

## 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

### 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.