

you might call portraits, I suppose, of Mackenzie and Fraser, both of whom were early explorers in Canada. These are just imaginative ideas of what they might have looked like. The pictures themselves are full of symbols. For example, Mackenzie travelled rivers by canoe, so he is shown holding a large paddle in his hand. He also went into the North by accident. Quite a few of them ended up in the North by accident because, of course, they did not know where they were going. He knew he was there because he saw a whale.

Mr. Fraser was a very happy personality. It was almost impossible for him to be cast down. For that reason, I show the sun behind his hand to indicate that it was really his tenacity and strength of character that got him through. He also explored the West, so I have used the symbol of the western sun. Between his feet you will see what looks like green lighting. That is really water. As I said, I find these too simple.

The Chairman: I have some clippings here with illustrations showing some very large but unusually shaped windows in which stained glass has been inserted. These windows are probably very high up and have many designs in them.

Senator Hicks: I hesitate to interrupt, Mr. Chairman, but before we move on to something new might I ask Miss Milne to elaborate on her stated conclusion that these designs are too simple? Looking at the designs specifically, I do not think they look as nice as do the others we have been shown, but that does not make any difference. They are the kinds of design which, from the floor of the Senate, would be more easily interpreted.

Miss Milne: That is right, but one of our problems is that the Senate chamber is already built. In order to fit the chamber, I think we need designs a little more sophisticated than those. They are a little too simple.

In studying windows overseas, I have found that it is perfectly normal for everyone to use binoculars. I do not know what the people did in the twelfth century. The idea behind these windows was to teach and put ideas across, and I think we are after the same thing. We want the people to understand our history and the history and functions of the Senate. I think it is very important to describe the Senate. Everywhere I go I find people know very little about the Senate, and I think it is important that they understand what it is all about. To have the designs a little more sophisticated, with the windows containing a little more information, would be better than using simple designs which, although readily understood at first glance, might go unnoticed thereafter, because they are too simple.

Senator Fergusson: I notice you did these in 1973, which was the time at which you were just entering this field.

Miss Milne: Yes.

The Chairman: These were the first productions.

Senator Carter: While we are on this theme, did you say there are 64 lights altogether?

Miss Milne: Sixty-two.

Senator Carter: And how many lights would be required to develop a single theme?

Miss Milne: We could use one; we could use five; or we could use 62.

Senator Carter: So, with 62 lights we could develop a number of themes?

The Chairman: I do not think you have five. I think you have six.

Miss Milne: Well, we have six, but from the point of view of design, one never uses an even number. Design is like rhythm; it is like music. One never puts two windows, or four windows, or six, or eight, because two cancel each other out. You use three, five, seven, nine, and so on.

Senator Hicks: And then interpose something different before you start the next design?

Miss Milne: That is right.

Senator Hicks: This is where you might interpose your little humorous compliments about the sagacity and durability of the Senate.

Miss Milne: Yes.

Senator Carter: What I am trying to determine is how many themes you think could be covered.

Miss Milne: We could have 62, or we could have one.

Senator Carter: So, somewhere between one and 62?

Miss Milne: That is right. That is the problem.

Senator Carter: Taking the two themes you mentioned, one being the significance of the Senate and the other being historical exploration in this country, what would be the ideal number of lights to deal with each of those themes?

Miss Milne: I think we really should have three themes: the first being to explain the Senate— what it does and what it stands for; the second being to show the history of our explorers, because there are no complete annals in the Parliament Buildings as to what the explorers did; and thirdly, to try to show what Canadians have done. That is why I chose the ethnic theme. We have a great amount of history about Scottish, English, Irish and French people, but almost nothing about the other ethnic groups.

Senator Hicks: But you would still acknowledge the main founding races?

Miss Milne: Yes, we cannot avoid that.

The Chairman: We have something along this line in the ceiling design of the Senate chamber, but that is restricted to the founding races, the English, French, Irish, Welch and Scottish.

Senator Hicks: Of course, the explorers were mostly French, English and Scottish people.

Miss Milne: That is right, and there were also the Portuguese.

The Chairman: There are also other explorations going on in Canada constantly. We have had the Alouette satellite, for example, and other satellites launched into space by Canada for purposes of communications. This might be a feature of exploration depicted in the designs.

Perhaps I might take a moment here to talk about the mural that is right in front of me in this room, 256-S, the banking committee room of the Senate, which, along with five other murals, depicts various forms of transportation. The one in the middle is descriptive of air transport, and