

MR. CAMERON, EXAM. BY MR. MERRICK

1 Q. This is a difficult area to be specific about, but
2 it's important. And I want to see if we can contrast
3 scenarios. Is it your evidence that a Minister should be
4 sufficiently briefed on a significant project in his
5 Department's mandate so that he can talk knowledgeably
6 about it? That he can answer for what his officials are
7 doing and that he can say what his officials are doing?

8 A. If the project becomes a controversy, clearly, he's
9 going to have some additional briefing so he could answer
10 questions in the House, which is part of his
11 responsibility, or to the public through the media, which
12 is part of his responsibility.

13 Q. I don't want to be seen to continually be going back
14 to Mr. Rogers, but he stated that he had read some of, if
15 not all of, the technical feasibility studies. Certainly
16 not all of them, but the salient points of all the
17 technical feasibility studies, and he considered that the
18 position of a Deputy Minister, and I want to know if this
19 is applicable to the Minister, is that he should be able
20 to be competent enough, smart enough, and well-informed
21 enough that when people are telling him things, he could
22 be able to tell if they were blowing smoke in his face.
23 Would that be a fair description of a competency that we
24 should expect of Ministers?

25 A. I don't think I would go quite as far as Mr. Rogers