The invention of nature is highly recommended as a background resource for geography teachers and the general reader as it helps to develop a much better understanding of a unique individual and the way in which he changed the way in which we look at the world by giving us a framework and concepts for studying the earth and its systems.

John Ramsdale
Montmorency, Victoria

**Where are our boys? How newsmaps won the Great War.**


Maps had long been an important tool for governments and a compliant media to tell the war story but the Great War put the newspaper map or newsmap as the window through which the masses were now able to view the conflict.

From 1914, the map became the core of the commentary about battles and campaigns. Advances in telegraphic communication and facsimile reproduction led to illustrated newspapers with the public no longer just consuming their geography from atlases and published maps. The map was now central to each war story.

However, geography was also the first casualty with maps portraying actual war conditions often not able to be published until well after the war due to strict censorship rules of reportage. We know that many of the maps are propaganda, drawn from limited information with much imagination, or purely fictional but it is important to understand the context from the point of view of Australians at the time. There were few other sources of information compared to today’s media saturation.

The book tells the story of the war from the perspective of the readers of the main media form of the time – newspapers. The 1914 public were not to find the exact answer they wanted from the newsmaps to *Where are our boys?* However, they were sophisticated geographers having studied maps from the Crimean War (the first big press war) in the 1850s to the many subsequent conflicts. They also had a steady diet following explorers and scientific expeditions. Maps were an essential part of Australian school study with geography mandatory from the 1870s. Discussions about maps were important in adult conversation.

There are seven chapters plus extensive endnotes, illustrations, bibliography and index. Chapter 1 provides a longer historical context for the use of maps in war before newsmaps. Chapter 2 focuses via maps on geopolitical changes in Europe in the lead up to the Great War. The book then will absorb you with maps and stories of the Dardanelles and the Western Front, interwoven with chapters on Patriot Games, Animating the Great War, and Victory in Memoriam.

National Library of Australia Maps Curator Martin Woods has written a beautiful book comprising perhaps 70% maps and graphics and 30% informative well-researched text. All geography teachers should read this book to get a deeper understanding of the historical importance of understanding and communicating geography and, of course, to learn how newsmaps played a pivotal role in explaining the progress of the conflict to those at home.

Stephen Latham
Geography Teachers’ Association of Victoria

**Wilderness.**


*Wilderness* is a thorough study of the conceptual understanding of its titular subject.

The text is organised into themed chapters discussing the different discourses of wilderness and the research that has led to these understandings, examining the history, philosophy, representations, as well as the experience and practice of humanity within and with wilderness itself.

The text focuses upon the concept of place through its lens of wilderness, whilst touching upon ideas of process, change, and sustainability. The accessible tone through which the authors discuss, invites individuals to reflect upon their own experiences creating an approachable text.

The resource is above the standard of secondary school; however, it could act as a useful teacher resource for helping to create in students understanding of the geographical concepts, an often-difficult task.

The text uses a multitude of case studies sourced globally to support its case ranging from historical to the more contemporary case studies, all of which could be drawn upon to support student learning.

*Wilderness* would also be suitable for teachers with sociological, or ethnographic backgrounds to simultaneously engage with recent and important literature, whilst creating a solid conceptual understanding for teachers without a strong geographic background.

While Phillip and April Vannini’s text has captured the ever-changing nature of *Wilderness*, the uneven field of research that supports it – being that the definition of wilderness they support...