



FHSS

MHST 522

HISTORIC HERITAGE CONSERVATION

COURSE OUTLINE



**Museum & Heritage Studies programme
School of Art History, Classics & Religious Studies
Faculty of Humanities and Social Sciences
Victoria University of Wellington**

**Trimester 1 & 2
4 March to 17 November
2013**

'Heritage is taken to include everything that people want to save, from clean air to morris dancing, including material culture and nature. It is all pervasive, and concerns everyone...' (Howard 2003)



Rock shelter, Takiroa, North Otago

COURSE ORGANISATION

Course Co-ordinators Dr Conal McCarthy and Michael Kelly
Rm OK 303
Museum & Heritage Studies
Tel: 463 7470
conal.mccarthy@vuw.ac.nz

Office hours: Wednesdays, 11am-12

Guest lecturers Robert McClean, Dr Gavin McLean, Chris Cochran, Dr Peter Richardson, Dr Ian Lochhead, Paul Mahoney, Karen Greig, Dean Whiting, Dr Ben Schrader, Barbara Fill, Helen McCracken

Administrator Annie Mercer
OK307
Tel: 463 5807
021 254 8494
annie.mercer@vuw.ac.nz

Class Times Wednesdays 12-2pm
Trimester 1 & 2

Venue OK 301

Teaching dates:

Trimester dates: 4 March to 17 November 2013

Teaching dates: 4 March to 18 October 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break 1/3: 22–28 April 2013

Mid-year break: 4–14 July 2013

Mid-trimester break 2/3: 26 August to 8 September 2013

Study week: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

This course has been made possible with the generous support of the Department of Conservation / Te Papa Atawhai, and the New Zealand Historic Places Trust / Te Pouhere Taonga.



National Bank (left) and the former Bank of New South Wales, Thames Street, Oamaru

INTRODUCTION

Course Prescription

This course provides students with an overview of the history, theory and practice of heritage conservation in a New Zealand context of historical buildings, monuments, sites, and landscapes. Seminars, site visits, placements, and assessment will provide practical experience in research, assessment, recording, management, interpretation and conservation of historic heritage.

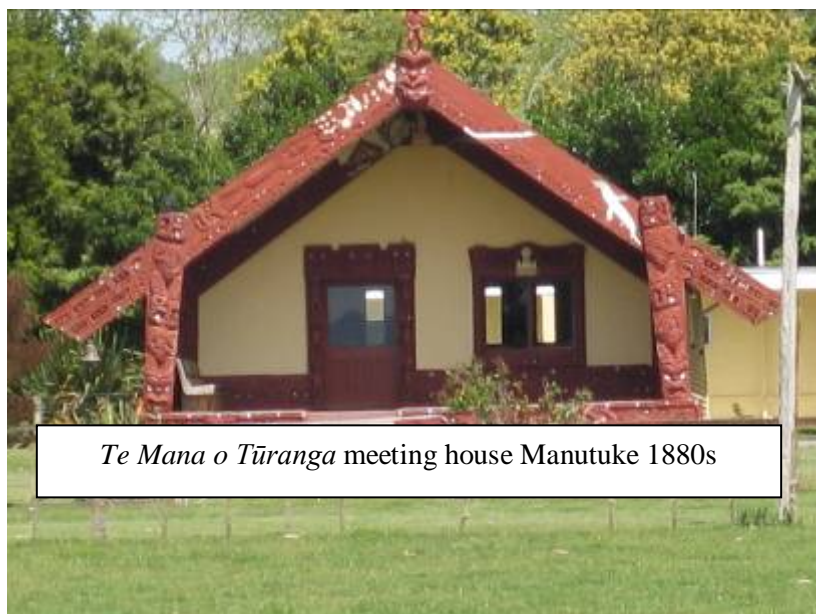
Teaching/Learning Summary

This course is delivered through in class seminars, visiting speakers, field trips and a workplace-based placement.

Learning objectives

Students will be able to:

- gain an overview of the history, theory and practice of heritage conservation in relation to New Zealand's historic heritage.
- develop a sophisticated understanding and critical analysis of heritage philosophies, practices and policies.
- gain an advanced knowledge of the history of New Zealand heritage, including a broad range of architecture and built structures, urban and rural landscapes, Māori structures and historical monuments and sites.
- appreciate Māori perspectives on issues related to cultural and natural heritage and its conservation.
- develop an applied knowledge of professional heritage conservation practices, including various approaches to the research, assessment, recording, management and interpretation of historic buildings, monuments and sites.



COURSE CONTENT

MODULE 1. INTRODUCTION

- 1) Mar 6 What is heritage conservation?**
Michael Kelly

Harrison, Rodney ‘What is heritage?’ (Harrison 2010: 5-42).

West, Susie and Jaqueline Ansell ‘A history of heritage’ (West 2010: 7-46).

Further reading:
Gentry, Kynan ‘Introduction,’ (Gentry & McLean 2006: 13-26).
- 2) Mar 13 Heritage assessment**
Michael Kelly

Model heritage inventories

Kelly, Michael, ‘Building a case: Assessing significance,’ (Trapeznik 2000: 121-140).

Fram, Mark ‘Good practice,’ (Fram 2003: 57-77).

Further reading:
Aplin, Graeme, ‘Some general principles of conservation and management,’ (Aplin 2002: 67-74).
- 3) Mar 20 Heritage and history**
Gavin McLean

McLean, Gavin and Alexander Trapeznik, ‘Public history, heritage, and place,’ (Trapeznik 2000: 13-23).

McLean, Gavin, ‘Where sheep may not safely graze: A brief history of New Zealand’s heritage movement, 1890-2000,’ (Trapeznik 2000: 25-44).

Further reading:
Lumley, Robert, ‘The debate on heritage reviewed’ (Corsane 2005: 15-25).
- 4) Mar 27 The public environment**
Robert McLean

Vossler, Greg, ‘Sense or nonsense: Heritage legislation in perspective,’ (Trapeznik 2000: 57-72)

Aplin, Graeme, 'Regulatory frameworks and approaches to heritage,' (in Aplin 2002: 296-303).

Further reading:

Copies of regulations and laws (See ICOMOS charter, appendix in Trapeznik 2000: 141-6).

English Heritage, 'European and World Perspectives', *Conservation Bulletin*, Issue 50, Autumn 2005

2. ASPECTS OF HERITAGE CONSERVATION

5) Apr 10 **Heritage and planning** **Robert McLean**

Robert McClean 'Heritage versus planning: Can heritage planners influence the emerging geography of heritage in New Zealand/Aotearoa' in *Past Matters, Heritage, History and the Built Environment, Proceedings from the 8th Australasian Urban History/Planning History Conference*, 9-11 February 2006

New Zealand Historic Places Trust, *Heritage Management Guidelines for Resource Management Practitioners*, 2004:
http://www.historic.org.nz/publications/HM_guidelines.html

Ministry for the Environment, 'Historic heritage guidance note', Quality Planning website:
<http://www.qualityplanning.org.nz/plan-topics/historic-heritage.php>

Further readings:

Harry Allen, *Protecting Historic Places in New Zealand*, Department of Anthropology, University of Auckland, 1998

6) Apr 17 **Industrial heritage and infrastructure** **Paul Mahoney**

Powerpoint lecture

Barber, Ian and Gavin McLean, 'Heritage and the big picture: Reading a cultural landscape,' (Trapeznik 2000: 91-106)

Further reading: Thornton 1982, Porter 1979, 1983.

- 7) May 1** **Archaeology**
Karen Greig
- Barber, Ian, 'History at ground level: Reading an archaeological site,' (Trapeznik 2000: 107-120).
- Davidson, Janet, 'Māori prehistory,' (Starzecka 1996: 8-25).
- 8) May 8** **Heritage landscapes**
Barbara Fill and Susette Goldsmith
- Readings tba
- 9) May 15** **Architectural history 1800-1914**
Peter Richardson
- Powerpoint lecture
- Lochhead, I. J. (1982). New Zealand Architecture c1800-1980: Slide resource kit. Wellington: Department of Education.
- Further reading: Shaw 2003, Porter 1979, 1983.
- 10) May 22** **Architectural history 20th Century**
Peter Richardson
- Powerpoint lecture
- Lochhead, I. J. (1982). New Zealand Architecture c1800-1980: Slide resource kit. Wellington: Department of Education.
- Further reading: Shaw 2003, Porter 1979, 1983.
- Slide test 11am on Wed July 24 venue tbc**
- From June 10/Aug 26**
Work placement in mid-year break
Or 2nd trimester break
See below for details
- 11) May 29** **Preserving our historic architecture**
Ian Lochhead
- Readings tba

3. PROFESSIONAL PROCESSES & POLICIES

- 12) June 5** **Walking the golden mile: A field trip to Lambton Quay**
Ben Schrader
- Ben Schrader, 'Imagining Lambton Quay', (in Gentry & McLean 2006: 165-79).
- July 17** **Conserving Māori heritage ?**
Dean Whiting
- Excerpts from Sully, Dean, ed. *Decolonising Conservation: Caring for Maori Meeting Houses Outside New Zealand*. Walnut Creek California: Left Coast Press, 2007.
- Evans, Rose, 'Tribal involvement in exhibition planning and conservation treatment: A new institutional approach,' *ICOM Ethnographic Conservation Newsletter*, 1999, no. 19: 13-16.
- 13) July 24** **Conserving heritage fabric**
Dean Whiting
- Readings tba
- Slide test from 11am room tbc**
- 14) July 31** **Disaster management**
Helen McCracken
- Readings tba
- 15) Aug 7** **Heritage in the post-Canterbury earthquake environment**
Robert McClean
- Robert McClean, 'Making Wellington: earthquakes, survivors and creating heritage', in Christine McCarthy (ed), *The Proceedings of a 'distressing lack of regularity" New Zealand Architecture in the 1850s: a one day symposium*, 7 December 2012
- Robert McClean, *Heritage Buildings, Earthquake Strengthening and Damage, The Canterbury Earthquakes, September 2010-January 2012*, Report for the Canterbury Earthquakes Royal Commission, 8 March 2012 (available from the Canterbury Earthquakes Royal Commission website).

4. SETTING THE SCENE

- 16) Aug 14 Conservation plans**
Michael Kelly & Chris Cochrane
- Model conservation plans
- Semple Kerr, John 'The conservation plan,' (Fairclough et al, 2007: 322-330).
- Bowron, Greg and Jan Harris (2000). *Guidelines for preparing conservation plans*. New Zealand Historic Places Trust, Wellington.
- Further reading:
Fram, Mark 'Careful conservation,' (Fram 2003: 39-55
- 17) Aug 21 Building conservation site visit**
Michael Kelly & Chris Cochran
- Salmond, Jeremy, 'From dead ducks to historic buildings: Heritage terminology and conservation planning,' (Trapeznik 2000: 45-56)
- Jokilehto, Jukka, 'Definitions and trends,' (Jokilehto 2002: 295-318).
- Further reading:
Cochran, C. (Ed.). (2000). *Guidelines for altering heritage buildings*. Wellington, New Zealand: New Zealand Historic Places Trust.
- 18) Sept 11 Prepare conservation plans**
- 19) Sept 18 Prepare conservation plans**
- 20) Sept 25 Prepare CPs**
- 21) Oct 2 Prepare CPs**
- 22) Oct 9 Prepare CPs**
- 23) Oct 16 Presentations: Venue and time tba**

ASSESSMENT

The course is internally assessed on the basis of two written academic assignments and a test, plus applied professional exercises conducted in the field and assessed by workplace supervisors alongside academic supervisors.

Assignment 1 (1,500 words 10%) review of a book or article from selected readings.

Assignment 2 (3000 words 20%) academic essay on an approved topic from the field of heritage conservation.

Assignment 3 (one hour 10%) slide test on architectural history of New Zealand.

Assignment 4 (written brief and evaluation report 10%) practical project undertaken during supervised work placement of 100 hours in the field of heritage conservation.

Assignment 5 (written report 20%) Conservation plan part 1: heritage inventory on approved topic.

Assignment 6 (15mins presentation plus written plan 30%) Conservation plan part 2: Presentation on interpretation of approved topic and completed written conservation plan.

Placement

In the mid year break, each student will undertake a major solo work placement occupying a total of 100 hours with heritage organisations or professionals. Students are expected to develop an applied understanding of current practices in the field. The process of selecting and setting up a placement is the same as in MHST 512 Practicum: these details are covered in Practical Work Placements: A Guide to Students and Placement Supervisors. As noted in this guide, the specific organisation and project is identified and scoped in advance by the student in consultation with the course coordinator, and a written brief with agreed objectives, schedule and deliverables is signed off by all parties at a three way meeting. This placement will be assessed by the workplace supervisor and academic supervisor on a pass/fail basis (in addition to the 10% of total marks based on the written brief and evaluation report after the placement is completed).

Deadlines

Assignment deadlines will be:

Assignment 1: Book review	15 April
Assignment 2: Essay	10 June
Assignment 3: Slide test	24 July
Assignment 4: Report on placement	9 Sept
Assignment 5: Conservation plan 1: Heritage inventory	23 Sept
Assignment 6: Conservation plan 2: Presentation	16 Oct
Completed conservation plan	31 Oct

Topics for assignments are agreed in advance after consultation with the course coordinator.

Relationship of Assignments to Course Objectives

These assignments should assist students to

- develop an academic and applied understanding of the history, theory and practice of built heritage conservation
- develop a sound grasp of practical skills, methods and techniques of built heritage conservation
- develop an understanding of current issues, trends and policies relating to the professional field of heritage conservation in New Zealand today



Ships Cove, Marlborough Sounds

WORKLOAD REQUIREMENTS

Workload Guidelines

As a general rule, each course requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year. The total workload for the course, including class time should be approximately 300 hours.

Statement on penalties

There are penalties to be incurred for late submission of work or for exceeding word limits without prior arrangement: 1% of the assessment will be deducted per day for every day it is overdue and every 100 words over the limit.

Mandatory Course Requirements

The minimum course requirements which must be satisfied in order for students to be eligible for assessment to pass this course are:

- completion of all assignments;
- attendance at 90% of classes and field trips (i.e. 21 out of 24 sessions).



R.A. Lawson's First Church, Dunedin 1870s

A note on referencing styles

Strict adherence to a particular style is a very important part of academic writing that students are expected to master during the course of the year. It is expected that writing will be presented in Times New Roman font sized at 12 pt one and spaced at one and a half. Text should be justified left and ragged on the right margin. Block quotes of more than 3 lines should be offset and single space. All essays should correspond to the Chicago style. If you prefer to use footnotes, use Chicago A. If you prefer in-text references, use Chicago B.

Please consult the online examples for references in footnotes, citations and bibliography under reference guides/online reference collection on the library website: <http://www.chicagomanualofstyle.org/home.html>

For all other queries, consult the style guide in the reference section of the central library: *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.

Sample references:

Book

Chicago A

Footnote:

Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Subsequent footnotes:

Doniger, 1999, 76.

NB Ibid may be used only if the citation is exactly the same in every respect.

Bibliography:

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Chicago B

In text reference:

(Doniger 1999, 65)

References:

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

Journal article:

Chicago A

Footnote:

John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

Bibliography:

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Chicago B

In text reference:

(Smith 1998, 639)

References:

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

For help with writing

Please attend the very useful workshops run by the library, PGSA and Student Learning Support on aspects of research skills and writing. Do not hesitate to consult one of the advisors at SLS about your essays:

http://www.victoria.ac.nz/st_services/slss/index

Consult the study hub for resources and tips:

http://www.victoria.ac.nz/st_services/slss/studyhub

Communication of additional information

Any additional information will be posted in the postgraduate room (OK 302), sent via email, or delivered in the classroom.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the Academic Office website www.victoria.ac.nz/home/about/avcacademic.

CLASS REPRESENTATIVE

A statement that a class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

READING

Postgraduate textbooks will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. Customers can order textbooks online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Set text:

Trapeznik, A. (Ed.). (2000). *Common ground? Heritage and public places in New Zealand*. Dunedin: University of Otago Press.

Recommended texts:

- Aplin, G. (2002). *Heritage: Identification, conservation, and management*. Melbourne: Oxford University Press.
- Benton, Tim, ed. *Understanding Heritage and Memory, Understanding Global Heritage*. Manchester and New York: Manchester University Press, 2010.
- Carman, John, and M.L.S. Sorenson, eds. (2008). *Heritage studies*. London New York: Routledge.
- Fairclough, Graham, Rodney Harrison, John Schofield, and John Jameson, eds. 2007. *The heritage reader*. London New York: Routledge.
- Feilden, Bernard (2003). *Conservation of historic buildings*. 3rd ed. Oxford: Elsevier/Architectural Press.
- Graham, Brian , and Peter Howard, eds. 2008. *The Ashgate research companion to heritage and identity*. Burlington VT: Ashgate.
- Harrison, Rodney, ed. *Understanding the Politics of Heritage, Understanding Global Heritage*. Manchester and New York: Manchester University Press, 2010.
- Howard, Peter (2003). *Heritage: Management, interpretation, identity*. London & New York: Continuum.
- Peralta, E. (ed). (2009). *Heritage and Identity in the Twenty-first Century*. London and New York: Routledge.
- Tyler, Norman. (1999). *Historic preservation: An introduction to its history, principles and practice*. 2nd ed. New York and London: Norton.
- West, Susie, ed. *Understanding Heritage in Practice, Understanding Global Heritage*. Manchester and New York: Manchester University Press, 2010.

Extra reading:

- Arden, Stuart and Ian Bowman (2004). *The New Zealand Period House, A Conservation Guide*. Auckland: Random House.
- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism* (Rev. and extended ed.). London ; New York: Verso.
- Architectural history papers: Australia and New Zealand* Proceedings of the conference *Architectural Historians in Australia*. Adelaide: Department of Architecture, University of Adelaide, 1984.
- Arnold, J., Davies, Kate, & Ditchfield, Simon. (1998). *History and heritage: Consuming the past in contemporary culture*. Shaftesbury, Dorset: Donhead.
- Ashurst, J. & N. (1988). *Practical building conservation: English Heritage technical handbook*. Vols 1-5. Aldershot England: Gower Technical press.
- G. Ashworth et al (eds.). (2002). *The construction of built heritage: A North American perspective on policies, practices and outcomes*. Aldershot, Hampshire: Ashgate.
- G. Ashworth and Brian Graham (2005). *Senses of place: Senses of time*. Aldershot, Hampshire: Ashgate.
- Belich, J. (1996). *Making peoples: A history of the New Zealanders: From Polynesian settlement to the end of the nineteenth century*. Auckland: Penguin Press.
- Belich, J. (2001). *Paradise reforged: A history of the New Zealanders from the 1880s to the year 2000*. Auckland: Penguin.
- Binney, Judith, Judith Bassett, and Erik Olsen. (1990). *The People and the Land: Te Whenua Me Te Iwi: An Illustrated History of New Zealand 1820-1920*. Wellington: Allen & Unwin.
- Burden, Ernest. (2004). *Illustrated Dictionary of Architectural Preservation*: McGraw-Hill Professional.
- Breglia, Lisa C. (2006). *Monumental Ambivalence: The Politics of Heritage*. University Of Texas Press.
- Bowron, Greg and Jan Harris (2000). *Guidelines for preparing conservation plans*. New Zealand Historic Places Trust, Wellington.
- Chitty, Gill & David Baker (eds). (1999). *Managing historic sites and buildings: reconciling presentation and preservation*. New York: Routledge.
- Corsane, G. (ed.) (2005). *Heritage, museums and galleries: An introductory reader*. New York and London: Routledge.
- Croci, G. (1998). *The conservation and structural restoration of architectural heritage*. Southampton: Computational Mechanics Publications.
- Dalley, Bronwyn, and Gavin McLean, (eds.) (2005). *Frontier of Dreams: The Story of New Zealand* Auckland: Hodder Moa Beckett.
- Ellis, N. (2000). 'Narratives of change: Ngati Porou architecture in the 19th century'. Paper presented at *Formulation fabrication: The architecture of history. The proceedings of*

the seventeenth annual conference of the Society of Architectural Historians Australia and New Zealand. Wellington: Society of Architectural Historians Australia and New Zealand, pp127-38.

- Bowman, Ian. (1992). *Historic brick structures.* Wellington, New Zealand: New Zealand Historic Places Trust.
- Bowman, Ian. (1992). *Historic stone structures.* Wellington, New Zealand: New Zealand Historic Places Trust.
- Bowman, Ian. (2005). *William Beatson: A colonial architect.* Nelson: Nelson Branch Committee of the New Zealand Historic Places Trust.
- Bowron, G., & Richardson, P. (2000). *Guidelines for altering historic churches.* Wellington, New Zealand: New Zealand Historic Places Trust.
- Caple, Chris. (2000). *Conservation Skills: Judgement, Method and Decision Making.* London & New York: Routledge.
- Cattell, J. (1986). *Historic buildings of Wellington: A register of classified buildings.* Wellington: Government printing office/New Zealand Historic Places Trust.
- Choay, F. (2001). *The invention of the historic monument.* (L. M. O'Connell, Trans.). New York: Cambridge University Press.
- Clavir, M. (2002). *Preserving what is valued: Museums, conservation, and first nations.* Vancouver: University of British Columbia Press.
- Cochran, C. and R. Cook (1989). 'Parliamentary library, Parliament House: Conservation values'. Wellington: New Zealand Historic Places Trust/Parliamentary Services Commission.
- Cochran, C. (ed.). (2000). *Guidelines for altering heritage buildings.* Wellington, New Zealand: New Zealand Historic Places Trust.
- Cochran, C. (1992). *Historic timber structures.* Wellington, New Zealand: New Zealand Historic Places Trust.
- Cohen, Nahoum. (2001). *Urban Planning Conservation and Preservation:* McGraw-Hill Professional.
- Conservation Bulletin* (1992). Wellington: New Zealand Historic Places Trust.
- Crighton, Anne. (1985). "William Henry Clayton, Colonial architect." MA thesis, Canterbury University.
- Cronyn, J.M. (1990). *Elements of Archaeological Conservation.* London & New York: Routledge.
- Cunningham, A. (ed.). (1998). *Modern movement heritage.* London; New York: E & FN Spon.
- Dixon, R., & Muthesius, S. (1985). *Victorian architecture.* London and New York: Thames and Hudson.

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- Earl, John. (2003). *Building Conservation Philosophy*: Donhead Publishing Ltd.
- Edgar, A., & Sedgwick, Peter (ed.). (1999). *Cultural theory: The key concepts*. London & New York: Routledge.
- Erder, C. (1986). *Our architectural heritage: from consciousness to conservation* (A. Bakkalcioglu, Trans.). Paris, France: UNESCO.
- Falkner, A. (1977). *Without our past? A handbook for the preservation of Canada's architectural heritage*. Toronto, Canada: University of Toronto Press, Ottawa.
- Feilden, Bernard (1982). *Conservation of historic buildings*. Oxford: Butterworth.
- Feilden, Bernard (1994). *Conservation of historic buildings*. Revised paperback edition. Oxford: Butterworth Scientific.
- Fram, Mark. (2003). *Well Preserved: The Ontario Heritage Foundation's Manual of Principles and Practice for Architectural Conservation*: Boston Mills Press.
- Galer, L. (1989). *Historic buildings of Otago and Southland: A register of classified buildings*. Wellington: New Zealand Historic Places Trust GP Books.
- Gathercole, P., & D. Lowenthal, (eds.). (1994). *The politics of the past*. London & Boston: Routledge.
- Gatley, J. (2000). *Guidelines for making heritage buildings accessible*. Wellington, New Zealand: New Zealand Historic Places Trust.
- Gentry, K., & McLean, G. (eds.). (2006). *Heartlands: New Zealand historians write about where history happened*. Auckland: Penguin.
- Good solutions guide for heritage buildings*. (2003). North Shore City, New Zealand: North Shore City Council.
- Graham, B., Ainsworth, G., Turnbridge, J. (2000). *A geography of heritage: Power, culture and economy*. London: Arnold.
- Griffith, Robin. (2002). *Victorian bank architecture in New Zealand*. Auckland: O'Griffy.
- Hall, C. M., McArthur, Simon. (1993). *Heritage management in New Zealand and Australia: Visitor management, interpretation, and marketing*. Auckland, N.Z.: Oxford University Press.
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- Heritage New Zealand*. Wellington: NZ Historic Places Trust Te Pouhere Taonga (Quarterly magazine available in the library).
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- Hodgson, Terence. (1990). *Looking at the architecture of New Zealand*. Wellington: Grantham House.
- Hodgson, Terence. (1991). *The big house: Grand and opulent houses in colonial New Zealand*. Auckland: Random Century.
- Holman, S. (2000). *Guidelines for developing heritage buildings*. Wellington, New Zealand: New Zealand Historic Places Trust.
- Hunter, Michael (ed). (1996). *Preserving the past: The rise of heritage in modern Britain*. Stroud: Alan Sutton Publishing.
- 'ICOMOS New Zealand charter for the conservation of places of cultural heritage value' (1993). Auckland: ICOMOS New Zealand.
- Jacobs, W. (1985). *The birth of New Zealand: A nation's heritage*. Christchurch Auckland: Kowhai Publishing.
- Jokilehto, Jukka (2002). *A history of architectural conservation*. London: Butterworth-Heinemann.
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- Johnson, David (1987). *New Zealand's maritime heritage*. Auckland: Collins/David Bateman.
- Kelly, M. (2002). *Heritage Trail. Art deco in the capital: Wellington's 1930s buildings, Wellington City*. Wellington: Wellington City Council.
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- Kernohan, David. (2003). *Wairarapa buildings: Two centuries of New Zealand architecture*. Masterton: Wairarapa Archive.
- Kernohan, David and Tony Kellaway (1994). *Wellington's old buildings*. Wellington: Victoria University Press.
- Kerr, John Semple (1990). *The conservation plan: A guide to the preparation of conservation plans for places of European cultural significance*. 3rd ed. Sydney: National Trust of New South Wales.
- Kirshenblatt-Gimblett, B. (1998). *Destination culture: Tourism, museums, and heritage*. Berkeley: University of California Press.
- Lancaster, T. (1999). 'The ICOMOS charter and earthquake strengthening of historic buildings: A report submitted in partial fulfillment of the requirements for the degree of Bachelor of Architecture,' Wellington: Victoria University.
- Lewis, J. P. (1985). *From past experience: Conservation problems for historic buildings*. Wellington, New Zealand: Town and Country Planning Directorate, Ministry of Works & Development.

- Lintott, B. (2001). *The conservation and interpretation of high-usage heritage sites and buildings in the United States of America*. Wellington: Winston Churchill Memorial Trust.
- Lloyd-Jenkins, Douglas (2004). *At home: A century of New Zealand design*. Auckland: Godwit.
- Lloyd-Jenkins, Douglas. (2005). *New dreamland: Writing New Zealand architecture*. Auckland: Godwit.
- Lochhead, I. J. (1982). *New Zealand Architecture up to 1850: Slide resource kit.* Wellington: Department of Education.
- Lochhead, I. J. (1982). *New Zealand Architecture 1850-1880: Slide resource kit*. Wellington: Department of Education.
- Lochhead, I. J. (1982). *New Zealand Architecture 1880-1914: Slide resource kit*. Wellington: Department of Education.
- Lochhead, I. J. (1982). *New Zealand Architecture 1914-1939: Slide resource kit.* Wellington: Department of Education.
- Lochhead, I. J. (1982). *New Zealand Architecture 1939-1981: Slide resource kit.* Wellington: Department of Education.
- Lochhead, I. J. (1998). *B.W. Mountfort and the Gothic Revival in Canterbury: A centennial exhibition*. Christchurch: Robert McDougall Art Gallery.
- Lochhead, I. J. (1999). *A dream of spires: Benjamin Mountfort and the Gothic revival*. Christchurch: Canterbury University Press.
- Lowenthal, D. (1985). *The past is a foreign country*. Cambridge: Cambridge University Press.
- Lowenthal, D. (1996). *Possessed by the past: The heritage crusade and the spoils of history*. New York: Free Press.
- MacArthur, John, and Antony Moulis, (eds). (2002). *Additions to architectural history: XIXth annual conference of the Society of Architectural Historians Australia and New Zealand*. Brisbane: SAHAANZ.
- McCarthy, Christine, (ed). (2005). *About as austere as a Dior gown: New Zealand architecture in the 1960s, a one day symposium*. Wellington: Centre for building performance research: School of architecture, Victoria University.
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Serpentine Water Wheel, Central Otago



Opening of the National War Memorial, Wellington, 1932