

Dominion-Provincial Relations

provinces are respected in this measure. Let us have an end to the kind of double talk that has characterized the speeches we have heard from the Liberal opposition in the course of this debate. The time has now come to stand up and be counted.

Mr. Chevrier: Will the minister permit a question?

Mr. Fleming (Eglinton): Mr. Speaker, I presume we are going into committee on the bill shortly. If the hon. gentleman wishes to put his question in committee that might be more appropriate.

Mr. Chevrier: I should like to put it now if the minister will allow it.

Mr. Fleming (Eglinton): Very well.

Mr. Chevrier: The question is this. Is the Minister of Finance of the same view now as he was in 1958 that federal grants to universities as distributed by the former government and continued by this government are constitutional?

Mr. Fleming (Eglinton): Mr. Speaker, I am glad the hon. member has raised that point because perhaps I did not deal with it quite as fully as I should have.

Mr. Chevrier: You dealt with none of the points.

Mr. Fleming (Eglinton): I was concerned about the time limit so I appreciate very much the opportunity the hon. gentleman has now given me to deal with that question. In the course of this debate we have witnessed a good deal of playing with the words "constitution" and "constitutional". Hon. members opposite have sought to put the word through some kind of strait-jacket and, when they say "unconstitutional", treat it as though it simply meant something that would be treated by the courts as ultra vires if an issue arose and it came before the courts in litigation. When we talk not infrequently in these debates, about things being constitutional or unconstitutional I believe we are speaking—I hope we are—about those things that will contribute to the effective operation of the constitutional structure of this country.

Mr. Pickersgill: Double talk.

Mr. Fleming (Eglinton): The hon. member for Bonavista-Twillingate would not know the difference between double talk and triple talk. His is never quite so simple as ordinary plain talk; it is either double, triple or quadruple.

Mr. Pickersgill: I say what I mean and I mean what I say.

[Mr. Fleming (Eglinton).]

Mr. Fleming (Eglinton): Mr. Speaker, I go further and say it is clear that when, through items in the estimates, we increased from \$1 to \$1.50 per capita the funds available to the universities, that was not the kind of legislation that would be ruled ultra vires in the courts, but as long as that kind of legislation had the effect of making effective provision for the institutions of higher learning only in nine provinces and was set up on such a basis that assistance could never become available to the institutions in another province, then we say that this is not the way to treat the Canadian constitution. This is not the way to enable the Canadian constitution to work effectively as it ought to work, as men of good will in all parts of the country want to see it work.

Mr. Speaker: Order.

Mr. Chevrier: Mr. Speaker, may I have the permission of the minister to ask him another question?

Mr. Fleming (Eglinton): With pleasure.

Mr. Speaker: I must report to the house that the minister's time has expired.

Mr. Chevrier: The minister has indicated his willingness to answer.

Mr. Speaker: Only by unanimous consent.

Some hon. Members: No, no.

Mr. Pickersgill: I am rising on a question of privilege.

Some hon. Members: Sit down.

Mr. Speaker: Order.

Mr. Pickersgill: I am rising on a question of privilege.

Some hon. Members: Sit down.

Mr. Speaker: Order; the hon. member for Bonavista-Twillingate (Mr. Pickersgill) has a question of privilege.

Mr. Pickersgill: My question of privilege is this: I did not wish to interrupt the minister when he was speaking, but the minister completely misrepresented the position I have taken, and have always taken—

Some hon. Members: Sit down.

Mr. Speaker: Order; the hon. member has a right, if he feels that his views or statements have been misrepresented by a speaker, to call attention to it and make his explanation briefly.

Mr. Pickersgill: The minister said—I am not absolutely sure that I can reproduce his words precisely, and I am quite willing to have the minister correct me if I am not being