	Draft outline for training module	Feb 2009
3	Proposed budget for training module	Jan 2009
4	Complete Policy	Feb 2009

KEY ISSUES/RISKS		
Probability (H, M, L)	Impact	
(H, M, L)	Description	
H	H	For training module: will be seeking funding for 2009 delivery

PROJECT ASSUMPTIONS
<p>The following assumptions have been made in documenting this charter:</p> <p>Senior Management is supportive of this group's work and role in interpretive renewal.</p> <p>This group serves an important role in providing an ongoing dialogue within the NSM that promotes high standards and common values with respect to interpretive development.</p>

PROJECT'S CRITERIA FOR SUCCESS
<p>This project will be successful when:</p> <ul style="list-style-type: none"> - we continue to have ongoing participation from NSM sites - we are able to meet at least two deliverables in 08-09 - members continue to value the time they invest in IWG activities - the IWG continues to be connected to Divisional priorities

SPONSOR SIGN-OFF

Signature

Date

Bill Greenlaw

+ All members of the Working Group

APPENDIX B: NSM INTERPRETIVE PRODUCTS

EXHIBITS:

Exhibits include panels; labels; cases; signage; audio-visuels; multimedia (computers, electronics, internet initiatives, etc.) They can be permanent, temporary or traveling.

FIRST-HAND EXPERIENCES:

Interaction with interpreters (personal or audio/digital tours, demonstrations, theatre); hands-on / interactive interpretation; costumed presentations; talks/lectures; workshops; identifications; activity sheets; discovery room. Interpretive programming can be designed for school visitations or for the general public.

OBJECTS (ARTIFACTS & SPECIMENS):

Objects are often the basis or stepping off point for interpretation – these objects can be in the collection, in exhibits as complete objects or images, illustrations, pictures of the objects; or as props to support interpretation.

BUILDINGS & LANDSCAPES:

Buildings are an important part of interpretation at sites, particularly historic sites where buildings are historic or represent a period in history. Some buildings are purpose built to reflect a theme or support an interpretive function.

Landscapes can help to interpret a site's natural and cultural history; history, habitats, and land use (agriculture, mining, etc.). Landscapes can be further interpreted through trails, panels signage, print media and guided hikes.

PUBLICATIONS:

Many different varieties of publications and print media deliver interpretive messages: books; curatorial reports; info sheets; brochures

WEB SITES AND ONLINE INITIATIVES:

Audience can access museum interpretation via the internet on Museum web sites, virtual exhibits, extending the range of museum users and generating broader awareness of museum resources.

APPENDIX C: DEFINING INTERPRETATION

Interpretation Defined:

Interpretation is a dynamic communication process designed for our audiences to reveal meanings, relationships, and appreciation of our cultural and natural heritage.

Interpretation enhances our understanding through media/activities including but not limited to: exhibits, first-hand experiences, objects (artifacts, specimens), buildings and landscapes, publications, and web sites.

Definition Refined:

- » Interpretation is a dynamic communication process . . .

Infers that two-way communication, or dialogue, is involved. Communication can take many forms - verbal, written, 3-d, spacial, etc,

- » designed for our audiences planned . . .

Created for a particular audience/s and directly addressing the needs of visitors (age, mobility, challenges, cultural background, language, etc.). Audiences can be on site, or off site / remote, and can include staff, external colleagues, etc.

- » to reveal meanings, relationships, and appreciation

An audience that understands a subject/ object and how it relates to them is more likely to appreciate and therefore protect this heritage. Interpretation can help the audience 'discover' the significance of our cultural and natural wonders.

- » of our cultural and natural heritage

Includes historical, cultural and natural history. Heritage infers that it is significant, has value, is worthy of preservation, and may be inherited.



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