

ORIGINAL ACNWT-008Z
OFFICIAL TRANSCRIPT OF PROCEEDINGS

Agency: Nuclear Regulatory Commission
Advisory Committee on Nuclear Waste

Title: 62nd ACNW Meeting

Docket No.

LOCATION: Bethesda, Maryland

DATE: Wednesday, March 23, 1994 PAGES: 1 - 303

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ORIGINAL ACNWT-0082
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UNITED STATE NUCLEAR REGULATORY COMMISSION'S
ADVISORY COMMITTEE ON NUCLEAR WASTE

DATE: March 23, 1994

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UNITED STATES NUCLEAR REGULATORY COMMISSION

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ADVISORY COMMITTEE ON NUCLEAR WASTE

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62nd ACNW MEETING

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Nuclear Regulatory Commission
Conference Room P-110
7920 Norfolk Avenue
Bethesda, Maryland

Wednesday, March 23, 1994
8:32 a.m.

MEMBERS PRESENT:

- MARTIN STEINDLER, CHAIRMAN
- PAUL POMEROY, VICE-CHAIRMAN
- WILLIAM HINZE, MEMBER
- JOHN GARRICK, MEMBER
- K. FOLAND, MEMBER

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P R O C E E D I N G S

[8:32 a.m.]

1
2
3 MR. STEINDLER: The entire meeting today will be
4 open to the public.

5 During today's meeting the committee will be
6 briefed by the NRC Staff on high-level waste research
7 related to natural analogs.

8 Ms. Lynn Deering is the designated federal
9 official for the initial portion of this meeting.

10 This meeting is being conducted in accordance with
11 the provisions of the Federal Advisory Committee Act and has
12 been announced at the Federal Register at 59-FR-11331.

13 Before we move on, let me make an announcement.
14 The Advisory Committee is scheduled to move to the 2 White
15 Flint building during the week of June 13 through 17.

16 The public is reminded to pay close attention to
17 the meeting locations for the meetings from June until the
18 logistics and support services are fully established at the
19 new location on Rockville Pike. The 2 White Flint North
20 building is conveniently served by the Metro Station
21 centrally across the street, in case anyone is interested.

22 The committee may hold meetings at various hotel
23 and conference centers until the conference room at 2 White
24 Flint North are fully operational.

25 A word to the wise is sufficient.

1 We have received no written statements or requests
2 to make oral statements from members of the public regarding
3 today's session. It is requested that each speaker use one
4 of the microphones, identify himself or herself, and speak
5 with sufficient clarity and volume so that he or she can be
6 readily heard.

7 Before proceeding with the first agenda item, I
8 would like to cover some brief items of current interest.

9 I note that Bechtel Hanford is going to take over
10 the environmental restoration work at the Hanford site, and
11 a four-month transition to Bechtel Hanford from Westinghouse
12 is going to start soon.

13 Westinghouse Hanford, the management and operating
14 contractor at Hanford, has been responsible for the
15 environmental restoration since the signing of an
16 tripartite agreement among DOE, EPA, and the State of
17 Washington. The most recent version of that agreement was
18 signed, I believe, either early this year or late last year.

19 Also, Massachusetts approved the search of an in-
20 state, low-level, radioactive disposal site after
21 significant amount of discussion among the various
22 legislators. The Low-level Radioactive Waste Management
23 Board of Massachusetts voted to begin immediately a three-
24 year process to find the site.

25 We note as a matter of interest that four out of

1 the five abstaining members, nation members, have agreed
2 finally to the London dumping convention to ban "C" disposal
3 of low and intermediate-level radioactive waste. The four
4 nations that have agreed are Britain, France, Belgium and
5 China. Russia announced its intent to continue "C" disposal
6 until at least 1996 in order to deal with military waste,
7 particularly old submarine reactors.

8 Recently, during a March 1st hearing, Senator
9 Bennett Johnson asked Dan Dreyfus of DOE to estimate a
10 timeline for various approaches to the Yucca Mountain
11 project including the option of preparing to use the site
12 perhaps as a monitored, retrievable storage facility.

13 I note that federal law prohibits the use of the
14 Yucca Mountain site for an MRS. On the other hand, he also
15 asked Dan Dreyfus if Yucca Mountain could be licensed. And
16 I gather his reply was said to be, "Who knows?," which
17 strikes me as not only not particularly informative, but is
18 an unfortunate indication of the state of that program.

19 As another item, we have been invited to attend a
20 workshop on the coupling of site characterization with
21 performance assessment. In light of our yesterday's working
22 group meeting, a timely invitation.

23 The meeting is going to be held in Sandia toward
24 the end of May, and we will very likely have one or more
25 Advisory Committee members and/or Advisory Committee staff

1 members attend the meeting. It should be a very interesting
2 meeting. It is fundamentally an international workshop that
3 should be very useful.

4 The high-level waste management meeting in Las
5 Vegas is going to be held at the end of May. One of our
6 former members is presenting a paper at that meeting.
7 Again, one or more of the members as well as the staff will
8 attend that particular facility.

9 Finally, it looks as though DOE is proceeding with
10 the development of the multi-purpose canister, the MPC to
11 use in the event that they are unable to accept spent fuel
12 by the 1998 contractual deadline.

13 The specific arrangements are not very clear, at
14 least not to me, but it looks like movement toward the use
15 of various sizes of MPCs is underway. There is no doubt, at
16 least in my mind, that this would be subject to considerable
17 amount of interaction between DOE and NRC when MPCs become
18 an item to be considered for final disposal of spent fuel.

19 I think that is all the items that I want to
20 mention at this point.

21 Does any one of us have any additional comments
22 you want to make?

23 [No response.]

24 MR. STEINDLER: If not, let me turn the meeting
25 over to the lead member on this topic, Bill Hinze.

1 It is your meeting at the moment, Bill.

2 MR. HINZE: Thank you, Marty.

3 The use of natural analogs to investigate the
4 earth processes and products is really a tried and true
5 methodology of geoscientists.

6 Field analogs are especially useful in many
7 geologic studies because of an ability to define and
8 parameterize analytical expressions for processes, and
9 because of the complicating effects of the long time
10 duration and large three-dimensional space of geologic
11 events, which are difficult or impossible to reproduce in
12 the laboratory.

13 For similar reason, natural analogs are of great
14 interest in analyzing the processes and performance of high-
15 level waste repositories. As a result, the NRC has and
16 continues to have a program to use natural analogs in
17 carrying out its responsibility in licensing of the high-
18 level waste repository.

19 Today, we are meeting to review the natural analog
20 research of the Nuclear Regulatory Commission with an
21 emphasis on its use and performance assessment and the role
22 of natural analogs in repository licensing.

23 Today, we are particularly interested in learning
24 the anticipated role of the results of studying natural
25 analogs to the pending licensing of the Yucca Mountain

1 repository. This review by the committee is in response to
2 a direct question from the commissioners as to the
3 regulatory need for natural analog research.

4 A little over a year ago, the NRC research group
5 and the center made a presentation on their natural analog
6 research program to this committee. I want to make it clear
7 that it is unnecessary to repeat the details that were
8 presented at that briefing. Rather, we are seeking
9 information bearing on the relevance of the research to the
10 support of regulatory decisions. I understand that this has
11 been made clear to all of us in discussions with the ACNW
12 staff prior to this meeting.

13 We also understand that natural analogs are not a
14 separate program unto themselves. Thus, one of the things
15 that we would hope that we could achieve would be your help
16 in integrating the disparate elements of the natural analog
17 research.

18 Today we are pleased to have with us a cadre of
19 staff from the NRC and the Center for Nuclear Waste
20 Regulatory Analysis to brief us according to the agenda.

21 Linda will complete the day's agenda with a
22 discussion of the future plans, and we will start his
23 morning with Bill Ott, if I understand correctly, according
24 to the agenda.

25 Bill, as I understand, you will give us an

1 overview of the NRC research program and introduce other
2 members of your team who will have specific aspects of the
3 briefing for us.

4 We do have handouts for essentially all the
5 briefings.

6 Bill, that is the question.

7 MR. OTT: Linda just brought her's with her.

8 [Discussion off the record.]

9 MR. OTT: I will make one minor correction. At
10 the end we will sort of treat the conclusions and future
11 directions as a group effort. I will introduce it.

12 We had a discussion when we were discussing our
13 plans for this a week ago and reached, in general,
14 conclusions about what we wanted the committee to come away.
15 And what we will start off with are those, and then from
16 that point on open it up for discussion at the end so that
17 you can have an interaction with us on those future plans
18 and conclusions with respect to today.

19 MR. STEINDLER: Sounds good.

20 MR. OTT: Okay.

21 I am going to begin very much the way I began the
22 workshop on natural analogs which we had down at the center
23 almost two years ago, which is by taking a look at the
24 regulations.

25 In hindsight, there is actually a fairly

1 interesting thread that runs through the regulations that
2 takes into account, one, the difficulty of the problem we
3 are faced with, and, two, the ways that we have to approach
4 it and solve it.

5 The only quotation I used then was that proof was
6 not to be had in the ordinary sense of the word. It was
7 sort of a catch-all phrase to get some interest up. But
8 that follows a section which discusses the general
9 requirements that are in the regulations. The specific
10 quote is 10 CFR 60.101(A)(2).

11 There is another section down in 10 CFR 60.21
12 which talks about the analyses and models and what will be
13 needed to support those models and analyses in the licensing
14 process. And it refers to an appropriate combination of
15 field tests, in situ tests, laboratory test representative
16 of field conditions, monitoring data, and natural analog
17 studies.

18 [Slide.]

19 MR. OTT: Let's take a little look closer at the
20 way the regulation is structured.

21 If you look at Part 60 you will find out that
22 there are number of performance objectives which DOE must
23 demonstrate compliance with.

24 There is a release performance objective which
25 requires a release rate of no more than 10 to the minus 5

1 per year. There is a containment performance objective,
2 substantially complete containment, on the waste package for
3 300 to 1000 years. There is groundwater performance
4 objective of 1000 years, groundwater travel time. There is
5 siting criteria which deal with favorable and adverse
6 conditions of a geologic environment. And there is an
7 overall EPA standard which is included in our regulations by
8 reference.

9 [Slide.]

10 MR. OTT: If you look at little closer at those
11 particular requirements, you will see timeframes in there of
12 300 to 1000 years on the waste package. You will see that
13 the release to the accessible environment involves a 10,000-
14 year time period the way the regulation is presently
15 structured.

16 You'll see the groundwater travel time in
17 reference to 1000 years. You will see that the spatial
18 limits refer to the accessible environment, and here we are
19 talking about distances measured in kilometers, not in meter
20 or tens of meters or hundreds of meters, but in kilometers.

21 The siting criteria essentially reference factors
22 in the geologic environment which should be considered if
23 they are present. Things like the presence of potential
24 volcanic or tectonic activity are specifically referenced in
25 the regulations.

1 There are other things such as geochemistry and
2 transport properties that all are included in the site
3 characteristics that have to be considered, and, if you look
4 at the EPA standard, things that you would have to know
5 something about to make the calculations about cumulative
6 releases to the accessible environment.

7 [Slide.]

8 MR. OTT: If we look at it in another way, this is
9 a time-temperature curve that was done by some of the
10 researchers out at Berkeley an number of years ago, and I
11 believe this one is just based on center line temperatures
12 from an individual canister. But you will notice that here
13 very graphically we are talking about 250 degree
14 temperatures, 100 degree temperatures. We are talking still
15 about timeframes in thousands to ten thousands of years.

16 This does not in any way account for things like
17 the hot repository concept, and it shows that we essentially
18 have to worry about the performance of the site during
19 conditions and over timeframes that we cannot measure. We
20 just don't have direct experience to say exactly how that
21 environment will act based on measurement of the environment
22 itself.

23 Well, here is where we come to the concept that
24 Dr. Hinze referred to as one which is traditionally used in
25 the geologic sciences, and that is arguing by analogy for

1 similar systems.

2 When you are looking at basic geologic systems,
3 one has a certain advantage in that you are probably looking
4 at systems that have enjoyed similar histories or other
5 similarities. Here we have a system that is going to be
6 driven beyond or away from what it has chosen to be its
7 equilibrium state.

8 So we are going to take Yucca Mountain or whatever
9 the final site is and emplace radioactive waste which will
10 heat up the local environment. We will excavate and impose
11 that particular insult on the system.

12 How can we use other analogous systems to try and
13 understand that? We can use it to try to develop scenarios
14 knowing what Yucca Mountain is and what it has been in the
15 past. We can use that to say, well, there is some evidence
16 of end-use activity in the area.

17 Are there other natural systems that have shown
18 similar igneous activity, and can we get from that
19 information on the consequences of such events, on the
20 probabilities of such events? Can we use that to infer
21 information that will allow us to quantify those risks for
22 the repository system?

23 Sensitivity studies: perhaps we can find a series
24 of systems where a parameter varies between systems, other
25 parameters being held constant. And we can see how that

1 parameter -- a parameter which perhaps may vary with time
2 and Yucca Mountain -- has effected the performance of that
3 system.

4 The effect of coupled processes: hydrothermal or
5 geothermal systems where heat has driven other geologic
6 systems beyond what would normally be the time history for
7 that system could be studied to look at the effects of
8 coupled processes and how chemicals and other constituents
9 move in the environment.

10 In terms of model development, by being able to
11 dissect some of these systems to much greater degree Yucca
12 Mountain, perhaps we can understand what makes up the
13 details of how the systems operate.

14 Confirmation of data: laboratory tests can be
15 done on samples of Yucca Mountain. They can be confirmed by
16 looking at natural data from other systems.

17 Insights for site characterization: later on
18 Linda will talk some about the ARAP project which an ore
19 body was taken apart in fairly great detail in terms of
20 probably much more invasive investigation than you do at
21 Yucca Mountain. What does that tell us about the degree of
22 investigation? That we perhaps need to characterize a
23 similar system at Yucca Mountain.

24 [Slide.]

25 MR. OTT: Let's go back to the time-temperature

1 curve again for a moment.

2 If you look at where we can get conventional
3 information, you could say that laboratory experiments -- we
4 can get information on the order of days, months, weeks,
5 years, from industrial experience. Since the Industrial
6 Revolution, maybe 10, 20, 30, 50 years that we can get good
7 information on some materials.

8 If you look at epithermal systems, hydrothermal
9 systems, archeological systems, you can get information in
10 these time ranges. You will find out when English talks
11 about the Akrotiri set later on. They were talking about an
12 archeological system that is fairly accurately dated with
13 regard to a volcanic event which essentially covered the
14 system.

15 We know the times very well. The rock formations
16 are similar to those at Yucca Mountain. So again we found a
17 system where we feel that we have taken care of a lot of the
18 problems that people do raise with natural analogs.

19 I guess I should -- I should say something about
20 those problems.

21 [Slide.]

22 MR. OTT: There is a natural analog working group
23 that is sponsored by the CEC, Commission of the European
24 Communities. This group has been in existence for about ten
25 years, and one of the first things that they did -- first,

1 their purpose is to oversee, to keep a general eye on what
2 is going on in the international community with regard to
3 natural analogs and their use in waste management problems
4 and trying to address it and bringing insights into that
5 problem.

6 One of the first things they did was try to come
7 to grips with what you had to do to be able to get useful
8 information from a natural analog. And they set forth a
9 group of criteria which include things like being well-
10 bounded in time, good chemical analogy. I don't know all of
11 them off the top of my head, but there is a list of
12 criteria. They don't necessarily have to all apply to all
13 analogs. And this is another perspective that I want to
14 bring forward.

15 Dr. Hinze mentioned we don't have a separate
16 analog program. We have analog projects supporting data
17 requirements and needs in various programs. That doesn't
18 mean that we have not looked at natural analogs
19 systematically to try to figure out how best to employ them
20 in the program.

21 What it basically means is that the information
22 needs are specific to the performance criteria and the
23 objectives. We need information to support our ability to
24 evaluate various problems.

25 And it is important that one not start thinking

1 about analogs for the sake of analogs. That each one is
2 studied only to the extent that it can yield something for
3 the program or has promised of yielding something for the
4 program.

5 On the other hand, one doesn't want to get hung up
6 in semantics over what is or what isn't a natural analog.
7 That the natural system can be used to gain insights in the
8 sum critical performance aspect of a repository such as
9 volcanic activity, the example I used before. It seems
10 reasonable to go out and investigate it.

11 We have had at least one example where there was a
12 disagreement between us and the Department of Energy over
13 the definition of natural analog, and they essentially
14 replied directly. I think John Bradbury recorded this in a
15 little more detail. The volcanic systems, they didn't
16 consider to be analogs.

17 Well, whether they consider them to be analogs or
18 not, if information is available from those systems that
19 help you bound consequences or probabilities, it seems
20 reasonable to go out and get that information.

21 MR. HINZE: Bill, while you are on the point of
22 the CEC's work, I have an impression from looking at the
23 literature and observing what is going on that the Europeans
24 seem to have a much greater emphasis upon natural analogs
25 than we do here in the U.S.

1 If that is true -- is that true? And if it is
2 true, what's the reason for that?

3 MR. OTT: I don't know if it is true that they
4 have a greater emphasis.

5 In the European community there is a much closer
6 association between the developers and natural analogs than
7 there is in this country.

8 MR. HINZE: Developers, you mean comparable to our
9 DOE?

10 MR. OTT: Comparable to our DOE.

11 MR. HINZE: Okay.

12 MR. OTT: Because they essentially are charged
13 with making their own demonstration as well.

14 Now, also in some of those countries, the
15 relationship between the developers and the regulators isn't
16 quite as distinct as it is here.

17 There is a video -- I guess it is going to be
18 shown at the Las Vegas meeting -- on natural analogs which
19 was sponsored by the Swiss, by NAGRA, and with contributions
20 from a number of other countries.

21 We elected not to participate in that because it
22 would have been viewed as promotional. Okay.

23 A number of other countries, including the
24 operations -- including the Department of Energy did
25 participate and produce in the video. That doesn't say that

1 the video is promotion, just that for certain reasons we had
2 to back off from becoming involved in it. There may be a
3 much more active or proactive position in the European
4 community with regard to pushing the value of the natural
5 analogs.

6 That's the best I can do in terms of a guess as to
7 why it is more public. I don't necessarily think they are
8 putting a lot more effort into it. They are involved.

9 OKLO is being pushed by, primarily, the French,
10 the CEA, with support from CEC. But other than the French,
11 other natural participation, OKLO is very low.

12 SKB, being funded by the CEC and a little bit by
13 themselves, participate in OKLO.

14 We fund a couple of very small projects in OKLO.
15 DOE started to but then didn't.

16 Did you want to say something, Linda?

17 MS. KOVACH: There are -- Linda Kovach, Research.

18 I have a publication that just came out from the
19 NAWG, the last NAWG proceedings, which I will make available
20 for the ACNW. But there are actually quite a few analog
21 programs that the various countries are involved in. Some
22 of them do have -- are sponsoring several different analog
23 studies at this present time, at this time. So I think that
24 will give you a bit more overview.

25 MR. OTT: The document, right. I don't know

1 necessarily that they are putting that much more emphasis on
2 it that we are, are they?

3 MS. KOVACH: Some are.

4 MR. OTT: Some are?

5 MS. KOVACH: NAGRA is, for instance. But I think
6 you hit on that point, that they are a small organization
7 made up mainly of geoscientists and hydrologists. They are
8 actually conducting the performance assessments, so while
9 the program is very well integrated, and they are actively
10 using analogs within their PA program.

11 It is a little bit more difficult for us, as Norm
12 will talk about later, the reasons that we have more
13 difficulty, and the DOE as well, integrating some of the
14 data from analogs in performance assessments.

15 MR. OTT: NAGRA is the developer in Switzerland.
16 They have to build and license and demonstrate compliance
17 with the repository.

18 MR. HINZE: I was impressed by a conversation that
19 was held around this table a couple of years ago by the
20 Canadians and the fact that they were using the natural
21 analog and finding that it was being very useful in terms of
22 confidence-building with the people in the street, with the
23 local government, and various interested groups.

24 And it seemed to me that a large part of their
25 effort was focused on -- toward that end.

1 Is that also true in Europe?

2 MS. KOVACH: Yes. That is very true. Actually, I
3 think the French and NAGRA have both had fairly good PR
4 campaigns where they've used analog data to support the
5 safety of the repository concept, the geologic disposal
6 concept. As Bill mentioned, this natural analog video that
7 will be shown or that has been produced and will be shown at
8 the International High Level Waste Meeting in May is
9 basically -- I think their aim was to use that in public
10 relations to be able to show that to communities.

11 MR. HINZE: Thank you. Maybe we can come back to
12 the international aspects later on. But since you brought
13 up the CEC's program, I wanted to touch on that.

14 MR. OTT: The NAWG effort that Linda represents us
15 on is one that we've been participating in since its
16 beginning. Norm was actually our first representative to
17 the initial NAWG meeting in Chicago almost ten years ago.

18 What I've shown here is a very simple diagram
19 which essentially shows you a concept, which is suppose we
20 only do a certain set of measurements at a site, Set A of
21 measurements, and these are only hydrologic measurements.
22 That set of hydrologic measurements says that there is a
23 range of conceptual models that might pertain for this site.

24 Then we come along and we say, well, let's do some
25 geochemical measurements and we take a set of measurements,

1 B. By doing the set of measurements B, we come up with a
2 different set of conceptual models. But if we look at the
3 intersection of these two sets, we see that there are,
4 indeed, several of these conceptual models, I hope there
5 are, which overlap, which both pertain to represent the same
6 system.

7 One could observe, then, that by doing dual sets
8 of measurements, we have, in fact, constrained the
9 conceptual models of our site to a smaller set. Now, how
10 you have done that, what it is in those conceptual models
11 that you have constrained, maybe it's a parameter that your
12 geochemical measurements allows you to establish more
13 precisely than your hydrologic measurements did or perhaps a
14 hydrologic parameter or measurement has allowed you to
15 constrain some of the geochemical measurements.

16 Basically, the concept is that by doing multiple
17 sets of information and comparing the conceptual models, you
18 can reduce the range and the bounds on those sets which you
19 feel are the actual conceptual models for your site. If you
20 take it farther and look at geophysical models and
21 geochemical models and hydrologic models and paleo-
22 climatological models, if you go beyond this and think of
23 collecting information from different systems, different
24 temperature regimes over different timeframes, you
25 essentially see that what we are trying to do by getting

1 information that bound the problem is to reduce the domain
2 that consists of consistent conceptual models.

3 Hopefully, if you do that, you put some constraint
4 on the divergence of the system over time. You allow
5 yourself to get some greater degree of confidence that you
6 have bounded the system. One of the biggest conceptual
7 problems I have, being a physicist at heart, I always see
8 systems of time T-zero and I see them diverge from time T-
9 zero because of basic uncertainties and parameters.

10 I very much like the concept of being able to
11 somehow constrain that divergence so that at the end, I
12 don't have an unhandleable problem. I think that through
13 the use of natural analogs we have an opportunity to
14 constrain that range of conceptual models.

15 This slide is, I believe, one you saw last year.
16 It says "current" and I'm going to explain that a little
17 bit. It says three of these projects are essentially
18 ending. Two of them -- the Valles Caldera project has
19 ended. You were given a copy of the final report for review
20 before the meeting. It has not been published yet and Linda
21 has some comments to go back to them that could probably
22 make some minor modification before the project is actually
23 finished.

24 The Valles Caldera is actually the most limited
25 project. I'm debating between that and Akrotiri, because

1 Akrotiri also has very limited objectives. But the Valles
2 Caldera was very limited in what we attempted to achieve
3 there. So it's not what you'd call one of these global
4 analogs.

5 Oklo is the one that everybody in the world
6 considers as the classical example. Why? Because they've
7 got 16 natural reactors buried there. Well, to a certain
8 extent, the analog ends there because it's not the same kind
9 of a system. However, there are still opportunities there
10 because of those reactors that are unique and can't be found
11 anywhere else in the world. It's also a target of
12 opportunity that's disappearing because the system is being
13 mined. So soon there will be nothing left of one of the
14 most unique geologic systems in the world. The official
15 Oklo project is supposed to end next year, I believe.

16 Pena Blanca is the analog site that English Percy
17 will report on later today. It's down in Chihuahua, Mexico
18 and is another uranium ore body. But this one is hosted in
19 a tuff very similar to that at Yucca Mountain.

20 ARAP is the Alligator Rivers Analog Project. The
21 NRC has funded work in the Alligator Rivers region for about
22 ten years. The actual ARAP project was an international
23 program, funded by five different nations, which
24 investigated the Koongara ore body. Linda made a
25 presentation at the Toledo meeting of the NAWG last year in

1 which they summed up lessons learned from ARAP. I believe
2 she'll give you some insights from that during her
3 presentation today.

4 Akrotiri, as I mentioned earlier, essentially is a
5 site on an island south of Greece where a volcanic event
6 essentially destroyed the island and buried artifacts. The
7 time history is fairly well known. The temperature history
8 is fairly well known. English will tell you what we hope to
9 learn from that.

10 I don't think I have --

11 MR. HINZE: Bill, before you remove that, if I
12 might. Number one, I think it would be very helpful to the
13 Committee, at least it would be to me, if sometime during
14 the day, it doesn't have to be now, we could be briefed on
15 what we have accomplished with the Valles Caldera study in
16 terms of performance assessment, in terms of licensing, in
17 terms of supportive regulations.

18 MR. OTT: I am hopeful that both Linda and English
19 will go directly to the objectives we hope to achieve and
20 those which we did achieve and how those can be included in
21 the performance assessment.

22 MR. HINZE: Because you just finished Valles and
23 not every research program works out. We understand that.
24 But it's a splendid way to illustrate what is being done.

25 The second question that I have is I don't

1 understand why I don't see a couple of additional items in
2 that list of current studies. Number one, I wonder if
3 Apache Leap isn't an analog study. If it isn't, I'd like to
4 know what it is.

5 MR. OTT: Aspects of Apache Leap could be
6 considered natural analog studies.

7 MR. HINZE: We have a program that's been going on
8 for a decade and it would be -- it's supposed to be an
9 analog of Yucca Mountain. It would be very helpful, I
10 think, to the Committee to learn if it should be up there,
11 what its role is and what we've achieved in the last decade.

12 The other aspect that I don't see up there that
13 perhaps is appropriate is last month we heard from Dr. Hill
14 that there is a study in basin and range volcanic studies.
15 In my global view of natural analogs, I certainly would
16 include that. I think that it's very appropriate that we're
17 interested in the integration of these various research
18 components. So it would be very helpful if we could learn
19 where volcanism, per se, and the whole volcanogenic
20 processes fit into the analog studies.

21 Have I missed any other analogs, any other
22 programs that are underway in research that should fit in
23 under that? Is this just focused on -- well, it isn't just
24 focused on geochemistry. I guess the Valles was a thermal
25 geochemical --

1 MR. OTT: Most of these are focused on things that
2 were started primarily as analogs. Let me talk first about
3 Apache Leap. Apache Leap is basically a hydrologic field
4 site that began as a way of testing methods for measuring
5 parameters in the unsaturated zone.

6 We began doing hydrologic research in unsaturated
7 zone hydrology almost ten years ago, long before Yucca
8 Mountain was selected as the site. There are certain
9 aspects of Yucca Mountain that would indeed be considered
10 analogs. As I mentioned earlier, we tend to think of
11 analogs in terms of where we're trying to find out about
12 large space scales, long time scales. A lot of the work
13 being done at Alligator Rivers -- not Alligator -- at Apache
14 Leap is very much modern day hydrology, what did the system
15 do as you looked at it, scientific studies to understand it.
16 You could consider that an analog.

17 As I said earlier, we don't really want to quibble
18 about whether you consider it analog or not. Aspects of it,
19 particularly the ones dealing with regional flow patterns, I
20 would say, would definitely be considered by most people to
21 be an analog for Yucca Mountain.

22 MR. HINZE: I was very much struck with your
23 introductory material in which you referred to the subsystem
24 requirements, particularly the groundwater travel time and
25 the concern that I think all of us have in this room about

1 whether we can really do something about groundwater travel
2 time. Can we really define that?

3 It seems to me that the ten years of work at
4 Apache Leap should start to tell us whether that's a good
5 analog or at least that approaches. One could talk about
6 the problems with it in terms of an analog to Yucca
7 Mountain, but at least it approaches it.

8 One would hope that we would be learning something
9 about whether, indeed, we can really define whether we can
10 really come up with the site characterization that will help
11 us to state what the groundwater travel time is in the
12 volume of rocks such as we have at Yucca Mountain. I'm just
13 really following your lead here in that one of the things
14 that we should be getting at in terms of the analog studies
15 is the subsystem requirements and whether we can really tie
16 those down.

17 MR. OTT: Your observation is a very good one. In
18 fact, as I said, certain aspects of that project we would,
19 indeed, consider to be natural analogs, in a broad sense of
20 looking at the project. From our perspective, the name is
21 not as significant as the fact that we're actually getting
22 the work done to look at the phenomenon. Maybe next time I
23 use this slide, I'll put it on --

24 MR. HINZE: One thing that analogs should be doing
25 is they should be telling us about phenomena. They should

1 be telling about the process.

2 MR. OTT: No question.

3 MR. HINZE: That's why we're here.

4 MR. OTT: With regard to the second question you
5 asked about volcanism -- the other slide, by the way, is
6 sort of characterized around saturated and unsaturated
7 environments and doesn't really go too much to the things
8 like disruptive scenarios.

9 I might have found a place on that slide for
10 Apache Leap, but I couldn't find one for volcanos. This
11 slide is a little different. This one is a slide that has
12 appeared in a number of different reports, publications,
13 which talks about components of total system performance
14 assessment. So we took the components and we put a title on
15 top of that and said supporting analog studies for and made
16 the blocks bigger and said, okay, where can I get
17 information that will help me make contributions to these
18 various components.

19 If you'll notice, down here under scenario
20 analyses, we talk about volcanism and tectonism,
21 hydrothermalism, climate change. If I had to list the
22 analog sites that we're talking about in the volcanism
23 project, we're probably talking three active volcanos and
24 probably several inactive sites in the basin and range
25 itself in terms of looking at analogous systems to try and

1 get a handle, in one case, on the eruptive dynamics for
2 active systems, and, in the other case, on frequencies for
3 the probabilistic side of the calculation from the basin and
4 range aspect of it.

5 So I would have to -- I'd have a much messier
6 slide if I tried to list all of those particular sites. Let
7 me leave it at, yes, we have got volcanism in there and
8 we're talking about that in terms of scenario analyses,
9 disruptive scenarios specifically.

10 In terms of consequence analysis, flow and
11 transport geochemistry, we talked about Pena Blanca, Oklo
12 and ARAP. They are all areas where we've been able to look
13 at the migration of radionuclides of uranium daughter
14 products.

15 In terms of the engineered barrier system, we
16 talked about archeological analogs, possibly work from
17 Akrotiri in terms of trace element analysis. In terms of
18 the waste form itself, looking at urananites from Pena
19 Blanca and Oklo and ARAP. In terms of the site, the Valles
20 Caldera, which Linda will talk about more in terms of a
21 thermal event, again, fairly well dated and a contact that's
22 fairly well defined, Pena Blanca and Akrotiri.

23 MR. HINZE: Before you move that, excuse me, Bill,
24 let me ask one quick question. In the scenario analysis,
25 you have things going on in volcanism. Are there any of the

1 studies that are going on at the center or elsewhere in NRC
2 that deal with tectonism in terms of an analog and
3 hydrothermalism and climate change?

4 MS. KOVACH: Yes. The Black Hills study in
5 tectonics --

6 MR. HINZE: Black Hills?

7 MS. KOVACH: Yes. Black Hills in Nevada. That's
8 being done by Gary Stirewalt and Steve Young in the
9 tectonics project in Research.

10 MR. HINZE: And how about the other two there?

11 MR. OTT: The hydrothermalism and the climate
12 change?

13 MR. HINZE: Yes. Just to set the record straight.

14 MS. KOVACH: Hydrothermalism would also be Valles
15 Caldera. We don't actually have an analog site identified
16 at the center at this point that we're working on, but that
17 would certainly be one that we'd want to consider heat pipe
18 effects, perhaps.

19 MR. OTT: In terms of the climate change, the only
20 climate work we're doing at all right now is in terms of a
21 very small program that follows the NOAA program on climate
22 change, climates of the holocene. We've tried to start
23 something else to look at climate models, but we have not
24 looked at climatological analogs at all. Frankly, I don't
25 think we have the resources to do that at the present time.

1 MR. HINZE: Thank you.

2 MR. OTT: That's where I want to end and turn it
3 over to Bob Johnson. We have structured the program today
4 so that I would give this brief overview and introduction.
5 You all received copies of the center's natural analog
6 workshop working group report. The last four sections of
7 that report are the results of workshop meetings which
8 occurred at the end of that workshop, in which there are a
9 number of tables presented which indicate where various
10 natural analogs might contribute to giving us information
11 that would help in the PA process and understanding systems.

12 That's an interesting and fairly educational
13 discussion of the range of possibilities that a lot of
14 people who have been interested in the subject of natural
15 analogs came up with as ways of doing that. Some of the
16 things that were advanced in that workshop are, indeed, now
17 being investigated. In fact, one of the ones that DOE
18 participants reported on was a New Zealand analog in terms
19 of hydrothermal effects, which is now being investigated by
20 the Department of Energy. At the time, they didn't have
21 funding, but they did manage to go back and get funding for
22 that project.

23 The Black Hills was mentioned as a potential
24 analog for the Yucca Mountain site. There were other
25 suggestions in there of natural analogs. The suggestions

1 far exceed the ability of ourselves to investigate or
2 probably the Department of Energy to investigate.

3 We have to be selective and very careful in what
4 we do to try and give us the best handle on what's going
5 before us. The next three speakers are going to --

6 MR. HINZE: Before you introduce the next speaker,
7 let me ask a few questions. Number one, I think I've read
8 or at least looked at every page of the material that I had
9 received and I've seen nothing about the Black Hills
10 project. Is it possible for us to learn something about
11 that? Is there some hard copy?

12 MR. OTT: The Black Hills are mentioned -- you
13 mean what Linda said about Black Hills.

14 MR. HINZE: If there's a program, there's some
15 kind of program plan. Is it accessible to the Committee?

16 MR. OTT: There should be something in Britt
17 Hill's --

18 MS. KOVACH: No. It will be Steve Young. We can
19 get you any information on that that we have.

20 MR. HINZE: Then I guess I'd like to come back to
21 Apache Leap again. I don't want to dwell on this, but I
22 would like to understand where we are. I look upon this as
23 part of the analog program, that it really is an ingredient
24 in terms of the framework you set up, Bill, as an analog. I
25 would like to understand what is being accomplished at

1 Apache Leap in terms of the regulatory process, in terms of
2 understanding how we're going to feed that into performance
3 assessment. Could we have some information on that?

4 We are obligated to put some of this material
5 together and we really need some help, because we've heard
6 one report on Apache Leap, but it was a very focused report.
7 We really need to have a broader view of that. Is it
8 possible for us to obtain a synopsis of what has been
9 accomplished over the last decade?

10 MR. OTT: That shouldn't be difficult. I don't
11 know that I can provide it to you today. I can check with
12 Tom Nicholson, he's the Project Manager, to see whether he
13 has anything that fits that bill. Apache Leap we generally
14 discuss under the terminology of hydrologic research.

15 MR. HINZE: This, Bill, is what I was getting at.
16 When there's no analog program, there are all these
17 disparate elements. We are trying to look at this in an
18 integrated way and we can't do that without the assistance
19 of you and your group.

20 MS. KOVACH: Bill, why don't I just comment for a
21 minute. We've just done a program review of the
22 complimentary Apache Leap work and CNWRA work in the
23 hydrologic. Apache Leap, as we focus on it from the
24 regulatory, we're looking at things in terms of key
25 technical uncertainties, which I know you've heard about and

1 Bob Johnson will go into it in just a few moments.

2 Key at the Apache Leap is we're trying to
3 understand some of the testing technologies, some of the
4 unique methodologies that DOE is using to collect
5 unsaturated zone data. So that's one of the key aspects
6 that we're feeding back from the Apache Leap work.

7 The second is that we're looking at the spacial
8 relationships as a basis for model validation. So much of
9 the work that Schlomo Newman and his folks are doing there
10 in spacial scales are assisting us in some of the work we're
11 doing on model validation.

12 That's just a nutshell. We can certainly give --
13 we don't look at Apache Leap -- actually, we don't look at
14 this work as segmented as a natural analog. We sort of feed
15 all the work into our key technical uncertainties through
16 the licensing process, and the performance assessment is
17 part of that. So we may be looking at it packaged just a
18 little bit differently, but we can certainly provide you the
19 information.

20 MR. OTT: I guess there is one other aspect that I
21 might mention. There's been something of a debate in the
22 international community over the years of whether anything
23 other than geochemical analogs should be considered analogs.

24 MR. HINZE: Does John have a feeling about that?

25 MR. OTT: Who?

1 MR. HINZE: John Bradbury.

2 MR. OTT: John has a very definite feeling about
3 it. So do we. One of our objectives at the Toledo meeting
4 last year -- maybe I shouldn't admit it, but we do send our
5 representatives there with objectives -- was to stimulate
6 discussion in the direction of getting more acceptance
7 internationally for a broad interpretation of the term
8 analog in the waste management community.

9 So as I said before, we're very interested in
10 people not using as an excuse or as a reason for not
11 investigating an analog that it doesn't fit some narrow
12 definition. To us, that's not a reason for not doing a
13 relevant investigation.

14 You wanted to make a comment about Apache Leap,
15 Tim.

16 MR. McCARTIN: Tim McCartin with the Office of
17 Research. One maybe quick example of the tie-in between
18 performance assessment and Apache Leap is that through our
19 IPA calculations, one of the big uncertainties that we've
20 had is how does water actually enter into the mine cavity
21 of, say, a Yucca Mountain repository.

22 We have had to make some assumptions about how
23 water will go either through fractures or the matrix into
24 that mine cavity. Very uncertain. At Apache Leap, we have
25 the fortunate situation where there's Queen Creek or the

1 never sweat tunnel. I had to think of the right
2 terminology. But right there they have some situations
3 where there's a lot of water going into the never sweat
4 tunnel. The question is what conditions are causing that,
5 how it's occurring.

6 The center and Arizona are working together to try
7 and help the IPA effort to try and figure out exactly what
8 kind of test can we look at, what kind of experiments can we
9 conduct to see what is causing that situation to occur. So
10 I think there is at least a tie-in where we hope to get a
11 better idea of, say, water flow into a mine cavity, and
12 Apache Leak offers a very nice situation there.

13 MR. STEINDLER: Bill, do you make a distinction
14 between the application for the output from natural analog
15 studies to key technical uncertainties in the application to
16 what I call model validation?

17 MS. FEDERLINE: Model validation is a key
18 technical uncertainty. That is one of the KTUs under the
19 112 performance objective for the total system. So when you
20 say do we make a distinction between it, it is a key
21 technical uncertainty. So we would identify sources of
22 information that feed into it. I don't know whether that's
23 different.

24 MR. OTT: I would not make a distinction, except
25 that I would back off a little bit and I would say that

1 we're not attempting to do any validation of models. We
2 really consider the documentation and justification of the
3 DOE's licensing case to be theirs. We're trying to
4 understanding these systems well enough that we can analyze
5 the data that's submitted to us and determine what the
6 uncertainties in that system are.

7 We would hope that, say, by looking at an
8 analogous volcanic system we can look at what DOE does with
9 their site-specific investigations at Yucca Mountain and
10 with their probabilistic models or whatever it is and have
11 some confidence in whether they have or have not done the
12 job that we feel is necessary to demonstrate their claims.

13 MR. STEINDLER: I recognize there is a usual
14 confusion as to what I mean and what you mean by model
15 validation. Maybe that's a discussion you and I can have
16 off-line rather than waste everybody's time. But if you
17 hold to your notion that you do not do analog studies for
18 model validation, that might be something you might want to
19 spend a few minutes on telling us at some point today.

20 If it's just a question of terminology, then --

21 MR. OTT: In terms of the model, there's going to
22 be a conceptual model and a set of mathematical models
23 advanced by the Department of Energy to license Yucca
24 Mountain. We're not going to advance that model. We're
25 going to review it and evaluate it. We're going to use

1 every bit of information that we have to critique what they
2 do.

3 The case to build confidence in that determination
4 is one that has to be made by the Department of Energy. If
5 you look on model validation in terms of how we've been
6 talking about it in the last year, it's a process of
7 building confidence. I know and everybody knows in the room
8 that there's been a lot of debate over what does validation
9 mean, what does verification mean.

10 If you look at those quotes that I gave in the
11 first part of the presentation, they refer very specifically
12 to an acknowledgement back when Part 60 was written that
13 this is a different beast. It's not trying to figure out
14 where a projectile fired from a gun goes within two
15 millimeters or two-tenths of a millimeter. It's a case of
16 projecting out the evolution of the system over 10,000 years
17 when you perturb it with 70,000 metric tons of radioactively
18 hot material.

19 It's not a simple project, not a simple job, nor
20 is it one that I think you can hold to ordinary standards of
21 proof. It's a case of investigating it enough to build
22 confidence in your ability and DOE's ability to make
23 estimates of what's going to happen and in our ability to
24 evaluate those estimates. I don't know if I can be more
25 specific than that.

1 MR. STEINDLER: No. But I think one of the issues
2 that keeps cropping up in anything that you folks do is
3 should you be doing it or should be DOE be doing it or why
4 are you doing it in addition to or not in addition to DOE.

5 If model validation or the validation of scenarios
6 is, in fact, the role that DOE plays, then someplace, I
7 think, you folks have to address -- you ought to address to
8 us at least why you're doing it rather than, say, somebody
9 else, like DOE.

10 MR. OTT: There are times when DOE doesn't do
11 things unless we do. If you look classically at the first
12 estimates to look at hydrologic flow in Yucca Mountain, the
13 assertions by the Department of Energy was that it was
14 matrix flow and matrix flow only. It is only after
15 considerable interaction and essentially a focused research
16 program of our own at Apache Leap which says that, look, you
17 really do need to look at fracture flow, as well as matrix
18 flow.

19 But the DOE has accepted the situation that they
20 have to look at matrix and fracture flow as a unit. It's
21 not a single phenomenon that they have to worry about.
22 There are a number of situations where we're probing the
23 edges where there is a conceptual model or a concept that we
24 feel needs to be investigated and perhaps the DOE isn't
25 putting as much emphasis on it as we think is important.

1 Unless we can demonstrate that there is
2 significant reason for looking at that phenomenon or
3 including it in the model, it is oftentimes not possible to
4 make the DOE do that independently. They do have
5 constraints on their program, as well, in terms of costs and
6 resources and they do have an obligation to investigate
7 those things which they feel are most important.

8 If we feel that there is something else that's
9 important and there's a disagreement, there are times when
10 we have to do some work to prove our point.

11 MS. FEDERLINE: Let me just add, if I could, Dr.
12 Steindler. This gets into the role of what is DOE's
13 responsibility and what is NRC's. We've looked very hard at
14 that lately as we've gone through the identification of our
15 key technical uncertainties. Who should resolve the key
16 technical uncertainties?

17 But we see a complimentary role here. As
18 regulators, it's up to us to really probe the key -- the
19 vulnerable aspects of these key technical uncertainties and
20 make sure, as Bill says, that we have an understanding of
21 the real critical aspect of the uncertainties, so that we
22 can probe whether DOE is doing the correct thing. We have
23 to have enough of an independent understanding to make sure
24 that DOE is doing the right thing.

25 So in some senses, it could appear that we're

1 overlapping and some people's judgment may be different than
2 ours as to what really are the key aspects. But what we're
3 really pursuing is focusing our efforts on the important
4 vulnerabilities which we see are key for performance to make
5 sure we understand and can feed back to DOE.

6 MR. STEINDLER: I think that is helpful, Margaret.
7 Thank you.

8 MR. OTT: I can give one other example. This was
9 many, many years ago, back when the basalt waste isolation
10 project was still en vogue, at which time general corrosion
11 was insisted by DOE as the primary failure mechanism for the
12 waste packages and they did not want to worry about other
13 failure modes, just localized corrosion. It was our
14 research at Battelle Columbus that essentially demonstrated
15 that pitting corrosion could lead to much more rapid
16 container failure and that that had to be considered as one
17 of the likely failure modes.

18 Again, there was a technical disagreement amongst
19 those and we really couldn't get very far until we made a
20 scientific demonstration that the phenomenon had to be
21 considered.

22 MR. POMEROY: Bill, can I interject something
23 here? First of all, I want to go back to something Margaret
24 said. Margaret, the concept of important parts or key parts
25 of key technical uncertainties is interesting to me. I've

1 heard comments from the staff that say the KTUs, as defined,
2 as so broad that they would justify any research.

3 Now I hear you saying that there are key parts of
4 these key technical uncertainties. I would like a
5 reference, if possible, to where I can find the listing of
6 the key parts of each key technical uncertainty, if you
7 could provide that.

8 MS. FEDERLINE: It might be helpful to understand
9 where we are in the process, and Bob Johnson can jump in if
10 he prefers. We have just defined the compliance
11 determination strategies for the first time, where we have
12 been through the regulation and we've made our first pass at
13 really identifying key technical uncertainties.

14 The job for us in this fiscal year is to do an
15 integration analysis where we look at overlap among the
16 uncertainties, how one uncertainty relates to another.
17 There may be some shifting in terms of how we define the
18 uncertainties, some differences in focus as opposed to the
19 way we wrote them down the first time.

20 So as we evolve this systematic look at what we
21 believe are the key technical vulnerabilities to the whole
22 system, from our perspective, as we iterate this, as we get
23 insight from performance assessment, the focus of those
24 activities is going to become sharper and we're actually
25 going to try to delineate what is NRC's responsibility in

1 those KTUs and what is DOE's responsibility.

2 We're not quite there yet. We're working and as
3 we refine the user needs each time we revise them, we're
4 trying to put more emphasis on what we believe NRC's role is
5 and what DOE's role in this is. But it's an evolving
6 process and if you said could I give you a list today, I
7 might be able to find an example in one or two areas where
8 we've pushed the rim a little further and we're a little
9 closer to defining what NRC's role is.

10 But if you'd like, we can try to find you one or
11 two examples. It might be better to let us get through the
12 integration review and then send you the integrated list of
13 KTUs, whichever you'd prefer.

14 MR. POMEROY: No. I think that waiting until
15 you're at a better point certainly is the appropriate move.
16 I would just strongly encourage you to get to that point,
17 because the key technical uncertainties blandness has
18 bothered me in the past and it would be nice to see those
19 issues come more sharply into focus so that we could
20 concentrate in a better way.

21 MS. FEDERLINE: We agree.

22 MR. JOHNSON: I'd just like to add something.
23 This is Robert Johnson. Actually, answering all these
24 questions, we'll probably end up giving my whole talk in a
25 few minutes. I appreciate that. So I will be getting into

1 this a little bit more. But I would just like to add that
2 very soon, when we publish the license application review
3 plan Rev. 0 here probably in May, that will contain the
4 current list of key technical uncertainties. As Margaret
5 has said, we're going to be working on that list this year
6 in the integration review. That will be refined.

7 As anybody can understand, I guess, when groups of
8 people, different groups of people come together to identify
9 some technical problems, you're going to have one-person
10 splitters and some things are going to be a little narrower,
11 some are a little broader, and that's one of the purposes of
12 the integration review is to get a little more consistency
13 and a little more focus after looking at the whole set,
14 which we haven't had that opportunity to do yet.

15 MR. POMEROY: I strongly encourage that. Anything
16 that can be done to sharpen those key technical
17 uncertainties would be useful. I had one other thing I
18 wanted to say.

19 I think you said at some point that the purpose of
20 the natural analog studies was to enhance the understanding
21 of the NRC to the point where we could review a license
22 application. That gets me back to the same point again.
23 One can justify any number of analog studies under that
24 umbrella and you could certainly spend many millions of
25 dollars doing that. We don't have that luxury.

1 I was hoping today that we would get an overview
2 at some point that would tell us how each of these analogs
3 that you are studying, that you have selected, how they were
4 selected. What regulatory question are you answering? What
5 is -- I can't say it better than an overall picture of where
6 the focus of the research program is going.

7 I think you mentioned that there were three analog
8 studies that were terminating, and correct me if I'm wrong
9 on that. I wonder if you could just tell me what they were
10 again, because I missed one of them, I think.

11 But I hope, to second Bill's earlier comment, that
12 today, at some point, we will hear exactly what the results
13 of these individual studies were and how they fit into a
14 regulatory picture in a more focused way than simply
15 enhancing our understanding of the regulatory process and
16 the license application aspect.

17 MR. OTT: We will try to do that. The extent to
18 which we're successful, we'll have to wait for the day to
19 unfold. The three projects were the Valles Caldera. That
20 project, actually, in terms of the research involved, ended
21 a year and 18 months ago, but it's taken a while to get the
22 final report and all the data analyzed and sifted through.
23 Linda is just now finishing the final review on that. So a
24 report should be out soon.

25 The ARAP project officially ended last year and

1 the Toledo workshop was the -- there was a session there
2 which was supposedly lessons learned and a report of what
3 had been done at ARAP. There's a whole day's worth of
4 proceedings. I believe that's the report you just got. The
5 Toledo workshop report is the one that just came out. So
6 there should be a major section in there on ARAP.

7 The actual final reports for ARAP have not all
8 been issued. There's a series of 16 volumes, which include
9 the data, the analyses, the whole smear of what has been
10 done at ARAP over the years.

11 I say it's over, but I want to qualify that
12 because there is an aspect of it that we won't be talking
13 about here today because it's not high level waste related.
14 We are actually funding some continuing work on some of the
15 ARAP data, but in the low level waste program, because it's
16 looking at transport in soils as opposed to transport in
17 rock or that kind of thing.

18 So the actual five-nation ARAP project is over.
19 There is some interest from Jaeri, our Japanese counterpart,
20 to enter into another international agreement to share the
21 results on the low level waste studies that we're doing.
22 We're doing the low level waste project unilaterally. It's
23 not part of an international effort right now. There is one
24 proposed, but it will be much smaller than ARAP, just a
25 very, very small project. We have specific objectives in

1 mind for the very small low level waste effort we're doing
2 there.

3 Another thing that is coming to an end is the Oklo
4 project. It has, I believe, one year to run. Our two
5 projects in there, one -- well, they have both officially
6 ended. They were both funded under low level waste. We
7 currently have under review a request for extension of one
8 and a request from the other to do a different piece of
9 work. The one project was looking at bitumen, which was a
10 proposed solidification agent for low level waste. That's
11 why that work was funded under low level waste.

12 But there's no longer any interest in bitumen as a
13 solidification agent. So we're just not going to fund the
14 bitumen work anymore. That particular investigator wants to
15 continue, so he's proposed something else. That work is
16 under review.

17 MR. STEINDLER: There is a big difference between
18 the final report and assembling the scientific data that has
19 been learned from an analog study. The thing that I think I
20 hear my two colleagues over here looking for, and I
21 certainly share that view, and that is the translation into
22 a functional application to what your customer is needing.
23 It is that translation, I think, that also needs to be
24 included.

25 MR. OTT: When Linda speaks, she's going to talk a

1 little bit about both the Toledo meeting and the NAWG
2 meeting coming up this fall out in Albuquerque -- Santa Fe,
3 excuse me. Same state -- in which, partially through our
4 efforts and partially through an interest in the
5 international community, there's been a movement in the
6 natural analog working group to try and make a closer
7 connection to the performance assessment.

8 We are also doing that independently within our
9 own program. So there is general movement in the direction
10 of trying to make all of this work be viewed as it
11 contributes to the ultimate product, which is more
12 confidence in the ultimate decisions that are made in the
13 regulatory programs.

14 In terms of what gets funded and when, when you
15 talk about large programs like Oklo and Alligator Rivers, it
16 is quite often determined by external events which are
17 beyond your control. For instance, when the Alligator
18 Rivers project was first proposed to us, we had to look at
19 it in terms of all of our other resources and, at that time,
20 a time schedule in Australia which would have made that the
21 next uranium mine which would be excavated and destroyed.

22 So when you have an opportunity with the right
23 place to find the data that you're looking for and it won't
24 be there in three or four years, it sort of elevates the
25 priority in which you look at that work as opposed to other

1 work. The same is true of Oklo. The French began the
2 current phase of investigations at Oklo when it was
3 determined to reopen the ore body and mine it. They decided
4 that it was an opportunity that they could not forego in
5 terms of doing further investigations.

6 The original investigations at Oklo did not
7 collect the kind of data that would have resulted in good
8 information for doing things like model validation studies.
9 They were done ten years ago. They were largely
10 qualitative. There was not good information on location.
11 There was no hydrologic data. They were very, very cursory
12 investigations that were done of the Oklo ore body when it
13 was originally discovered.

14 This investigation by the CEA has been much more
15 detailed and new ore zones -- not new ore zones -- new
16 reactor zones that had been discovered since the project
17 began at Okelobondo and Bagonde, which is actually about 25
18 kilometers south, have provided new opportunities for them
19 to actually characterize zones before they go and mine them.

20 So both Oklo and ARAP were targets of opportunity.
21 Now, it turns out that the politics in Australia resulted in
22 the fact that they have a free mine policy or they did until
23 the third mine closed. Now they have a two mine policy. So
24 ARAP still hasn't been mined. But at the time, we were
25 actually looking at the mining as a further opportunity,

1 because the plan for the mining would have created a
2 vertical face where they could have gotten extremely
3 detailed measurements on one aspect of the ore body.

4 So there are pros and cons, but timing is
5 sometimes critical in these projects. Valles Caldera, on
6 the other hand, was a project which we initiated. Actually,
7 it was originally called the Inuo Dome natural analog
8 project. We were looking for something that would give us
9 an insight into one of these contacts. It turned out that
10 the original site was not suitable.

11 The investigator -- and Linda can talk about this
12 later, if you'd like, and she'll explore it further with you
13 -- came up with the Valles Caldera site as an alternative
14 and we elected to go ahead with the project.

15 The other ones on there, Pena Blanca and Akrotiri,
16 are probably the only two projects that I can name that were
17 actually the result of a very wide and systematic search of
18 potential natural analogs and their relevance to our
19 particular site at Yucca Mountain. English can talk to you
20 some more about that later. The first report out of that
21 project was a literature search and, as part of the
22 literature search, a site selection screening. They went
23 through and they looked -- they investigated a number of
24 sites.

25 I went with them on one of their investigations

1 when they looked at sites up in northern Nevada at Virgin
2 Valley and the McDermott Caldera. After all of these
3 investigations, they selected Pena Blanca and Akrotiri as
4 places to be looked at for feasibility studies. They went
5 down and they did their feasibility studies, did preliminary
6 analyses, came back and said, yes, the potential there is
7 for -- there is good potential there for getting information
8 that will be of value to the program.

9 Then we elected to go on further with the Pena
10 Blanca and Akrotiri studies, and English will give you the
11 detail on those later.

12 MS. KOVACH: Dr. Hinze, may I add one thing to
13 address Dr. Steindler's question about transferability of
14 the results? In the past, Research has done research
15 summaries of the findings from our projects and I suppose
16 that that should be done for the three projects that are
17 ending. The Research summaries transmit the important
18 information from these projects to Licensing.

19 So without committing myself to it, that has to be
20 done. Secondly, we are planning a workshop, which we'll
21 talk about later, between the NRC and the CNWRA staff that
22 are working specifically on the analog project and our IPA.
23 The purpose of that workshop will be direct -- we will be
24 using data from the Pena Blanca site and modeling it in a
25 performance assessment type of exercise.

1 So we will be explicitly integrating those results
2 during that workshop, and that's planned for June of this
3 year.

4 MR. HINZE: Thank you, Linda. I would like to go
5 back, too, to one of Dr. Steindler's points, and that is the
6 one regarding model validation, Bill. You referred to the
7 document of the center and I would like to refer you to Page
8 27 of that document and an article by Budhi, Sagar &
9 Wittmeyer on analogs and performance assessment.

10 I would like to ask if this is -- what, in your
11 belief, is the sense of the NRC Research on this. This is a
12 discussion that deals with whether one should have broad
13 analog studies or focused analog studies, something that you
14 already brought up. The report on McComby recommended that
15 analog studies not remain focused on -- and this is the
16 NAGRA group -- on narrow issues, but adopt a broader
17 perspective.

18 Then the statement is made and I'd like to ask you
19 what is the reaction of Research to this. "In the context
20 of model validation, we believe that data from natural
21 analog studies will have only low to moderate validation
22 weight." Now, the way I interpret that is they don't think
23 much of natural analog studies for model validation. That's
24 a polite way of putting it.

25 This goes back to Dr. Steindler's question about

1 the use of natural analogs in model validation. This is a
2 document of the center, with the head of Performance
3 Assessment making this statement about model validation. Is
4 this also a policy of RES?

5 MR. OTT: A policy?

6 MR. HINZE: Is this also the belief of Research?

7 MR. OTT: Let me address the policy statement.
8 The document is not a policy document of the Commission.

9 MR. HINZE: I understand.

10 MR. OTT: As long as you've got 20 people in a
11 room who consider themselves to be experts on natural
12 analogs, you'll have probably 20 views on what any
13 individual analog will be worth in terms of model
14 validation. Norm is going to address this specifically
15 later. I see him sitting at the table wanting to get up
16 now.

17 MR. POMEROY: Stop biting your hand, Norm.

18 MR. OTT: Let me make the observation that it
19 depends on the system and what you're trying to get out of
20 it. I listed up here before in one of my first viewgraphs
21 possible uses of natural analogs. I think I avoided
22 actually saying model validation in that particular list.

23 MR. POMEROY: Yes, you did.

24 MR. OTT: That's what I call wisdom I guess. Let
25 me clear it up again.

[Slide.]

2 MR. OTT: Confirmation of data. If you don't hear
3 it model development, if you look at effects of a couple of
4 processes, you're looking at there to a certain extent at
5 things which can be quantified. I mean a lot of people,
6 when you talk about validation, talk about quantification.

7 Does this tell me that I am plus or minus five
8 percent? I'm not going to tell you that, yes, this model is
9 going to tell you I'm plus or minus five percent. It may
10 help me define the range of scenarios that I should or
11 should not consider.

12 It may help me balance the probability envelope
13 and say that I only need to consider volcanic events which
14 are such and such a magnitude or less. It may tell me that
15 the types of consequences from a particular volcanic event
16 in this system are going to be less than a certain amount
17 with a certain probability with some kind of uncertainty to
18 it.

19 But I think you're talking about a matter of
20 degree, not of can you or can't you. It is what you can get
21 out of the systems and whether you have any other choice to
22 get information on these systems. I think a lot of our
23 problem lies not in whether I can or cannot, but how well I
24 can and, in the final analysis, the determination is whether
25 I have built a strong enough case that people have

1 confidence that we have done the best job we can and the
2 probability of safety is high.

3 Norm, you want to give us a better answer?

4 MR. EISENBERG: I'm Norman Eisenberg from NMSS.
5 Let me start off by saying that I think there probably are
6 more disagreements than these on validation than there are
7 on religion.

8 [Laughter.]

9 MR. EISENBERG: In this particular case I am not
10 sure that I would agree with Sagar and Wittmeyer entirely.
11 I believe there point is for the natural analogs of
12 limitation of the use of the information for validation is
13 that you have a great deal of uncertainty about the boundary
14 conditions, and for that matter, the initial conditions.
15 Although, sometimes you have more information about the
16 initial conditions than you do about the boundary conditions
17 over the long periods of time.

18 The counterargument I would make to that is that
19 if you use field data or field experiments, you are testing
20 on time and space scales, which are very small compared to
21 the ones of interests for geologic disposal of radioactive
22 waste. So you're caught in a bind.

23 You can use natural analogs, get the appropriate
24 time scales, but the boundary conditions are uncertain. You
25 can use experiments over short periods of time where the

1 boundary conditions are well known, but you're not at the
2 time scale and special scale of interest. My person point
3 of view is that we need both.

4 We need both types of information in order to
5 build a case for confidence in the models and it will not be
6 validation in the usual sense because -- I'm sorry Dr.
7 Steindler -- I don't think we can do that. We cannot test
8 date models in a definitive way over the time period of
9 interest. We just cannot do experiments for 10,000 years.

10 MR. STEINDLER: I'm certainly not suggesting that
11 you drag this process on for 10,000 years. It seems like
12 that already as a matter of fact.

13 [Laughter.]

14 MR. EISENBERG: Yes, it does.

15 MR. STEINDLER: Let me simplify your discussion.
16 The chap sitting in the second row of the licensing hearing
17 is going to ask the question about the relationship between
18 the real world and this model that you have put up and
19 unless you are prepared in some fashion or another to give a
20 fairly straightforward explanation to that chap in the
21 second row you are going to have a great deal of difficulty
22 getting the licensing process, you know, even sensibly
23 accomplished.

24 If it isn't the guy in the second row, it may be
25 the lady professor who has been asked to come and be an

1 expert witness for the opposition who looks at the world in
2 a more microscopic sense and ask the same question. And it
3 is that sense that the analogs, you know in some fashion,
4 have been counted as giving you an aid to satisfying a need.

5 It doesn't make any difference or not whether you
6 do not know how to do accelerated testing. Everybody
7 understands the problem of doing accelerated testing and
8 that you cannot compress -- you have difficulty compressing
9 one year into a reasonable laboratory study. By the way,
10 Bill, the narrow scope of your lab test is a little too
11 narrow. After all, we have been at it something like a
12 decade about materials and not to be able to helping out on
13 that.

14 We can argue about the discrepancies and
15 difficulties in both time and space until hell freezes over
16 but there is a basis need of convincing somebody that you
17 understand the real world, and it seems to me, in that
18 sense, I use the term validation and I read the science
19 article that says that you guys cannot possibly, and frankly
20 I had some sympathy with somebody saying it cannot be done.

21 But that is not the issue. I don't think that is
22 the issue at this point. The five percent number that you
23 are quoting -- you know you're in the wrong ballpark. What
24 you want to know is whether or not you're in an order of
25 magnitude range describing what is going on.

1 MR. HINZE: The analogs help us determine
2 something about processes, what processes are in effect.
3 But the details, as Norm has pointed out, the initial
4 conditions, the boundary conditions as you proceed through
5 time, we can say something about those but we don't have
6 those pinned down and, therefore, we do have a problem.
7 Yes, sir?

8 MR. MCNEIL: I'm Michael McNeil from the Office of
9 Research. In defense of Bill, the only people that I know
10 of that have actually had experiments and tests for periods
11 ten years longer were the Corrosion Groups at the National
12 Institutes for whatever they call it now. Now that group
13 has been dissolved and that experimental program is dead.

14 [Laughter.]

15 MR. MCNEIL: I would say one think in defense of
16 natural analogs. Twice since I've been in this program, in
17 terms of waste package, the Department of Energy's
18 contractors have begun to use models and when it was pointed
19 out to them that the models predicted grossly wrong results
20 when applied to the archaeological record, they went away
21 and did something different. So there is a direct use for
22 natural analogs in persuading potential licensees not to use
23 certain models.

24 MR. STEINDLER: Well, Linda and Margaret made that
25 point and I think it is a good point. If you want to

1 sensitize the folks who are going to be license applicants
2 to the fact that maybe they're not looking at the entire
3 scope of what they should be looking at, that is fine. And
4 that may be a fairly decent reason to pursue this kind of
5 work. But, ultimately, in some fashion, you have to answer
6 the question, are you describing the real world?

7 MR. OTT: I don't think anybody does not realize
8 the scenarios that you mentioned a few minutes ago about the
9 licensing hearing. All too real, and we can expect them.
10 It is not a case of maybe it will happen. It is highly
11 likely that it will happen.

12 MR. STEINDLER: As Bill Hinze pointed out, what
13 we're looking for is some assurance or some evidence that at
14 least that part of the activities of research are focused on
15 that issue. There has got to be some mechanism of
16 justifying the expenditure of time and effort and spending
17 your time on this kind of thing that relates to the
18 customer's need.

19 MR. OTT: I hope that what we do this morning
20 gives you -- this kind discussion, the overall discussion of
21 what we do this afternoon, gives you some of the detail to
22 make you comfortable with what we have been doing.

23 MR. STEINDLER: I think we're looking forward to
24 it.

25 MR. OTT: Thank you. We have tried to stay away

1 from technical details of the project themselves and go to
2 results and products and how it is used in PA as opposed to
3 details about measurements and that kind of thing. So we
4 hope that the focus is what you want. We did want to give
5 you this forum in the morning to explore more general
6 aspects of what is being proposed. I guess with that we
7 will move on.

8 MR. HINZE: I think there are a couple of more
9 that we would like to see. Linda?

10 MS. KOVACH: I would just like to throw out a
11 question for thought. My thought is that we could use data
12 from natural analogs to bound the order of magnitude of a
13 process from process that occurs in nature and then use that
14 order of magnitude as our limits within our performance
15 assessment of what we expect.

16 In other words, if in nature we cannot narrow the
17 range of a process done to less than several orders of
18 magnitude, maybe we should not expect that we can do that,
19 we can perform this assessment or that our models can do
20 that.

21 MR. HINZE: That is an interesting concept.

22 MR. KEN: I think you've been trying to find a
23 slot here.

24 MR. FOLAND: As an earth scientist who does,
25 basically, laboratory research, all of which is almost

1 always natural and long, have you thought about discarding
2 the term, "natural analog," and identifying all of this
3 research in terms of the objectives, be they geochemical or
4 whatever? And it happens, in my perspective, that what you
5 have put up there for a natural analogs project merely cites
6 a study, which are analogous to a laboratories if we were
7 doing corrosion studies of metal on a real time basis.

8 Perhaps if you might address that issue, it might
9 help us to say what we might expect from natural analogs is
10 really no greater than we would expect for a geochemical
11 study that looks at the natural behavior of uranium over a
12 large period of time.

13 MR. OTT: That is a good question and, yes, I have
14 thought about it. I think about it programmatically. We do
15 not fund any of these projects in the segment of our
16 research program called Natural Analogs. The Valles Caldera
17 was funded under geochemistry as if a geochemical analog
18 project. Apache Leap is funded under Hydraulic
19 Research, and Akrotiri is also under the Geochemical Analog
20 Project.

21 I don't really have a good answer for you. The
22 reason that the term "natural analog" came up originally in
23 terms of waste and is probably almost 25 or 30 years ago
24 when people first discovered Oklo and somebody said we have
25 a natural reactor that is has been buried for 2 billion

1 years. Isn't this the perfect analog of a nuclear waste
2 repository and everybody said yes.

3 The term become a term of art or something like
4 that, and over the years people thought about it and they
5 thought, well, maybe other ore bodies would also be analogs
6 for a repository because uranium has existed in these
7 locations for years and has not gone away and damaged
8 anyone. Maybe ore bodies ought to be, in general,
9 considered to natural analogs.

10 Then the natural analog working grew,
11 international interest became much more prevalent in trying
12 to dispose of nuclear waste, and people became serious about
13 looking at it. They realized the long time frames. They
14 said, oh, this natural analog concept is something which
15 could be broadened.

16 You're right. We could just as easily abandon the
17 term "natural analogs" and just fund these as very specific
18 directed oriented projects.

19 MR. HINZE: It is too late.

20 MR. OTT: You could say it's too late.

21 MR. FOLAND: But, in part, would it be beneficial
22 to point out at the beginning that none of these are, in
23 fact, true analogs for Yucca Mountain or any other site
24 because they exist -- they're too many parameters. They are
25 no true analogs.

1 MR. OTT: One of the things, a response that I
2 wanted to make to Dr. Hinze earlier and I should have, again
3 the NAWG criteria. NAWG is very serious about trying to
4 determine those things which ought to be done to make
5 certain that analogs are productive, things you should look
6 at, like how well it is bounded in time and space to make
7 sure you can extract some information from it.

8 You don't want to go into an open system and study
9 it and then find out that you have gained nothing for all of
10 the money that you invested in it. So we have tried to be
11 very specific in terms of the analogs that we look at and
12 trying to make certain that we have objectives that we can
13 achieve and that they are limiting objectives.

14 The other thing that NAWG has said is that we
15 ought to be looking at process-oriented analogs. We are
16 looking at analogs processes and event, not looking at
17 analogs or propositories. It is a very clear point. We are
18 trying to understand things that might happen in Yucca
19 Mountain, not because this is Yucca Mountain just translated
20 to someplace else, but because the process that might occur
21 at Yucca Mountain has occurred here, and by looking at this
22 process where it has occurred, we may gain insights on what
23 happens if it occurs at Yucca Mountain.

24 That is, essentially, the philosophy behind
25 looking at analogs. From the point of view of it being too

1 late, perhaps it is too late. Administratively, we can make
2 a decision tomorrow that, no, we don't have a natural analog
3 program. All we have is a process-oriented program. But
4 people will come back and say do you have things that you
5 would consider natural analogs and we tried out the list and
6 said we consider all of these things to be natural analogs.

7 Whether you do one or the other, I don't know.
8 You're point is well taken about them being process-
9 oriented.

10 MR. FOLAND: If you take this one step further,
11 there was some discussion about who has the responsibility
12 for doing what. We certainly take one of these sites, Pena
13 Blanca, for example, and let me ask the question because I
14 really don't know the answer to this. What is the DOE doing
15 that if I don't want to use the word "analogy" -- along the
16 same vein of addressing the same issue as a geochemical
17 transport of uranium, what research at DOE is being done at
18 any locality that takes into account scale and time in a
19 geologic context?

20 MR. OTT: I cannot tell you everything the DOE is
21 doing. Linda stepped out of the room and she can address it
22 a lot better. She would tell you in terms of Pena Blanca
23 that she might or she might not -- we understand that DOE is
24 preparing a proposal to undertake work at Pena Blanca as
25 well.

1 In terms of ARAP, DOE was a participant in the
2 ARAP Project for the last couple of years with that project.
3 DOE attended the Oklo meetings a year ago. Dave Curtis made
4 a presentation, a proposal to do work at Oklo, but the work
5 was never funded.

6 They have done work at Cigar Lake up in Canada.
7 They were part of the Pocos de Caldas Project. There is
8 another one, Marysvale. So there are some of the areas in
9 which DOE had been doing work. Most of those are ore
10 bodies. They would be looking at transport processes.

11 MR. CLOKE: Let me introduce myself. I am Paul
12 Cloke. You may remember, those of you who were here last
13 year, that I came again at the request of DOE from Las Vegas
14 to help our presenter answer questions regarding DOE
15 programs. I would be glad to do that if the panel wishes to
16 have me do so.

17 For example, yes, we have talked about wanting to
18 get funding going to help with Pena Blanca, but I do not
19 know of any proposal that is actually in the process of
20 being developed. Another point of information that you may
21 be interested in is I have, indeed, been involved with this
22 natural analog video. I reviewed the video as it existed
23 last November. I expect in about three weeks times to go
24 back to Switzerland and review the final versions of that.

25 There will be two versions, a short version of

1 about 22 minutes. That will be presented as part of the
2 Natural Analog Plenary Session on Tuesday afternoon, May
3 25th I think it is. Immediately following the plenary,
4 another session is being set up, which will show the longer
5 version, which is a 15 minute version, which we'll have time
6 for discussion and more introduction.

7 As I said, please feel free to call on me if you
8 want any information on any of these matters.

9 MR. HINZE: Paul, could you briefly answer Ken
10 Foland's question about Pena Blanca, what DOE is doing in
11 comparable types of studies?

12 MR. CLOKE: I think that Bill actually covered
13 that pretty well as to what is actually going on. Yes,
14 there is work at Cigar Lake, which is active. We were
15 involved, DOE was involved with Alligator's Rivers and the
16 ARAP Program.

17 I don't know of any current natural analog study
18 that DOE is doing aside from the Cigar Lake, which as I
19 said, is active. Others have been done. The Maryvale one
20 was done a long time ago and I believe that is totally
21 finished at this point.

22 MR. HINZE: As is with Pocos de Caldas?

23 MR. CLOKE: Yes.

24 MR. HINZE: Thank you very much, Paul. With that,
25 Bill, the agenda calls for a break at 10:00. We are 14

1 minutes behind schedule, but that is better than usual.
2 With that I will turn it back to you, Margie.

3 MR. STEINDLER: I would be pleased to call a one
4 minute break. Is that what you're asking?

5 [Laughter.]

6 MR. STEINDLER: Ten minute break.

7 [Brief recess.]

8 MR. STEINDLER: Let us reconvene. Dr. Hinze?

9 MR. HINZE: We will turn it over to Bob Johnson.
10 Bob, as I understand it, you are going to be speaking about
11 the SAR, KTUs, and all those good things, how they apply or
12 how natural analogs apply to them.

13 MR. JOHNSON: Can you hear me with the microphone
14 the way it is?

15 MR. HINZE: I can.

16 [Slide.]

17 MR. JOHNSON: I recall it was about last May that
18 we spent about three hours discussing the systemic
19 regulatory analysis, the SRA, and I was asked today not to
20 repeat that but to focus it, maybe very briefly, just
21 provide an overview of SRA, how we are using that process,
22 the LARP process together with key technical uncertainties,
23 and how that process leads to the development of users
24 needs, and also give you a status of where we are with
25 respect to developing the LARP KTUs and user needs.

1 I would like to recognize, though, with respect to
2 natural analogs, you will hear probably -- we've talked
3 about a little bit, but you will hear probably more this
4 afternoon on key technical uncertainties and how they
5 relate. I don't believe that you will find a key technical
6 uncertainty about natural analogs.

7 However, people will say, as they already have,
8 that results of these studies you might well contribute to
9 how the Staff will prepare to review various key technical
10 uncertainties. So I will imagine that the more specific
11 discussions this afternoon will get into the results and how
12 they relate specifically.

13 [Slide.]

14 MR. JOHNSON: Again, very briefly, I would like to
15 just summarize what we mean by the systematic regulatory
16 analysis, give an overview here, and what we are really
17 talking about. I have tried to really boil it down a little
18 bit and say that SRA is really kind of a management process.
19 It is a systematic and controlled process that we are using
20 as a Staff, together with a center's support, to develop our
21 regulatory documents.

22 I said it is how we are using -- it is how we are
23 managing our work. We are using it to identify our work,
24 prioritize our work, help integrate it, control the
25 development of our work, and, finally, how to document it.

1 That really amounts to how we are managing much of our work.

2 Last May, I think the focus of my talk was more on
3 the license application review plan development using SRA.
4 I just wanted to point out that there is more of our
5 regulatory program that we are using in this process. This
6 process, in particular back in 1990, the Center identified
7 regulatory institutional uncertainties with respect to 10
8 CFR Part 60 using the process.

9 Then, of course, over the last two years or so, it
10 will be ongoing, we are using the process to develop the
11 license application review plan. But we are also, on the
12 third bullet here, we're also planning on using the process
13 to revise the Staff's draft format and content regulatory
14 guide for the license application.

15 So I just wanted to point out in opening that it
16 is a process for how we do our work and, although, a lot of
17 it is focused on the license application review plan and how
18 a lot of other technical work feeds into that, we have used
19 it and will continue to use it in other areas of our
20 programs as well.

21 {Slide.}

22 MR. JOHNSON: Now, I would like to look more
23 specifically, just summarize for you some points about the
24 development of our license application review plan. It is
25 important here in this talk because the LARP, the license

1 application review plan, helps focus and link our research
2 work and our technical assistance work like an IPA in
3 modeling helps link that work to our job, our eventual job
4 in reviewing the license application in a more timely way,
5 our reviews of our prelicensing reviews of what DOE is doing
6 that will eventually form a basis for DOE's license
7 applications.

8 So we are using it as a Staff to help integrate
9 the programs work, the technical work, and research and
10 technical assistance in order to prepare us to do our
11 reviews. As you might remember, I said that LARP was made
12 up of 97 individual review plans. Each of those 97 review
13 plans as we are preparing them, we prepare them with two
14 steps basically.

15 The first one is what we call the Compliance
16 Determination Strategy. Compliance Determination Strategy
17 is made up of two parts basically, the review strategy,
18 which goes into the review plan, and that really simply
19 describes the scope of the Staff's review for that
20 particular part of the review plan, what type or level of
21 detail the Staff will decide to use and the basic approach
22 to the review.

23 In the type of review, there will be some
24 identification or discussion about whether research is
25 needed or whether some other technical assessment

1 capability, like modeling, might be needed to support the
2 Staff's review.

3 Now, the CDS also includes a rationale that
4 supports the strategy. That rationale includes what we have
5 called key technical uncertainties, which I will define
6 again in a minute. Included in the rationale, though, for
7 these key technical uncertainties, if the Staff has decided
8 that research is important to address this key technical
9 uncertainty, then a specific rationale is prepared for why
10 NRC needs to do this research.

11 So we are trying to not only to identify and focus
12 on those areas of key technical importance, but also what
13 parts of them will need research and our reasons for that.

14 MR. HINZE: Bob, is the research strategy document
15 then by both for identifying those elements which will
16 involve research?

17 MR. JOHNSON: You mean the research program plan?
18 That is linked to our strategy. We have developed an
19 overall review strategy, which includes a strategy for
20 research, and that research program plan is based upon that
21 broad research strategy. That is linked into our program
22 principally by way of these key technical uncertainties.

23 As I go through my next slides I will try -- that
24 is what I was going to try trace and map out. If you have
25 further questions after I get through those slides, we can

1 try that.

2 MR. HINZE: Thank you.

3 MR. JOHNSON: The second part of developing the
4 license application review plan would be, again, for each of
5 the 97 review plans the Staff will develop what is called a
6 compliance determination method. That document, basically,
7 provides the remaining parts of a review plan, that is the
8 review procedures and acceptance criteria, interfaces
9 identified among various review plans, for example,
10 evaluation findings, and last again, rationales for the
11 Staff's choosing certain procedures or methods and
12 acceptance criteria.

13 I don't want to go into this today because the CDM
14 is in much more detail but it is not that relevant to the
15 topic today except for the first part I think. In hearing
16 the discussion this morning and trying to draw relevance,
17 you know, for the result of research and how they fit into
18 the Staff's needs, I thought it might be useful to say that
19 part of the plan that gives procedures and acceptance
20 criteria that is what we need input to.

21 I can imagine that various research projects, the
22 results of research projects will, of course, vary. But
23 they may provide a methodology for the Staff to use in doing
24 its review, which will be documented here in the review
25 procedure.

1 Another kind of research, that which had light,
2 would help the Staff understand better so that they can come
3 up with their own review criteria to review what DOE has
4 done. So having a better understanding of the condition or
5 process should help the Staff write criteria based on their
6 own independent work, in addition, of course, to the work
7 that DOE and the technical community is doing.

8 But taking all of that together, including our own
9 independent research that should result in and should
10 contribute to being able to write acceptance criteria in the
11 review plan. So when people say what is the link you can
12 say it helps us review better. It helps us have a better
13 understanding and a better way to evaluate to what DOE is
14 doing.

15 I'm trying to put it into tangible terms with
16 respect to the license application review plan. That is the
17 tool that Staff will use to guide us. Eventual license
18 application review, but currently, today, it will help as we
19 start getting parts of it written. It will help the Staff
20 review and prelicense what DOE is doing today. So that is
21 one way to generally describe how any research might be
22 factored in.

23 Part of our strategy, overall strategy, as
24 explained in our review plan and as explained in the
25 research program plan is to better link the research

1 projects to the key technical uncertainties which are a part
2 of various review plans and LARP. So this is kind of a
3 general summary of how we are trying to link the program
4 pieces together so that we can have a better integrated
5 program.

6 MR. STEINDLER: I think the last statement does
7 not seem to be quite right. What you have described, I
8 guess, could be termed as obvious. Clearly, you need to
9 have, if you're going to have a research plan which is
10 rationalized on the basis of some input to the customer and
11 you being the customer, clearly, there has got to be some
12 transfer of information and concepts.

13 But he said this is how we plan to do this. But
14 you did not say how you plan to do that. I guess what I'm
15 looking for is not just the obvious statement, namely, that
16 you're going to be using research results. But I would like
17 to see a little more explanation on how you intend to
18 acquire the results, how you intend to provide for yourself
19 some way to describe, to understand the impact of the
20 research and the questions before you either as KTUs or the
21 questions that are before you in some other fashion. What
22 is the mechanism?

23 MR. JOHNSON: I will try to answer that a little
24 bit here in a couple of ways. First, the results of
25 research are documented in various reports from the Center

1 from the research projects, and as I understand it, the
2 semiannual reports. Now, to get a stronger feedback from
3 research results tied to the key technical uncertainties
4 we'll present results in a context of how those results are
5 progressing to address these various key technical
6 uncertainties.

7 MR. STEINDLER: That has not been done in the
8 past?

9 MR. JOHNSON: We have just begun in the past year
10 to identify key technical uncertainties within the framework
11 that I am describing here. So, although, results have been
12 documented before in setting up this program of linking
13 research to the license application review plan by way of
14 key technical uncertainties, now we have been revising the
15 products so that the results are focused exclusively in that
16 direction as well.

17 So it is just part of implementing the program.
18 It was not done before because key technical uncertainties
19 did not exist before. So we are in the process of
20 implementing this program and trying to make the links and
21 the feedback more explicit so that they can be used that
22 way.

23 MR. STEINDLER: When would I be expecting to see a
24 semiannual or quarterly report or monthly report from the
25 Center that relates results to specifically the customer

1 need? Coming up in the next month, coming up in the next
2 six months?

3 MR. OTT: The next semiannual would be due after
4 June I believe.

5 MR. STEINDLER: We get semiannual reports and
6 topical reports at the completion of significant tasks. The
7 next semiannual you would see July to August. It takes
8 about 30 days to 45 days to process them.

9 MR. JOHNSON: I think I can -- the second answer
10 to your question is as we develop compliance determinations
11 strategies and as we plan on conducting or developing these
12 compliance determination methods they are done oftentimes
13 with a team of people from NMSS and the Center. Oftentimes
14 the Center people that are doing research as well. So
15 having that team group effort is a way that you are
16 involving the people that are doing the research with the
17 people -- they are the same people in some cases that are
18 writing criteria and the review plan.

19 So their results are just direct because it is
20 sometimes the same people who are doing the work. But, in
21 fact, that is how we are anticipating writing the CDMs
22 because that is how we wrote all of the CDS this past year.
23 It was a combined effort of our research people, Center
24 people, the particular technical disciplines that were
25 needed.

1 So the results of their work were factored into,
2 and in this case for CDSs, the key technical uncertainties
3 that the group felt existed based on their experience. So
4 it is another way when you talk about how do -- what is your
5 process? How are you going to get the results of research
6 actually into the LARP? People who are doing the research
7 will be contributing to writing the LARP. Does that help?

8 MR. STEINDLER: Yes. Linda made a comment this
9 morning before the break about the existence of research
10 summaries that apparently transfer information from I assume
11 the project manager of a particular research program to
12 somebody. I assume it is targeted -- NMSS, you have
13 mentioned that so far, and that strikes me as an interesting
14 and useful way to do it. Where does that fit in?

15 MR. JOHNSON: I think you need documentation,
16 whether it is called a research summary or whatever. It is
17 output. Go ahead, Bill.

18 MR. OTT: The research summaries a vehicle that we
19 had used in the past years. We have not done many in recent
20 years because in the transition period over to the Center we
21 did not have a lot of interim projects that were significant
22 enough, in and of themselves, to generate them.

23 What we generally do is when a project had been
24 completed or some major phase of a project had been
25 completed with a significant result we would try to digest

1 that material, assess its relevance to the licensing
2 program, and send that research summary over to not only the
3 NMSS Staff but the management.

4 It was a management information tool as well as a
5 Staff information transfer tool because sometimes the volume
6 of information that impugns on the licensing staff does not
7 allow them to read everything to the detail that you would
8 like. So we tried to focus on those aspects of the research
9 that we felt were of significant impact.

10 I think the Center's program is maturing to the
11 point where that would be a useful tool. On the other hand,
12 the Center is so integrated into the licensing program that
13 since the Staff works on both licensing and research it is
14 probably not as important of a tool as it used to be because
15 we had to have a transfer in the past because our
16 contractors were not as closely integrated into the
17 licensing programs.

18 MR. STEINDLER: That leads me quickly and
19 appropriately into my other question. Your focus is based
20 on the KTUs. Who determines those?

21 MR. JOHNSON: The process we have used this past
22 year was a team was established that included the important
23 technical disciplines for a particular review plan. Those
24 people may have come from NMSS research -- our research
25 staff and the Center. The technical group discussed not

1 only the review of the particular requirement and the
2 regulation, but what are the key technical problems with
3 respect to demonstrating compliance with those particular
4 requirements.

5 So the team came up with the key technical
6 uncertainties, which then were reviewed by our management
7 here and the Center management. So we went to the process
8 of team development and then review by management.

9 Any key technical uncertainty, because of its
10 implications, its importance and implications on the program
11 was reviewed up through division management and the High
12 Level Waste Division.

13
14 MR. OTT: I would like to add one thing to the
15 general process discussion that we are having here. This
16 diagram that Bob did not bring with him, but which was used
17 the last time that we briefed the Committee, essentially
18 showed the LARP process and the KTUs, the user need research
19 program limitation, and the analysis methods in IPA, sort of
20 a loop.

21 We've had comments from some people that did not
22 like the loop because it did not have an output. But the
23 important part of the loop was the fact that is organized,
24 to a certain extent, on a budget process. Every year we
25 have to go before committees to justify research in the

1 April/May time frame. So to a certain extent, the process
2 for annual reviews and updating in the KTUs are built into
3 the way that the budget process is done.

4 Now, we have the coordination document, which is
5 Appendix C to NUREG 1406, which describes the coordination
6 that we supposedly go through each year. As soon as the
7 KTUs, the first iteration, is through, then we will begin
8 doing this on an annual basis.

9 Now the question that begs is the fact the
10 research needs do not occur on an annual basis. Information
11 is constantly developed. We acknowledge that when we were
12 putting this together and specifically made provisions for a
13 recommendations to be floated up for new critical user needs
14 as they occur and when a Staff member sees something of
15 significance he brings it to the attention of whoever is in
16 charge of that particular KTU development program and they
17 meet on it and make a decision of whether something should
18 be done immediately or whether it can wait for the revision
19 of the KTUs so the review of the KTUs in the following
20 budget cycle.

21 So we have got a coordination program designed for
22 at least giving us an annual update. Research information
23 sometimes doesn't even flow on an annual basis. Sometimes
24 it comes a lot slower than that. At least on an annual
25 basis, then if something comes up sooner than that, much

1 more quickly, a mechanism for getting that into the user
2 need process.

3 MR. GARRICK: I want to follow up Dr. Steindler's
4 question on KTUs, where they come from. Am I to understand
5 that they, basically, come out of a committee process?

6 MR. JOHNSON: They come out of a committee
7 process, but the committee process is following procedure
8 that uses criteria to help that committee makes its
9 decisions, make its judgements. Those judgments are
10 reviewed by management. Eventually, the judgments that
11 people are making now will be further confirmed in the
12 future as we get more results from iterative performance
13 assessment.

14 What we have said before is that you have to
15 understand that this is an iterative process. We are just
16 beginning and we have our first attempt at identifying KTUs
17 that will come out this year from this process. As Bill was
18 alluding to, annually we will revisit those, based on
19 information that we get, new information either from IPA or
20 research or what we've learned from DOE's program.

21 So there is a lot of judgment in there, but what
22 we have tried to do is set up procedures. We have set up
23 procedures to guide the committee, the team's judgment.

24 MR. GARRICK: One of the things that occurs to me,
25 and I am new at a lot of this -- and you finally mentioned

1 it -- performance assessment is a natural vehicle, a natural
2 mechanism for getting contacts to issues, and whether they
3 are uncertain or not is not nearly so relevant as to whether
4 they are key. So the process of establishing importance
5 seems to be a process that does not lend itself too well to
6 a committee process. I was just very curious about the
7 mechanism.

8 [Slide.]

9 MR. HINZE: Before you remove that last one, I
10 would like to ask a question if I might about that.

11 [Slide.]

12 MR. HINZE: That is, I did not understand the
13 level of detail that you get to in the CDM. Does that, for
14 example, refer to any of the natural analog projects? Does
15 this refer to Pena Blanca? Would this refer to Apache Leap
16 for interfaces for procedures?

17 MR. JOHNSON: I may not be the best one to answer
18 that specifically, but I think it can give the Staff insight
19 on how to address certain technical problems, criteria on
20 how to use natural analogs. I think that question -- it is
21 a very specific question. You can ask some of the technical
22 folks how they are planning to use the results.

23 MR. HINZE: Pardon me for interrupting, but before
24 you left that, we don't have a field for what really is
25 included in this other than these bullets and it makes it

1 very difficult for us to evaluate it in terms of our
2 mission.

3 MR. JOHNSON: I will be honest with you. When we
4 are developing the LARP, it is exploratory for us too, and
5 the first version that will come out in about a month here
6 contains two CDMs. At least it will contain the results of
7 the CDMs that will give the complete review plan.

8 One is in the area of quality assurance and the
9 other is in the area of the evidence of volcanism Akrotiri.
10 Volcanism -- that is potentially one of the adverse
11 conditions. That is our first experience. That will give
12 insight to those who will be reading it to get a feel for
13 what a review plan, what a CDM with review procedures and
14 acceptance criteria look like, at least for that example
15 anyhow.

16 But in the course of developing that -- and I
17 think that it will be true for every different topic that we
18 work on -- it is exploratory. People are saying, now, how
19 do I write acceptance criteria for evidence of Akrotiri
20 activity or some other geochemistry potentially adverse
21 condition? And then the question will be how can I use the
22 relevant -- what is the relevance of natural analogs to this
23 particular review plan?

24 If there is relevance, then what criteria can I
25 use or develop or do I need to develop to review this

1 particular area? So a lot of it is until we start working
2 with some of these areas it is very difficult to predict
3 ahead of time exactly what you're going to do.

4 MR. HINZE: The status of the CDMs? There are two
5 that are coming out?

6 MR. JOHNSON: Rev. 0 will continue two CDMs as an
7 example? It will contain 90 for our strategies for
8 virtually the whole review plan. We'll have strategies
9 developed and then a full review plan for two will continue
10 all of this information. That will give us all an insight
11 as to what this product -- what we are envisioning in this
12 product, which helps, in turn, try to envision the output of
13 research and modeling and how that should contribute.

14 MR. STEINDLER: I've got a different picture from
15 what I think you're trying to convey. Let me write the
16 picture for you and see where the problems are.

17 KTUs are set by a committee. It apparently
18 includes NMSS, and I don't know much about the impact that
19 NMSS folks have. It also includes research and the Center,
20 and they identify the KTUs whose resolution is going to be
21 done by research and the Center.

22 MR. JOHNSON: I will speak to that in a minute.

23 MR. STEINDLER: Some would view that description
24 as incestuous and that poses both an administrative problem
25 and I think a resource problem. Can you correct that?

1 MR. JOHNSON: I can say that the LARP development
2 is a responsibility of NMSS, and when I say that the KTUs
3 and the review plan for that matter -- but the KTUs are
4 reviewed by NMSS management and approved by them. That, to
5 me, is the control. Now, I think it makes sense to use the
6 technical expertise of that is available to us at the Center
7 or at research and/or on NMSS Staff.

8 Any of these meeting people sitting there on a lot
9 of different views expressed and sometimes different views,
10 and in the end if there is a different view and this is laid
11 out in our procedure, the different views are discussed with
12 the division management at the time of that approval with
13 respect to the key technical uncertainties or not.

14 So I guess that is how we are controlling that
15 process. We are the ones responsible for doing the reviews
16 and developing our review plan. However, we are using the
17 insight and the experience, the views of our technical
18 people. However, the approval is in NMSS, at the division
19 level.

20 MR. STEINDLER: If Bill will permit one other
21 question, and that is -- one comment and then a question.
22 The comment is that there is an enormous amount of work
23 being done that eventually shows up in the literature, and
24 if you track the literature on high level waste management
25 in its entirety, there are some very interesting things that

1 are coming that it strikes me that both the folks who are
2 doing research on a particular topic as well as the NMSS
3 people ought to be quite current on in order to use that.
4 Who in NMSS does that tracking of the literature?

5 MR. JOHNSON: Each Staff member responsible for
6 their part of the review is responsible for understanding
7 the results in that technical area. They either have to
8 understand that or they are also working with their
9 contractor at the Center, their counterparts at the Center,
10 to understand the current developments, whether it be DOE's
11 developments or other parties in their particular technical
12 areas.

13 MR. STEINDLER: So these folks read the abstracts
14 for example?

15 MR. JOHNSON: I would assume. Part of the
16 procedure that we have is that people need to come to the
17 table and develop their part of the review plan with the
18 appropriate, timely technical literature, understanding of
19 technical literature.

20 MR. STEINDLER: One other quick point. The other
21 point is there is a large agency whose headquarters is in
22 Germantown that is working on a program somewhat similar to
23 yours, only a bit larger. They clearly must have identified
24 things similar to what you call KTUs. My question is what
25 information does NMSS or anybody have on the relationship

1 between the KTUS that you folks identified and the things
2 that are important to the Department of Energy?

3 MR. JOHNSON: What list are you referring to?

4 MR. STEINDLER: I'm not referring to any
5 particular list. If you want to know what they think is
6 important, you just look at their program. What kind of
7 relationship is there between the things that you have
8 identified and what DOE thinks is important?

9 MR. JOHNSON: Our Staff for years has been
10 involved with following DOE's program and reviewing their
11 documents. Part of what they need to be aware of when they
12 prepare this part of the review plan is DOE's ongoing
13 program. So that is part of the process I guess.

14 I can say that our technical people need to be
15 knowledgeable about what is going on in their field relative
16 to that particular review plan.

17 MR. BRADLEY: I'm with NMSS. John Bradbury and I
18 were both involved in developing the compliance
19 determination strategies on the geochemical issues and we
20 were involved in writing seven compliance determination
21 strategies between the two of us. We coordinated with a
22 gentleman at the Center and with research in doing that.

23 There was much discussion over the period of
24 several months that went into not only organizing our
25 thoughts about what the rules stated, but also in terms of

1 what was really important and the Department of Energy
2 coming to us with a license application, what we would be
3 looking for.

4 We spent much time reading the site
5 characterization plan to get a sense of what their thoughts
6 were. To be important, we kept track of what is current in
7 the literature, as well as spent much time in trying to
8 think about where are the holes in our understanding, and
9 then coming out in PA.

10 So it was not the sort of thing that was decided
11 in an afternoon as to what a KTU was. It was over a period
12 of several months that we spent writing in the individual
13 KTU. There was much, much discussion that went into that.
14 John, you might want to elaborate on that.

15 MR. BRADBURY: It was a relatively painful process
16 because we were trained as scientists and we are learning,
17 however, to be regulators. We had to go back and look at
18 the actual words and dissect those words and try to
19 interpret and understand what was intended when those words
20 were written. It was an interesting process, very
21 illustrative.

22 We came up the -- we approached the problem from a
23 different viewpoint than what we normally do, and I think
24 that we found some things that were surprising to us.

25 MR. STEINDLER: Thank you.

1 MR. HINZE: I think from where we are at this
2 point, John Garrick asked a question, and you were about to
3 answer it. Can we go back to the question again, moving off
4 of this transparency, and I apologize again, John. Well, we
5 still have this on.

6 [Slide.]

7 MR. GARRICK: It was all relevant. I am in my
8 naive way trying to always look at these things in terms of
9 the connection of what you are doing to the goal of offering
10 -- providing a license for a repository. The activity that
11 comes closest to correlating all of these inputs and
12 knowledge basis and whatever, at least the activity that I
13 have seen that comes closest to bringing order to some of
14 the perceived chaos is the performance assessment activity.

15 So when anybody talks about key technical issues,
16 I am looking for a couple of things. One is what does it
17 have to do with the underlying requirements for getting a
18 license and, two, how did it come about? What process was
19 employed in establishing it and earmarking it as a key
20 technical issue, especially given here we are talking here
21 about technical issues as opposed to other issues, such as
22 process or administrative or what have you?

23 So I will keep harping on that, I guess, until I
24 get more educated and realize that it -- that everybody else
25 has understood it all the way and I'm the only one who does

1 not.

2 MR. JOHNSON: The reason I put this slide up and I
3 was about to answer your question was it gets to the real
4 brief summary. Granted, ask me what we mean by key
5 technical uncertainties, I have tried to just paraphrase our
6 meaning here, but we have procedures that define what key
7 technical uncertainties are and give the Staff criteria to
8 guide their identification of them.

9 But in simple terms, our technical issues that are
10 most important are repository performance. One of our
11 criteria is you can have lack of certitude in something
12 technical. Maybe you don't know what kind of method is
13 needed to test for something in the field or analyze it. Or
14 maybe you just clearly do not understand a particular
15 process. So you have a technical uncertainty.

16 But the criteria that test are asked to make it
17 key as to whether it poses a high risk of noncompliance with
18 one of the more Part 50 performance objectives. So we are
19 doing two things by applying that criteria. One, we are
20 tying it into the regulation so that it has relevance to
21 demonstrating compliance with the regulation and, two, tying
22 it to the performance objectives where we are tying it into
23 repository performance.

24 That is the test as to whether a technical
25 uncertainty is key or not. And let us be honest. The first

1 cut we did this year is based on Staff's judgment. Some of
2 that judgment may have been based on results of iterative
3 performance assessments that DOE has done to date. However,
4 it is still passed down to judgments based on people at this
5 point and time, that the intent is to -- maybe Margaret or
6 Norma want to enter this -- but the intent is to evaluate
7 these key technical uncertainties using IPA in the future.

8 However, that is the future. Those are future
9 iterations. We have to start somewhere. There was a real
10 value, in my opinion, just to start making judgments, to get
11 the Staff thinking in the perspective of the regulation,
12 thinking in the perspective of what is important to
13 performance just conceptually, and then you can go back and
14 you can test that with IPA and see if you are more
15 quantitative results will help support that initial judgment
16 or not.

17 MS. FEDERLINE: I just wanted to add, we have to
18 remember where we are in the process. We are just
19 completing Phase II of our iterative performance assessment.
20 The focus of the first two phases have been to develop the
21 Staff capability and get the methodology to a point where we
22 can actually use it and apply it in a regulatory program.

23 I think Norm and I are comfortable that we have
24 reached a point so in Phase III we have identified a task
25 that is actually going to review the KTUs. Probably not all

1 the KTUs because of limitations and what we able to do, but
2 beginning to look at the significance of the KTUs to try and
3 validate our own judgement.

4 The SRA allowed us to organize and systematize our
5 thinking from the perspective of regulators, and now we're
6 going to bounce that judgment off the performance assessment
7 analysis and see if our thinking agrees with what we are
8 finding from performance assessment.

9 So a lot of this has been dictated to us from what
10 tools were available at the time. But that is, at least,
11 our thinking for the next phase.

12 MR. JOHNSON: It is not only what tools, but as
13 John Bradbury was alluding to, this was a major piece of
14 work this past year just to look at the whole regulation,
15 the whole spectrum of what is covered in the license
16 application review plan and go through it systematically.
17 So by the sheer magnitude of that work, we are biting off
18 pieces as we go and, hopefully, getting, refining, and
19 improving as we go.

20 MR. GARRICK: Thank you. We will be looking in
21 future meetings at your progress.

22 MR. EISENBERG: Could I just add one thing? Dr.
23 Garrick said something that was a little bit surprising to
24 me. He said that you want to look at the important issues
25 for the system and not necessarily the uncertainties.

1 MR. GARRICK: Let me stop you right there because
2 if there is anybody that would talk about uncertainty as
3 being important, it would be me. All I am really saying by
4 that is trying -- all I'm really suggesting is that I don't
5 much care how uncertain we are about something that is not
6 important and I would hate to see us implying a process that
7 spent a lot of time fussing around with nonissues because we
8 wanted to obtain purity with respect to the issue of
9 uncertainty. That is the only point I was making.

10 MR. EISENBERG: The point I wanted to make is
11 that, unfortunately, because site characterization is at an
12 early stage still and because our modeling capability, both
13 DOE's and ours, is at an early stage, we had a great deal of
14 uncertainty about certain aspects of the system. The
15 uncertainties are so great that we do not know how important
16 the issue is.

17 Perhaps suitable example is the volcanism. It
18 could be if we had all of the data in and had very robust
19 models about the consequences of volcanism, that it might
20 not be important. But at this stage I don't think we can
21 say that it is unimportant because of the broad
22 uncertainties we know to exist in both knowledge base and
23 our treatment of it in the modeling. So we must carry it
24 on, continue to carry it on as a key technical uncertainty.

25 So these are systems with I think much broader

1 uncertainty bands in general than a lot of the engineering
2 systems where it is a little bit easier to identify what is
3 important and what is not.

4 MR. GARRICK: I understand that.

5 MR. JOHNSON: I wanted to point out on this slide
6 the title of the talk of was also using the term
7 "prioritization." The first bullet here just identifying
8 key technical uncertainties that the intent of the Staff was
9 to help prioritize our work and focus on the things most
10 important to do. So I think we share your goal. That has
11 been the attempt here.

12 The second way we are prioritizing once a key
13 technical uncertainty is identified -- and I am just very
14 briefly the two categories that we put these key technical
15 uncertainties into, and again, they reflect the criteria
16 that we're applying, but it is a difficult judgement.

17 The Staff has asked to determine for our key
18 technical uncertainty whether it is just merely difficulty
19 resolved or whether they would consider these as the most
20 difficult ones, the ones that will result in a high residual
21 amount of uncertainty even after all of the work people can
22 do is done. So it is kind of just putting these key
23 technical uncertainties into two parts, those that we think
24 we can do something with and those that are going to be the
25 most difficult to deal with.

1 So that is a very simple prioritization, but based
2 on very difficult judgment criteria. You may hear people
3 refer to these two categories as Type 4 from difficult to
4 resolve to difficult to resolve in Type 5 for the most
5 difficult to resolve, that is reflecting the kind of review
6 that the Staff would do up at a Type 4 as difficult to
7 resolve and 5 is most difficult.

8 So, obviously, the most difficult ones are the
9 ones that we would consider highest priority. Those are the
10 ones that we say if appropriate, research might be done for
11 these. If appropriate, the Staff's technical assessment,
12 like modeling, might be done for this. I will say a little
13 bit more about that in a minute. But first I want to go to
14 the third bullet.

15 Dr. Steindler, you were mentioning which ones we
16 might resolve and which ones DOE might resolve. Our view is
17 that it is DOE's job to provide adequate information to
18 address all of the key technical uncertainties in their
19 demonstration of compliance, just as part of a complete
20 demonstration of compliance, and consistent with Staff's
21 rules as a regulator and reviewer, we are not saying that we
22 resolved them.

23 We are doing enough work, enough independent work,
24 to be able to evaluate DOE's license application. So to
25 turn that around, key technical uncertainties, we are doing

1 enough work ourselves, independent research, modeling in
2 some cases, detail review. Certainly, for all key technical
3 uncertainties, we are doing enough work so that we can
4 evaluate what DOE has done. That is consistent with our
5 role as a regulator.

6 Yet, it is clearly DOE's job to address these
7 technical problems along with all of the other information
8 that they need to prepare for the license application.

9 The last bullet here is very important and it may
10 tie back to a question earlier this morning about key
11 technical uncertainties are very broad and you can justify
12 any research for them. Not all key technical uncertainties
13 require NRC research, or for that matter, our technical
14 assessment modeling capability.

15 Part of the Staff's job in preparing a compliance
16 determination strategy and writing a strategy to review key
17 technical uncertainties, part of the Staff's job here was to
18 say do I feel that I need research? Is it relevant to this
19 particular problem? Can I justify research for this
20 particular problem, given what DOE is doing? Do I need some
21 independent modeling, some other kind of independent
22 analysis, or development of our own conceptual models?

23 That was part of what the Staff did when they
24 wrote a strategy to review a key technical uncertainty. So,
25 conceivably -- and I'm talking hypothetically here -- you

1 could have for a key technical uncertainty -- let's see.
2 I'm saying the Staff will review, do a detailed review of
3 all of them. But it may choose to do research just on a
4 piece of one or maybe a large piece or maybe a small piece
5 or none at all, whatever particularly is relevant and has
6 been justified in this process. That is a judgment call,
7 too.

8 But, in any case, what we're doing is we're trying
9 to systematically follow a certain procedure, go through a
10 thought process and evaluation of these problems and how we
11 feel the Staff should address these problems or how the
12 Staff should prepare to review these problems. That process
13 and the results of it are reviewed by our management.

14 That is how we are systematically organizing our
15 program, identifying the work, and prioritizing that work.
16 Part of that CDS is to write the rationale for -- if we have
17 identified where research is needed, part of our job is to
18 write a rationale, provide that research is needed, given
19 what DOE and other organizations are doing on this
20 particular problem.

21 Now, I will be honest with you. Part of the
22 reason for the integration review, and I'm getting ahead of
23 myself a little bit, but it was said this morning that we
24 still have work to do this year on key technical
25 uncertainties. The integration consistency review that we

1 are going to be doing this year, that we are beginning to do
2 this year, is trying to deal with a number of things. One,
3 Dr. Hinze, to address your question about the level of
4 details, some of the key technical uncertainties are
5 broader. Some are highly focused. We need to work on that
6 kind of situation and possible focus them better.

7 Secondly, where rationales are written, we need to
8 focus those rationales as well as we can to have a good
9 justification for where research is needed. So we have the
10 first cut this year and that is all we're saying it is. It
11 is a good first cut. A lot of time was spent and I think
12 the Staff gained a very good appreciation of the job and the
13 nature of the role. But we still have more work to do to
14 refine what we have done.

15 MR. POMEROY: Bob, I wanted to ask a quick
16 question. At some point, would these rationales for
17 research needed replace at some point in the future the user
18 needs that are established?

19 MR. JOHNSON: I will just explain in this slide
20 how we are using them. They are not replacing -- they are
21 feeding into identifying user needs.

22 MR. HINZE: That was my question, too. When can
23 we expect to see these reflected in the research plans?

24 MR. JOHNSON: I have a schedule here. Good
25 question. I think I answered it and we will see how well

1 that is.

2 [Slide.]

3 MR. JOHNSON: The next slide talks about Research
4 NMSS coordination, coordination of research and technical
5 assistance. Actually, when I look at these bullets again,
6 talking it over with you, I want to start with the last
7 bullet here because that as we have talked today I think it
8 becomes a very important one even though we are saying it is
9 an informal coordination.

10 But really what happens in the writing of the CDS
11 and the writing of key technical uncertainties it is done,
12 as we say, by a team or a committee effort made up of people
13 from NMSS in all cases, sometimes supported by research
14 members and then supported by our Center staff as well.
15 They are working together as a team to prepare the CDS, to
16 prepare the strategy that might include the need for
17 research and the rationale for that research.

18 So there is, obviously, by working together there
19 is a great deal of informal coordination that occurs right
20 from the start. So that is an important aspect of
21 coordination. Now, if we go to the first bullet here, we
22 have established a more formal process to coordinate NRC
23 sponsored research and our technical assistance program. As
24 Bill mentioned early, we are looking for user's need update
25 annually through the coordination of NMSS and research.

1 MR. STEINDLER: When you say you are looking for
2 it, does that mean it is going to come in the future?

3 MR. JOHNSON: My schedule gives the schedule.
4 December of this year is our schedule for updating the
5 current users needs. The process, though, that we are
6 talking about here is, again, NMSS, research and Center
7 staff reviewing the key technical uncertainties, together
8 with a rationale, looking at results from IPA that might be
9 relevant, other research that might be relevant, and results
10 of DOE's program.

11 Having a review of that material, and then based
12 on that review, revise the existing user's needs. Based on
13 those revised user needs, research would prepare Statements
14 of Work consistent with that.

15 MR. STEINDLER: I guess I have a difficult time
16 understanding why -- first off, I have a difficult time
17 understanding why that process has not been implemented long
18 ago. Why does it take until December to get this thing
19 cranked out? This is an administrative structure I gather
20 in which you simply change your way of doing business?

21 Not too long ago, we heard about user needs that
22 were four years old for volcanism. I certainly would
23 applaud the general direction in which you are going, but I
24 have a difficulty believing that it takes in this case nine
25 months or whatever it is to get this thing rolling.

1 MR. JOHNSON: I will answer that in the next
2 slide, but I just should say that recently reviewing the
3 Statement of Work that came in for a new project, the whole
4 review process, coordinator review process, was focused on
5 key technical uncertainties and writing justifications for
6 them.

7 So as the need arises for a new project, we are
8 applying this coordinator process as we go. We are not
9 waiting. So in that sense, and then Bill can add to this, I
10 am kind of reflecting a limited view here. But this is the
11 way that I saw the process happening a couple of weeks ago.
12 We have the need and we, basically, apply the logic that I
13 am describing here to that particular instance. So it is
14 not like we are waiting. We are applying it as we go.

15 MS. FEDERLINE: Could I just add, we've put in
16 place a process. We've tried to thoroughly document our
17 rationale. We've developed user need summaries, which you
18 saw as an appendix to the research program plan. It
19 identifies the user need. It identifies the approach for
20 the research. It identifies the regulatory requirement.
21 We're going to add the KTU to it.

22 So it is a very labor intensive process and
23 actually writing down the information. And that has been
24 the problem, having the resources to devote to it. We
25 focused all our efforts during this past year in getting the

1 CDSs done, and there simply were not -- the meetings have
2 occurred. The coordination meetings have occurred.

3 We can cite several cases in hydrology. We had a
4 thorough review of the research down at the Center with the
5 University of Arizona. In other words, the coordination is
6 going on. What takes time is the actual sitting down and
7 updating -- providing the thorough rationale and
8 justification to update those summaries. So that is the
9 place where we lag and it is simply a matter of resources
10 that we've not been able to get to it.

11 MR. STEINDLER: Okay. Thank you.

12 MR. JOHNSON: To tie in the last point that
13 Margaret said, the last point is joint program review, the
14 ones that she mentioned in hydrology and I think there is
15 one in design and tectonics as well.

16 MR. HINZE: Bob, while you are taking the slide
17 off, let me ask you a point of information under the second
18 bullet. You say review key technical uncertainties. Would
19 that include, under your CDSs including, a rationale for
20 including the key technical uncertainties, but it would also
21 include a consideration of the rationale for research
22 meeting in that process?

23 MR. JOHNSON: That's right. We're trying to build
24 that rationale for researching to the CDSs, the beginning of
25 the process. That can be used. You have a basis for

1 writing your user need and putting the rationale right in.
2 So, although, we have not gone through it yet, exactly, I
3 think the one a few weeks ago we were directly preparing
4 rationale for user's needs and research directly from the
5 rationale's in the CDSs so that was a very recent experience
6 that we used here, and that is how we used that.

7 It is working. It is just that when you start
8 something new, you are trying to refine it as you go. That
9 is where we are.

10 MR. POMEROY: Fine, thank you.

11 [Slide.]

12 MR. JOHNSON: We have gone over some of this slide
13 here, but this slide I wanted to give you a status and a
14 schedule of where we are with respect to key technical
15 uncertainties identification and update of the user's need.

16 We have already said with respect to key technical
17 uncertainties, we spend this past year, FY '93, identifying
18 or developing I should say, first, 94 of the CDS, compliance
19 determination strategies. That process this past year has
20 resulted in the identification of 58 key technical
21 uncertainties.

22 Those key technical uncertainties will be
23 documented in the Rev. Zero license application review plan,
24 which will be probably -- it is in press right now. We do
25 not have an exact date for publication, but will probably be

1 in the early May time frame. So that is where we are with
2 respect to identifying them. As I've already mentioned
3 though, this year and our plans our by September to have
4 revised those key technical uncertainties, revoking from
5 what I mentioned was the integration and consistency review.

6 Just very briefly, not to expend much more on it,
7 but these key technical uncertainties were developed by
8 groups over a years period of time and it is important for
9 us, we feel, to lay out all 58 of these and look at them on
10 the table, all at once to see their consistency, level of
11 detail consistency, overlap, you know maybe some repetition,
12 some more problems in different technical areas in a number
13 of different ways that we want to analyze the whole group
14 and possibly that may result in some refinement or changes
15 on those key technical uncertainties.

16 Also, I have here to identify some additional ones
17 related to performance objectives. These are in the areas
18 of the "ologies," hydrology, geochemistry, with respect to
19 future prediction, what may be needed to address some of the
20 "ology" concerns with respect to each performance objective.
21 So that is an additional task that we're going to be doing
22 later this year. That, undoubtedly, will result in some
23 additional key technical uncertainties.

24 MR. HINZE: Does this word additional mean that
25 they have not been previously identified as user needs?

1 MR. JOHNSON: That's right. They have been
2 identified at a very broad level with respect to the
3 performance objectives. However, there is a need to look at
4 a more detailed level as far as, for instance, probabilities
5 of various geological processes happening. How do you
6 determine probability of certain events?

7 MR. HINZE: Does this mean that the previous 58
8 are comparable with the current user needs?

9 MR. JOHNSON: Well, I was going to get to that.
10 It is the last bullet down here. Currently, from what our
11 Staff has looked, both in research and in NMSS, looking at
12 the 58 they feel there is good general comparison between
13 the key technical uncertainties and the user needs. I am
14 not sure if you're going to see one-to-one correspondence in
15 the wording of them, but there is coverage and there is
16 comparison.

17 However, what I was trying to get at in here is
18 that we have some work to do to refine our key technical
19 uncertainties this year. That will be followed by the
20 process I described earlier. By December of '94, we will be
21 revising the 1990 research user needs based on these refined
22 and updated key technical uncertainties, results of IPA, if
23 we have the additional results from IPA Phase II, and any
24 research from DOE work.

25 So the intent is to define our key technical

1 uncertainties this summer up until December and then, based
2 on that, revise the list, and then compare them
3 systematically to the existing research user needs and
4 update those needs and the rationales.

5 I mentioned earlier when currently when Statements
6 of Work come up we are applying the process now. We are not
7 waiting until later this year. It is important, I think, to
8 express that coordination is ongoing and as new work needs
9 to be identified and put into place, and it is done within
10 the context of the key technical uncertainties. Unless
11 there are additional questions, that is what I was going to
12 conclude with.

13 MR. HINZE: Thank you Robert. That was much
14 shorter than the three hours that we had several months ago.
15 I would like to raise one question that is more directed
16 towards Bill than to you.

17 Bill, would it be possible for us to have the
18 research summaries that have been prepared on Apache Leap,
19 and for that matter, any analog studies, but preferably, at
20 least, on Apache Leap? Would that be possible?

21 MR. OTT: I will check to see what has been
22 prepared on Apache Leap.

23 MR. HINZE: Can we have a yes or no on that?

24 MR. OTT: I will give you what we have.

25 MR. HINZE: When you find out you don't have

1 anything, let us know that you don't have something.

2 MR. OTT: We will give you an answer one way or
3 the other.

4 MR. HINZE: We would appreciate it. Any other
5 questions then?

6 [No audible response.]

7 MR. HINZE: Then let us go to John Bradbury then.

8 [Pause.]

9 MR. BRADBURY: This morning I am going to talk
10 about application of natural analog studies. This is a
11 licensing perspective.

12 [Slide.]

13 MR. BRADBURY: There is the title. This is what I
14 intend to talk about.

15 [Slide.]

16 MR. BRADBURY: This is the outline of the
17 presentation. First of all, I will give background. The
18 background will start from the workshop that we had a couple
19 of years ago and it will include interactions that the NRC
20 and the DOE has had with regard to definitions of natural
21 analog studies. There will be a description and analysis of
22 how natural analog studies are used in 10 CFR 60.

23 A definition will be proposed in terms of what a
24 natural analog is, what the study of a natural analog could
25 be, and examples will be provided, and then why natural

1 analogs are important.

2 [Slide.]

3 MR. BRADBURY: In July of 1991, we had this
4 workshop, the Center and the NRC, on the role of natural
5 analogs in geological disposal of high level waste -- and
6 Linda will talk more about this. What was interesting was
7 in that meeting, that workshop, we brought people from
8 different walks of life, not just people involved in the
9 high level waste program, to show how they used natural
10 analogs in their work. Examples like an economic geology
11 and petroleum exploration, and there are other ones that
12 right now I cannot remember what they were.

13 But the main thing that -- one of the main results
14 of that that I thought was somewhat interesting was at that
15 workshop the DOE representatives expressed the view that
16 natural analog studies should not be applied to volcanic and
17 tectonic system and that studies addressing concerns in
18 those areas are considered "geoscience as usual."

19 Following that, it looked like about a year later
20 the natural analog review group, which was (a) group that
21 was -- if I get this wrong Paul will help me out here -- it
22 was a group that was established by DOE to make
23 recommendations on concerning directions taken for DOE and
24 how they would use natural analog studies in the U.S. and
25 foreign countries. And this report recommends that natural

1 analog studies be process oriented and address issues
2 resulting from the perturbation of the natural system, that
3 is, the geologic system, by the introduction of a
4 technological system that is the repository.

5 And all investigations normally part of site
6 characterization, even when considering comparisons with
7 similar remote sites, such as paleo hydrology, et cetera,
8 should not be considered as natural analog studies.

9 Well, what we did is we went back to the rule and
10 looked for any indication -- both the rule and any
11 background information. We looked for any indication
12 whether this was the intent of what the words were in the
13 rule.

14 We couldn't find that intent. That is, the NRC
15 couldn't find that we were intending that natural analog
16 studies were supposed to be restricted the way the NARG
17 report said they should be. So we wrote a letter to John
18 Roberts, recommending that there may be some discrepancy
19 here with regard to this report and our view of what the
20 rule says.

21 [Slide.]

22 MR. BRADBURY: The DOE responded to that letter by
23 saying that they saw no inconsistency in the NARG report and
24 10 CFR 60. They said that the work that is being done will
25 fall just under a different name. That is, it's normal geo

1 sign, so there should be no problem.

2 Subsequently the DOE -- we saw on Progress Report
3 Number 8, in which it was stated that the DOE adopted the
4 recommendations of the NARG report. So the NRC responded by
5 saying that we recommend that DOE should adopt a broader
6 definition of the studies to ensure the full benefit of this
7 information in guiding site characterization, validating
8 conceptual models and estimating repository performance.

9 And we were concerned that if a restricted
10 definition of natural analog studies were used -- or was
11 used, we were concerned that important work may not be done
12 because of that restricted definition.

13 Now, this may be just a semantic situation. And
14 if so, then we don't have any problem with it. What we're
15 trying to do is play this conservatively and make sure that
16 the DOE understands where the NRC is coming from. So,
17 that's the way that is.

18 MR. STEINDLER: If you would just leave that on
19 for just a second. The NRC staff comment on your last
20 bullet -- comment on the DOE progress report, says,
21 interestingly enough that analog studies are useful to
22 validating conceptual models.

23 [Laughter.]

24 MR. STEINDLER: That's what the words say there.
25 And that's in print; right? I mean, that's a letter that

1 somebody sent out.

2 Just thought I'd bring that to your attention
3 about those comments.

4 MR. BRADBURY: Oh, yes. It's hitting me square in
5 the face right now.

6 MR. HINZE: Would you like some white-out?

7 MR. BRADBURY: If only I could.

8 MR. HINZE: Don, would you like me to comment?
9 And then I'll talk about --

10 MR. BRADBURY: Please do.

11 MR. HINZE: Is this appropriate? Or after your
12 presentation.

13 BRADBURY: Actually, I don't know exactly what
14 Paul will say.

15 [Slide.]

16 MR BRADBURY: Now I'm going to get into the
17 details of how the term is used in the rule. The words from
18 60.21, et cetera: An explanation of measures used to
19 support the models, used to perform the performance required
20 in Paragraphs A through D. And then there's more words, and
21 then it comes down to saying that the models shall be
22 supported by an appropriate combination of such methods as
23 field tests, in situ tests, laboratory tests, monitoring
24 data and natural analog studies.

25 Well, when applied to paragraphs A through D,

1 Paragraph A talks about analysis of geology, geophysics,
2 hydro-geology, geochemistry, et cetera. That's site
3 characterization work. And likewise, Paragraph B is also
4 site characterization work. These are site characteristics,
5 siting criteria, favorably and potentially adverse
6 conditions.

7 Paragraphs C and D definitely refer to performance
8 assessment issues, and that I would view as might come from
9 the perturbation of the natural system by a technological
10 one. So, those are performance assessment related or
11 they're more with regard to the actual perturbation of the
12 site.

13 I'm seeing both site characterization and
14 performance assessment issues as being -- possibly being
15 addressed by -- well, no. Being addressed by a combination
16 of methods in which natural analogs could be one of those
17 methods.

18 [Slide.]

19 MR. BRADBURY: This is the second occurrence of
20 the term natural analog studies and I'm not going to read
21 these words. An analysis of these words, however, leads one
22 to conclude that definitely natural analog studies could be
23 used for performance assessment and very possibly site
24 characterization also.

25 So the rule seems to indicate that site

1 characterization issues are to be or could be addressed by
2 natural analog studies.

3 [Slide.]

4 MR. BRADBURY: Based on that, we've essentially
5 developed a definition of a natural analog. The definition
6 is: A natural analog is a condition, process or event or
7 combination of these in nature that is similar to the same
8 in another environment and/or time. And that is a rather
9 stilted sentence, but it means essentially we're taking a
10 very broad definition of what a natural analog is.

11 The term condition is meant to be very
12 nonspecific. So it could refer to physical conditions like
13 temperature, pressure, conditions like the presence of a
14 phase or the composition of a phase. It could refer to
15 structural, temporal, spatial conditions or conditions that
16 we don't know whether they exist or whether they're
17 important yet. That's as broad as the intent of that word
18 is to mean.

19 Likewise, for process or event it can include
20 things like dissolution, precipitation processes like
21 erosion, groundwater flow, diffusion, faulting, volcanism,
22 flocculation, respiration. You name it. Things that could
23 happen in a geologic environment and with one in which a
24 repository is placed.

25 [Slide.]

1 MR. BRADBURY: Now, if one adopts that very broad
2 definition, then one leads to the conclusion that natural
3 analogs need not be geochemical in nature, as was stated
4 earlier today. That they need not be associated with a
5 site. So again, we could look at something as constrained
6 as a reaction, a process, a condition. We don't have to
7 look at a large site and say -- and then, because of that,
8 say, oh, that there are no natural analogs to Yucca
9 Mountain.

10 We could be discussing actually analogs of
11 specific processes that we think and that somebody thinks
12 might go on at Yucca Mountain. And finally, it need not be
13 uranium ore deposit.

14 Now, if you take the broad viewpoint of the
15 definition of an actual analog that I just presented there,
16 then you could look through the SEP and you could find a
17 number of situations where the term -- where natural analog
18 techniques have been used. Development of techniques for
19 characterizing stream flow and dating techniques applied in
20 different areas -- on and on.

21 Essentially it would be very broad and you'd find
22 it in a number of places.

23 One of the problems that we see right now is that
24 the term natural analog, if one did a word search on the
25 SEP, you'd find that the term natural analog is only found

1 in the geochemistry section. It's found nowhere else. That
2 is in keeping with the definition that they adopted and is
3 consistent with the NARG report.

4 Now, if one takes a broad definition of natural
5 analog studies, then they can range from the full-blown
6 international projects that we've seen like the ARAP and
7 Poco de Caldas and Oklo or it could range all the way down
8 to literature searches and literature reviews. So, very
9 small scale. It could be large scale to small scale.

10 Now I'll provide an example of that. Several
11 years ago there was a technical exchange, the NRC and Los
12 Alamos, and there was a discussion about the use of -- or
13 experiments that involved smectite, which is an expandable
14 clay, in a steam environment.

15 What happened in this experiment is that this
16 smectite -- at least this is what they say. They observed
17 smectite to collapse irreversibly and they were concerned
18 about this because at one time there was thought of
19 backfilling the repository with bentonite clay, smectite
20 being a component of bentonite clay.

21 Now if this occurred, then you'd have a system
22 that would be full of fractures and possibly the way that
23 system would perform would be different from the way you
24 would have expected it to perform if you assumed that
25 bentonite swells on contacting water and stays that way.

1 So, anyway -- so it's important to performance. Now, the
2 question was posed to the people there: Has anybody done a
3 literature search to see whether this particular phase
4 exists in the natural environment? Has anybody ever seen
5 this phase in, for example, fumaroles?

6 Now, that would be a natural analog study. It
7 would be supporting the laboratory experiments. It would be
8 important to performance of the site and it's only looking
9 for actually a condition, the presence of a phase.

10 So it shouldn't be too expensive to do that.
11 That's another thing about natural analogs.

12 Okay. Let's continue with the thought that
13 natural analog studies can be literature reviews.

14 In developing key technical uncertainties and user
15 needs, the NRC technical staff searched the general
16 scientific and engineering literature for analogs to the
17 high level waste repository project. So, what happens is a
18 typical day in the technical staff's day is that documents
19 and journals will come across our desk from various
20 disciplines. We'll peruse them and we'll search through
21 this literature and try and find situations which could
22 apply to Yucca Mountain.

23 Now, if these studies, say, are of natural
24 systems, then they could be considered natural analog
25 studies. That is, for example, it's an analog once the

1 technical staff says there's a connection here. And so this
2 is the way I view this. That natural analog studies can be
3 literature searches and that the technical staff is doing
4 this kind of work every day.

5 I can give you examples, too, of the way this
6 works.

7 For example, reading through the literature, come
8 across a statement that zeolites are used to filter gas,
9 different gas species. That is, the Japanese, for example,
10 go and use big chunks of clinoptilolite or mordenite and
11 through a cycling process they end up with a gas phase that
12 is very enriched in oxygen.

13 Now the question becomes what about Yucca
14 Mountain? One doesn't see the discussion about gas zeolite
15 interactions at Yucca Mountain. Could it be that barometric
16 pressure changes in which there are slight fluctuations in
17 the temperature could result in compositional changes of the
18 gas phase in Yucca Mountain? And what happens if in an
19 extended dry scenario where there may be tremendous fluxes
20 of gas through the mountain, whether gas compositions may
21 change drastically due to interactions like this?

22 We don't know the answer to that, but that's kind
23 of the way -- that's one example of the way that we might
24 come up with questions which could be converted into user
25 need. And those user needs might fit under certain

1 criteria.

2 [Slide.]

3 MR. BRADBURY: Okay. Why are natural analogs
4 important? Well, they are a unique approach to a unique
5 problem. We haven't been faced with the task. We, man,
6 hasn't been faced with the task of building structures to
7 last 10,000 years. Possibly with the exception of the
8 pyramids. And because of that, we're not sure exactly how
9 to handle this.

10 Engineers haven't been trained specifically to do
11 this, so -- and scientists don't have a much better handle
12 on this either.

13 Thus, multiple approaches, alternative approaches
14 are needed to minimize the uncertainties that result from
15 trying to make such a structure. And as I described
16 earlier, the natural analogs are important and can be used
17 to compare laboratory and field tests.

18 Now, Bill showed how with regard to time, I guess,
19 that many natural analogs occur over time periods maybe
20 sometimes greatly in excess of the time period associated
21 with the performance of the repository.

22 This is a guess, but uncertainties associated with
23 interpolation may be less than those associated with
24 extrapolation. To be able to constrain a certain process or
25 a condition for a longer period of time might provide for

1 better confidence in terms of applying laboratory tests to
2 the repository.

3 The natural analogs are important because they act
4 as testing grounds for geo-scientific techniques and
5 analyses. And I'm glad that there was mention of Apache
6 Leap because I consider that to be -- the work done at
7 Apache Leap is natural analog work, natural analog studies.
8 That is, for example, there are perched zones in Apache
9 Leap. In the rule, one of the PAC's, potentially adverse
10 conditions, talks about whether perched zones may exist.

11 So here's a very good example of where we're
12 looking at a site. We can put holes in this site and find
13 out whether perched zones exist; how one goes and
14 characterizes a perched zone. And so this is -- I think
15 Apache Leap is a very good example of a natural analog
16 study.

17 Now, again, when you use the term in the broad
18 sense, you can focus it down to a specific condition or a
19 process, so it need not be associated with a site. So the
20 fact that if one said that Apache Leap may not be a good
21 analog for Yucca Mountain because there are many parameters
22 and characteristics that are different from Yucca Mountain,
23 that would definitely be true. But if one focused that and
24 constrained the definition to something smaller than that,
25 like the process of forming perched zones or fracture flow,

1 the rates of interaction between fractures and matrix, one
2 becomes more comfortable -- could become more comfortable
3 with regard to the analogy between Yucca Mountain and this
4 other environment; that is, Apache Leap.

5 In terms of testing grounds for geo-scientific
6 techniques, well, Al Yang took core from Apache Leap and was
7 squeezing that, developing the techniques for analyzing what
8 the composition of water and gas is in the unsaturated zone,
9 and now he's applying that technique to Yucca Mountain.

10 So, it's again used as a testing ground and we are
11 learning as this program develops. And natural analogs are
12 used in that way.

13 Natural analogs are used -- help us in recognizing
14 biases, our own biases or others' biases. If anybody has
15 ever stood in Trench 14 with a group of people from
16 different walks of life and different disciplines, it's a
17 real eye-opener to see how people see the same feature and
18 they associate totally disparate origins to that material,
19 to that feature.

20 And it's interesting and, again, we are learning
21 as we go along because this is such a complicated problem.
22 That we're learning that each one of us has certain biases
23 and we should adjust as we learn.

24 Natural analogs provide another source of
25 information. There was a field trip a couple of months ago

1 on extreme erosion and on that field trip there were
2 investigators from USGS and Los Alamos were describing what
3 they saw at Yucca Mountain and what processes they thought
4 had occurred to result in those features that we were
5 looking at.

6 Well, the Center hired a desert geomorphologist
7 who viewed the same processes, viewed the same features, and
8 this person essentially said some very thought-provoking
9 things concerning what we were viewing. He was making sense
10 and giving us alternative views of these features that we
11 saw at Yucca Mountain.

12 Now, this desert geomorphologist had never before
13 gone west of the Mississippi. He had done all his work in
14 Africa. All of that work was at analogous sites. And I as
15 a regulator listened to him and factored his knowledge into
16 the knowledge given by others who had only seen that site.

17 So, here's an example of analog information. Norm
18 will say some more about this. In terms of PA, I was
19 thinking about this. In terms of our iterative performance
20 assessment work, we have auxiliary analyses and we have the
21 system code.

22 The system code requires distribution curves for
23 things such as -- oh, the Kd of uranium or the hydraulic
24 conductivity of a certain unit.

25 The thought is that we may end up with sparse

1 site-specific data and that natural analogs potentially
2 could provide extra information to make those distribution
3 curves more robust.

4 That's it.

5 MR. HINZE: Thank you very much, John.

6 Paul, would you like to make a few comments on the
7 basis of his remarks?

8 MR. CLOKE: This, I guess, goes on the record, so
9 let me say this is Paul Cloke, again. I should have said
10 before I work for SAIC in Los Vegas under contract to DOE.

11 I should perhaps also comment that I was the
12 principal author of the response to the NRC the last round
13 in terms of the history that John was giving you there.

14 I think I want to start my comments, which I'll
15 try to keep very brief, in reference to Dr. Hinze's citation
16 earlier of this document that Sagar and Wittmeyer produced
17 and expressing some doubt about the usefulness of natural
18 analogs.

19 It's my understanding that that kind of perception
20 is very largely responsible for in the first place the
21 almost total lack of mention of natural analogs in the SEP.
22 At the time the SEP was written there was a very strong
23 perspective of DOE management: "No, no, natural analogs
24 don't tell us very much. They're very poorly bounded. We
25 can't use them."

1 Nevertheless, in this one spot or maybe two,
2 natural analogs did get into the SEP.

3 This doesn't mean, however, that the DOE is not
4 going to be doing all the appropriate and relevant work.

5 One of the comments that I had made before, I
6 think last year, particularly to Linda Kovach, and refers to
7 one of the things on one of the earlier viewgraphs on these
8 bullets, about the NRC being concerned that if we don't call
9 things natural analogs they won't get done.

10 I think the contrary is indeed more likely to be
11 the case. Let me give you an example of that. Namely, the
12 lack of DOE funding anywhere currently at Oklo. And it
13 isn't because certain people within DOE or their contractors
14 like myself think that that is not valuable work. It is, I
15 think rather that there are those individuals who believe
16 that Oklo has little to do with Yucca Mountain and therefore
17 it cannot possibly be of any relevance.

18 So I think there's an example of where trying to
19 call it a natural analog, let's say -- and I don't know any
20 other way to call it in this particular case -- has ended up
21 with the work not being funded.

22 On the other hand, standard geological work, and
23 examples here -- let's see. I put one down in my notes here
24 just a moment ago. Let me try to get back to it. Oh, yes.
25 Some work of Al Yang that John just mentioned regarding

1 Apache Leap.

2 Well, Al Yang, of course, works under DOE
3 contract. He was doing that for the DOE, not for the NRC.
4 And so it was not called natural analog. The work was done.

5 I guess my only other comments here are to the
6 effect that as I don't know the background information as to
7 what went into the regulations in 10 CFR 60, but at least as
8 I read that, not only does the regulation as written not
9 restrict the definition of natural analogs, but also does
10 not say that you have to include everything under natural
11 analogs.

12 It does mention field work for using future
13 studies and you seem to deal with volcanism and seismicity
14 and whatever. Certainly, from my view of that, would be
15 that falls under the categories of field studies, ordinary
16 standard geological work.

17 Other aspects such as the disturbance of
18 something, a natural system by an engineered system, we
19 would classify under the category of natural analogs.

20 Our European colleagues on this natural analog
21 review group had discovered that by not restricting the
22 definition that you eventually end up calling almost
23 everything an analog of one type or another. Indeed, I've
24 even heard someone comment -- that was, I think, at a NWTRB
25 meeting about two years ago -- to the effect that a large

1 portion of all learning, all scientific learning, is by
2 analogy.

3 And so our attempt there was to let's make this
4 into a useful definition which, as our say, our European
5 colleagues found that without a definition, they found that
6 the usefulness of the term natural analog basically became
7 very diffuse and was very hard to utilize.

8 I do agree with a lot of what John was just saying
9 about the importance of these natural analogs and the kinds
10 of things that are being done. I don't think I have any
11 disagreement there.

12 So, I guess in conclusion I think that we are
13 having a semantic difficulty here more than anything else.

14 MR. HINZE: Thank you, Paul.

15 Any questions, comment?

16 Dr. Steindler, it's 10 after 12:00. Should we
17 proceed ahead with Dr. Eisenberg's presentation or --

18 MR. STEINDLER: Norm, how long is it likely to
19 take, Norm?

20 MR. EISENBERG: It will be real short without
21 questions.

22 [Laughter.]

23 MR. STEINDLER: Yes. Let's do it.

24 MR. HINZE: Please, Norm.

25 MR. STEINDLER: I don't guarantee that last

1 caveat, however. I can't recall a time you talked to us
2 that we didn't have significant questions.

3 MR. EISENBERG: Neither can I.

4 [Slide.]

5 MR. EISENBERG: This presentation is based largely
6 on a short talk --

7 MR. STEINDLER: I don't think you've got your mike
8 on.

9 MR. EISENBERG: This presentation is based on a
10 short talk that was given as a lead into a panel discussion
11 which I participated in that was held as part of the Fifth
12 CEC Natural Analogs Working Group meeting in Toledo in
13 October of '92. It was a different audience and a slightly
14 different context, but I think a lot of the material and
15 issues are relevant to the question that the ACNW is
16 interested in.

17 Specifically, the topics of this panel discussions
18 was: Why aren't natural analogs used more in performance
19 assessment? So, if you'll allow me to just proceed, some of
20 this, of course, is rather rudimentary about performance
21 assessment. But for that group especially it was important
22 to set the stage.

23 So I have this broad definition of performance
24 assessment. That it's the process that quantitatively
25 evaluates both the system and component behavior relative to

1 the containment and isolation of waste.

2 [Slide.]

3 MR. EISENBERG: For a number of years I've been
4 saying the following, the four bullets here, that
5 performance assessment in my mind is always quantitative.
6 It usually evaluates performance in terms of both magnitudes
7 and likelihoods. That is, it's a probabalistic methodology

8 An inherent part of it is a comparison to a
9 quantitative safety standard. The analysis is driven to a
10 large part by the performance measures and limits that one
11 is interested in. And this has profound implications on
12 what we mean by model and how we use models especially in
13 performance assessment.

14 It uses predictive models and the point of view is
15 one of engineering, especially the systems approach.

16 Performance assessment, I believe, is comprised of
17 two significant parts. There are the computer codes and the
18 data that are used to produce quantitative estimates, but
19 that is only part of the performance assessment. You also
20 require the support for the estimates to help put them into
21 perspective and to allow decisionmakers to judge the results
22 of the performance assessment.

23 And this can consist of a wide range of
24 information, other analyses, other computer codes,
25 supporting models, natural analogs, laboratory studies, a

1 whole range of information.

2 [Slide.]

3 MR. EISENBERG: This is at a place in the handout,
4 I believe, but this might be a good time to talk about this
5 pyramid. DOE I think originated this pyramid. It's kind of
6 a nice picture. If you think of the end result of
7 performance assessment as the estimates, then this is the
8 peak of the pyramid.

9 This is supported by somewhat more detailed
10 analyses and of course site specific data and studies on
11 specific issues.

12 Underlying that level are the series and analyses
13 for the repository systems, very general ones, and more
14 general studies, including natural analogs, for system
15 systems.

16 I would say those three levels all should be
17 included in the performance assessment. I think you really
18 can't just do the top. You must include all of this.

19 Underlying that is of course at least one or two
20 other layers of knowledge and information. There's general
21 scientific principles and general empirical data. And then
22 of course all relevant human knowledge at some level feeds
23 into this. So, this is a pyramid representing the different
24 levels of information needed in performance assessment.

25 [Slide.]

1 MR. EISENBERG: Okay. Let me quickly go over this
2 one. I agree with entirely with John Bradbury about the
3 definition of natural analogs. It should be a very broad
4 definition. It need not be limited to natural occurrences
5 but archaeological analogs I think are also quite important.

6 And I can think of no reason to limit it, nor does
7 the NRC definition I believe, limit the definition by time
8 scale phenomena or discipline. It may be a problem in
9 budgeting at DOE but I don't know that that's relevant to
10 our discussions.

11 [Slide.]

12 MR. EISENBERG: This is similar, but not exactly
13 what Bill Ott talked about. This is from a perspective of
14 somebody that works in performance assessment. What might
15 natural analogs provide to a performance assessment?

16 One of the first things is to provide information
17 about the data and the uncertainties in the data.
18 Generally, there are parameters used in performance
19 assessment. And as many people understand, these parameters
20 are not items or not data that are measured generally
21 directly in the field.

22 These are often inferred parameters based on field
23 test involving the use of models themselves.

24 Because of that, one must be careful -- I mean,
25 that's one of the reasons one must be careful in defining

1 both the ranges of the parameters and just probabalistic
2 distributions of them. And this includes, of course, the
3 means and the bounding values as well as the exact shape of
4 the distributions.

5 We need that kind of information to be able to
6 propagate parameter uncertainty in our performance
7 assessments.

8 Natural analogs could also provide a qualitative
9 conceptualization of the natural system. Yesterday, Scott
10 Sinnock said something which I also agree with, which is
11 that one can almost always turn the qualitative information
12 about a concept into a value which one than then vary.

13 A good example might be coupling between the
14 fractures in the matrix in flow at Yucca Mountain. One can
15 have a coupling coefficient that talks about the
16 communication between the fractures and the matrix.

17 If one puts it to zero, there is no coupling and
18 that is one limits of the concept. If one makes it infinity,
19 that's another limit. And of course, values in between
20 represent intermediate results.

21 The problem is that some of the different concepts
22 for natural systems -- what the geologic or hydro-geologic
23 units are, what kind of coupling they have between them,
24 what the boundary conditions are, whether you have or what
25 is the correct dimensionality of a particular model to

1 represent your hydrologic system -- these have such profound
2 effects that you've really -- most people I think would be
3 more comfortable talking about different conceptual models
4 rather than talking about parameterizing the range with some
5 parameter value.

6 There is, of course, quite a bit of overlap
7 between -- or can be, between parameter uncertainty and
8 conceptual model uncertainty.

9 Another aspect that natural analogs can help with
10 performance assessment is qualitative and quantitative
11 information about the processes that occur in the repository
12 system, their interactions and their relative importance.

13 Natural analogs, one would hope, could also
14 provide information about previous environments at the site
15 if interest or similar sites as a guide to predicting the
16 future states that the repository would operate in.

17 I believe natural analogs are quite useful for
18 providing some information to help validate models, whatever
19 definition of validation one wants to adopt. Certainly they
20 should provide support, even if the support is negative.
21 Even if analogs provide evidence that a particular approach
22 or model is not appropriate, that is important information,
23 especially for the regulator.

24 And it provides an arena for testing models that
25 is not available that I know of by any other means because

1 the time scales and spatial scales of interest are not
2 available from any other data source.

3 And finally, natural analogs, because some of the
4 same processes are used to study the site, can give insights
5 into the limitations of site characterization.

6 A question that often comes up in site
7 characterization is, "How many data points are necessary to
8 represent this particular aspect of the repository whether
9 it's the hydrologic system or the mineralogy or any other
10 aspect?"

11 By looking at a system where one can get as much
12 data as you want, you can determine what a limited set of
13 data might due in terms of limiting your ability to predict
14 performance.

15 And that's all I have to say.

16 MR. HINZE: Norm, in terms of those six items,
17 viewing or understanding that IPA I and II were more towards
18 developing expertise of the staff, can you give us any
19 examples of how in IPA I or II natural analogs were of
20 assistance in any of these items?

21 MR. EISENBERG: I can try. Maybe John is going to
22 tell me that I'm wrong. But I thought that one of the
23 things that we got for IPA II were distributions of certain
24 geochemical parameters. And I believe John looked at the
25 full scope of literature that was available, laboratory

1 data. And I'm not sure whether there were any natural
2 analog data or not, but since he certainly was cognizant of
3 a lot of that literature, he certainly was able to use that
4 information, especially in determining the ranges that were
5 picked for these geochemical parameters.

6 That's an example. I believe that -- and McCartin
7 is sitting in the back of the room. Believe that some of
8 the hydrologic parameters, they used the Apache Leap data to
9 again help determine what the ranges were and what the
10 distributions were.

11 Maybe English wants to say something.

12 MR. PEARCY: I'm English Percy from the Center.
13 One specific example of that. Dick Cadell made use of our
14 maximum uraninite degradation rate of 10 to the minus 7
15 fraction of the original inventory per day in some of the
16 IPA Phase II calculations.

17 MR. HINZE: Thank you very much.

18 Tim -- well, are you waving? There he is.

19 Tim, can you respond in any way to what Norm just
20 said about the hydrologic parameters?

21 MR. McCARTIN: I think in a general sense what
22 Norm said is true. That some of the hydrologic
23 investigations at Apache Leap helped us assign some of the
24 parametric values and ranges. Probably one of the biggest
25 aids that we would look to in terms of infiltration rates at

1 Yucca Mountain, obviously when you're talking about a
2 millimeter a year, it's very difficult to have any
3 measurements that mean anything. But certainly looking at
4 the Never Sweat Tunnel at Apache Leap where maybe a few
5 months after it rains you see fractures start to trip,
6 that's something that for us at least in terms of if we want
7 to consider a wider range of infiltration, because there's
8 certainly -- right now there could be a potential for
9 fracture flow.

10 Also, Chlorine 36 at say Yucca Mountain that they
11 see at large depths is another bit of information on the
12 natural system that implies maybe there's a little more
13 fracture flow than you could ever justify saying a 1
14 millimeter for year, however you would try to extrapolate
15 that. So I think the infiltration parameter is one that we
16 look at natural evidence to suggest should we -- are we sort
17 of in the .01 millimeters per year or do we want to look
18 more to the 1 to 10 millimeters per year. And we shy towards
19 the high end because of that evidence.

20 MR. STEINDLER: What you're saying is what Linda
21 referred to earlier this morning in terms of developing
22 order of magnitude for PA analogous from the natural
23 analogs.

24 MR. McCARTIN: Sure.

25 MR. STEINDLER: Thank you very much.

1 John, did you want to add anything? No. Okay.

2 Fine.

3 Further questions?

4 MS. FEDERLINE: Just one question. I must say I'm
5 a big confused as to why all the fuss about defining natural
6 analogs? What difference does it make? What do we spend,
7 with due deference?

8 In the discussion we went on and on and on about
9 whether it is or it isn't. Whether it's a natural geologic
10 process that the folks who are in that business go out and
11 do ordinarily or not. What difference does it make?

12 MR. EISENBERG: Well, I think you have to
13 understand that the NRC operates within the context we're a
14 small agency with a small budget. We operate in the context
15 of the international community, with DOE participating also
16 with much larger resources. And for that community and for
17 DOE it is an issue. So it becomes by transference an issue
18 for us.

19 If we were operating just among ourselves, I don't
20 think it's a problem for us.

21 MS. FEDERLINE: But I think if you look at the
22 sense of our comment, it was that we wanted to make sure
23 that the work was being done and we wanted to --

24 MR. STEINDLER: Yes. No matter how you define it.

25 MS. FEDERLINE: That's correct. And we wanted to

1 be on record that we wanted to make sure that everyone
2 understood what the broad interpretation of the work was
3 that we wanted to see done.

4 MR. STEINDLER: But I have some sympathy to the
5 folks who have to classify budgets. But beyond that, it
6 seemed to me that it was not an issue that was a technical
7 issue of any consequence, or did I miss something.

8 MR. CLOKE: I agree with you on that score.

9 MR. GARRICK: I have a topic that I will want to
10 discuss off-line later and not take up time here, but I will
11 just put it -- I will flag it. It has to do with your
12 definition of performance assessment. I become concerned
13 when I see definitions decoupled from end states that make
14 sense. And the end state here that makes -- the only one
15 that makes sense to me is consequences in terms of health
16 and safety.

17 I fear these kind of definitions that provide a
18 basis for performance assessment analysts doing analysis in
19 geologic time or for geologic time. Forever, essentially. I
20 don't think that is what performance assessment is. I think
21 that -- I don't think that's an accountable and a
22 responsible way to look at performance assessment.

23 And as I say, I'd like to explore that at a later
24 time.

25 MR. EISENBERG: Okay. If I could just say just

1 briefly that I think we are limited by the regulatory
2 structure, and so our performance assessments are aimed at
3 largely the performance measures and performance movements
4 that currently exist in our regulations and in the EPA
5 regulations.

6 However, let me hastily add that in Phase II we
7 have done some things, as we did in Phase I, to be able to
8 explore the effectiveness of the regulations in protecting
9 public health and safety. That's always an issue for this
10 agency, I believe, and something the staff is always keeping
11 an eye on.

12 So we do have a somewhat broader scope but we
13 can't depart too much from the current regulatory structure,
14 else we'll be accused of doing analyses that are beyond our
15 province, let's say.

16 MR. GARRICK: Yes. I'm not arguing with that as a
17 philosophical issue. My problem is that I can't relate this
18 definition to what I've been reading in the regulations.
19 That's my problem.

20 MR. HINZE: I don't know if you can read that from
21 there, Norm, but this is a sheet that I pulled off from a
22 TRB presentation at a TRB meeting back in '91. And it
23 states there must be effective communication between
24 performance assessment and natural analog studies. This was
25 in regard to natural analog studies. And I think that this

1 is a very critical item some of what Bob Johnson talked to
2 us about related to that. And I guess you're going to talk
3 about that now?

4 MR. EISENBERG: I misled you. I got carried away.
5 I thought I was finished but I wasn't.

6 MR. HINZE: I'm glad you're not finished because
7 this is a very critical item in the whole process. And now
8 that we have not only provided a definition of natural
9 analogs, what don't you clarify the whole topic by telling
10 us how to spell analog?

11 [Laughter.]

12 MR. EISENBERG: My dictionary says either one is
13 okay. And I'm sorry. I forgot one final slide here.

14 There are challenges in using natural analogs in
15 performance assessment which is what this slide is about.

16 [Slide.]

17 MR. EISENBERG: We have adopted methods for the
18 NRC anyway to try and solve some of these problems or
19 address these challenges.

20 One of them is that there tends to be a different
21 focus for natural analogs and performance assessment. First
22 of all, there's a different concept of model.

23 The people that do natural analogs use model
24 usually in the sense that a scientist would use it as
25 representing the behavior of the world or the behavior of a

1 particular phenomenon or piece of the world.

2 I believe engineers have a -- and I hope I don't
3 cause people to get made at me, but engineers have a more
4 pragmatic approach to modeling.

5 A model only has to do enough to solve your
6 problem. It doesn't have to be a real good representation
7 of anything. It has to meet your end goal. And so if you
8 can use a back of the envelope calculation to solve your
9 problem, that's a good model. It doesn't have to precisely
10 say not only what's the exact trajectory but what color is
11 the bullet when it gets there. You don't need it. You can
12 use a much simpler model.

13 For the natural analog studies, because it is more
14 of a traditional scientific study, the investigators tend to
15 want to look at all the data and match it all and have a
16 model that's robust enough to handle all the data.

17 Performance assessment is much more pragmatic, I
18 would say.

19 There's another difference. And let me say that
20 this different perspective on what a model is translates
21 into different views of model validation. And we have been
22 conducting a dialogue within the staff and also with the
23 Swedish Nuclear Power Inspectorate on validation and are
24 hoping to try to get some consensus on what we mean,
25 especially in terms of validation for performance assessment

1 models.

2 Performance assessment, as I said before, is by
3 and large probabalistic. The focus for natural analogs
4 tends to be deterministic because you have the results of
5 the study or you have the results of the analog.

6 Let me hastily add that our approach is to use
7 natural analogs largely to support deterministic models, but
8 natural analogs may help modeling probabilities, but it's
9 unlikely, I think, that natural analogs would be used for
10 comparison to the probabalistic results of performance
11 assessments. You would have to start talking about
12 ensembles of natural analogs. And although a long time ago
13 I wrote a paper where I suggested that we do just that, I'm
14 not sure that that's really going to happen.

15 Another difference is that the models used for
16 natural analogs tend to be very precise and the models used
17 for performance assessment, especially at the top of
18 pyramid, are abstracted. And I think the appropriate use for
19 natural analogs is to support the second and third tier
20 models, not the highly abstracted models used in performance
21 assessment.

22 There's another challenge in using natural analogs
23 to support performance and there are organizational
24 constraints. There are different departments and
25 responsibilities and budgets. For larger programs I believe

1 this is a larger problem. We attempt to address it by
2 matrixing the staff for natural analogs and performance
3 assessment projects.

4 I don't know if Linda talks about this a lot, but
5 she participated in the Phase II work to a limited extent.
6 So we do pull in people that are working in the natural
7 analog area.

8 Also, to do this kind of work it's very intense
9 work and requires full attention or a lot of attention and
10 people often have limited time to communicate to other
11 groups. And I believe the staff is planning a series of
12 workshops to try to get the two groups together.

13 Finally, the results of natural analog studies are
14 not always applicable directly to performance assessment.
15 One point is that the natural analogs are anecdotal and
16 performance assessment tends to proceed from general
17 principles.

18 The resolution for this, I believe, is to use
19 several natural analogs or a number of natural analogs to
20 support the models used in performance assessment. Although
21 there may be some limited use for natural analogs in terms
22 of convincing the general public, I think you cannot base
23 much of the licensing case solely on the results of natural
24 analogs. I think there are just too many opportunities for
25 differences between the particular analog and the repository

1 and I'm afraid it would just fall apart in a hearing.

2 So I would advocate focusing the use of natural
3 analogs primarily to support the models.

4 And finally, of course, natural analogs, it's
5 difficult to determine the boundary conditions. And again,
6 if we have a number of broad natural analog studies, they
7 should hopefully provide support for the quantitative
8 models.

9 MR. HINZE: That's a great answer to my question.
10 Thank you.

11 Any questions, concerns?

12 MR. STEINDLER: Just one comment. I realize I'm
13 surrounded in a sense by folks whose primary interest is
14 geology, but I do want to remind you that there are natural
15 analogs to systems that do not involve geology.

16 For example, the behavior of tectites and helping
17 to identify the mechanism of glass reactions is an important
18 one to some people, but it turns out not to DOE. That is
19 neither here nor there.

20 But when you structure your commentary about the
21 differences in the approaches, not to overlook the fact that
22 not everybody goes out and looks at an ore deposit in order
23 to learn something about how the world works.

24 Sometimes we simply look at tectites that have
25 been sitting under water and ask the question: What is the

1 long-term mechanism of the reaction of glass and how can we
2 then dummy that up in the laboratory so that we can do tests
3 that make sense in the long haul?

4 MR. FOLAND: It seems to me that there is perhaps
5 -- following Dr. Steindler's comments there is an
6 incongruity, some on this overhead and some of it John
7 Bradbury told us. The definition of natural analog is almost
8 entirely wide open, as I understand it. And if for example
9 one needed to know at some relatively low temperature -- say
10 300 degrees -- what the diffusivity of xenon was through
11 some particular metal that might be a cannister, we couldn't
12 wait long enough to do it, and therefore we would do such an
13 experimental high temperature and use some model to predict
14 what it would be at low temperature.

15 In my book, that's a natural analog. Would that
16 meet your definition of natural analog? And if so, it seems
17 to me that that is not anecdotal evidence.

18 MR. BRADBURY: You're heating this up.

19 MR. FOLAND: I'm just doing an experiment at
20 higher temperature and using temperature to make up for the
21 time that I don't have in the laboratory. I would
22 extrapolate it to low temperature. I think that would be a
23 natural analog.

24 MR. EISENBERG: Why wouldn't it just be an
25 accelerated test and you're going to do it in the

1 laboratory?

2 You would not necessary have to go to some
3 geologic system.

4 MR. FOLAND: Then does a natural analog -- that
5 has to be done in the field that is not in the laboratory?

6 MR. BRADBURY: It has to involve nature is the way
7 I interpret it. It gets fuzzy here. If you're talking about
8 doing experiments with -- actually, anything that I consider
9 you are doing an experiment yourself, then I consider that a
10 test and not a natural analog. I consider when nature does
11 the experiment that is the natural analog.

12 MR. FOLAND: So, it is a condition that cannot be
13 perturbed by the observer that makes it a natural analog?

14 MR. EISENBERG: The thing you want from a natural
15 analog is the long time scale and to do that you'd have to
16 let nature do the experiment. You can't do it. If we could
17 get -- I would say again from the point of view of
18 performance assessment. If we can go in the lab and do the
19 tests and get it over with in a year, let's do it. Don't
20 have to mess around with going to the field.

21 The problem is that those data are not available
22 in the laboratory.

23 MR. FOLAND: I thought the Apache Leap was
24 directly perturbing the environment on a time scale and
25 watching various tracers come through. Does that make it an

1 unnatural analog?

2 [Laughter.]

3 MR. BRADBURY: I had some thoughts about this one.
4 Earlier on I thought Apache Leap when they talk about, for
5 example, pump tests. There's the word tests. And I think,
6 oh, that's not an analog. Then I had the problem in saying,
7 well, the normal thought of a natural analog is a site where
8 a geochemist will go out and will collect data, parameters,
9 and then ascribe some -- a process that had led to that,
10 those end products of a reaction, say a geochemical
11 reaction.

12 In terms of a pump test, although the hydrologists
13 are perturbing the system, I think it depends upon their
14 intent of the test. If they are perturbing the system to
15 get a parameter, say the saturated hydraulic conductivity of
16 the site, then I don't see any difference between that and
17 what the geochemist does when he looks at a uranium ore
18 deposits and looks at the phases there.

19 If, however, the hydrologist perturbs it in a way
20 in which say for example he heats it up, a heater test, it's
21 not a natural analog. That is a test. But if he perturbs
22 it in a situation to represent what he anticipates will be a
23 condition in the repository in the future, then I think that
24 is not a natural analog.

25 Those are my own thoughts.

1 MR. HINZE: Thank you very much, John.

2 MR. STEINDLER: I guess after all of that I have
3 concluded there are twelve angels that can dance on the head
4 of a pin.

5 [Laughter.]

6 MR. STEINDLER: And with that, I will declare a
7 one hour lunch break and we will get back here at a quarter
8 of 2:00.

9 [Whereupon, at 12:45 p.m., the meeting was
10 recessed to reconvene at 1:45 p.m., this same day.]
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1 AFTERNOON SESSION

2 [1:45 p.m.]

3 MR. STEINDLER: Let's get going.

4 MR. HINZE: This afternoon we have a group of
5 discussions that look very interesting. Linda Kovach will
6 be making a presentation on research activities.

7 I think I see her around the corner.

8 Linda will be discussing with us analogue research
9 activities.

10 Do we have a handout, Linda?

11 MS. KOVACH: You should.

12 MR. HINZE: Very well. Thank you.

13 [Pause.]

14 MR. HINZE: Go ahead, Linda.

15 MS. KOVACH: Good afternoon. I will be talking to
16 you this afternoon about the research program on natural
17 analogues in the Office of Research. Let me go through
18 briefly the presentation outline.19 As we heard this morning, we heard a fairly
20 detailed rationale for our research program from Bill Ott
21 this morning.

22 [Slide.]

23 MS. KOVACH: I will give one or two more slides on
24 that and then we will jump into the Natural Analogue
25 Workshop that we held in conjunction with the center in

1 1991. We will talk also about the results of the 1992 NAWG,
2 National Analogue Working Group Workshop, that was held in
3 Toledo, Spain, in 1992 and also about the objectives that we
4 are planning for the 1994 workshop that will be held in
5 September in Santa Fe.

6 I will talk a bit about the workshop that we are
7 planning on having in June of this year. And, again, this
8 is a workshop that will be restricted to the NRC and our
9 contractors at the center.

10 And, finally, I will go through some lessons
11 learned in the Alligator Rivers program, Oklo, and then just
12 briefly on those two and then I will go into some more
13 detail on the Valles Caldera study which, as Bill mentioned,
14 finished about a year-and-a-half ago and we have now the
15 final report. And finally we will talk about some future
16 plans.

17 You notice I am not going to talk about Pena
18 Blanca or Santorini because English will address that. And
19 I think he will go into the rationale for doing that and, as
20 well, how we plan to apply that information to performance
21 assessment.

22 MR. HINZE: I see future plans on that. Will you
23 be talking after English completes his discussion then?

24 MS. KOVACH: The future plans I have mentioned
25 here are just very general.

1 MR. HINZE: I see that there is a portion of the
2 agenda which has you for future plans at the end.

3 MS. KOVACH: I can pull that then and we can do it
4 later.

5 MR. HINZE: It is not our agenda. I believe it
6 was suggested by you people.

7 MR. OTT: I said I would be doing the conclusion
8 part at the end and lead into that as a general discussion
9 with some broad conclusions that we had come together with
10 the team in developing the briefing for today.

11 In terms of plans, again, it is very general. We
12 are actually talking more about conclusions than we are
13 future plans. Future plans would probably be more in line
14 with the workshops and things that we are trying to do to
15 bring the PA and analogue work more closely together that
16 Linda will talk about.

17 MR. HINZE: As we said earlier, it is important
18 that we learn about the conclusions and what has been
19 derived from the natural analogue studies. So if you will
20 be finishing up with that?

21 MS. KOVACH: I will try to address that as I go
22 along.

23 One of the questions that seems to be raised often
24 is why is the NRC doing research on natural analogues. Why
25 are we doing it and not DOE or why are we doing it and why

1 is DOE doing it.

2 Well, as was alluded to or talked about earlier
3 this morning, there really is a fundamental difference in
4 the needs between the NRC and the DOE. We need to be able
5 to understand a range of possibilities for processes that
6 may occur in the repository for a range of data that may
7 bound a particular problem. So, as I see it, the NRC needs
8 really to take a very wide perspective, a wide view of
9 analogues. And, as Norm had mentioned earlier, he said that
10 we probably should be looking at a series of different
11 analogues to bound the problem.

12 We need to be able to understand and to poke holes
13 in what DOE will provide to us because that ultimately will
14 be happening in a licensing hearing. So we need to make
15 sure that we feel that we have covered areas where there are
16 uncertainties. And I think Margaret talked about them as
17 key, key uncertainties. So as far as that goes, we need to
18 take a wide view of natural analogues.

19 DOE, on the other hand, needs to be doing analogue
20 work, at least I guess from our perspective. But to support
21 their demonstration of compliance. And in that sense they
22 perhaps need to have a more focused view in analogue work.
23 They need to find analogues that will support data or that
24 will provide data to support their assumptions or their
25 analyses.

1 So with this in mind, we think that the NRC should
2 be doing analogue work and we have tried to focus -- we have
3 tried to gear our research with that in mind, to take a
4 broader look at potential analogues.

5 As I said before, and many other people have said
6 this before me, John Bradberry and Norm Isenberg and Bill
7 Ott, that these are some of the things that we feel
8 analogues are useful for, for looking into site
9 characterization, evaluating the range of models that they
10 have for the site. Volcanism would fall into that category.
11 It also falls into performance assessment.

12 We have to look at the data that they're
13 collecting. Is it enough data to adequately characterize a
14 site.

15 We also are concerned with the tests that they do.
16 Are they actually testing -- is the data they are collecting
17 the right data to test a particular conceptual model. So
18 those areas where we feel that analogues -- and Alligator
19 Rivers, for instance, was a very good example for testing
20 site characterization techniques.

21 Then in performance assessment, again, we are
22 looking at ranges of scenarios and parameters and would like
23 to also with analogues bound uncertainties in conceptual
24 models' parameters and the computer codes that are used.
25 And there are --

1 MR. HINZE: Linda, while you have that up, may I
2 ask a question?

3 MS. KOVACH: Sure.

4 MR. HINZE: I was very pleased to hear you speak
5 about the use of natural analogues to determine the extent
6 of data that are needed to solve an uncertainty, solve a
7 problem. That is something that we constantly hear
8 regarding the program. In other words, when is enough
9 enough?

10 I am pleased to hear you say that natural
11 analogues might be able to provide some kind of evidence for
12 this. Can you give me some examples of how that can be done
13 from work that has been done already? If you could, that
14 would be helpful.

15 MS. KOVACH: The Alligator Rivers project is one
16 that is a uranium ore body that we have been studying in the
17 Northern Territory of Australia. As we have been conducting
18 studies there in connection with ANSTO for the last 10
19 years, approximately, about six years ago the International
20 Alligator Rivers ARA project started and it was completed a
21 year ago in October.

22 There are 17 volumes, 16 volumes that came out of
23 that and tremendous amounts of data. The one thing that --
24 let's see if I can find it. I was going to talk about it
25 later, but as long as we are on it.

1 I don't have any specific examples of data in a V
2 graph that I can pull out for you, but I will try to talk my
3 way through this. This is back in your packet.

4 It is the series of reports that are involved in
5 the Alligator Rivers that are part of the final report, so
6 there are 16 of them. And it covers things like geologic
7 setting, geomorphology, geophysics. There was a tremendous
8 geophysics program that was involved that took place down
9 there characterizing the site.

10 Hydrologic field studies, hydrologic modeling,
11 groundwater chemistry, chemistry, the mineralogy geochemical
12 databases, blah, blah, blah, uranium absorption,
13 radionuclide transport -- it would be interesting to
14 transpose "blah, blah, blah" -- and the chemistry of
15 plutonium, iodine, technetium and chlorine and then
16 scenarios.

17 Now, we have all this data and still we weren't
18 really able to characterize the hydrologic site, to
19 characterize the hydrology. And I shouldn't say that.
20 Initially we had difficulties doing it, couldn't tell
21 whether water was flowing across the fault that was present
22 or whether it was not crossing the fault.

23 And we finally were able to more or less limit the
24 conceptual models by using a combination of these
25 approaches. The geophysics and the geochemistry were able

1 to help us narrow the flow regime at Koongara.

2 I think that is an example of where -- oh, then we
3 also had bore hole cameras, down-hole cameras, whatever,
4 that looked at the fractures, the fracture mineralogy, the
5 apertures and the fracture spacing. And that fed into the
6 hydrologic model that we had as well.

7 So I think there is a case where, you know, the
8 site, even with all the holes that we had, and there were a
9 tremendous number of wells -- well, probably, what, 40
10 wells, 50 wells, Tim? Forty or 50 wells that were drilled.
11 A lot of data that had been taken from the drill core. And
12 yet we weren't able to adequately characterize that site
13 from the core alone.

14 So I think in my mind that is saying that we
15 really needed these other -- the geophysical studies. And
16 even then it still is, I guess, you know, not completely
17 pinned down. But we'll have a lot less holes at Yucca
18 Mountain. And it's an equally heterogeneous system.

19 I think this is -- studies like this will be
20 useful in helping us address that question.

21 MR. STEINDLER: I guess I am confused, if we can
22 explore it. We were not trying to site a repository in
23 Australia?

24 MS. KOVACH: Of course not.

25 MR. STARMER: The fact that you tried hard but

1 failed to characterize the site at Alligator Rivers, I don't
2 see how that translates to Yucca Mountain, except to point
3 out that which pretty much common wisdom already tells you.
4 It is going to be a tough job.

5 Am I overstating, understating the case?

6 MS. KOVACH: I think you are probably understating
7 the case.

8 MR. STEINDLER: It's going to be a very tough job.

9 MS. KOVACH: We thought we would be able to
10 characterize the Koongara site, especially the hydrology.
11 It is a saturated region. It is saturated flow there, so it
12 should not be that difficult to characterize. Yet it is a
13 fractured site.

14 We have learned a tremendous amount about trying
15 to characterize -- and correct me if I'm wrong, anybody. I
16 see heads nodding. Yes. Okay.

17 We did learn a lot from that site, I think, that
18 will be applicable to Yucca Mountain.

19 No, we were not trying to site a repository in
20 Australia, but we will encounter the same problem.

21 MR. STEINDLER: This was a saturated site?

22 MS. KOVACH: Yes.

23 MR. STEINDLER: The site we're looking at at the
24 moment is unsaturated?

25 MS. KOVACH: Yes.

1 MR. STEINDLER: Is there some reason to believe
2 that you will encounter the same problem between those two
3 sites?

4 MS. KOVACH: Sure. The heterogeneity of the site.
5 I would say the same order of magnitude.

6 We looked at fracture flow, we did fracture flow
7 modeling for the hydrology there. And we are encountering
8 the same problems at Yucca Mountain in terms of trying to
9 understand fracture flow, looking into the discontinuities
10 and permeabilities.

11 MR. STEINDLER: One other question, then. The
12 characterization of this site, even assuming that you are
13 correct that there is a good translation of experience and
14 skill between the Alligator Rivers and Yucca Mountain and
15 the characterization of the site, it is not NRC's function
16 to characterize the site; it is DOE's function.

17 MS. KOVACH: No, that's right. But I think what
18 is of interest to us is not -- we are not trying to
19 characterize the analogue site, but we are trying to
20 understand difficulties in testing procedures.

21 In other words, I think without this exercise it
22 may -- this may be fairly simplistic, but without this
23 exercise it might be easy for the NRC to say, oh, well,
24 sure, you have reams and reams of data, DOE, so we are sure
25 that everything is fine.

1 But I think because of the difficulties we had
2 here, it may alert us to studies that DOE might need to
3 perform that otherwise may not have been done.

4 MR. STEINDLER: So is it correct to say that if
5 you picked some other site that may not have been as
6 relevant to Yucca Mountain but posed the same type of site
7 characterization difficulties, you might have learned an
8 equal amount from such a site?

9 MS. KOVACH: Yes. Yes.

10 MR. STEINDLER: Thank you.

11 MS. KOVACH: I don't think there is anything
12 unique to Alligator Rivers. It is just the only natural
13 analogue that we have been involved with that is now
14 completed. That is why I am using that.

15 [Slide.]

16 MR. FOLAND: Was that undertaken as an analogue
17 for Yucca Mountain?

18 MS. KOVACH: No. You have to realize that this
19 was started 10 years ago. And at that time, we were
20 considering three repositories, three different media for
21 repositories. There was basalt, salt and tuff. And also
22 the second repository where they were looking at crystalline
23 rock was also being funded. And this was undertaken, I
24 believe, because of the crystalline rock program. This is
25 in crystalline rock. It continued for a variety of reasons,

1 but there is also -- I should point out that there is an
2 unsaturated zone at Koongara. It is variably saturated.
3 The unsaturated zone during the dry season or the water
4 table drops 15 meters during the dry season. So there are
5 some processes of unsaturated flow that could be studied at
6 that site.

7 And, as Bill mentioned, the site is continuing to
8 be studied, but under low level waste funding from us. So,
9 no, this was not meant to be a site for Yucca Mountain. In
10 fact, the only one that we have that's specifically -- no,
11 that's not true. Valles Caldera was designed to look
12 specifically at problems at Yucca Mountain. But Pena Blanca
13 and Akrotiri are the other two.

14 MR. OTT: There is one observation I might make
15 about both Oklo and well all of the big international
16 programs. And that is that to a certain extent many parties
17 participate all with very individual objectives, depending
18 on what their disposal programs are. And sometimes you look
19 at a program like ARAP and look at the benefit with regard
20 to the potential investment is a fraction of what your
21 resources are and what the equivalent expenditure would be
22 at a different location to get the information out.

23 And at ARAP, when we went into the program, we had
24 the benefit of something like \$5- to \$10 million of
25 industrial research in core that had been stored and

1 accurately cataloged and we had the participation of the
2 Australian government and net cost services from a number of
3 local arms of the Australian government. So we had a cost
4 beneficial way of embarking on the project, plus the
5 cofunding from four other companies.

6 So there were a lot of advantages that accrue to
7 it that make it cost beneficial as well as otherwise to go
8 to a certain location rather than to another location.

9 MS. KOVACH: That is a good point. Did that kind
10 of answer your question?

11 MR. HINZE: No, it did not, because it did not
12 answer the question, when is enough data enough? What I
13 learned is you don't have enough data no matter how much you
14 collected.

15 Did you solve the problem?

16 MS. KOVACH: No, we did not solve the problem.
17 But I think -- English, you're going to solve the problem
18 for us?

19 MR. PEARCY: I will give you some examples of
20 that.

21 MS. KOVACH: Okay.

22 As I mentioned, we held a workshop in San Antonio
23 in 1981 and we invited people from the center, from DOE,
24 academia and various industries to participate. The
25 objectives were to examine the role of natural analogues and

1 performance assessment, site characterization, and also to
2 use this information for prioritization of research.

3 The workshop was -- the format, we had a plenary
4 session in which the concept of natural analogues and
5 reasoning by analogy was introduced. Then we had experts
6 from various as John put it walks of life, but communities,
7 academic communities, discuss their application of reasoning
8 by analogy.

9 We had a discussion on the use of analogues in the
10 petroleum industry, analogues in the economic, gold ore,
11 specifically. We also looked at the use of analogues in
12 seismicity, volcanism and various other areas. I think you
13 all have a copy of that report. And it indicates the people
14 that gave those discussions.

15 Then we broke down into four separate working
16 groups, smaller groups that were made up of between 10 and
17 20 people. There was a moderator, two moderators for each
18 group, and the purpose of those were to identify areas where
19 analogues could be used in that particular subdiscipline.
20 And those were waste package, near field processes, far
21 afield processes, environment and volcanism and tectonics.

22 After -- during the working groups we compiled
23 basically a summary of each working group and those
24 conclusions were presented at the end in the final plenary
25 session, which was -- we did end up with some quite heated

1 debate regarding, again, the definition of analogues, which
2 really is to us not that much of a concern. And then,
3 secondly, the application of analogues.

4 And we heard from people that were involved in
5 performance assessment and thought that analogues could not
6 be used at all. Then, of course, we had the earth
7 scientists that thought nothing else should be used. And it
8 went on from there.

9 But I do think that it generated useful input for
10 future studies. It did provide an exchange of ideas between
11 the NRC and the DOE and got us talking, which was useful.
12 And again, you have the proceedings in your hands and there
13 will be a newer document but at this point we don't know
14 exactly what number.

15 We are planning a workshop for June of this year
16 and the purpose of this is specifically to get the
17 performance assessment modelers from both the center and
18 NRC, that's research and NMSS, to sit down and start talking
19 with the analogue people and people that have data and keep
20 touting this data as something wonderful but no one is using
21 it yet.

22 So we thought, well, we'll just lock ourselves in
23 the room until we figure out how to do this. Anyway, we are
24 going to have this workshop. And then so two objectives,
25 one to incorporate the data in RPA so this will be actively

1 incorporating data, and secondly developing a strategy for
2 bounding the range of conceptual models and parameters.

3 MR. GARRICK: Can you explain briefly what you
4 mean by "bounding the range of conceptual models" in
5 reference to performance assessment?

6 MS. KOVACH: Well, yes. I will try.

7 In thermal hydrology, for instance, there
8 currently is a model put forth, the heat pipe model by Proos
9 and Buscheck. And that is one -- one model, conceptual
10 model of how heat may be transferred in the repository.

11 There are other conceptual models that exist that
12 have been put forth. And the idea here would be to look at
13 several analogues to try to identify conditions under which
14 those conceptual models operate. Those are valid conceptual
15 models. And that would be bounding the range of
16 temperatures or pressures, hydraulic properties, you know,
17 rock type, that sort of thing.

18 MR. GARRICK: And this is for a specific
19 application or in general? In other words, are we talking
20 about Yucca Mountain?

21 MS. KOVACH: We are talking about Yucca Mountain.
22 This would be for a specific -- yes, it would be.

23 For instance, when -- this would be for what we
24 classify as the subsystem modeling. What I am talking
25 about, because the codes that Buscheck has developed and

1 other people, those will not be directly applied to the
2 large PA models.

3 But we need to validate. We need to validate the
4 use of that model to make sure that it is within reason or
5 within range based on models that we have of the natural
6 system.

7 MR. GARRICK: You are coming around to what was
8 behind the question then that was precipitated by the
9 discussion this morning on the use of analogues to verify
10 models. It sounds like that is kind of what you are saying?

11 MS. KOVACH: Right.

12 MR. GARRICK: Okay.

13 MR. STEINDLER: We mentioned this morning we got
14 an invitation to a workshop on the coupling of site
15 characterization and performance assessment. But this one
16 is May 18 and 20. Is that the one you're talking about?
17 You said it was in June.

18 MS. KOVACH: No, ours is in June, June 13 through
19 the 18th.

20 MR. STEINDLER: We have two back-to-back workshops
21 then, separate. Okay.

22 What we propose to do is have a test problem that
23 modelers would work on, and I've just given an example here,
24 of trying to predict the uranium distributions that one
25 would expect in the Nopal tuff at Pena Blanca given the

1 hydrologic data and initial conditions and initial
2 concentrations of uranium.

3 And we would like to see them predict the
4 distribution afterward. We pull out the data, that actual
5 data -- the field data that we have to see how well they did
6 in terms of predicting.

7 From that point, then discuss where there were
8 shortcomings in the models or where we didn't have the --
9 hadn't collected the right data, what data then we would
10 need to go out and collect so that we could assist the
11 performance assessment modelers in their task.

12 So, you know, basically this is a first step.
13 Again, I have gave this as one example.

14 We might also use data from the various Valles
15 Caldera for testing some of the hydrothermal models that are
16 out there. We haven't yet figured out exactly what we are
17 going to test at this point.

18 And as was mentioned before the reason for doing
19 this is that we do not feel that we have successfully
20 incorporated, or to a large extent incorporated results of
21 the natural analog in our PA at this point, and that
22 modelers and data gathers or people that investigate natural
23 analogs must work closely together to assure that the data
24 is useful to the modelers.

25 Conversely, earth scientists must interact with

1 modelers at an early stage to assure that the appropriate
2 choice of conceptual models in data are collected.

3 An example of that we found in the Valles Caldera
4 study where they were looking at a -- looking at the
5 alteration of a tuff, analytic tuff, in response to a
6 thermal pulse. And they went out and looked at this area
7 and saw basically that there was this red-baked zone close
8 to the contact, within a few meters of the contact, and
9 proceeded to sample. And sampled within the first three, at
10 maximum, ten meters from the contact.

11 Well, they found out later that with the
12 hydrothermal model that Buschek has been working on that
13 alternation of boiling may occur as far as, say, 50 meters
14 from the contact. And they, at that point, through the work
15 that they'd done realized that they hadn't sampled far
16 enough out to get unperturbed, thermally unperturbed, host
17 rock.

18 So there is an example where there needs to be
19 close interaction or iterative work between the modelers and
20 the people that gather the data.

21 I think their initial assumption of collecting
22 only the first couple of meters was valid at the time based
23 on the models that they were using, but in the last four or
24 five years the models have developed -- that they have been
25 fine-tuned, basically.

1 MR. HINZE: Linda, may I ask you again -- and this
2 may be in the discussion with English Pearcy -- but do I
3 understand correctly that the Pena Blanca is the key to this
4 workshop that you intend to have in June? That you will be
5 testing that? Does that mean that you are bringing to a
6 conclusion the Pena Blanca study?

7 MS. KOVACH: No. No, not at all. No.

8 MR. HINZE: And is there any attempt -- will there
9 be an attempt to use the performance assessment to define
10 what kinds of information are needed?

11 MS. KOVACH: Yes. Yes, there is already. English
12 will address that.

13 MR. HINZE: How long do you anticipate that this
14 Pena Blanca project will carry on? Will this be an interim
15 process then with a performance assessment? Is this a year-
16 by-year basis?

17 MS. KOVACH: No. Currently plans are to 1997.

18 MR. HINZE: 1997. Okay. Thank you.

19 [Slide.]

20 MS. KOVACH: As was mentioned before, there is a
21 natural analog working group that is sponsored or supported
22 by the Commission of European Communities. The purpose of
23 the working group is to provide a forum for discussing the
24 various international analog projects. There are currently
25 quite a few different analog programs among the various 13

1 or 14 nations that are involved in nuclear waste disposal.

2 Every two years the NAWG convenes a meeting to
3 present results of analog studies and also to discuss
4 various problems that they are having. So the fifth meeting
5 was in conjunction with the final Alligator Rivers workshop
6 that was held in Toledo in 1992.

7 The objectives were to present the final results
8 of the Alligator Rivers project, to present state-of-the art
9 modeling of -- state-of-the-art of the major national and
10 international programs on analog studies, and they were
11 supposed to specifically address relevance to performance
12 assessment.

13 Then we had two sessions on expanding the concept
14 of natural analog to include other processes, other fields
15 other than geochemistry. In the past the NAWG group had
16 been focusing mainly on geochemical analogs. And so we had
17 sessions on paleohydrology, gaseous release, thermal
18 alternation, and neotectonics.

19 Finally, there was a panel debate, basically, on
20 the respective role of analogs and performance assessment
21 and why we are not seeing analogs used more in PA.

22 MR. STEINDLER: Do you mean debate?

23 MS. KOVACH: Yes. It was a debate.

24 MR. STEINDLER: Are you going to tell us the
25 outcome?

1 MS. KOVACH: Actually, you can read about it. I
2 will give you some -- the proceedings just came out. There
3 are papers from all of the people that presented stuff, as
4 well as statements from the core group and statements by the
5 people that were on the final panel.

6 This is actually a pretty nice volume. It has
7 summaries of all of the work that was done in the Alligator
8 Rivers project as well as the papers from the presenters of
9 this workshop.

10 [Slide.]

11 MS. KOVACH: So the results were that there was
12 consensus that natural analog are essential, or should be
13 essential components of performance assessment and that the
14 importance of analogs in performance assessment will be
15 increased as more focused studies are documented.

16 Pena Blanca was cited as an example of a well-
17 balanced, more-focused study. It was recognized by the
18 international group as being that.

19 "Natural analog workers" -- and this is a direct
20 quote -- "and performance assessment modelers should keep
21 working closer together to avoid communication
22 difficulties."

23 Finally, discussions regarding the evaluation and
24 application of geochemical models. This is a paper that Dr.
25 Kirk Nordstrom wrote or volunteered after sitting and

1 listening to a lot of the sessions there. He went around
2 and was stirring up -- he was very concerned about the
3 choice of validation and verification and whether analogs
4 could be used indeed to validate or verify geochemical
5 models in particular. So there was a lot of discussion
6 about that in and around the meeting.

7 Norm, I don't have a bullet on the slide here for
8 what the results of the final panel discussion were, but
9 there were four people who presented their views on analogs
10 and performance assessment. Norm is suggesting that we just
11 don't -- really, we see things differently. Some of the
12 others were saying that there was not a problem; that they
13 are using analogs extensively in their programs so that
14 there was a range of discussions.

15 [Slide.]

16 MS. KOVACH: The next working group workshop will
17 be held in Sante Fe in September of this year. We are in
18 the process of putting together the agenda for that. The
19 objectives, again, are for information exchange on analogs,
20 but this particular meeting will not be in conjunction with
21 the end of any large international project. So the focus is
22 strictly on how analogs will be used in performance
23 assessment.

24 To that end, there will be four working group
25 sessions again on selected topics. And within these working

1 groups there will only be three, basically, presentations by
2 experts who will sum up the knowledge in that particular
3 area and then the -- it will be thrown up for discussion
4 with the rest of the audience. We will have experts in the
5 audience as well who have definite opinions and we have
6 selected these people as invitees to try to cover the
7 various views that exist regarding analog. So it will be
8 sort of a provoked discussion that will, hopefully, ensure
9 within each working group session.

10 [Slide.]

11 MS. KOVACH: So that is basically where that
12 stands at this point. Are there any questions on that
13 before I go on?

14 MR. STEINDLER: I have one. Very early on you
15 indicated that one of the reasons that NRC does research on
16 natural analogs in the area of site characterization is to
17 obtain high-temperature thermal dynamic data. I find that I
18 don't understand that.

19 High-temperature, thermal dynamic data are
20 obtainable in the laboratory, and the thought is that the
21 thermal dynamics were valid 10 million years ago as well as
22 they will be in the future.

23 MS. KOVACH: We are finding that the thermal
24 dynamic data is sparse and in some cases, especially at high
25 temperatures, and that in running different databases we can

1 come up with an order of say, seven, an order of magnitude
2 difference -- seven order of magnitude difference in results
3 using different people's data or using different databases.

4 So it is not clear, at this point. And it
5 certainly is a point of contention among the people using
6 reaction path model, equilibrium models, at this point in
7 time.

8 We had very good discussions about that at the
9 Toledo meeting, and I think that continues. Is that your
10 understanding John or English?

11 MR. BRADBURY: Laboratory experiments can be very
12 clean and controlled, but then when you try to model the
13 site for a natural system in which solid solutions are
14 probably a rule as opposed to the exception -- in natural
15 systems where solid solutions may be the rule rather than
16 the exception, there is definite need to essentially develop
17 databases that will be able to handle impure and complex
18 situations.

19 MR. STEINDLER: And you are going to extract those
20 out of natural analog is what you are saying?

21 MS. KOVACH: We can test them.

22 MR. BRADBURY: By comparing what you see, by
23 comparing your results, say, from an EQ36 simulation, which
24 has certain subroutines concerning how solid solutions work,
25 are supposed to work.

1 MR. STEINDLER: I understand what you are saying.
2 My only comment is let's not confuse ignorance and stupidity
3 with lousy thermal dynamic data. Those are two quite
4 different things.

5 MR. HINZE: While we are at this point let me ask
6 a question that relates to the same transparency. One of
7 the uses of the analog studies that you have given is the
8 prioritization of research. And I am wondering if the
9 studies that have been conducted to this point have led to
10 any examples of that within the NRC program.

11 MS. KOVACH: Well, I think that currently with the
12 Pena Blanca study we are using results from that to focus
13 future research. The same has been done with the Alligator
14 Rivers in terms of focusing some of our work on sorption and
15 complexation models.

16 So, yes. I would say that this information is
17 being used to prioritize research.

18 MR. HINZE: In that geochemistration area?

19 MS. KOVACH: Yes.

20 MR. HINZE: And retardation and so forth?

21 MS. KOVACH: Right.

22 MR. HINZE: In your results from the Toledo
23 workshop, you point out there are most focused analog
24 studies. The most focused would be relating it to Alligator
25 Rivers?

1 MS. KOVACH: No.

2 MR. HINZE: What is more?

3 MS. KOVACH: What they mean by more focused, they
4 are delineating between studies like Alligator Rivers and
5 Pena Blanca. Where Pena Blanca is specifically focused for
6 our repository, whereas Alligator Rivers and Pocos De Caldas
7 --

8 MR. HINZE: To a specific repository then, not to
9 a specific process objective?

10 MS. KOVACH: No. And also to a specific process
11 objective. Ours was designed to look at geochemical
12 transport on unsaturated fractured rock. So it is very -- a
13 fairly focused study. But some of these others were not.

14 MR. HINZE: And the results of this workshop, I
15 gather that a number of countries presented their results?

16 MS. KOVACH: Yes.

17 MR. HINZE: Did any of them report on natural
18 analog studies that were not geochemical in nature?

19 MS. KOVACH: No.

20 MR. HINZE: They were all geochemical?

21 MS. KOVACH: Except us.

22 MR. HINZE: What did you report on? You reported
23 on Valles?

24 MS. KOVACH: Yes, volcanism.

25 MR. HINZE: Valles and Pena Blanca?

1 MR. JOHNSON: Right. And the purpose of the
2 workshop was to -- one of the purposes was to explore other
3 analogs, other potential analogs. As I said we talked about
4 paleohydrology. But the international community made the
5 decision that, for the most part, these should not be
6 considered analogs, natural analogs. Okay?

7 MR. HINZE: Proceed ahead then, if you would,
8 unless there are further questions.

9 [Slide.]

10 MS. KOVACH: I would like to discuss some points
11 about the Valles Caldera natural analog studies.

12 This study first was initiated in 1987, and the
13 purpose was to evaluate modeling capabilities for the
14 chemical and physical changes to host rock as in response to
15 local and site-wide heating.

16 We have done here for 10,000 years but realizing
17 that the heating would basically occur within the first
18 thousand years. The rationale is that there are two
19 significant heat sources at high-level waste repository,
20 potentially at Yucca Mountain: the heat source generated
21 from the waste itself and heat that may be generated from
22 volcanic activity.

23 The concern, basically, was that volcanic tuff is
24 meta-stable and there may be mechanical instabilities and
25 chemical or chemical instabilities that may arise due to the

1 thermal perturbation.

2 Since then there has been focus on -- well, not
3 focus but suggestions of a driver repository where the
4 thermal loading would be such that anticipated temperatures
5 would be on the order of 250 degrees centigrade within the
6 host rock.

7 Initially, the repository was -- the design was to
8 keep the temperature below 100 degrees centigrade with the
9 realization that zeolites and glass, some of the meta-
10 stable phases, could alter above that temperature.

11 One of the other reasons for doing this study was
12 that there are uncertainties that arise due to extrapolation
13 of equilibrium conditions specifically from small-scale
14 experiments to large kilometer-scale processes. Two of
15 those examples would be zeolite stability and the mechanical
16 stability of tuff.

17 The specific goals were to search for evidence of
18 chemical and mineralogic changes in the tuff in response to
19 a heating event to provide well-characterized example to
20 test the chemical migration models and to provide guidance
21 for co-development and future analog studies.

22 [Slide.]

23 MS. KOVACH: The approach was initially to
24 identify a site where there was thermal perturbation. They
25 looked for various areas where there would be an igneous

1 body, a dike or a silt or a flow emplaced against a tuff, a
2 cool tuff, in order to determine -- well, in order to look
3 at the changes. They followed the NAWG criteria, which was
4 to find a site where they felt they could bound the ages and
5 the time of the thermal perturbation, also bound the
6 chemistry. And they wanted to look for a site where there
7 was no hydrothermal alteration prior to this heating event.

8 So we went through a couple of iterations
9 initially looking at the Inyo site, Inyo Domes in
10 California, but we found that the host rock there was too
11 altered to be able to determine what migration, if there was
12 migration, as a result of the heating event from the dike
13 emplacement.

14 Finally, we ended up with the Valles Caldera site
15 which is in New Mexico. I will explain that a bit later,
16 the geometrics of that.

17 The second task was to collect data and to collect
18 multiple data sets -- to test hypotheses. And again this is
19 the same sort of thing at Alligator Rivers that if they
20 collect data from various types of data that will help
21 narrow the final conceptual model that they are dealing with
22 and when they try to model the system.

23 We also asked that they do laboratory experiments
24 to help to bound the uncertainty in field data. Then there
25 was to be thermal and chemical modeling that would be

1 iterative with the data collection and the lab experiments.

2 [Slide.]

3 MS. KOVACH: I believe you all have a copy of this
4 report that has come in in draft form. It was done at the
5 Sandia National Laboratories by Dr. Harlan Stockman, Dr.
6 James Krumhansel, Clifford Ho, and other staff there.

7 [Slide.]

8 MS. KOVACH: This is the table of contents just to
9 give you an idea of the range of studies that were done. I
10 am not going to go into detail on this because you have it
11 in front of you, but they looked at -- characterized the
12 rock samples both from drill core and out-crop samples.

13 They performed leaching studies, did neutron
14 activation analysis, XRF analyses for chlorine, sulfur, and
15 fluorine; looked at water analysis pyrograms, did micro-
16 probe studies; did age determination, heavy mineral
17 separates, XRD, SEM. So quite a range of your typical
18 analytical techniques when looking at volcanic rocks and
19 trying to determine if there was any alternation.

20 Then, as I mentioned before, thermal modeling, gas
21 transport experiments and discussion of vapor phase
22 transport, chemical variations induced by capillarity and
23 evaporation and discussions on the overview of the project.

24 MR. STEINDLER: Is there any uranium in the sub-
25 strait?

1 MS. KOVACH: Yes, there is.

2 MR. STEINDLER: How much?

3 MS. KOVACH: And they saw no evidence of -- they
4 weren't able to conclusively show that there was any
5 transported uranium, but they did check for that. That is
6 also in the handout, the results from that.

7 [Slide.]

8 MS. KOVACH: This is a simplified geologic map of
9 the Valles Caldera. It is a situated -- Los Alamos is
10 situated to the east or right on the edge of the Caldera.
11 And they were looking at two flows, the Banco Bonito
12 obsidian and the Battleship Rock tuff.

13 [Slide.]

14 MS. KOVACH: The Battleship Rock tuff -- here is a
15 schematic diagram was it was extruded first and eroded.
16 Actually, fairly deeply eroded. There were channels that
17 had been cut into it.

18 At some later period of time the Banco Bonito
19 obsidian was extruded over top of the Battleship Rock tuff.
20 This indicates there is a breccia zone at the base of the
21 Banco Bonito, which is fairly typical of these kinds of
22 flows.

23 So what they did is they took -- they looked at
24 this contact between the Battleship Rock tuff and the Banco
25 Bonito and identified three sites that they felt were good

1 for sampling and study.

2 You notice that this -- the contact between the
3 two is dipping to the east and they ended up sampling a
4 horizontal site where the contact was horizontal and a site
5 where the contact was vertical, and actually found that the
6 vertical site was better for studying major and trace
7 element variations within the tuff because there was no soil
8 that had formed -- paleo-soil that was left in that area.

9 As an example of some of the data that they
10 collected, they looked at volatiles. These are taken from -
11 - this is the volatile content that is in the Battleship
12 Rock tuff taken at various distances from the contact. The
13 contact being right here.

14 You can see that, basically, the two elements that
15 showed the most response to the thermal pulse were fluorine
16 and chlorine, fluorine being increasing toward the contact,
17 decreasing away from it and chlorine decreasing away from
18 the contact.

19 When they found this, this was something they
20 hadn't anticipated, so they went in and did some experiments
21 on crushed tuff to look at the liberation of the volatiles
22 from the tuff in a steam environment.

23 [Slide.]

24 MS. KOVACH: This is just some of the data that
25 they performed studies on the water content of the tuffs.

1 This is a pyrogram for the Battleship Rock Tuff compared to
2 the Panum Crater in California.

3 The Panum Crater is typical of young obsidians.
4 It has a signal of two peaks, basically, where the molecular
5 water is released at higher temperatures, generally, above
6 400 degrees. The bound water is then -- the loosely bound
7 water is released at 200 and the molecular water at higher
8 temperatures.

9 They found for the Battleship Rock Tuff that it
10 didn't follow this classic example. So they won't make any
11 claims, but it may indicate that this has been reheated.
12 The Panum Crater is an example of an obsidian that has not
13 seen any reheating.

14 They did some thermal modeling. This was the
15 basic model that they started with. They had a wet but
16 unsaturated tuff which is analogous to the Battleship Rock
17 Tuff. The obsidian flow over top of it was heated. They
18 were assuming infiltration of apparation, heat loss through
19 radiation and convection.

20 They found also a model of the boiling front that
21 developed within the Battleship Rock Tuff below it. This
22 basically gives a basic temperature profile and the
23 thermoconductivities that were used for this.

24 It started out -- one of the things that was
25 interesting they started with a simple diffusion model and

1 found that they didn't feel that that applied because they
2 actually saw within half a meter of the tuff that within
3 half a meter of the obsidian, so within this zone of
4 boiling, that the Battleship Rock Tuff had been plastically
5 deformed which indicates that it had seen temperatures on
6 the order of perhaps 500 to 600 degrees Centigrade.

7 That didn't fit with their initial model of
8 diffusion. So they went back and tried different models.
9 They ended up putting their model for the Battleship Rock
10 Tuff. They looked at basically diffusion but with a Stefan
11 solution where they modeled the moving boiling front change
12 as it went down into the rock.

13 This is an example of the depth of the boiling
14 front and time for various degrees of saturation within the
15 tuff. That is the movement of the boiling front.

16 They modeled, in addition to that, to the
17 temperature profiles, the cooling profiles within the
18 obsidian flow. That was based on a convective model,
19 although it looks to me like it is diffusion. They did this
20 for one year. This is the curve for 500 years.

21 Finally, the thermal profiles for the tuff itself.
22 You can see after 600 years, the tuff is still at an
23 elevated temperature on the order of 100 degrees, close to
24 150 meters from the contact.

25 [Slide.]

1 MS. KOVACH: So they feel that this is a more
2 realistic thermal model than the one they initially
3 proposed. This thermal model is based on iterations of
4 looking at the data, doing some lab experiments, and going
5 back and readjusting their thermal models to be more
6 realistic.

7 You can see in there the apparatus that they used
8 to look at their steam experiments. They did some
9 experiments to determine the amount of chlorine and fluorine
10 in the steam as the result of temperatures. They went up to
11 800 degrees Centigrade. It started at 200.

12 But they found that these volatiles were liberated
13 from the tuff at temperatures as low as 100 degrees
14 Centigrade.

15 This has implications for the repository in that
16 this stuff is boiling off it will be possible to have higher
17 concentrations of hydrochloric acid in the water once the
18 repository cooled down and fresh water reentered -- well,
19 not fresh water but cooler water entered the region.

20 They also did some reaction path modeling and
21 looked at two cases -- one, when the modeler assumed the
22 formation of quartz was suppressed and secondly when quartz
23 was allowed to form.

24 In the case where quartz is suppressed in the
25 modeling, various zeolites, such as clinoptilolite and

1 mordenite form. In the case where quartz was not
2 suppressed, we don't see that. Instead, albite and quartz
3 formed.

4 These are less open to phases. This is not
5 something that -- one of the reasons that the study was
6 undertaken in the first place was to try to see if we would
7 have a problem with the formation of zeolites under
8 conditions of higher temperatures.

9 So let me kind of skip to the results. There was
10 evidence of mechanical heating of the tuff because there was
11 plastic deformation within a half meter of the heat source.
12 That has implications for the mechanical stability of the
13 tuff in the vicinity of the waste package. This may be
14 especially critical in the case of a dry repository, or
15 within the new waste packages that DOE is proposing that are
16 quite massive.

17 They also found that there was migration of
18 halogen-rich fluids. They felt that these most likely would
19 be in the form of Hf or Hcl. This again has implications
20 for the composition of the water that may contact the waste
21 package and the canister.

22 They also, in this particular study, found no
23 evidence of formation of the zeolites -- clinoptilolite or
24 mordenite -- but instead widespread alternation to albite
25 and silica polymorphs were formed.

1 Again this just cautions one in terms of the
2 reaction path calculations that could be done for a system
3 such as Yucca Mountain. Basically assumptions need to be
4 carefully assessed when looking at calculations of that
5 type.

6 [Slide.]

7 MS. KOVACH: Applications to performance
8 assessment -- again, the interactive process. This, I
9 think, was a very good example of how models were fine-
10 tuned in response to data collection. This is something
11 that we should be implementing in our Pena Blanca study and
12 in any future analog studies.

13 We really need to have the modelers working hand-
14 in-hand. The thermal modeling -- it would have benefitted
15 us had they done that very early on because they would have
16 taken samples much further away. They have seen more
17 migration than what they saw. In other words, they may not
18 have gotten outside the envelope of thermal alternation.

19 Identification and alteration scenarios and
20 basically alteration of less sorptive minerals, migration of
21 radionuclides in the vapor phase. They investigated this
22 but didn't see any effects of that at the Valles Caldera
23 site. And then again, testing of the reaction path models.

24 [Slide.]

25 MS. KOVACH: I have included a slide on how these

1 address some of which key technical uncertainties may be
2 addressed by a study of this type. I think you can probably
3 take a look at it. There are quite a few that could be
4 addressed by this to varying degrees.

5 The KTUs, of course, were developed after this
6 project was completed. The project was originally based on
7 user needs that were identified in 1984 through 1986.
8 Basically those were, as I mentioned before, what happens
9 when you heat a metastable rock unit. There were also
10 questions about vapor-phase transport.

11 But this addresses equal or increased capacity of
12 alteration mineral assemblages to inhibit radionuclide
13 migration, geochemical processes that reduce radionuclide
14 retardation volatility, stability, and chemical species of
15 radionuclides to some extent.

16 Okay. That is all I am going to say on the Valles
17 Caldera at this point. I would like to go briefly through
18 some of the --

19 MR. HINZE: Before you leave this, let's make
20 certain that there are no questions.

21 Does anyone have any questions? Ken?

22 MR. FOLAND: Yes, Linda, could you, or maybe
23 someone else, just give us an example of one of these things
24 that has come out of this, like the geochemical processes
25 that reduce radionuclide retardation.

1 What would be an example of one of these processes
2 that you have learned about from this study that address
3 that, a specific example? Just a category of processes that
4 sort of addresses that?

5 But can you point to one specific process that you
6 learned about its role at this study?

7 MS. KOVACH: Well, I wouldn't say that we learned
8 about its role, but one of the questions we had was, for
9 instance, the heating of clays or heating of zeolites and
10 collapse on heating of these minerals and is that
11 irreversible?

12 Again, I think what we saw here was nothing that
13 we had not anticipated. I mean, this is something that was
14 talked about in the literature. Yet, there was concern at
15 the time that the DOE was not looking at the possibility of
16 the different phases forming in response to a heat source.
17 Now, that we are looking at higher temperatures, it is much
18 more critical.

19 One of the other things -- and again this release
20 of volatiles was something that now the DOE is beginning to
21 look at. Yet, initially they were not.

22 So are these things that we have learned about?
23 No. I mean, we had an idea that this would happen anyway.
24 But you can see them in short-term laboratory experiments.
25 But what happens kinetically over the long haul?

1 MR. FOLAND: So is then fair to say that basically
2 this study confirmed what would have been a prejudice before
3 going in, to basically confirm that things that one had
4 evidence of from other things were more or less as expected
5 or as refined in a setting very similar to what might apply
6 to Yucca Mountain?

7 MS. KOVACH: Right.

8 MR. FOLAND: Thanks.

9 MR. POMEROY: Linda, let me pose a question to you
10 in a form that I hope you can provide me the answer to. If
11 you were thinking in terms of the regulatory process that
12 the NRC is going through, what are the three most important
13 items that this study produced that had a direct effect on
14 the way the regulatory process works?

15 While you are thinking of that, what three things
16 do you think are the most valuable results in terms of the
17 NRC's program?

18 MS. KOVACH: In terms of how licensing will use
19 it?

20 MR. POMEROY: Yes, how your customer would use
21 this information.

22 MS. KOVACH: Where's John? He should probably
23 answer this. But I would think that the fact that this
24 would alert them to uncertainties in conceptual models about
25 how the repository will respond to a thermal pulse, both

1 chemically and mechanically.

2 I think that it also may provide data for them to
3 model. For instance, they could utilize the data that has
4 been produced to use the V-tuff code as a test case. They
5 could test that against the data that was provided here.

6 MR. POMEROY: While you are working on the third
7 one, could you tell me: Is this the only place that they
8 could have gotten a data set like this for the test case?
9 Is this so unique?

10 MS. KOVACH: No.

11 MR. POMEROY: Is there a third one?

12 MS. KOVACH: Do I have to provide a third one?

13 MR. POMEROY: No, you certainly do not.

14 MR. GARRICK: Maybe it is a corollary question and
15 equally unfair --

16 MS. KOVACH: Thank you.

17 [Laughter.]

18 MR. GARRICK: But I would like to ask it this way.
19 Have these studies convinced you that analogs are very
20 helpful in enhancing the credibility of performance
21 assessments? If they have, why were you and others not able
22 to convince the skeptics at your recent symposia?

23 MS. KOVACH: Because we speak a different
24 language.

25 MR. GARRICK: But do you really see analogs as

1 playing an important role in the quality --

2 MS. KOVACH: In the quality? Yes.

3 MR. GARRICK: In the quality of the performance
4 assessments?

5 MS. KOVACH: Yes.

6 MR. GARRICK: Is this a step change? Is this a
7 qualitative effect or is it a quantitative effect in your
8 judgement, as a researcher?

9 MS. KOVACH: I think it is both. The Valles
10 Caldera study, the people that were doing it, were actually
11 involved in WIPP performance assessment at the time, and
12 found that some of the models that were -- some of the work
13 that was being done used contradictory data within an
14 individual run.

15 That is mainly because it was used by people who
16 were familiar with the model, with the computer codes, but
17 not familiar with the data that was being in. Neither --
18 the people that were running those codes are not stupid
19 people. They are just not informed in your sciences, or in
20 a particular discipline. So, yes, this information is
21 definitely useful.

22 MR. GARRICK: Now since you mentioned the WIPP
23 performance assessment -- and they are somewhat ahead of
24 most others -- can you see the difference, the before and
25 after difference, with respect -- at the CCDF level?

1 MS. KOVACH: I don't know the answer to that.

2 MR. HINZE: Let me ask the question a little
3 differently. Are the results of this study primarily in
4 terms of assistance and site characterization, or in
5 performance assessment or in prioritization of research?

6 MS. KOVACH: I would say in performance
7 assessment.

8 MR. HINZE: That is interesting because I would
9 not have said that. From my own very simplistic look at
10 this, it seems to me that one of the things that this
11 project really has shown is the need to perform performance
12 assessment on a small segment of the TPA, of the Total
13 Performance Assessment, to better characterize the site so
14 that they you know better about the acquisition of data.

15 It seems to me that that is the thing that you
16 really learn from this project is that we shouldn't wait for
17 these large total performance assessments, but they should
18 be carried out really iteratively in the same
19 characterization process.

20 Maybe that is performance assessment. Maybe it is
21 site characterization. But to me it is site
22 characterization because it really is leading to the
23 acquisition of better data.

24 MS. KOVACH: Yes, I would agree with that. But I
25 think it also speaks to future analog studies, the

1 importance of having the PA, the modeling incorporated very
2 early in the project.

3 This is something that is always -- it is nothing
4 new. This is something that was brought up 10 years ago.
5 But it doesn't always seem to be incorporated or followed.

6 MR. HINZE: But when you mentioned that its
7 greatest results, or the most significant results are in
8 performance assessment, what were you thinking of?

9 MS. KOVACH: Well, I was thinking in terms of
10 looking at the difficulties that one may have with the
11 reaction path modeling.

12 Again where that fits in -- does that fit into --
13 is that part of site characterization or is that part of PA?
14 I think that is a kind of diffuse boundary there.

15 MR. HINZE: Are there further questions at this
16 point?

17 MR. STEINDLER: This is just an observation from
18 somebody that doesn't know anything about geology. It
19 strikes me that two things that you keep coming back to is
20 that studies of this kind lend credibility to your
21 statements to DOE, that those guys ought to be looking in an
22 area that they have already decided they aren't going to
23 look at.

24 MS. KOVACH: Right.

25 MR. STEINDLER: I find that interesting if for no

1 other reason than it is maybe an expensive way to enforce
2 what otherwise becomes an enforced issue at the time of
3 licensing.

4 Unfortunately the expense is on the back of the
5 NRC rather than to simply say, "All right, guys. You don't
6 pay attention to us. Let's wait until licensing. Then we
7 will tell you that you have to go back and look at it."

8 The second thing that strikes me is that the
9 geosciences people who are participating in this kind of
10 work are using the analog studies as a classroom to learn
11 what they apparently don't know about how to evaluate
12 systems rather than providing input to a process that is
13 already well defined but simply has missing information.

14 You know, when somebody says, "We can't seem to
15 make a model in a particular area work. Why? Because we
16 diun't understand the phenomenon. Now we have a field
17 laboratory in which we are learning about the phenomenon."

18 That is the same as Geology 305 where the field
19 portion of it gets you smarter and then to go back into the
20 classroom and learn what you have learned.

21 It seems to me that those are the items that seem
22 to be more important, as I hear you talking. That may be a
23 bias of my listening, than the directed input into a higher
24 quality performance assessment.

25 That is a comment. That doesn't require anything

1 else. But my bias leads me to think that the geoscience
2 folks are getting smarter, which is a good thing.

3 [Laughter.]

4 MR. GARRICK: It is about time.

5 MR. STEINDLER: It is way overdue.

6 [Laughter.]

7 MR. STEINDLER: It belies the undercurrent of
8 concern that I have about how smart they really are.

9 [Laughter.]

10 MR. POMEROY: Since I am not very smart, let me
11 ask one last question, Linda. On your last slide dealing
12 with this particular example, you say -- there is one bullet
13 basically. It says, "Provides means to bound uncertainties
14 in natural analogs which will aid in bounding uncertainties
15 in future repository systems."

16 Could you just elaborate a little bit on what you
17 mean by "provide means"? What are the means to bound the
18 uncertainties that you have learned? How will they aid in
19 bounding the uncertainties in the future repository system?

20 MS. KOVACH: Well, maybe that is poorly stated,
21 but it is basically the point that I had brought up earlier
22 today that we could use analog studies to bound the value of
23 processes or the magnitude of processes that occur in
24 nature.

25 If we can't bound them looking at natural systems,

1 can we really bound them -- can we expect to provide bounds
2 to performance assessment modelers for their assessments.
3 That was the thought behind it.

4 You know, certainly this study provides perhaps
5 one data point, if you will, on a curve, not necessarily --
6 it doesn't provide the whole range.

7 MR. POMEROY: Are you then saying that the range
8 then would be transferrable in some way?

9 MS. KOVACH: Yes.

10 MR. POMEROY: Directly between this and Yucca
11 Mountain?

12 MS. KOVACH: I think that is a trick question.

13 MR. POMEROY: It certainly is.

14 [Laughter.]

15 MR. POMEROY: You don't have to answer it.

16 MS. KOVACH: Thank you.

17 MR. POMEROY: Thank you.

18 MR. OTT: I would like to make a couple of
19 observations, if I could. With regard to the earlier
20 question, Dr. Pomeroy asked for three examples of
21 applications. There is a slide in here which deals with
22 implications of results of the project which probably is
23 transferrable in this particular context into how things
24 might be used.

25 An aspect that I might personally bring up is that

1 from our point of view this is probably the first time we
2 tried to examine a process that was not traditionally
3 considered to be an analog in the sense of geochemical
4 analogs, or ore bodies, or that kind of thing.

5 We actually had recognized this problem with the
6 thermal heating and tried to figure out an approach to get
7 some answer to what that effect would be.

8 From that point of view. I think we learned a lot
9 about going out and doing this kind of a project, one of the
10 first ones being that the initial site wasn't the right
11 place to go. That was the very first lesson that we learned
12 in this project. Hopefully it didn't cost us a lot. It
13 cost us a little bit.

14 That, I think, is the lesson we have learned in
15 all of the research. I don't think there is anything else I
16 really want to say right now, but that is primarily the two
17 things I wanted to bring out -- one that I think we learned
18 something just from trying to look at, to use this approach
19 to attack something which wasn't traditionally used.

20 MR. POMEROY: Thank you, Bill.

21 MS. KOVACH: If I could just add one thing, I was
22 concerned -- maybe I am just mishearing what is being said,
23 but an important part of performance assessment for us is
24 understanding processes and understanding the
25 vulnerabilities of the process. Performance assessment

1 provides us a framework for our thinking at this point in
2 time to help us. We would say that any direct implications
3 for understanding processes are a direct benefit to
4 performance assessment.

5 Now maybe, you know, maybe we have a broader view
6 of performance assessment than others, but the way we talk
7 about these things sometimes we may be passing each other in
8 the night in terms of terminology and that's at least my
9 view of performance assessment.

10 MR. OTT: I finally remembered my other
11 observation. With regard to what Dr. Garrick said, Dr.
12 Garrick's remark as to how this fit into the performance
13 assessment.

14 If you remember the pyramid of analyses that Norm
15 put up there with that very small systems model at the top
16 and subset of models under that, we're probably talking
17 about process models that are fairly far down that pyramid
18 in terms of trying to aid in the auxiliary analysis and
19 provide input to the systems models at the top.

20 MR. HINZE: Linda, as we move to these next items,
21 because of the obvious interest that there is in asking you
22 questions about the topics you are covering, I think you are
23 going to have to focus your discussion on these items to a
24 considerable degree and focus them on results, anticipated
25 results and how they might impact with the regulatory

1 process.

2 As you discuss, the Alligator Rivers I believe and
3 Oklo --

4 MS. KOVACH: Yes, I think what I am going to do
5 with Oklo is basically just -- it is a project that is
6 currently ongoing, nearing completion, the first three years
7 of study, and we presented information to you on Oklo last
8 year so I am not going to go over that again.

9 Basically, what we have learned from that study is
10 that we found or have been able to show that the clay layer
11 was effective. The clay layer and the organic layer, the
12 bitumen, were both effective barriers to radionuclide
13 migration from the natural reactors.

14 There is an increase of U-235 toward the periphery
15 of the reactor zones and immediately surrounding the reactor
16 zones is the clay layer. There was no evidence of plutonium
17 or any of the radionuclides having gone beyond the clay.

18 There is evidence the plutonium had moved through
19 the site. It's indirect evidence. They are currently doing
20 extensive investigations on the alternation of the uraninite
21 and the purpose of that is specifically to validate the
22 laboratory experiments that we have on corrosion of the
23 uraninite or corrosion of spent fuel.

24 We're trying to understand the mechanisms by which
25 the uraninite corrodes.

1 There is evidence that radiolysis has occurred and
2 that it is important and may be important in altering the
3 redox state of the system.

4 The Oklo site is also being used to test and to
5 construct and test to the ground water flow models. We are
6 also using it to test some hydrothermal models that we have.
7 There's a 20 meter dolerite dike that was intruded between
8 two of the reactor zones. We have done some cursory
9 modelling of that to determine what the temperature profiles
10 may have been.

11 Why are we concerned about that? We're concerned
12 about that for two reasons, that we would like to see if
13 there an effect on the migration of the radionuclides in
14 response to this thermal pulse, the intrusion, the dike
15 intrusion. It's a similar composition to what we would see
16 or expect to see at Yucca Mountain if a basaltic dike were
17 to intrude that area. Those are the -- we are also
18 investigating colloids, the role of colloids, organics, and
19 microbes in either retarding or enhancing the migration of
20 radionuclides at that site, so it is inconclusive at this
21 point. The study is not finished but those are the type of
22 things that we are looking at.

23 MR. HINZE: This is the University of New Mexico
24 or University of Arizona studies?

25 MS. KOVACH: This is the whole.

1 MR. HINZE: The whole?

2 MS. KOVACH: The whole project because we have
3 access to all of that information through our involvement.

4 MR. HINZE: But the NRC is independently
5 supporting this?

6 MS. KOVACH: Yes.

7 MR. HINZE: Plus your work on the dikes?

8 MS. KOVACH: Yes. Okay.

9 MR. STEINDLER: If we relate these results to an
10 impact on Yucca Mountain, the clay and bitumen information
11 is interesting, but is it relevant?

12 MS. KOVACH: It is not relevant to us. It is
13 relevant in low-level waste and this was funded through low-
14 level waste.

15 The uraninite -- I gave you areas that are of
16 concern to the greater waste management community, the
17 international community. Bill, you were going to say
18 something?

19 MR. McNEIL: I would like to say a word to the
20 geologists present, that we use the word "corrosion" for
21 uraninite and for spent fuel. That is deliberately used
22 instead of alteration because it is an electrical-chemical
23 process because of high electrical conductivity of uraninite
24 and really the experimental tools, as the Canadians have
25 found, is the experimental tools of corrosion science that

1 you want in order to answer the questions. It is a
2 corrosion process.

3 One doesn't ordinarily think of corrosion of
4 minerals in a purely electric-chemical sense, but this
5 happens to be one.

6 MR. STEINDLER: And the notion is because you are
7 going eventually alter it from UO-2 to uraninite that it is
8 important?

9 MR. McNEIL: No, the point is that all of these
10 uranium minerals have high electrical conductivity so when
11 you start trying to model it, it is just like a metal
12 surface. You can have separate cathodic and anodic
13 processes.

14 MR. STEINDLER: How do you get the uraninite in
15 the first place?

16 MR. McNEIL: Spent fuel. UO-2 alteration. Even
17 starting with the UO-2 pellets you are dealing throughout
18 this with compounds that have a high electrical conductivity
19 until you can have separate cathodic and anodic processes,
20 which you usually can't in minerals.

21 Talk to Dave Shoesmith if you don't believe me.
22 They have done that work quite carefully up there.

23 MR. STEINDLER: I believe you.

24 MR. McNEIL: It happens to be an important point
25 when it comes to experimental techniques. It sounds like --

1 I did not want to let it pass and have everybody think it
2 was merely a question of our borrowing somebody out of, the
3 geologists' borrowing somebody else's terminology.

4 This actually affects the experimental technology.

5 MS. KOVACH: In terms of the Alligator Rivers, we
6 have been through that as well, last year.

7 Lessons Learned, I would say that, as I mentioned
8 before, in site characterization the example that we found,
9 that it provides an example of multiple data sets that may
10 be necessary to characterize the site and also found that
11 there was a good deal of difficulty in determining the site
12 hydrology.

13 In terms of performance assessment, these various
14 points, the uranium tends to absorb or was retarded by the
15 iron oxyhydroxides in the system almost exclusively.

16 We used this to test and develop reaction path
17 models to test the uranium thermodynamic database. We found
18 in testing this that the database was inadequate for -- it
19 was uranyl phosphates and uranyl silicates, which had not
20 been known before.

21 As I mentioned before, there was difficulty in
22 modelling the hydrology. We tried several different models
23 from porous media to equivalent porous media, fractured
24 Trackman programs that were used to model the site, none of
25 which doing a very adequate job.

1 Los Alamos used this, is using this, and this is a
2 really good example of where they are looking at multiple
3 analog sites to try to bound or to test the idea that
4 uranium minerals could be analogs to nuclear reaction
5 products. Los Alamos National Lab was part of this project.
6 They were looking specifically at Koongara but also Cigar
7 Lake, Oklo, Pocos de Caldas and have produced a nice report
8 dealing directly with that.

9 MR. STEINDLER: What is the bottom line to that?

10 MS. KOVACH: To their report?

11 MR. STEINDLER: Yes.

12 MS. KOVACH: I am not the person to ask.

13 [Slide.]

14 MR. STEINDLER: When you say nuclear reaction
15 products, do you mean fission products?

16 MS. KOVACH: Yes. I think I am going to stop
17 here.

18 MR. HINZE: Does that mean that you want to come
19 back?

20 MS. KOVACH: The slide I have is just -- I will
21 throw it up and you can decide whether you want to talk
22 about it now or talk about it later.

23 MR. HINZE: Why don't we talk about it now? You
24 are up there. Let's talk about it.

25 MS. KOVACH: Future plans.

1 [Slide.]

2 MS. KOVACH: I have outlined here a few things.
3 We are actively getting research and center staff who are
4 working on the analog projects involved in IPA. We plan to
5 continue with the Pena Blanca and Santorini studies through
6 1997.

7 We are initiating work in volcanic fuel studies
8 which we consider as analogs for a site characterization and
9 also performance assessment but in the area of volcanism and
10 tectonism, identification of natural analog projects is
11 ongoing and additional ones that may be studied.

12 We have the workshop coming up in June that we
13 plan to hold. There is a second Alligator River study that
14 is being initiated this year but that is primarily for low-
15 level waste and we will continue participation in the
16 working group.

17 MR. STEINDLER: What do you plan to get out of the
18 Pena Blanca and the Santorini studies? Why are you
19 interested in them? Where do you think the information is
20 going to be useful?

21 MS. KOVACH: They were designed to look at
22 contaminant transport and unsaturated, fractured rock. The
23 reason that we were looking at that, it's not well
24 understood and very difficult to model. We wanted to see if
25 we could identify a site and study that, study what the

1 major mode of transport is, whether it is via the fracture
2 or the matrix. This was a question.

3 In performance assessment, we have been using
4 matrix flow for the most part. I guess we are involved, we
5 are doing work with fracture flow but we wanted something to
6 see if we could identify what the major mechanism was so
7 that was one of the objectives of the project.

8 MR. STEINDLER: And both of those are sufficiently
9 analogous to Yucca Mountain, so that the data will be
10 applicable?

11 MS. KOVACH: Yes, this is a site where the data
12 will be very transferable, applicable.

13 MR. HINZE: I think English is going to cover most
14 of this. Further questions? Ken?

15 MR. FOLAND: Linda, do you want to say anything
16 about Pocos de Caldas?

17 MS. KOVACH: No.

18 [Laughter.]

19 MR. FOLAND: I don't know how much it costs you
20 people but somebody spent a lot of money up there.

21 MS. KOVACH: We were not involved in it at all.

22 MR. FOLAND: But you get to share all of the
23 benefits of this presumably. If that is not the case, just
24 say so. Presumably this is all public information.

25 MS. KOVACH: It is now, yes.

1 MR. FOLAND: Then presumably it was done under
2 some QA and you can have confidence in it. Did we learn
3 something from that? Can you name specific things?

4 MS. KOVACH: One of the major things that came out
5 of that was the importance of the redox, for instance in
6 retarding radionuclides and they looked at colloids, the
7 importance of colloids. Anything else? Microbes.

8 MR. OTT: The observation I was going to make I
9 believe back when Pocos got started we had an opportunity to
10 participate and I don't know exactly what the reason was.
11 My recollection is we chose not to. It could have been that
12 somebody chose not to for us. I believe that we chose not
13 to because this was a case where we were skeptical that the
14 system was well-bounded enough to give us good results in
15 the end.

16 When the final reports came out, we tended to
17 agree with everybody else that the study did provide useful
18 results, even if only qualitative, and that it was worth
19 doing but again it was a case where we made the call and
20 actually called the other way, so from your perspective it
21 is the one that we did not elect to study.

22 MR. STEINDLER: You know, it is interesting. The
23 comment was that you learned that redox potential is
24 important in transport.

25 MS. KOVACH: Well, we didn't learn that. We knew

1 that.

2 MR. STEINDLER: That is a subject well-known for
3 the last decade. I am confused.

4 MS. KOVACH: I'm sorry, but that was understated.
5 The question really --

6 MR. STEINDLER: Geology 305. No? Okay.

7 MS. KOVACH: They found in that study that
8 coprecipitation was an important mechanism for trapping all
9 sorts of non-redox sensitive elements at a redox front.
10 That is what was found in that study, not that redox
11 reactions occur in nature.

12 MR. HINZE: If my notes are correct, Bill promised
13 that you would say a few words about the Black Hills or
14 Black Mountains?

15 MS. KOVACH: Yes. It is the Black Mountains. The
16 only thing I can point you to at this point because I am not
17 very familiar with that is there is a small write-up on page
18 120 in the back of the workshop proceedings that described
19 the Black Mountains.

20 It is a rotated detachment fault and provides an
21 opportunity to look at the plumbing system of a volcanic,
22 plumbing system of a cinder cone volcanic system.

23 MR. HINZE: And this is being done under
24 tectonics?

25 MS. KOVACH: Yes, but I think that -- do you know

1 anything about this, English?

2 MR. PEARCY: English Percy from the center. At
3 the risk of trying to explain what Steve Young is doing, and
4 it is considerable for me to take that risk, my
5 understanding is that the interest in the Black Mountains is
6 that they have been identified as a likely example of what
7 lies beneath Yucca Mountain as it has been uplifted in the
8 exposed fashion and can be better studied there so that you
9 have an accessible view of otherwise inaccessible or only
10 very limited access through deep bore-holes.

11 MR. HINZE: Don't say any more. Sounds good. Sit
12 down while you have a chance.

13 Let me ask Bill if it would be possible for us,
14 since this is an analog, for us to get a copy of the project
15 proposal, the project plan on that.

16 MR. OTT: For the tectonics project.

17 MR. HINZE: For Black Mountains, if that would be
18 possible, that would be appreciated; the volcanism
19 project -- this is Chuck Connors?

20 MS. KOVACH: Right. You heard about last month's.

21 MR. HINZE: And I don't know exactly where that is
22 going from where he is at this point but we will pick that
23 up at another time.

24 Dr. Steindler, I would suggest that we take a very
25 brief break and then we will hear from English Percy, no

1 more than 10 minutes.

2 MR. STEINDLER: Sounds good.

3 [Recess.]

4 MR. HINZE: English, please feel free to begin, at
5 your convenience.

6 [Slide.]

7 MR. PEARCY: This is actually the third time I
8 would have spoken to the ACNW. The first time was in our
9 laboratory, about three years ago. The second time was in
10 this venue almost a year ago, just a little over a year ago,
11 and I am oddly enough perhaps looking forward to the
12 opportunity to --

13 [Laughter.]

14 MR. PEARCY: -- to talk about our work.

15 MR. HINZE: We are looking forward to hearing what
16 you have to say.

17 [Slide.]

18 MR. PEARCY: The outline that I will be following
19 is intended to address many of the concerns that have come
20 up repeatedly during today's discussions. I will deviate
21 even a bit from my plan and further deemphasize the
22 technical aspects of the talk, even beyond what I had
23 already planned.

24 Nevertheless, if someone develops an interest in a
25 technical question, please do not hesitate to ask. I will

1 be glad to go into it further and provide you with whatever
2 information you may be interested in.

3 Generally I want to move from reiteration of the
4 regulatory bases through an overview of the project
5 objectives and what we see as some of the important results
6 from the project and we will go ahead and talk about those
7 directly, and then to the project structure, and give you a
8 sense of the schedule that we have been following and what
9 we anticipate for the future, and then talk rather more
10 quickly than I might have otherwise about the task
11 objectives and results, and then go on to the project
12 perspective, the integration with performance assessment,
13 site characterization, and the use of the results with this
14 project with respect to key technical uncertainties.

15 You have seen longer versions of these regulatory
16 citations earlier today. As noted, the regulation does not
17 require the use of natural analogs, nor does it preclude it.
18 It simply holds them out as one method by which information
19 can be usefully gained.

20 [Slide.]

21 MR. PEARCY: This is a list of six, one of them
22 slightly faded, key technical uncertainties. When I call
23 them selected key technical uncertainties I mean exactly
24 that. I selected them from a list of 58 that Robert Johnson
25 mentioned earlier today.

1 These are the six that this project is speaking
2 most clearly to. I want to list them for you in advance of
3 the talk so that they can be in your mind and then we will
4 come back to these and we will talk specifically how some of
5 the results will be used in performance assessment and
6 towards these key technical uncertainties.

7 [Slide.]

8 MR. PEARCY: These are the project objectives
9 taken from our project plan, beginning with obtaining a
10 state-of-the-art knowledge of natural analog studies to
11 undertake a natural analog study both to obtain fundamental
12 data and to demonstrate a methodology in which you might use
13 natural analog data, in site characterization activities and
14 in demonstration of compliance with performance objectives.

15 [Slide.]

16 MR. PEARCY: Project results, again very broadly
17 stated, are that we have obtained a state-of-the-art
18 knowledge of natural analog studies and that we are
19 continuing to maintain that knowledge. We have had many
20 interactions with DOE scientists and with scientists from
21 the international community.

22 We have identified two outstanding analogs for the
23 proposed repository at Yucca Mountain. We have obtained a
24 great many fundamental data in a variety of areas and we are
25 examining transport and retardation processes and developing

1 conceptual models.

2 [Slide.]

3 MR. PEARCY: The project structure is really quite
4 straightforward. We began with a literature review and a
5 workshop that has been discussed already today. That was
6 complete in June of 1990. That was also the month when I
7 first addressed the ACNW.

8 The site selection was our Task 2. It was
9 completed in June, '91. Data acquisition is continuing
10 through the present, data interpretation continuing to
11 present and our reporting has been active throughout. You
12 will not hear me talk about Task 5 anymore but what that
13 consists of is our monthly -- what we call our periodic
14 reports, our semiannual reports and topical reports on an as
15 appropriate basis. It usually works out to something like
16 once a year.

17 MR. HINZE: That is really site selection, is that
18 correct?

19 MR. PEARCY: The title of the task was Site
20 Selection but the objective was to select a site or sites.

21 MR. HINZE: Thank you.

22 MR. STEINDLER: In your reporting task, have you
23 published anything in the open literature?

24 MR. PEARCY: Yes, sir. If you would like, we can
25 provide you with a bibliography of that information.

1 MR. FOLAND: Can I interrupt to ask a question? I
2 am back about two or three slides.

3 You listed half a dozen KTUs and you said you
4 selected these among 58?

5 MR. PEARCY: That's right.

6 MR. FOLAND: How did you select these?

7 MR. PEARCY: I helped to write them when I helped
8 to write the CDSs and natural analogs are mentioned within
9 the CDSs as one means of moving toward developing
10 methodologies to reduce uncertainties in those cases.

11 MR. FOLAND: Okay. Were there other KTUs you
12 could have sited here?

13 MR. PEARCY: Sure.

14 MR. FOLAND: Is your project tied to particular
15 user needs?

16 MR. PEARCY: Originally, when this project was
17 conceived in 1988 and 1989, there were no KTUs. There were
18 no CDSs. There was no SRA. What was available was user
19 needs and that is exactly what it was directed towards and
20 at present, as Robert Johnson described, the user needs and
21 the KTUs are being used to reinforce one another. The KTUs
22 are being developed to expand on what had been originally
23 presented as user needs.

24 MR. GARRICK: I think I missed it. I still don't
25 understand why you selected the ones you have listed here.

1 MR. PEARCY: Those are the ones for which I am
2 best able to provide the evidence that we are moving towards
3 some -- not resolution of the KTUs because that is not our
4 job, but toward which we are improving the understanding to
5 reduce those uncertainties and toward which we can develop a
6 methodology by which one might demonstrate compliance with
7 performance objectives tied to each of those KTUs.

8 MR. GARRICK: Let me understand. Are you talking
9 about a difference between KTUs that you can do something
10 about with respect to an analog or are you talking about
11 KTUs that are ranked in terms of importance based on all of
12 the evidence including the performance assessment?

13 MR. PEARCY: KTUs that are addressable by analog
14 study.

15 MR. GARRICK: So these may not be -- in the limit,
16 these could be irrelevant to the bottom line results of the
17 repository?

18 MR. PEARCY: As Robert Johnson mentioned this
19 morning, of the 58 KTUs, one of the exercises that is
20 presently ongoing is a prioritization of those. That is
21 exactly right.

22 That has not been done at present. But I think,
23 as we move through this, that it will become apparent that
24 some of these will be critical to radionuclide release and
25 you will see something tracked through to your CCDS.

1 MR. GARRICK: Thank you.

2 MR. POMEROY: You talked in your project objective
3 slide about four objectives and I think I understand them
4 all except the second one, which is design and undertake
5 natural analogue study of contaminant transport relevant to
6 the high level waste depository at Yucca Mountain.

7 Can you tell me why that should be an objective of
8 an NRC study rather than an objective of a DOE-supported
9 study?

10 MR. PEARCY: Something that was mentioned earlier
11 today is that the work that the NRC chose to undertake at
12 Valles Caldera and then in this project placed with the
13 center is a new approach to natural analogue studies which
14 hadn't been practiced in the international community or in
15 the United States previously, which was to focus the
16 selection of a site toward a specific proposed or candidate
17 repository site. That had not been the way things had been
18 done for 20 or 30 years in natural analogue studies.

19 Natural analogues began with Oklo. And it was
20 such a great place that couldn't be done otherwise that if
21 it was a stretch between what you were thinking about in
22 some other place, well, it was necessary because it was
23 Oklo.

24 The idea that Linda Kovach, George Bushard and
25 others at the NRC developed with the restriction of the U.S.

1 program to only looking at Yucca Mountain as the candidate
2 repository was -- the choice was made to go forth and look
3 for analogues which are the best representations that one
4 could find of processes or conditions anticipated to be
5 likely at Yucca Mountain.

6 Now, Dr. Foland's comments earlier today are well
7 taken that no analogues are -- analogues are analogues.
8 Analogues are not the same, they aren't identical. So
9 you'll see similarities. We looked for a high degree of
10 similitude, but not identity. But that was a new idea that
11 the NRC research group promulgated and which we executed in
12 searching for these two sites.

13 That was not being followed by anyone previously
14 because no one had focused them before that site. So I
15 think that was a big contribution.

16 MR. POMEROY: That may well be. I don't think you
17 have quite answered my problem, though. And that is, there
18 is another way to solve that.

19 What you are saying here, looking at here, is
20 contaminant transport. That is clearly something that DOE
21 has to investigate and has to look at. It is not clear to
22 me that we have to look at it, unless there is something
23 about it that is so unusual that DOE is not going to look at
24 it that we have to -- and I guess another approach to it
25 would be for the Staff simply, one way or another, to say to

1 DOE, this is something that you should really look at and
2 then wait and see whether they do.

3 And I am curious as to whether -- why this
4 particular -- I understand the other objectives and I think
5 they are fine. I am just curious why that objective to look
6 at contaminant transport specifically as though that is an
7 end in itself, why that is there.

8 MR. PEARCY: The reason that is there is that in
9 executing a regulatory function, it is required to have an
10 adequate understanding of the processes involved to be able
11 to evaluate compliance with performance objectives.

12 Performance objectives are partly defined in terms
13 of contaminant to the accessible boundary. The boundary of
14 the accessible environment. Those processes are not well
15 understood for a Yucca Mountain environment, which is quite
16 different than any other repository site being considered
17 around the world.

18 Without that understanding, were the DOE to come
19 forward with a license application claiming compliance with
20 the performance objective, basing part of the support on
21 that claim on natural analogue data, the absence of that
22 understanding and of the means to use analogue data, the
23 transferability of data from one site to another that
24 Dr. Steindler has raised earlier, an understanding that the
25 realistic utility of that, the limitations that you can

1 reasonably expect of that, and the absence of that
2 understanding precludes acting to evaluate the license
3 application. That makes it an NRC responsibility.

4 MR. POMEROY: So you would make this actually a
5 sub-bullet under Item 3? Obtain fundamental due data to
6 understand -- to improve the understanding of processes? In
7 other words --

8 MR. PEARCY: That would be for part of it. The
9 other part would be the use of analogues, information to
10 support information from one site to speak to a process that
11 occurs at another site. How one might do that in a
12 regulatory setting is also very poorly understood.

13 It seemed to us and it still does that that is
14 best done when the two sides are as similar as they can be.

15 MR. OTT: I would like to add one more thing to
16 what English has said. Part of what we are discussing here
17 goes back to several reasons that have been presented to the
18 Committee many times before about why NRC does research at
19 all.

20 Part of that is to maintain an independent
21 capability to review that DOE application. Some of it is to
22 do confirmatory tests.

23 When you look at where we are allowed to do
24 research, we don't do work at Yucca Mountain. DOE has very
25 specific reasons for doing all of that work itself. And

1 they are placed under very high standards by us. And if we
2 are going to do work that is not at Yucca Mountain, I think
3 it behooves us to do work that is at least at a site that we
4 can make some analogy to the processes at Yucca Mountain.

5 MR. POMEROY: Bill, I don't have any problem with
6 that; I honestly don't. And I understand completely the
7 rationale for the other three items in the objectives of
8 this project. It just seemed to me that that one is
9 really -- if it is really a sub-bullet under the improving
10 the understanding of the processes, that is very clear.

11 Please.

12 MR. PEARCY: Task one, as I noted, has been
13 complete for some time now. It is our literature review.

14 [Slide.]

15 MR. PEARCY: It had several objectives including
16 both a compilation -- conduct and compilation of literature
17 review, the initial sorting through of potential sites, and
18 hosting of the workshop that has been mentioned a couple of
19 times.

20 We did conduct a comprehensive review of the
21 literature. Comprehensive means looking at the entire
22 literature that we could identify. This is a copy of that
23 report. There is an annotated bibliography of 248 technical
24 papers in here. There are, of course, about 200
25 publications just on Oklo alone.

1 Those are not all in there. Only a few of those
2 are in there. It was not relevant to this work to summarize
3 all available work but to try to seek out all of the
4 different sites that had been considered.

5 We looked at 40 different analogue sites,
6 considering things from archaeological glass, archeological
7 materials through large uranium ore bodies. The intent was
8 to survey what had been done.

9 We identified contaminant transport processes
10 likely to be important in Yucca Mountain. We established a
11 set of criteria based substantially on the NAWG criteria but
12 modified somewhat for the successful use of selection and
13 successful use of natural analogues. We identified four
14 sites, Pena Blanca, Akrotiri, Virgin Valley and McDermitt
15 Caldera for further study in our site selection task. We
16 hosted the technical workshop and published the results of
17 that workshop, the results of which you already have.

18 [Slide.]

19 MR. PEARCY: Following through on that systematic
20 approach to choosing a site, in task two, as discussed, the
21 idea was to find something as similar to Yucca Mountain or
22 aspects of Yucca Mountain as we could find.

23 We evaluated the four sites I mentioned, building
24 on the literature studies with personal contacts, with field
25 study, sampling and laboratory analyses. And, using that

1 criteria we developed in task one with those direct
2 observations, we decided that Pena Blanca, Mexico, and
3 Akrotiri, Greece, were the sites most likely to produce
4 results relevant for Yucca Mountain studies.

5 Just to remind those who may have forgotten, Pena
6 Blanca is located in Chihuahua just north of Chihuahua City
7 in the same trend of tertiary volcanic rock as is Yucca
8 Mountain. Akrotiri is not in that same trend of tertiary
9 volcanic rocks; it's in tertiary volcanic rocks -- or
10 actually much more recent than tertiary, 3,600 year old
11 volcanic rocks in Greece on an island group of Santorini.
12 The large island here is Thera. That Akrotiri archaeological
13 site is on the southern end of that large island.

14 Among other things, I am not going to reiterate to
15 you the similarities between those sites and Yucca Mountain
16 unless you care to have me go over those again.

17 In our task three data acquisition, the objective
18 was quite broad. And we have implemented it in a variety of
19 ways. I'll first present a list of results of data
20 acquisitions for Pena Blanca and then a similar list for
21 Akrotiri.

22 We have now produced everything from basic air
23 photography, topographic geologic maps, geologic cross
24 sections. We have mapped the uranium concentrations. We
25 have collected 1,649 rock samples described and studied them

1 and are tracking them in a QA sample custody control.

2 We have conducted a variety of chemical,
3 mineralogical, petrographic analyses and are in the process
4 of extending that.

5 Just very quickly to remind you what the site
6 looks like, this is a digital elevation model of the site.
7 This is important to give you a point of reference for some
8 of the locations we will be discussing when we talk about
9 some of the results that are useful for performance
10 assessment.

11 Most important is this broad, flat surface. It is
12 a mine surface that I will refer to as "level 10." The
13 smaller flat subpart, sub-horizontal surface is "level
14 zero." These are mined surfaces on the side of a basin and
15 range horst, just as Yucca Mountain is a basin and range
16 horst.

17 MR. HINZE: Is the tip of that feature such that
18 you get some three dimensionality?

19 MR. PEARCY: The rocks dip about 15 degrees to the
20 west. The third dimension is provided essentially by these
21 mined faces. The boundary between the two rock formations
22 in which the ore body is hosted sits about here, dipping
23 back at 15 degrees. But we have about 60 meters vertical
24 exposure and about 2,000 meters, square meters, potential
25 horizontal surface exposure.

1 MR. HINZE: The uranium minerals are still in
2 sufficient abundance in those faces in order for you to
3 carry out a three dimensional view?

4 MR. PEARCY: That's true.

5 [Slide.]

6 MR. PEARCY: Not to give you too much technical
7 detail.

8 We have conducted -- I will show you a gamma
9 survey of this level surface 10 and level surface zero. We
10 have also conducted a gamma survey of this 10 meter high
11 vertical face. No mean feat to do a gamma survey on a
12 vertical face. But that gives us -- it is only 10 meters,
13 but it is across that vertical face that the ore body is
14 actually exposed and in vertical dimension as well as the
15 two horizontal dimensions. There is no exposure of the ore
16 body on this large vertical face.

17 MR. HINZE: The reason I am asking this is to get
18 to the point of whether you can do three dimensional
19 modeling.

20 MR. PEARCY: We can do limited three dimensional
21 modeling at a relatively small scale. There are some
22 historical drill core from the Mexican mining agency,
23 Euromex, who did the exploration at the site. The Mexican
24 drill core from the 1970s is less than current standards.

25 We have discussed the possibility of drilling in

1 the future, but that is quite an expensive proposition
2 outside of our current budget.

3 [Slide.]

4 MR. FOLAND: Could I ask you -- I am having
5 trouble keeping up.

6 One viewgraph back, the objective of this project,
7 data acquisition is to develop methodologies. I am not sure
8 what you mean, develop methodologies. You are not
9 developing methodologies for TEM measurements of your
10 uraninite, are you? Those methodologies are --

11 MR. PEARCY: So far, no.

12 MR. FOLAND: And so, I am not sure what the
13 objective is.

14 MR. PEARCY: By the developed part of that?

15 MR. FOLAND: I guess I am not sure what the
16 objectives are. Before I acquire data, I know what my
17 objective is in terms of a scientific product and then I
18 figure out the data I need to address that objective.

19 MR. PEARCY: That's right. And then what that
20 actually means in practice is that, say, for instance, three
21 weeks ago I was at the site. We wanted to use
22 electromagnetic or electroconductivity measurements to try
23 to discern the limits of the postulated perched water
24 horizon that may have reacted on a seasonal basis with the
25 ore body.

1 So we know what we want to do, we get the
2 equipment, we arrange to have the equipment at the site. It
3 remains to develop a means for actually executing those
4 measurements. It's not textbook. Textbook assumes lots of
5 perfect geometries, lack of complicating factors such as
6 colichi horizons, locally present conductors which form
7 locally present conductors, other things that you have to
8 work out ways to accommodate.

9 That's what in practice is meant by "develop
10 methodologies," that kind of accommodation to what -- how do
11 you apply a standard technique to this circumstance. We are
12 not creating new electrical techniques.

13 [Slide.]

14 MR. STEINDLER: Is it reasonable to say that once
15 you have developed the methodologies and you are able to
16 obtain data that you find satisfactory, you now have
17 established a base from which you can judge whether or not
18 the Department of Energy is doing a decent job in getting
19 its data? Is that the purpose?

20 MR. PEARCY: It certainly provides us with better
21 understanding of that. But that is really a corollary of
22 the project. To the extent that we become better informed,
23 that is always helpful. But I cannot say that that is a
24 specific regulatory, if you will, goal of the project. I
25 accept, as that information might inform one of those KTUs

1 that we addressed.

2 I am going to show you a photograph next.

3 [Slide.]

4 MR. PEARCY: Taken from up here looking down at
5 this flat surface.

6 [Slide.]

7 MR. PEARCY: This is level plus 10 looking west to
8 east. The ore body -- the exposure of the ore body on level
9 plus 10 is about here.

10 [Indicating.]

11 MR. PEARCY: Our activities relevant for
12 performance assessment KTU, work focused on three principal
13 aspects that are illustrated in part here.

14 What we have done here is to sweep the outcrop
15 clear for the folks who may not have seen these kind of
16 photographs before.

17 The mine surface was covered with debris and we
18 have simply swept it clear here. Swept with wheelbarrows
19 and shovels and finally brooms.

20 We have looked at the margin of the ore body here.
21 Later on I will show you the uranium profiles and uranium
22 series disequilibrium measurements taken at about this
23 location across the edge of the ore body. I will show you
24 data pertaining to uranium transport along this through-
25 going east-west fracture at this location. And I will show

1 you a gamma map of uranium concentration showing a plume of
2 uranium out to the north through generally fractured and
3 then discrete fractured rock to the north.

4 The other aspect of the ore body not illustrated
5 on here but to which we have spoken underneath this surface,
6 entered from the level zero surface are a set of tunnels,
7 underneath that surface, providing access within the ore
8 body. There is about 80 meters liner sum of tunnels beneath
9 this surface, and they are completely bounded by the covered
10 area, the cleared area that you see here. Those provided
11 access to the uraninite which provided the original source
12 term for uranium transport at this site and which was such a
13 good comparison to spent fuel.

14 [Slide.]

15 MR. PEARCY: This is a geologic map showing the
16 fractures on that cleared area. You were looking before
17 from a position up here down onto this surface. This light
18 yellow-green line is the perimeter of the visible uranium
19 mineralization which is present in most of this area, though
20 there is an area of its absence near the center.

21 This is a computer compilation from within
22 Arc-info database, base the original mapping has allowed us
23 to enter and track within this database. And represented,
24 though not discernable on this figure are 11,374 fractures
25 mapped on about 1,200 square meters of cleared surface.

1 That area has now been expanded and includes about another
2 250 square meters down here. That is to give you some idea
3 of the level of detail at which we are working.

4 MR. HINZE: What have you learned from that? Is
5 that getting ahead of your story?

6 MR. PEARCY: I would be glad to speak to that
7 while I am looking at this.

8 One of the things that had been mentioned earlier
9 was to what level of detail do you have to do something.
10 The scale at which this mapping was done is a scale of one
11 to 25. I chose that scale based on practical considerations
12 of time and money. That was not a scientific consideration.
13 It was a pragmatic, I think Dr. Foland -- Dr. Garrick who
14 said earlier today -- I'm sorry, it was Norm Isenberg who
15 said that engineers in performance assessment have a
16 different approach. It is pure pragmatism.

17 Well, this was a scientist operating on a
18 pragmatic mode, getting the job done.

19 There are, of course, many, many fractures, many
20 more than 11,000 that occur on the surface which are not
21 mappable at that scale. And we have chosen to address that
22 through a set of smaller area studies that I'll show you
23 later.

24 And what I can say as far as what we have learned
25 is that this map, though it is very detailed by most

1 studies, certainly I would consider any presentation from a
2 mine or from any repository site that was mapped to this
3 level of detail, I would say that it was highly detailed, to
4 be inadequate to show all of the features relevant to
5 important modes of contaminant transport. And I will show
6 you some data to support that.

7 MR. HINZE: Will you show us how they have
8 controlled the contaminant transport? Is there an
9 anisotropy that is commensurate with the fractures?

10 MR. PEARCY: There are six fracture sets. Three
11 pairs of -- three conjugate pairs here that do not support
12 the kind of anisotropy that I think you are alluding to.
13 But there is a relationship between the large fractures,
14 what I will call the MESO fractures, those with apertures
15 measured on a scale of millimeters and have links measured
16 on the scale of tens of meters, between those fractures,
17 between what I will call microfractures, that is those with
18 fractures less than a millimeter, and pure matrix transport,
19 the absence of any discrete discontinuity in the rock
20 fabric. And I will speak to that. That is important for
21 retardation.

22 MR. STEINDLER: The fracture that was shown in the
23 photograph does not seem to show up on that map. It does
24 not extend to the level?

25 MR. PEARCY: No, it's right here. The reason you

1 don't see it as clearly is it is one of a set of fractures
2 which is stained by iron oxides and oxyhydroxides. And what
3 you are actually seeing is the reds and oranges from those
4 iron oxides.

5 There are lots of fractures in here which you see
6 as slight irregularities or not at all, because there is no
7 color difference or shadow to show you from a photograph but
8 which, when you look at the rock from a distance of maybe
9 tens of centimeters, put your face down and look at it, are
10 readily apparent.

11 [Slide.]

12 MR. PEARCY: We have looked at many scales. The
13 other extreme of our scale is by transmission electron
14 microscopy. We have just gone from a scale of tens of
15 meters to a scale of 50 angstroms. So depending on how you
16 want to think about it, that's 10 or 12 orders of magnitude
17 variability in scale.

18 Again, I am leaving out lots of detail I could
19 provide if you're interested.

20 MR. FOLAND: You might tell us what that last
21 detail is.

22 MR. PEARCY: I'm sorry, I didn't tell you what the
23 image was. This is uraninite. That is the uranium crystal
24 lattice. You are effectively looking at an electron pattern
25 produced by the uranium atoms themselves. You can measure

1 the unit cell parameter directly by measuring perpendicular
2 distance between these two rows and find that it is indeed
3 about 5.4 angstroms.

4 Data acquisition at Akrotiri has progressed in a
5 number of directions, including a fair amount of hydrologic
6 work, which has been facilitated at Akrotiri by the
7 excavations in the archaeological site and by the unwelded
8 nature of the overlying Minoan tuff, which allows us to use
9 standard, unsaturated soil infiltration techniques which are
10 not useful at Pena Blanca.

11 We have selected a specific area within the site
12 for study and have gone through a variety of chemical,
13 hydrologic measurements and we are presently continuing with
14 analysis of lechates from the tuff collected from the bronze
15 sites as our major activity at present.

16 The specific location within the site is a room
17 that I will refer to as Delta 3. That is the designation
18 given it by the archaeologists. It is a very small part of
19 a relatively large excavation which has been undergoing
20 archaeological study since the late 1960s and is still being
21 studied at present on a seasonal basis.

22 Delta 3 is the basement of a former three-story
23 house with indoor plumbing, 3,600 years old. This is Delta
24 3. The photograph looks old because it's black and white,
25 but this was taken in September of this past year on our

1 last visit to the site.

2 There are several features I'd like to point out
3 here. This information was not available the last time I
4 addressed this group.

5 We have used photographs taken at the time of the
6 excavation of the bronze artifacts in 1970, September of
7 1970, to work out definitively the precise locations, a set
8 of photographs taken from many different angles, to work out
9 precise locations of the artifacts, six of which were in a
10 pile at this location.

11 This is bedrock tuff, this is the Cape Riva tuff.
12 The artifacts sat here. And in that location, they were
13 buried by a mixture of Minoan tuff, the eruption that buried
14 the city and destroyed it, some alluvium that was formed at
15 the time, intermixed with the early stages of the eruption
16 itself, and by building debris from the three-story house
17 above.

18 The circular features you see here and here are
19 pad sites from infiltration tests where they measured the
20 saturated and unsaturated hydraulic conductivity of the Cape
21 Riva, just a meter or so from the site where it collected
22 vertical samples of the tuff by hammer and chisel down into
23 the tuff above which the bronzes were located. And this
24 hole was augured into the Cape Riva tuff for a different
25 type of saturated hydraulic infiltration test.

1 [Slide.]

2 MR. PEARCY: As a reminder, this is one of the
3 bronzes from that location. It rested at that location and
4 this is how it appeared in the National Archaeologic Museum
5 in Athens a year-and-a-half ago.

6 [Slide.]

7 MR. PEARCY: This is a schematic map of the Delta
8 3 area showing the locations where those artifacts were
9 unearthed. Over here were the locations for those hydraulic
10 infiltration tests and beneath that is where we have taken
11 these tuff profiles.

12 [Slide.]

13 MR. PEARCY: In task four is our interpretation of
14 data and our modeling activities. And the objectives are
15 essentially that. In addition to collecting the data, we
16 want to interpret it, develop transport models, and evaluate
17 the use of data from actual analogues for support of
18 performance assessment, specifically of Yucca Mountain.

19 Our results are considerable, for Pena Blanca
20 somewhat more limited. I'll show you a list in a minute for
21 Akrotiri. But some of them are of considerable significance
22 for a performance assessment. And I have a slide that calls
23 that out in just a bit. Again, I would be glad to tell you
24 more about any of those in which you take an interest.

25 I will give you a few examples of some of

1 particular interest for performance assessment now.

2 One of the most useful results that we see is a
3 set of alteration sequence from the uraninite preserved at
4 Pena Blanca. The alteration sequence from that uraninite
5 through a set of oxyhydroxides to uranyl silicates.

6 This sequence turns out to be quite similar to a
7 laboratory sequence developed in experiments which are long
8 by laboratory standards. These results were from four-and-
9 a-half years of continuous experiments. They have now gone
10 on for about seven years but they don't have the money to
11 put together all of their results.

12 Working at Argonne, they took J-13 water, let it
13 react with tuff for a few weeks, drifted on to Synthetic U-
14 O2 at 90 degrees Centigrade for four-and-a-half years, and
15 then not only studied the rate of uranium leaching into the
16 solution, but also actually looked at the morphologies,
17 habits and sequences of the secondary products formed
18 allowing us this kind of comparison. That sort of study is
19 not commonly done.

20 In most fuel alteration studies, they are
21 interested in the leaching rates of the radionuclides, and
22 if they report anything about the secondary phases, it is
23 because they happen to notice them on their filter paper and
24 said, oh well, we had better do an SEM and see what it is.
25 This study was designed to look at that sequence.

1 So their intent -- these are two things done
2 independently. Our intent was to find a site similar to
3 Yucca Mountain. Their intent was to conduct a relatively
4 long-term laboratory study similar to Yucca Mountain and we
5 find some confidence in the extrapolation of relatively
6 short-term laboratory results to relatively long-term field
7 data, natural analog data, in the similarities between those
8 two sequences. There are differences, but it is remarkable
9 that they are as similar as they are.

10 [Slide.]

11 MR. PEARCY: Another example is this east-west
12 vein that I mentioned that you were asking why you couldn't
13 see it on the photograph. Here it is viewed west to east,
14 looking down the line of it, so that is somewhat
15 foreshortened.

16 We sampled the filling of that fracture, scrapping
17 it out with a steel knife, that measured the uranium
18 contents of the fracture filling itself. We have taken
19 transects perpendicular north and south of the fracture at
20 five different locations as varying distances from the edge
21 of the ore body, which is about here.

22 [Slide.]

23 MR. PEARCY: Those concentrations along the
24 fracture and perpendicular to the fracture are illustrated
25 here, taking those measured values and fitting a surface to

1 those to, as Dr. Eisenberg was saying earlier, generalize
2 and try to leave behind some of the "unnecessary detail" and
3 trying to be useful, there are a number of things which are
4 apparent here that we think are of significance for
5 performance assessment.

6 Along a discrete fracture with an aperture varying
7 from 2 millimeters to 7 millimeters, we see a maximum
8 distance of uranium transport of about 25 meters. These are
9 distances from the edge of the ore body. I apologize,
10 uranium concentration here is in ppm of uranium.

11 Perpendicular to the fracture, to the major
12 fracture, through rock with the microfractures, that is rock
13 fractures with apertures less than 1 millimeter, frequently
14 on the order of 100 microns to 200 microns, and with a
15 fracture density too great to be mapped at the scale of 1 to
16 25 that I showed you on the high resolution map of the
17 entire area, the fracture densities measured perpendicular
18 here exceed one fracture per centimeter, and that is of
19 fractures visible to my eyes as I sat and looked at the
20 swept off rock. When you look at them under a microscope,
21 the number of fractures per linear centimeter goes up by a
22 factor of ten or 100.

23 You only see uranium transport a very short
24 distance into the host rock, but that is where you find most
25 of the uranium to be residing. You have the greatest

1 distance along a through-going fracture, about 25 meters,
2 but a relatively small proportion of the uranium, of the
3 inventory of the uranium. There is about six times more
4 uranium sitting just outside that fracture than there is
5 within it.

6 Only about 2 percent of the uranium got out of the
7 big fracture by pure matrix diffusion in the absence of any
8 fracture at all. The bulk of the uranium that was retarded
9 along this path was retarded as it moved into the generally
10 fractured but microfracture scale tuff on either side of a
11 through-going fracture.

12 Note also, this graph is for presentation purposes
13 somewhat distorted. This scale from here to here is one
14 meter. From here to here it is 25 meters. If you stretch
15 this out to true portions, you will have a better sense of
16 just how little there is outside the fracture relative to
17 its length.

18 [Slide.]

19 MR. PEARCY: Across that two meter transect I
20 pointed out on the earlier photograph, on the western margin
21 of the deposit, we collected on a two meter transect, we
22 collected samples every 20 centimeters, measured the U-
23 $^{234}\text{U}/^{238}\text{U}$ ratio, find that within the area of visible
24 uranium mineralization samples are more or less in
25 equilibrium indicating a relative closed system behavior for

1 at least the last million years, whereas the three samples
2 that occur beyond that limit have exhibited open system
3 behavior during the last million years.

4 If you look at the uranium concentrations along
5 that same profile, you find a remarkably systematic set of
6 concentration variation along that path. When I say
7 remarkably systematic, remember this is field data of bulk
8 rock samples through generally fractured tuff. This is not
9 a laboratory experiment. But many times lab data doesn't
10 look this good.

11 Field data decreases quite dramatically and,
12 again, in the absence of a through-going fracture, there is
13 very little uranium transport outside into the generally
14 fractured tuff dying to background values in just over a
15 meter -- I am sorry, just over half a meter.

16 [Slide.]

17 MR. PEARCY: The entire area was surveyed by
18 contact gamma survey, and this is the plume of anomalous
19 uranium. Anomalous meaning above the background
20 concentration natively present in the tuff at the site,
21 which is around ten ppm uranium.

22 We do not yet have disequilibrium measurements
23 from this area. One of the goals that we have are to try to
24 place rate and time constraints on the migration across that
25 two meter transect which I showed you along the east-west

1 fracture, which interestingly does not show here -- this is
2 where the east-west fracture is. We measured these contact
3 gamma measurements every meter across the entire area on a
4 one-meter-by-one-meter grid, and the fracture is located
5 about 13.5 meters north. So it fell in-between all of our
6 grid points even though that was a highly detailed survey.

7 In any event, by the time you are more than five
8 or eight meters away from the ore body, the concentration of
9 uranium drops to near the detection limits of a field meter,
10 in any event.

11 We are collecting samples and conducting
12 measurements to try to place time constraints on these
13 transport paths. We do have several dates on the system
14 which give us a framework that we are working within now,
15 but we can't say that it took so many years to go this far
16 yet. We may never be able to say that.

17 We have measurements on an opal sample collected
18 from about this location, which is paragenetically one of
19 the latest uranium bearing phases. It is dated by uranium
20 series disequilibrium at about 54,000 years. We have an
21 isochron date on -- uranium series isochron date from a
22 caliche sample collected about this location on the
23 premining surface, a caliche sample, which is very high in
24 uranium and which also has a date of 54,000 years.

25 We take the high uranium caliche with 54,000 date

1 and a high uranium opal late stage paragenetically at 54,000
2 years as an indication that there has been uranium mobility
3 at the site at that time during the most recent time. That
4 is during the time in which the ore body has been uplifted
5 as a horst and in a position well above the water table and
6 chemical oxidizing zone similar to the proposed repository
7 horizon.

8 We are presently focusing our activities on things
9 that have happened most recently rather than trying to work
10 out the evolution of the ore deposit which has been dated by
11 chemical uranium lead techniques at about 8 million years,
12 so the error on that measurement is quite large. We are not
13 focusing, we are trying not to focus on things on the scale
14 of millions of years, but to focus our measurements and
15 interpretations on things that have happened on a scale of
16 tens of thousands of years so that we are not reaching so
17 very far out.

18 MR. HINZE: English, is the tip of the
19 mineralization vertical?

20 MR. PEARCY: It is a subvertical near cylindrical
21 body. It is undulating in space. If you would like, I can
22 show you some cross-sections.

23 MR. HINZE: That is fine, but it is basically
24 vertical?

25 MR. PEARCY: It is basically vertical.

1 MR. HINZE: Thank you.

2 MR. PEARCY: For Akrotiri, we have much more
3 limited results of data interpretation. As I say, we are
4 still in the early phases of making many of the
5 measurements. Nevertheless, we have developed some
6 conceptual models for transport. We have interpreted some
7 magnetometry data from the site; beginning interpretations
8 of the metal leachates from the tuff. This formation of
9 alluvium at the site is important because there is the
10 chance that the amount of water and the timing of the
11 interaction and the duration of the interaction of water
12 with the artifacts has been a function of local drainage,
13 and we have tried to interpret that, as well as
14 interpretation of the field hydrologic data that I
15 mentioned.

16 Our project perspective is to continue, as I
17 mentioned, the uranium series measurements to look for open
18 system behavior and to try to place dates on the transport
19 distances. We are interested in making measurements of rare
20 earth element concentrations so that we can speak to, at
21 least from a chemical analog point of view, elements other
22 than uranium. We can use some of the light rare earths as
23 analog elements.

24 Continue structural analysis of uraninite
25 oxidation, that is the TEM and micro-EDS work using ten

1 angstrom spot size measurements. Perhaps the most important
2 bullet on here is this last one for the perspective for Pena
3 Blanca is that we are planning to conduct field hydrologic
4 infiltration tests at the site taking advantage of the
5 special geometry afforded by the clear level plus ten
6 surface with the adducts present beneath it, providing from
7 the back of the adduct to the surface eight to ten meters
8 distance through this tuff.

9 We have, on our most recent trip, identified four
10 different kinds of locations at the site for planning
11 purposes. They would involve constant head, falling head,
12 and a variety of tracer tests, partly over discrete
13 fractures such as the east-west fracture that I pointed out,
14 partly through generally fractured rock, and using test
15 locations chosen at differing distances from the ore body,
16 you vary greatly the kaolonite content of the altered tuff
17 and, thereby, can assess the integrated, the effective
18 fracture plus matrix flow through variably altered tuff.
19 That will provide both parameter values potentially useful
20 for performance assessment as well as some rates that will
21 allow us to make more complete interpretations of the past
22 transport that we observed at Pena Blanca.

23 MR. HINZE: You feel that the analogy is close
24 enough that these will be able to apply the absolutely?

25 MR. PEARCY: I don't think applying them

1 absolutely in the sense that you have a unique value that
2 you believe is, in some sense, the right value, I think that
3 would be inappropriate, but I think by looking at rock from
4 essentially fresh unaltered tuff to the very high altered
5 tuff, you will have two nice boundary values that will give
6 you a sense of whether the numbers that McCartin and Krew
7 are using are in the right ballpark.

8 MR. HINZE: What is the limit of the precision of
9 your work?

10 MR. PEARCY: Which part?

11 MR. HINZE: Both parts, in terms of the hydrologic
12 parameter in the altered and nonaltered?

13 MR. PEARCY: To the hydrologic, I can't speak to
14 it because we are just in the design stages of those
15 experiments, and I can't tell you right now whether we would
16 expect breakthrough curves or breakthrough times on a scale
17 of days, weeks, or months. I don't know the answer to that.
18 So it is hard for me to speak to anything else about that.

19 MR. HINZE: How are you going to do the design,
20 will you do some modeling?

21 MR. PEARCY: The first thing we will do is
22 essentially do a very low tech test and see what kind of a
23 scale that we will be working at, and then using those
24 measurements, we will do modeling. Once we have some kind
25 of a ballpark number, we will take results, for instance,

1 from STRIPA tests. STRIPA is actually the most similar to
2 the kind of results or kind of tests that we are interested
3 in here.

4 Using those results and our initial shot test, try
5 to make some calculations of what we can reasonably expect
6 for different distances and different levels of alteration.
7 What we believe will be the useful result of that will be
8 both direct input, as I mentioned, constraining performance
9 assessment calculations and, as was mentioned earlier, some
10 practical experience in how one might actually conduct these
11 things for site characterization, as well as providing
12 information on the scale of eight to ten meters in a direct
13 line path.

14 That is intermediate to the sorts of things you
15 can do in a laboratory where you do things at a scale of
16 millimeters, or centimeters, or perhaps as much as a meter,
17 and the sorts of things that are done at STRIPA and at
18 Apache Leap, where you are on a scale of hundreds of meters.
19 What is going on between the surface at Apache Leap and the
20 Never Sweat Tunnel, there are some drill holes that give you
21 some idea of what is going on, but there is a great mystery
22 in the intervening space. This will provide an intermediate
23 scale which is really much better constrained just because
24 the distance involved is much less.

25 MR. POMEROY: Can I go back to Bill's question for

1 a minute regarding the closeness of the analogy between Pena
2 Blanca and Yucca Mountain, did I understand you to say that
3 you thought that the range of value that you established at
4 Pena Blanca would be applicable in Yucca Mountain, would
5 provide a constraint on the performance assessment?

6 MR. PEARCY: That's right.

7 MR. POMEROY: So, if you were a regulator and the
8 Department of Energy came in with a performance assessment
9 that said, I use these values, these range of values, that I
10 determined at Pena Blanca for Yucca Mountain, you would find
11 that an acceptable range of values to have used at Yucca
12 Mountain, independent of any measurements that might have
13 taken place at Yucca Mountain?

14 MR. PEARCY: What I would find acceptable is if
15 they said, in our performance assessment modeling, we
16 considered scenarios in which the tuff remains pure and
17 pristine and much as it is today when we mine into it.

18 We consider other scenarios in which a
19 hydrothermal system develops, either as a result of natural
20 processes and causes alteration of the tuff, or as a result
21 of a hot repository which causes some vapor movement around
22 there altering the glass and the tuff to a variety of clay
23 minerals which are not present currently in the system.

24 In our evaluation of those performance scenarios,
25 we based our choice of parameters on some real world values

1 that we measured at Pena Blanca. I would find that
2 preferable to saying, gosh, we think it is like this, and we
3 used these values, and we really don't have a reason for
4 having used these values except that we figure as there is
5 more clay, the value changes in this way, and we have
6 laboratory experiments which suggest that. I would find
7 that useful.

8 MR. POMEROY: I don't think anybody would say
9 "gosh" to me. That is fine, thank you.

10 MR. HINZE: It would be interesting to apply some
11 heater tests on top of that.

12 MR. PEARCY: There are many interesting things.
13 We tried to remain focused.

14 [Slide.]

15 MR. PEARCY: Interpretation of data and modeling
16 perspective consists of exactly that. Continued development
17 of conceptual models, particularly of matrix and fracture
18 flow. Also for Akrotiri, and then finally moving into
19 numerical models of transport for both Pena Blanca and
20 Akrotiri with the final result of a report which will
21 discuss use or evaluation of models and development of
22 guidance for the use of analogs and analog data for support
23 of performance assessment, and site characterization, and
24 their use in license application review. Again, current
25 project plans call for completion in FY97.

1 [Slide.]

2 MR. PEARCY: The next slide calls out specific
3 results in terms -- this slide is things that we have done,
4 and I can't put this off on anybody else, what I believe
5 their use is for performance assessment.

6 I mentioned earlier in response to a question
7 somebody asked, it may have been Dr. Hinze, who said, has
8 anybody used any results from Pena Blanca in IPA-II, and I
9 mentioned the ten to the minus seven fraction of the
10 original inventory per day as our conservative, that is,
11 maximum rate of uraninite alteration that we have estimated
12 from the site based on geochemical, mineralogic and geologic
13 constraints. That is what I am talking about here. That
14 rate provides a constraint for source term release rates.
15 That is that ten to the minus seven rate.

16 The second item here is the alteration sequence
17 that I showed you in comparison to the laboratory results.
18 It provides specific mechanisms for waste form alteration
19 models. What I mean there is, if you have a waste form
20 alteration model which says when you alter fuel in a Yucca
21 Mountain groundwater, if you don't make a sequence of
22 alteration minerals at least roughly similar to what we have
23 seen in an environment which we believe to be comparable in
24 many regards to Yucca Mountain, and which is very similar to
25 that scene in laboratory experiments designed to be similar

1 to Yucca Mountain, I would have great concerns about that
2 calculation.

3 The third item here is that the very fact is that
4 Pena Blanca, virtually everything there is altered now to a
5 uranyl silicate. It has all gone to the bottom of that time
6 sequence with only a few kilograms of uraninite remaining,
7 probably not more than 10 or 20 kilograms of uraninite left
8 in the entire 300 ton ore body.

9 The secondary uranyl silicates are therefore going
10 to be at Pena Blanca and very likely to be in a Yucca
11 Mountain environment the long-term major factor controlling
12 long-term release of uranium for transport. Those phases,
13 again, if they are not predicted in a performance model, I
14 would have considerable concerns about that.

15 It turns out, you can even generalize taking the
16 argument that Norm Eisenberg made earlier that you can draw
17 on many different analogs, and that Bill Ott mentioned in
18 his first slide, drawn on data from many different analogs
19 to look for generalizations or things which are mutually
20 supportive and consistent.

21 If you look at analog sites, that is uranium ore
22 bodies, some of which have been studied as analogs, many of
23 which have not but have been studied in the context of
24 economic geology, the most popular secondary uranium mineral
25 on the plant is uranophane in a wide variety of

1 environments, particularly in a Yucca Mountain like
2 environment. At Pena Blanca, uranophane is far and away the
3 most abundant. It is 80 percent of everything that is there
4 or better. Most of what you find that is yellow on the
5 ground there is uranophane.

6 At Shinkolobwe, in a very different environment,
7 most of what you find is uranophane. In many different
8 environments, when it oxidizes and there is free silica
9 available, as there surely will be at Yucca Mountain, you
10 make uranyl silicates. If there is calcium around, as there
11 surely is abundant activity of calcium in the Yucca Mountain
12 environment, you make uranophane.

13 That is what I am talking about here.

14 This last item is the relative importance of the
15 meso fracture, the micro fracture and matrix transport for
16 uranium transport or retardation, if you want to think of it
17 the other way around.

18 The relative importance of those, again, that is
19 something else that Norm Eisenberg and John Bradbury
20 mentioned in ranking processes. Even though you might not
21 be able to place a specific value, a number that you would
22 say, gosh, let's tote this number over and use it for Yucca
23 Mountain, you can certainly say by relative importance how
24 they ought to be taken account of in a performance
25 assessment model.

1 Some of them taking a pragmatic engineering
2 approach could be neglected or lumped together in some
3 appropriately conservative way, not having to take account
4 of how things actually behave in the real world, as Dr.
5 Eisenberg pointed out, but that is the use for that kind of
6 relative ranking.

7 [Slide.]

8 MR. PEARCY: This next slide --

9 MR. POMEROY: Can I ask you a question before you
10 leave that?

11 MR. PEARCY: Sure.

12 MR. POMEROY: Can you just expand, this is one of
13 the times that you can expand a little bit on the technical
14 aspects of what you have done? Could you just expand on
15 that last one and tell us what is the ranking that you would
16 apply to these, and anything else you would like to say?

17 MR. PEARCY: Based on these observations which are
18 preliminary, I would not publish them, but I will say,
19 because you ask me, I will give you my best answer today, it
20 appears, based on the measurements that we have made at Pena
21 Blanca, that retardation of uranium by inhibition into the
22 matrix is not an important mode for uranium retardation.
23 Rather, movement of the uranium bearing solutions and
24 consequent retardation of the uranium by microfractured rock
25 is much more important than that. That the greatest

1 distances are achieved through these through-going larger
2 aperture fractures, but the amount, the portion of the
3 inventory of uranium which is transported to those greater
4 distances, is relatively small, and that in any event we see
5 in this system that greater distance was only about 25
6 meters, but I can't tell you the distance under which that
7 occurred.

8 MR. POMEROY: Twenty-five meters, and I have
9 forgotten the date, can you just remind me of the date of
10 emplacement?

11 MR. PEARCY: We have a chemical uranium lead date
12 of about 8 million years plus or minus about 5 million
13 years.

14 MR. POMEROY: Thank you.

15 MR. STEINDLER: This is a breccia pipe, right?

16 MR. PEARCY: It has been described as a breccia
17 pipe. I prefer to call it a highly fractured subvertical
18 zone. It is not a breccia. If I handed you a sample, you
19 would not, as a petrologist, you wouldn't call it a breccia.
20 There are portions of it which are true breccias. The bulk
21 of it is simply highly fractured tuff.

22 MR. HINZE: Is that what is controlling the 25
23 meter movement?

24 MR. PEARCY: We have made some calculations which
25 I could show you on the fractured density over that entire

1 area. Depending on how you calculate fracture density,
2 whether by length or by number of fractures as the mining
3 engineers usually do, the fracture density is greater as you
4 go toward the ore body or not.

5 If you walked across it, your intuition would say,
6 yes, it is more fractured as you go toward the ore body.
7 Therefore, as you move away, it is somewhat less. What we
8 see along that fracture, that through-going fracture, is not
9 a function of that general density variation. That through-
10 going east-west fracture, one of the reasons that you could
11 see it so well in that photograph is that not only is it
12 highlighted by iron oxide, but it is structurally late. It
13 crosscuts everything. The east-west fractures occurred well
14 after the formation of the ore body, just because they cut
15 across every feature in the ore body, so I don't have a date
16 on it, but it is the latest fracture there, or the latest
17 set. So it takes no account of that variation except as it
18 affects the fracturing outside of itself. The fracture
19 itself cuts through all of that.

20 [Slide.]

21 MR. PEARCY: The next slide describes results
22 which I anticipate may become available from this project,
23 but which we did not have available at present. So I have
24 not listed them the way I did on the previous slide. But
25 just to give you some idea of additional results which may

1 become available toward which we are working from this
2 project, including putting some rates, as I mentioned, on
3 the transport, further evaluation of the relative importance
4 of retardation mechanisms, specifically taking into account
5 differential sorption on to various mineral substraights,
6 precipitation of different secondary minerals and matrix
7 inhibition.

8 The effective fracture and fracture plus matrix
9 flow measurements, this is what I -- and talking about the
10 infiltration tests, the elements that you see listed in the
11 next two bullets are the elements that we have measured to
12 be present in bronze corrosion products from the artifacts
13 at Akrotiri.

14 Again, development of conceptual and numerical
15 models. Finally, evaluation of the limitations and utility
16 of natural analog data in support of evaluation of a license
17 application.

18 MR. STEINDLER: What do you expect or estimate the
19 maximum temperature to be during which you get rare earth
20 and uranium transport?

21 MR. PEARCY: Temperature information from this
22 site is tenuous and we don't have good control on that.
23 There is some French data from a thesis done on the site
24 which suggests that maximum temperatures achieved during
25 emplacement of the ore body were around 250 to 300 degrees

1 Centigrade.

2 It has been proposed that another way to view this
3 analog, rather than looking at things that have happened
4 most recently, as I mentioned, is to look at things that
5 have happened further back in the past, that is, when it was
6 an active hydrothermal system depositing this uranium,
7 producing the alteration that we observed around it, and
8 perhaps inducing the kind of transport that you are
9 questioning.

10 At present we are focusing our attention on recent
11 things we assume to be at ambient temperatures.

12 MR. STEINDLER: When and if you do get data on the
13 rates of uranium transport over the long time, you will also
14 have to, in order to be able to use it usefully, you will
15 have to make some kind of an estimate of the temperature
16 profile over that same period of time.

17 Are you planning to use, say, oxygen isotope
18 measurements for example to try to get at it?

19 MR. PEARCY: We have considered that. There are
20 problems with using oxygen isotopes at these very low
21 temperatures. If we have evidence that we really are at 250
22 or 300 degrees when that transport occurs, then you could
23 use them with some confidence. If you go below 150 or 100
24 degrees, I wouldn't believe in an oxygen isotope
25 temperature.

1 MR. HINZE: What was the basis of the French
2 thesis?

3 MR. PEARCY: Fluid inclusion measurements. The
4 documentation for the measurements is very limited.

5 MR. FOLAND: What about the relative rates of
6 fluid influx? How are you going to control that when you
7 start talking about rates of transport, talking about fluid
8 transport? How do you estimate the flux of ground water?

9 MR. PEARCY: If we can show that the rate that we
10 are trying to measure, the distance, the transport that we
11 are trying to measure, if it occurred recently within the
12 last tens of thousands of years, it is very likely that it
13 occurred when the ore body was in a similar geometry to its
14 present position.

15 The mining that has proceeded has removed over a
16 portion of the ore body only a few meters of material so the
17 point where I indicated that we sampled the opal I estimate
18 to have been about two meters, not more than five, perhaps
19 as little as two beneath the pre-mining surface. The ore
20 body actually was exposed at the surface. It was found by
21 aerial reconnaissance, aerial gamma survey. It was just
22 parked on the side of the hill, sticking out there. They
23 have mined in that area relatively little.

24 One of the points of making this detailed fracture
25 map of the 11,000 fractures, we have also conducted

1 similarly-detailed, equally-detailed fracture mapping of all
2 of those vertical faces. We hope to be able to synthesize a
3 three-dimensional fracture network to allow us to make
4 infiltration measurements, since we are only having to reach
5 a relatively short distance, a few meters, into the rock
6 that we won't have too large of an uncertainty on that.

7 We will have to infer things like rainfall rates
8 and durations, pre-slope conditions we can reconstruct from
9 photographs taken prior to the mining and of course the
10 three-dimensional fracture network itself will actually be a
11 calculation but it will be constrained by these highly-
12 detailed maps in three-dimensions all around it so we think
13 that we can make some pretty good estimates but they will be
14 just estimates and inferences but as these things go, pretty
15 well constrained, especially if we have those field
16 infiltration measurements to go with it.

17 [Slide.]

18 MR. PEARCY: Coming back to the six key technical
19 uncertainties that I showed you at the beginning of the
20 presentation, these are the same six listed in the same
21 order. Again, what we are -- our role in support of the
22 NRC's mission is to help the NRC move toward the KTUs by
23 improving the understanding and developing methodologies to
24 determine compliance with performance objectives represented
25 by each of the KTUs.

1 This first one is extrapolation of short-term
2 laboratory results to long-term predicted models, and as I
3 pointed out, I think that we have made some progress toward
4 that. I think that that is a useful step.

5 The uncertainty regarding equal or increased
6 capacity of alteration mineral assemblages to inhibit
7 radionuclide migration is something specifically that I
8 mentioned we are addressing by looking at differential
9 sorption onto different phases and precipitation of
10 different secondary minerals.

11 Uncertainty in identifying geochemical processes
12 that reduce radionuclide retardation, when I say we are
13 evaluating that, what was in my mind when I wrote that was
14 the matrix, microfracture, misofracture, all work that I
15 have described.

16 The other three we're also moving toward --
17 uncertainty in conceptual model representations of the
18 natural system. You'll notice that nowhere in my slides is
19 the word "validation." That does not occur and I don't care
20 to reopen that debate but what I would like to say is a
21 contribution of what I mean when I talk about this is that
22 choices of model components, which processes are included
23 and what relative importance and how they are linked, is a
24 form of model uncertainty that can be reduced by looking at
25 natural systems.

1 These last two are partly addressed by the field
2 infiltration, this last one and the penultimate one partly
3 by the field infiltration data and partly by the relative
4 transport measurements that I just described.

5 [Slide.]

6 MR. PEARCY: In conclusion, we have obtained a
7 state-of-the-art knowledge of natural analogs and are
8 maintaining that. We have followed a systematic process in
9 our site selection and in developing the analog studies we
10 have found two very strong sites and we are producing data
11 which are useful for performance assessment and these
12 results are helping to improve understanding of the key
13 technical uncertainties and in so doing allow some measure
14 of improvement in the methodologies by which one might
15 determine compliance with those performance objectives.

16 MR. HINZE: Thank you very much, Dr. Pearcy.

17 Are there any questions? Let me start off with a
18 question, if I might.

19 As I understand it, this program is going through
20 '97.

21 MR. PEARCY: That is the current project plan.

22 MR. HINZE: Does that include both Akrotiri --

23 MR. PEARCY: That's correct.

24 MR. HINZE: And Pena Blanca. At what time will
25 you start to reach some conclusions about some of these

1 points that you have made in the latter transparencies?

2 You have some anticipated results?

3 MR. PEARCY: That's right.

4 MR. HINZE: And when do you anticipate those or do
5 you plan to do those shortly or is it '97?

6 MR. PEARCY: As was mentioned, we have since the
7 development of the KTUs in the last year, we have been
8 changing the format for semi-annual research reports so that
9 every six months when a portion of those reports for each
10 research project expresses progress toward addressing those
11 KTUs.

12 MR. HINZE: Do you have any plans for additional
13 field work at these sites, and what might that be?

14 MR. PEARCY: I was there three weeks ago. The
15 additional --

16 MR. HINZE: Set up a Hilton hotel on Pena Blanca
17 for one thing?

18 MR. PEARCY: Plumbing would be a big thing if you
19 were there for a week.

20 [Discussion off the record.]

21 MR. PEARCY: Our field work for Pena Blanca, the
22 biggest outstanding component of that is the uranium series
23 disequilibrium measurements, refinement of the clay
24 mineralogy at the site. We just took our first samples from
25 an altered vitrofer, which is immediately juxtaposed with a

1 high-grade ore body on level zero, exposing the first
2 opportunity to sample zeolites. Hulanite has been reported
3 by one researcher there but we have not yet, in the last
4 three weeks we haven't been able to confirm that and the
5 field infiltration tests, those are the large remaining
6 field activities at that site.

7 The infiltration tests, if it is determined to go
8 ahead with that, or enlarge activity, that will take
9 extensive collaboration from associates at the Mexican
10 University in Chihuahua. It's not something you can conduct
11 remotely very well.

12 At Akrotiri, we are still doing the leachates on
13 those tough profiles that we collected from the holes we
14 built beneath the resting places for the bronzes. Pending
15 the results of those experiments and some of the model
16 calculations we are trying to use pour-flow to model some of
17 the hydrologic data that we collected, pending the results
18 of those measurements and the pour-flow calculations, we may
19 have to make additional hydrologic measurements and/or take
20 additional samples at that site.

21 They also unearthed, as we were leaving at the end
22 of this past September, a newly-unearthed bronze artifact.
23 I was allowed to collect one modest set of samples adjacent
24 to it. They are -- when I say "they" I mean the
25 archaeologists -- are understandably sensitive about having

1 one of these geologists come and poke around too close to an
2 artifact and they have been most gracious in giving us
3 access to the site. They even let us mine holes in the
4 floor of their room, which I was kind of surprised about.

5 Their attitude with regard to that actually was,
6 into the rock? Beneath the anthropogenic horizon? Well,
7 sure -- and they have let us climb all over the site, but I
8 am hoping to be able to collect additional traverse samples
9 around this in situ artifact. Of course, the place we're
10 working in Delta 3 the artifacts were removed in 1970 and
11 we didn't examine them in place. We have had to infer the
12 enclosing material and we had to reconstruct the geometries
13 involved. It would be a good bit easier to qualify the
14 situation, the geometry of the situation in particular, if
15 we were there at the time of discovery.

16 MR. HINZE: Thank you. I also want to speak for
17 myself in that I think you have done a very good job of
18 hitting the target that we set out for you, so with that I
19 will ask my colleagues if they have any questions or
20 concerns.

21 MR. STEINDLER: Yes. I have got essentially one.
22 You have identified for us both anticipated
23 results and some actual results. Of that suite of results,
24 what part of those are parallel to or similar to work that
25 DOE is doing elsewhere?

1 MR. PEARCY: DOE work, which is presently ongoing
2 or envisioned, under the Yucca Mountain Project, is
3 relatively limited and I am sure Dr. Cloke can expand on
4 this a bit.

5 What is presently underway is actually under their
6 waste package environment, work break-down structure item.
7 They are studying a hydrothermal system and silicic tuff in
8 New Zealand. Specifically they are trying to -- they have
9 used the word "validation" with respect to EQ36, trying to
10 resolve problems with kinetic parameters for silica, of
11 various forms of silica precipitation.

12 There is another items also involving hydrothermal
13 systems and tuff -- that's its title in the work "Breakdown
14 Structure," called "A Natural Analog of Hydrothermal Systems
15 in Tuff," which is not funded at present. They have
16 requested limited funding to develop a study plan from the
17 project officer and that assumes that so far as I know it
18 has no activity.

19 MR. POMEROY: No one would question after your
20 presentation and knowing you in any case that you have the
21 state-of-the-art knowledge suggested in the first item of
22 your conclusions back here somewhere. In one of your slides
23 you mentioned the development of guidance to the DOE, I
24 presume for the use of analog data in support of a licence
25 application, which is an important item, and I just wondered

1 if I could address a question perhaps both to you and to
2 Bill Ott with regard to the timeframe that you might
3 envision for that kind of guidance and given what you have
4 just said, perhaps how necessary is that in any timeframe?

5 MR. OTT: I will take the first shot at it.

6 In terms of official regulatory guidance, meaning
7 something produced by the Office of Research, there is
8 nothing in the wings.

9 We have no requests to do regulatory guides, no
10 branch technical positions or anything like that. There may
11 be guidance that the licensing office would give as the
12 result of the review of DOE's study plans which we would
13 participate in and so would the center, but that would be
14 part of the ongoing review process with DOE, so I would
15 presume that English is probably talking more about that, in
16 the ongoing interactive process, than he is about formal
17 guidance.

18 MR. PEARCY: The form of that kind of guidance is
19 something best decided by people better versed in that than
20 I am.

21 MR. POMEROY: I understand that.

22 MR. PEARCY: I would be glad to have input to it.

23 MR. POMEROY: But there is no formal plan for
24 anything like -- just to clarify for me -- a regulatory
25 guide, a BTP or anything like that with regard --

1 MR. OTT: Nothing that I am aware of.

2 MR. POMEROY: Okay, thank you.

3 MR. FOLAND: If I could just dwell on one
4 technical point as an illustration of what one might expect
5 ultimately out of this study, let's take Pena Blanca. You
6 had a slide that had the dimensionless time parameter DT
7 equals 0.3 meters squared. If one converts that to an
8 ordinary diffusivity, do you know, and you assume some
9 reasonable time, what sort of magnitude value one gets for
10 that?

11 MR. PEARCY: Yes.

12 MR. FOLAND: And the follow-up is would you
13 expect --

14 MR. PEARCY: 5.6 times 10 to the minus 6 meters
15 squared per year. That is using the 54,000 number that I
16 said we had measured. Whether that is the appropriate
17 number to use, I am not sure, but if you plug it in, that is
18 what you get.

19 MR. FOLAND: What is in centimeters squared per
20 second?

21 [Laughter.]

22 MR. FOLAND: Squared meters per year, sorry.
23 Okay, I will calculate that later.

24 [Laughter.]

25 MR. FOLAND: If one comes back, do you expect to

1 take that number and feed that literal number into any other
2 similar sort of quantities as a numeric value into some PA
3 code?

4 MR. PEARCY: I would be very surprised if it were
5 used that way.

6 To be perfectly straightforward, what happened was
7 we made the measurements. We said gosh, it looks like a
8 diffusion curve and we took a standard diffusion model and,
9 sure enough, you could fit it pretty well, and that is what
10 we did and there are a lot of problems with interpreting
11 that because of course what we measured here is on bulk
12 fractured rock. There is no liquid phase present. It is on
13 residual uranium within and on these bulk fractured tuff.

14 Interpreting that in terms of a diffusion and
15 extrapolating that as a value -- you know, not a limit
16 because I can't say that is some sort of limit -- it's just
17 one value, if I could say it was some sort of maximum or
18 minimum then you might have some use as a constraint for
19 performance assessment calculations but I am not prepared to
20 argue that that is such a limit, and so right now I would
21 have to look for additional information to speak to that.

22 MR. HINZE: Further questions?

23 [No response.]

24 MR. HINZE: Again, we thank you very much. Bill,
25 is this the time that I throw it back to you or to Linda?

1 MR. OTT: You throw it back to me for the moment.

2 [Pause.]

3 MR. OTT: Tim and English will stay close to the
4 microphones. Linda will be up to the table to help me out
5 in case there is trouble.

6 MR. HINZE: There is an overhead.

7 MR. OTT: You have a set of overheads. I have
8 also been making some notes over here. I wanted to go over
9 a couple of observations which you do not have and I just
10 drew these over heads up while I was sitting over there on
11 the side, sometimes not paying attention as I should have,
12 but still -- I want to go back to a point that Ken Foland
13 raised earlier in the morning where he said why do we call
14 these things analogs? Why don't we just call them field
15 projects and be done with it.

16 So I sat down and I looked at a research program
17 off the top of my head and I said what have we got? If you
18 look at what we have gotten and divide them instead of
19 calling things analogs or not analogs, call them laboratory
20 and theory studies and field studies, you have got these
21 projects, two synergy of chemistry projects, one called
22 unsaturated mass transport, and I forget what the other one
23 is called -- Bobby Pavalon's work and Bill Murphy's project,
24 and then we've got the synergy of chemistry analog project,
25 which English Percy just reported to you on.

1 We have got two center hydrology projects, neither
2 of which are field programs.

3 We have the Apache Leap project, which we don't
4 call an analog but which certain aspects of I think anybody
5 would call analogs.

6 We have a center materials project. We really
7 have no materials analogy project. There was some thought
8 at one time at the Akrotiri site we might find a material
9 that was analogous to DOE container material. If they go
10 with stainless steel as was last reported by Michael McNeil,
11 we are not going to find anything anywhere that is going to
12 help us in that area.

13 In thermal hydrologics, we could say that the
14 Valles Caldera gives us a handle on some of those coupled
15 thermal hydrologic processes in terms of modelling that
16 contact over the extended period of time of the thermal
17 pulse. If you look at the center seismic rock mechanics
18 project, that actual project has a component which was
19 measurement at Lucky Friday Mine. You know, it's a field
20 operation where we are looking -- we don't call that an
21 analog project. Other people might. We are looking at a
22 field measurement and trying to establish the effects of
23 seismic events on underground openings.

24 We are actually doing an extension of that work in
25 Garner Valley with the French with cooperative funding,

1 looking at larger seismic events.

2 In the tectonics area, the only field program that
3 we actually have doing measurements is the work at Cal Tech,
4 which is actually looking at spreading rates in the Death
5 Valley - Yucca Mountain region. This would definitely not
6 be called an analog project because that is information that
7 is directly relevant to the Yucca Mountain site itself.

8 In the volcanism in the Basin Range, we have a
9 companion field volcanism program. This actual volcanism of
10 the Basin Range probably has components of analogs in it
11 because they are probably looking at data from systems in
12 the basin and range, which would be considered analogs.

13 If you look at that, yes, we could call everything
14 on this list analogs except for this one Cal Tech
15 measurement. It is a term of art and for the time being, as
16 some people observed earlier, we're stuck with it to a
17 certain extent.

18 I just wanted to sort of put that in perspective
19 because of what Ken said earlier and we could try and get
20 rid of the term "natural analog" and just say these are
21 field projects with specific objectives. This is another
22 way of breaking it down.

23 MR. STEINDLER: What function of the field studies
24 are methodology development?

25 MR. OTT: Of the field studies?

1 MR. STEINDLER: Yes.

2 MR. OTT: Very few of those are methodology
3 development. The University of Arizona was related to
4 measurement technique development, site characterization
5 process development.

6 MR. STEINDLER: I include that in methodology
7 development.

8 MR. OTT: If you include that then even English's
9 project would fall in that category. Valles Caldera I am
10 not certain would because that is more of an anticipatory
11 type. It is an intrusive event type of a project.

12 Lucky Friday Mine, there again we are looking at
13 measurement techniques and we are just actually measuring
14 processes as opposed to developing -- no, that's not true,
15 too, because there is some methodologies being developed for
16 analysis of those results.

17 There is definitely work in the field of volcanism
18 in terms of methodologies for addressing the probabilities
19 so in most of these there is a component of methodology
20 development, learning from the field experience.

21 The other point I wanted to make is we don't
22 generally do work -- I may have made this observation
23 earlier -- we have to go through a great deal of pain to
24 even get on the Yucca Mountain site in terms of calling
25 ahead and getting approvals and signing up and getting

1 escorts and all the rest of it. We had a number of calls
2 from the last field visit from Cal Tech because we didn't
3 dot all the i's and cross all the t's and we got into
4 trouble. That was just to make a couple of GPS
5 measurements, so if we are going to do field research, and
6 many people have argued that our research program and our
7 technical support program is not really going to be complete
8 without a field component to it, we almost have to work at
9 sites and those sites should have some relevance and
10 probably be construed as analogs by someone.

11 [Slide.]

12 MR. POMEROY: Before you leave that completely,
13 can I ask you a complete question? Can you just give me an
14 idea of what the Pena Blanca effort is in terms of FTEs or
15 something like that?

16 MR. PEARCY: A little more than two FTEs.

17 MR. OTT: I will come back to that in a second.

18 MR. HINZE: Is that for Pena Blanca or Akrotiri?

19 MR. PEARCY: Pena Blanca and Akrotiri are lumped
20 for budgeting. That's total.

21 [Slide.]

22 MR. OTT: I think the proportion is much higher on
23 Pena Blanca, though, correct?

24 MR. PEARCY: That's true.

25 MR. OTT: This is a series of disrelated thoughts

1 that I had as we were coming through this afternoon.

2 There is an observation. You are all aware of
3 INTERCOIN, HYDROCOIN, INTERVAL and the possibility that
4 there may be even a follow-on to INTERVAL.

5 One of the objectives when they went to HYDROCOIN
6 was to search out the data sets available throughout the
7 world and find the best ones and use them to validate
8 hydrologic models. The conclusion at the end of the project
9 was there weren't any and the reason was that none had been
10 collected for the purpose of doing it. Every project that
11 had ever been done to collect hydrologic data had had some
12 specific goal in mind and that specific goal generally
13 resulted in the collection of a limited data set which
14 didn't include all the parameters that someone else needed
15 to run a performance assessment model or to run a full
16 hydrologic model.

17 The logical conclusion that one comes to and that
18 they came to in HYDROCOIN is that there has to be, and again
19 the same point that has been made here time and time again
20 today, a much closer cooperation between the designer's
21 field experiments and the people who have to do PA
22 modelling.

23 It hasn't happened yet. We hope it is beginning
24 to happen but its conclusion is not new but maybe five years
25 ago it was new. People kept thinking oh, yeah, there have

1 been some really big hydrologic studies out there, good
2 data, and they looked at them and they came up wanting. The
3 information wasn't there. Hopefully, and it takes a long
4 time to collect this data, that situation is gradually
5 changing, but the need for interaction is the important
6 thing, between the modelers and the geoscientists that are
7 conducting these programs.

8 I owe Linda an apology here. The package that she
9 gave you on the Valles Caldera, had they kept the KTUs that
10 we thought were addressed by the project listed up-front,
11 and I said, Linda, don't talk about those up-front, put them
12 in the back, because we didn't have them when we started the
13 project. We started it for specific objectives.

14 I think that if she focused on those first and
15 tried to carry the thread through the talk, things probably
16 would have gone a little easier through the presentation.
17 That was my faux pas, not hers.

18 I wanted to give a dollar perspective on that
19 project as well. If you talk about two and a half FTEs on
20 the Pena Blanca, Akrotiri project, the Valles Caldera
21 project through its entire inception cost less than one
22 year's, probably less than two-thirds of a year's effort at
23 the Pena Blanca, Akrotiri program, so when you compare the
24 two projects or think about those two projects you need to
25 look at a project that was conceived with a very limited

1 goal and very limited resources to try to address a very
2 small issue.

3 As we said before, it was our first attempt to try
4 and do a fairly focused attack on this thermal heating
5 problem.

6 People have touched on pragmatism, levels of
7 abstraction, Norm's pyramid of abstraction and I am not
8 going to get into that right now. I will go to the prepared
9 slides and if we have time, I will give you a couple more
10 that I brought back up.

11 [Slide.]

12 MR. OTT: As I said when we were going over the
13 plans for the briefing and it was decided that we ought to
14 have a little session at the end and see what our
15 conclusions were, essentially what they said is what would
16 we like the committee to come away with, with what our
17 feelings were about natural analogs.

18 These first four bullets, this and the next slide,
19 are the licensing perspective -- I'm not from the licensing
20 office but they have looked at these.

21 I think this is pretty much a consensus with the
22 Licensing Office, and the Office of Research that analogs
23 can be an important tool for gaining insight for the
24 development of conceptual models and for holding the margins
25 of possible system performance.

1 This is almost a motherhood statement. It is
2 something that few people can disagree with. What they
3 disagree with is the degree to which it is going to be
4 useful. Okay.

5 Unfortunately, before we had done the work
6 difficult to quantify how useful something is going to be,
7 if I get back to the question of levels of abstraction, it
8 is what we are dealing with from the very beginning to the
9 very end.

10 If you think of the pyramid that Norm showed
11 earlier, it is a variant on a diagram that shows up in a DOE
12 document which shows the system performance or the system
13 model at the very top, and this base of good solid
14 knowledge.

15 That pyramid, when I first looked at it, gave me
16 an illusion of a good solid structure. But the first time I
17 heard about it was over the telephone. I thought, "Well, I
18 don't have the diagram, so I will make one up."

19 What I came up with was different because when I
20 viewed the process, I didn't view it from the perspective of
21 a good solid basis of knowledge.

22 I viewed it from a perspective of a whole bunch of
23 subprocesses combining into sub-system models, combining
24 into a system model at the top -- successive levels of
25 abstraction, all of which reduced the information in the

1 actual model, and all based on incomplete information at the
2 bottom.

3 We are dealing with levels of abstraction and
4 successive approximation. Exactly where and how we evaluate
5 the individual contribution of these analogs, I don't know.
6 I know what level they come in. They come in primarily at
7 the bottom level. We are talking about the subsystem and
8 the process models at the bottom. That is where we getting
9 the most information, and how those can be combined
10 conceptually to form subsystem models and how those can be
11 combined in the system models.

12 So that is the level that we are talking about for
13 most of these.

14 From the Licensing Office's perspective, analogs
15 should be an integral part of the DOE program from what Paul
16 Cloke said. They may not call them analogs. The last slide
17 will speak to that.

18 From our perspective, and perhaps from everyone's
19 perspective, they need to be more integrally linked to
20 performance assessment programs.

21 There is no question in any of our minds that the
22 initiative that Linda and English are undertaking in June,
23 that the initiative that is being undertaken by the NAWG in
24 September, that perhaps the workshop that the ACNW has been
25 invited to -- all of these things are necessary.

1 There has to be a linking between these programs,
2 whether they are called analogs or whether they are called
3 just process research. There has to be a linkage which does
4 a better connection.

5 This goes back to the argument that we had this
6 morning. It merely states that whatever you call them, not
7 calling them something is no reason for not doing work that
8 is relevant to answering questions that are key to making
9 the models and systems work.

10 I am going to go from licensing perspectives to a
11 few perspectives which I call research perspectives. Since
12 I am in the Research Office in a regulatory operation, it is
13 difficult to tell whether these are entirely research and
14 don't have a licensing component to them. So bear with me.

15 From our Office's point of view in terms of
16 providing research support to NMSS, natural analogs must be
17 a part of any effort to provide credible support for
18 evaluation of DOE's estimates of long-term performance. We
19 don't know of another way to get a handle on some of the
20 processes. If someone does, I wish they would show me and
21 show me very clearly how to do it.

22 Care has been, at least as far as I think the
23 Valles Caldera program, the Pena Blanca, and the Akrotiri
24 program, there has been a lot of care taken in the selection
25 of the analog sites. Before that, as English pointed out

1 with Oklo and has happened with Cigar Lake, a lot of these
2 things were studied because they were there and people said,
3 "Aha, it is an analog."

4 Well, the other sites -- with Valles Caldera, with
5 Pena Blanca, with Akrotiri -- they were not selected that
6 way. They were selected looking towards specific
7 objectives, not just because they happened to be there.

8 We also took more care in the specification of the
9 objectives in the work plan, particularly in the Pena Blanca
10 project. More involvement is needed from the PA staff.
11 This is just a carry-over from the licensing perspective
12 side.

13 PA and phenomenological research is needed to
14 focus on integrated efforts to expand the boundaries and the
15 time and space of the domain where there is confidence in
16 the applicability of the PA models. Again, it says the same
17 thing. We want the cooperation between the researchers and
18 the PA.

19 It has to be the central theme of where we are
20 moving from now on. If I have anything to say about future
21 direction, it is that we want to force a closer coupling
22 between the PA program and the analog, or if you want to
23 call it that, the phenomenological research program, to make
24 those things more closely coupled.

25 This bottom paren is something that I think

1 Margaret alluded to earlier and wanted me to mention in our
2 conclusions. We have sort of sidestepped to a large extent,
3 the validation question today, although Marty invited me to
4 get into it on the side earlier.

5 NRC is currently working with the Swedish Nuclear
6 Power Inspector, the SKI, on a joint validation strategy
7 document. All right. There are two schools of thought.

8 One school is: Let's get rid of the work
9 validation and work on the concept of confidence building.
10 Another is: Let's define validation as being the process of
11 confidence building.

12 Whatever the final answer is, the Agency has a
13 responsibility. The DOE has a responsibility. They have
14 waste to dispose of. They have to do it and make decisions
15 in some kind of a credible manner.

16 We have to build confidence in that decision-
17 making process, whether we call it validation, whether we
18 call it confidence building, or whatever it is.

19 This SKI effort is trying to put some kind of a
20 framework on that process. How successful it will be, I
21 don't know. It may just generate another round of debate.
22 The literature is full of debate.

23 My last official conclusion -- no, two of them. I
24 didn't realize I had two on this page -- is the same as one
25 of Linda's observations.

1 NAWG is the primary international forum where
2 people get together and try to work on these problems.
3 There is a common thread at NAWG that this PA and
4 phenomenological research connection needs to be made --
5 whether you call it analogs or something else.

6 We have been working fairly actively over the last
7 couple of years to try to point NAWG in directions that we
8 feel are best not only for our program, but for the
9 international program. This focus on PA this fall is one of
10 those efforts that we, I think, have been instrumental in.

11 From that point of view the planned internal
12 workshop that we are going to have here in June -- actually
13 in San Antonio -- the planned internal workshop for us -- at
14 least in the Office of Research -- will be a high priority,
15 I think, from what Margaret has seen today and what we have
16 heard from her before.

17 It is going to be a high priority for her as well.
18 It goes back to the old argument of putting your own house
19 in order before you tell somebody else to put their house in
20 order.

21 Perhaps the workshop that you have been invited to
22 is going to do the same thing on the DOE side. Hopefully we
23 are all moving towards convergence in a direction that will
24 lead to better decisions and better acceptance of those
25 decisions in the long-run.

1 I have no more in terms of formal remarks. We are
2 open to anything that you would like to question us about.
3 Margaret is not here, but she said I could speak for her.

4 [Laughter.]

5 MR. HINZE: Bill, on behalf of the Committee, and
6 certainly myself, I do want to thank you and your colleagues
7 -- Linda, Percy, John, Norm, and Bob Johnson. It has been
8 an intriguing interesting day. Certainly I am much more
9 knowledgeable as a result of all of this massive effort that
10 you and your colleagues have put on.

11 Do you want to touch on that one?

12 [Slide.]

13 MR. OTT: That is just my pyramid of abstraction.
14 In other words, when I put it together, I saw gaps. I think
15 when the DOE pyramid was put together, it was a good solid
16 information base. I didn't see it that way. I see the
17 world a little differently. My models represent small
18 discrete portions.

19 MR. HINZE: What I would like to do is to, first
20 of all, ask my colleagues if they have any further questions
21 for the presenters.

22 If not, at this point, what I would like to do is
23 ask Paul if he would, as we have discussed earlier, if he
24 would give us two and half minutes on the DOE analog in the
25 broad sense program.

1 If you could do that, Paul, I would appreciate it.

2 MR. STEINDLER: One quick question before you
3 start. What state would you peg as the start of the KTU
4 process?

5 MR. OTT: As the start of the KTU process?

6 MR. STEINDLER: When were KTUs sufficiently well-
7 developed so that they became somewhat used in target
8 selection for projects? Are we talking six months ago or a
9 year ago or two years ago?

10 MR. OTT: The first time that KTUs were actively
11 used by us in the planning process would have been about
12 this time last year.

13 MR. STEINDLER: Good enough. Thank you.

14 MR. OTT: It might have been plus or minus a
15 couple of months. But that is the first time that the
16 process became well enough defined that we could actually
17 use them.

18 MR. HINZE: Since Dr. Steindler has brought up
19 that point, I do want to register a complaint. There is
20 precedent for the KTU acronym. KTU is the official name of
21 the German drill out in Bohemia. Those of us who are more
22 geoscience-oriented, whenever you say "KTU" we think about
23 the German deep bore hole. There is precedence. That has
24 been around for at least eight years.

25 MR. OTT: I am not guilty.

1 MR. STEINDLER: You are not guilty.

2 MR. OTT: It is a NMSS product.

3 MR. HINZE: One is German and one is NRC.
4 Paul.

5 MR. CLOKE: Yes, thank you.

6 Since you asked me some time ago to get prepared
7 for this, I put together a few little notes here which I
8 will try to keep very brief.

9 The on-going actual analog studies that DOE is
10 doing, there is one at Cigar Lake which involves some
11 extremely high level uraninite concentrations, and in fact,
12 sufficiently high that it is possible to detect a little
13 plutonium in regard to that.

14 The main purpose of that, as I see it, of that
15 natural analog is to look at the migration of plutonium to
16 understand the process. We recognize that its deposit is,
17 in fact, greatly different in almost all other respects from
18 what would happen at Yucca Mountain.

19 I should also mention in passing that in the
20 Alligator Rivers project, and also some migration of uranium
21 is looked at is also at Oklo. We both have oxidizing and
22 reducing environments, those concepts of the processes in
23 those areas.

24 In terms of what DOE is calling the natural
25 analog, the only other one I thought of in the last hour or

1 so is the one that is going on basically in the system in
2 Wairakei system in New Zealand.

3 I think I should make a little comment about how
4 that site was selected. I don't know the exact date, but at
5 least three years ago, in my recollections, when I first
6 heard a presentation from Bill Glassey from Lawrence
7 Livermore National Laboratory, telling me why this site
8 should be looked at, the Livermore people had on the order
9 of some 12 criteria to look at in conjunction with selecting
10 a site which they thought would be suitable for looking at
11 hydrothermal systems.

12 One of those was they wanted to have an active
13 system. Another one was that it should be in volcanic
14 rocks. A third one is that it should have a similar
15 temperature range of what would be anticipated for Yucca
16 Mountain. A fourth was that it should have some unsaturated
17 zone characteristics.

18 There were some others. I don't remember the rest
19 of them at the moment. I guess I got about half of the ones
20 that they talked about.

21 So, there was indeed a logical rationale for
22 selecting that. Analogous to what English was telling about
23 the NRC has done. It was somewhat different, but
24 nevertheless focused on that particular aspect of things.

25 The activity which is actually going on actively

1 at the moment is looking at the behavior of some of the
2 concretes that have been in place for a long time there.
3 There is indeed significant biological degradation. I have
4 been assured that the microbiology -- the microbes there
5 bring the pH down to about 3.

6 This is, I am assured, not because of oxidation of
7 hydrogen and sulphite, which is so small an amount of
8 sulfuric acid, but because of microbiological effects.
9 Apparently that can be demonstrated that it is
10 microbiological and not inorganic. Yet, of course, as one
11 might imagine, it does have a significant corrosive effect
12 upon the concretes.

13 It is also going to be looked at in conjunction
14 with the corrosion of steels and other materials there. So
15 part of the DOE natural analog system, if you like, in
16 regard to that, is to look at analogs for engineered
17 systems, not just for the rocks and things of that sort as
18 well.

19 English did mention that, yes, an objective here
20 is to look at this as a hydrothermal system, an analog for a
21 hydrothermal system. And as Livermore is putting it, for
22 validation of some of the work with EQ 36. I have as much
23 trouble with the term "validation" as all of the rest of you
24 do, I believe, but nevertheless, that is the terminology
25 that is being used currently.

1 I should update you, by the way -- English and the
2 rest of you -- that since apparently your last information,
3 that that work has been shifted. All of the near field
4 environment work at Livermore has been transferred under
5 geochemistry on the work break-down structure.

6 That is currently under the administration or
7 overview of Ardyth Simmons. Hopefully, therefore, this will
8 lead to a little bit better way of getting some of these
9 things accomplished.

10 Those are the ones that I can think of off-hand
11 that DOE calls natural analogs. However, there are some
12 other ones which the NRC would call natural analogs. This
13 includes some volcanic-types of things, looking at other
14 volcanos and their similarity to the volcanic activity,
15 especially out in the crater flat, in the vicinity of Yucca
16 Mountain. The PIs, by the way, do call it natural analogs
17 in spite of the project position on that.

18 Similarly, this happens with seismic studies.
19 There are some of that going on. I think we might put in
20 there some of the regional hydrology studies, which look at
21 some of the area well-around, including the springs, lakes,
22 and that kind of stuff.

23 I think it would be fair to put erosion studies in
24 there. There has been some recent discussion in conjunction
25 with CHEMVAL. DOE has joined the CHEMVAL effort. One of

1 the PIs that we have has indeed directly expressed an
2 interest in doing some investigation, some natural analog
3 studies in order to help this CHEMVAL process.

4 I don't know quite whether to call the cooperative
5 work that the U.S. has with the Underground Research
6 Laboratory -- excuse me, the Hydrox Laboratory in Sweden.
7 But that would deal primarily with hydrology -- hydrology in
8 saturated zones and fractured rocks. It probably would
9 qualify under NRC's thinking about natural analogs.

10 There is also a cooperative effort with NAGRA. I
11 think that deals primarily with generation and transport.

12 Finally, perhaps, in that regard, there are the
13 on-going climate studies. It looks like I am going to be
14 involved in an audit of some of that here in the near future
15 through the National Center for Atmospheric Research and
16 other aspects of that.

17 Some of the hydrology work actually gets closely
18 related to that as well -- past climate conditions.

19 There is some potential for some other natural
20 analogs. For example -- in fact, part of this has been
21 already been done -- using basalt glass, the degradation of
22 basalted glass as an analog for degradation of vitric
23 nuclear waste.

24 I am quite sure that I remember a publication from
25 Livermore which did do a comparison of that sort of thing in

1 terms of modeling the degradation of vitric waste. That
2 might also include some work on tektites. I can't remember
3 for sure if that was viewed as part of that.

4 We recently have had some discussions with the
5 Japanese who were clearly interested in getting a
6 cooperative project -- programs going with the DOE. That
7 would definitely involve some natural analogs from their
8 perspective. They are interested in that, if we are not.

9 One of those, by the way, involves a dike
10 intrusion across some bentonite. So they are concerned
11 about the bentonite stability question there.

12 There was discussion earlier about DOE wanting to
13 be involved with Pena Blanca. Some of us think that that
14 would be a good idea. The difficulty is we don't know how
15 to achieve that. The NRC obviously is still there. We
16 can't simply come in and become a partner with the NRC.

17 Conceivably this could be arranged through some
18 multi-national arrangement. The French would probably be
19 the most interested in regard to that.

20 But it is not entirely clear whether any other
21 country really is interested in using that as a natural
22 analog. After all, nobody else is looking at the
23 unsaturated zone or at tuffs as a repository. We just don't
24 know whether that is actually feasible or not.

25 I will continue to pursue looking into that, but I

1 don't know whether indeed anything will ever develop out of
2 that aspect of things.

3 Let me mention finally that this report of the
4 Natural Review Analog Review Group, which I basically acted
5 as Chairman, did come up with at least a preliminary list of
6 criteria by which we thought that natural analogs should be
7 chosen. That has not been acted upon by the DOE at this
8 point. Perhaps it will be, but I can't predict what is
9 going to happen in conjunction with that.

10 That Group did make some recommendations including
11 -- let me say some suggestions suggesting that places like
12 Pena Blanca, Akrotiri, McDermitt, Caldera -- were worth
13 looking further at in terms of doing some additional work in
14 those areas. Again, I cannot tell what is going to happen
15 there.

16 Let me finally say that I have found this meeting
17 particularly helpful in terms of giving me a better
18 perspective as to what we may expect -- what we anticipate
19 NRC's expectations of DOE when it comes to licensing
20 questions. Indeed, it may even help to get some of these
21 things going in a bit better basis that they presently see
22 them.

23 MR. HINZE: Thank you very much, Paul. That was
24 very helpful and very informative. It is not 6:00 yet.
25 There is no point in trying to close this off.

1 [Laughter.]

2 MR. HINZE: At this point I would like to ask my
3 colleagues if they would like to make a few off-the-cuff
4 remarks about what they have heard today and what they think
5 is important, and how they see this program being undertaken
6 by the NRC and Research.

7 Jim, can I ask you to go first? How many pages of
8 notes do you have?

9 [Laughter.]

10 MR. FOLAND: I stopped counting after five. I
11 have about a half a dozen comments here that I have written
12 down, if that is not too many. I promise to finish before
13 my two minutes is up.

14 We have heard a lot of fascinating presentations
15 and discussions today about what, in my opinion, were a
16 number of high-quality state-of-the-art research efforts on
17 stimulating issues.

18 I would characterize the information that has been
19 produced by these as being relatively fundamental
20 information. If I can respond to Dr. Steindler's rhetorical
21 question about whatever Course 305 was, is yes, we should
22 have, in fact, learned in 305, but were never really known.
23 Some of the processes that are very complicated I think we
24 are learning a great deal about.

25 If the processes are not new and we are not

1 learning new things, then we are certainly confirming much
2 more realistic our conclusions about concepts that now exist
3 or prejudices.

4 In my opinion, this is essential, and a very
5 valuable part of the sort of research that we have heard
6 about today and that is we really need to understand the
7 processes before one can take any meaningful account of the
8 process into an evaluation of some scenario or assessment of
9 performance.

10 Now, from what I understand of the research
11 mission as it is described in terms of independent research
12 capability, et cetera, it seems to me appropriate that the
13 Agency undertake studies of this sort.

14 When I say "this sort," I am not sure what I mean
15 because it is not clear to me what the term "natural
16 analogs" means. As I mentioned before, this creates a great
17 deal of confusion which I think is unfortunate.

18 The term has different meanings to different
19 people and, in part, looks like some groups use the same
20 term to mean different things, namely, one might be to
21 investigate natural processes in the natural domaine, and
22 the other is to have it be a literal analogy to Yucca
23 Mountain,, or part of the Yucca Mountain system.

24 It seems to me that as a result the projects of
25 this sort that deal with natural systems have to have

1 objectives and a relationship to these objectives to things
2 like KTUs and user needs.

3 I think, from what I can discern from the
4 description of the project is that this dilemma about the
5 meaning of natural analogs and what one is trying to study,
6 namely an analog or a process, that dilemma is reflected in
7 the relationship or non-relationship between objectives and
8 critical needs.

9 Now, if I can discern that the committee here is
10 seeking specific results of the research that satisfy some
11 discreet needs, for example, for PA, it seems to me that the
12 basic results is that the learning results of the studies
13 are rather generally much broader at this stage than
14 providing discreet values or even discreet models to be used
15 in assessment. I don't mean to say that the value is less
16 because I don't think that is the case.

17 To look at some of the problems when one says, if
18 there is a specific study, does this satisfy a specific need
19 that we have at the present or in the near-term future, I
20 think we must remember that there is -- the programs have
21 evolved over time and many of the programs, the ones that
22 are active now, have time lines on the order of ten years,
23 and that the programs, the high-level waste program over ten
24 years, has changed dramatically.

25 My estimation is that there needs to be much more

1 input to the KTUs -- that is apparent from the brief
2 discussions that we've had -- to define the aims of the
3 natural analogs.

4 I guess I would suggest that the studies are going
5 to be much more valuable and much more appropriate if the
6 objectives are very carefully defined and focused in a
7 fashion which studies the process rather than studies an
8 analogy.

9 Finally, I think we need to ask some questions.
10 Namely, how much can one expect realistically of a given
11 natural analog study? What can one do in terms of -- I use
12 a forbidden or sometimes forbidden word -- validation, and
13 it seems to me that we are doing sometimes the same thing.
14 And it is whether or not we call it validation.

15 Again, it seems to me most important that these
16 research projects serve a function of isolating,
17 identifying, and quantifying in terms of process -- not the
18 analogy but the process -- that can be used in defining the
19 scenarios that one might develop for performance ultimately.

20 That's all I have now, Bill. Thank you.

21 MR. HINZE: Thank you. Thank you very much.

22 John?

23 MR. GARRICK: Thanks, Bill.

24 As a person trained in physics and engineering, I
25 have heard more geoscience than I have in any of the other

1 previous times. It was very interesting and I learned a
2 great deal. Of course, I've probably learned the most
3 because of where I was coming from.

4 I really only have three general comments and they
5 all are kind of interrelated. One thing I would very much
6 like -- and I think they may all have been addressed and
7 they may all have been done but let me comment on them
8 anyhow.

9 Number one, I would really like to see a before
10 and after analog dose calculation with uncertainty for a
11 specific scenario or a specific case. For example, if it
12 turns out that what we are talking about here is over the 90
13 percent interval dose calculation that varies between .01
14 milligram per year and 1 milligram per year, and then after
15 it may decrease its uncertainty by a factor of 10 or
16 whatever, that is one.

17 So the thing that would be most revealing here
18 would be the magnitude and the uncertainty of the parameter,
19 and the parameter that I am most interested in is a dose
20 calculation and how it varies between before and after.

21 I think a good analysis like that would be very
22 valuable in beginning to focus the connection between
23 phenomenological transport and actual consequences.

24 Two, I think that performance assessment needs to
25 be -- as you recognized in your wrap-up slide, Bill -- more

1 visible as an input to prioritizing research. It almost
2 seems to be the other way around. It seems that -- and this
3 may be just an impressions, but I kind of get an impression
4 that the tail is wagging the dog here as far as the role of
5 performance assessment. I think much more benefit would
6 accrue to the research program and to the knowledge of the
7 NRC about regulating this business if we tried to switch
8 that around a bit.

9 The third thing I guess I would like very much to
10 see -- and I suspect this is going on either by DOE or NRC
11 or I hope somebody -- and that is to avoid confusing the
12 flow of technical and scientific information to bottom line
13 results of repository performance with labels and licensing
14 and regulatory jargon.

15 I think Margaret was right earlier today when she
16 said after all what we really are talking about here is
17 learning what we can from analogs, enhancing our state of
18 knowledge about the repository and its performance.

19 In some circles they call this doing the safety
20 analysis as opposed to the compliance analysis. I surely
21 hope that is being done because frankly I don't have that
22 much confidence in the regulations, and we have a lot of
23 history where once we learn how to do quantitative analysis
24 of critical safety parameters we were able to improve the
25 regulations greatly. I am sure that where we are in this

1 arena will find that the same will be true.

2 So I think simultaneous consideration of
3 compliance and safety would yield some very valuable results
4 about regulation as well as safety.

5 MR. HINZE: Thank you.

6 Paul?

7 MR. POMEROY: Well, I just want to second the last
8 point that John -- the next to the last point that John made
9 with regard to what we are doing here, which was really a
10 statement by Margaret -- stated by Margaret very well, and
11 that is that we are trying to understand with analogs, gain
12 a better understanding of the processes involved. To that
13 extent, I think that these projects go a very long way
14 toward that.

15 I am concerned a little bit about KTUs. I realize
16 that they are very new. I would, as I indicated earlier, I
17 am very much interested in seeing a sharper focus on the
18 KTUs in terms of what each one of them is intended to
19 delineate.

20 Margaret mentioned the key elements, the soft
21 spots, within each key technical uncertainty, and I think
22 that's really what I would like to see more effort put into
23 and I understand that that is going to take place over the
24 next year or two. But I think as the Staff identifies those
25 soft spots in each key technical uncertainty that we should

1 try to publicize, if you will -- it is a bad word -- what
2 those soft spots are so that we can continue to have a good
3 idea of what the KTUs really represent.

4 KTUs, as I said, are really, at this point, very
5 broad. One could encompass almost any activity under 58
6 independent variables, the way I look at it.

7 Finally, I wanted to say that Bill Ott's wrap-up
8 presentation was very useful to me. I really appreciated it
9 and I want to emphasize two things that you were
10 emphasizing, Bill, because I think they are important.

11 One is that in selection of analog sites, and we
12 should be very careful to specify the objectives and the
13 workplans, to quote from you, very carefully in what we want
14 to find out. I think that has been done, and certainly in
15 the latest cases.

16 And I want to emphasize even more strongly a point
17 that this committee has made several times in the past. I
18 am really enthused to see this point having emphasis from
19 the research perspective and that is that PA in the
20 phenomological researchers, as you point out, need to focus
21 on integrated efforts to expand those boundaries in time and
22 space where there is confidence in the applicability of PA
23 models. It is really excellent to see that there, and I
24 encourage you to push as hard as you can to achieve that
25 goal.

1 That's all I have, Bill.

2 MR. HINZE: Thank you.

3 Marty?

4 MR. STEINDLER: Yes. Let me start out by making a
5 comment to Paul. If he is convinced that this meeting might
6 give DOE a better idea of what the NRC expects, my strong
7 urging is by all means tell DOE that in loud, clear,
8 emphatic tones to whoever has to be told, and I would
9 recommend you tell it to more than one person because
10 turnover is pretty high.

11 [Laughter.]

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1 EVENING SESSION

2 [6:04 p.m.]

3 MR. STEINDLER: We have had a number of directors
4 of the program that keep shifting. They need to hear that a
5 little more often. I think that we could reduce the amount
6 of apparent conflict between the Agency -- that is, between
7 the NRC and DOE, by having them listen a little more
8 carefully.

9 My conclusion, this was indeed a fascinating
10 meeting. I must say that I was impressed by the willingness
11 of the Staff to spend what has to be an enormous amount of
12 effort getting ready for this thing and I think we need to
13 at least convey that message to somebody with our thanks.

14 It is not easy standing up in front of a bunch of
15 people who have no accountability for what they say within
16 limits and have to take all of this nonsense that we
17 occasionally dish out, for which I guess I also need to
18 apologize on occasion.

19 My conclusion is that as Bill pointed out, if the
20 KTUs really have not become an important part of the
21 planning process any more than perhaps a year ago, then the
22 existing analogue projects were initiated and cranked down a
23 path that didn't have the benefit of that kind of very
24 sharply or more sharply focused planning.

25 Some of the concerns that have been raised both by

1 this Committee in the past as well as by others to whom we
2 occasionally listen to really need to be cast in that light.
3 I think it is incumbent on the Committee to make that point
4 as cleanly as possible.

5 I sense very clearly that that situation is
6 changing and while it may not be clear that it's changing
7 absolutely the way I would have it change, they're certainly
8 moving -- that is, the Staff is certainly moving in the
9 direction of using a more systematic planning process that's
10 oriented to the customer. Licensing-related issues are
11 being brought up.

12 What still is not completely clear and, I think,
13 is simply a matter of working through it since I sense that
14 the NRC staff is moving in that direction, is the direct
15 application of whatever the results are and, particularly,
16 at the planning stage to performance assessment. That's
17 often a bit vague and unclear and sometimes it needs to be
18 vague and unclear.

19 I think we need to reinforce the opportunity for
20 the Staff, to the extent that we can, for the Staff to feel
21 free to say we are about to embark on a program whose
22 methodology is not totally clear to us and we have got to
23 learn that process before we can tell you how good our
24 answer is going to be.

25 There is methodology development and I don't see

1 any reason why that should not become an explicit target for
2 a particular natural analogue, or whatever you want to call
3 those things, program. But I think in the planning stage,
4 KTUs ought to be written, rewritten, so that they have the
5 methodology implicit in the words that make it clear how the
6 results from resolving those or at least addressing them are
7 going to be applied, particularly to performance assessment.

8 If that means we have to go from 58 to 158 because
9 we've got to subdivide them, so be it. Nonetheless, I think
10 they should be -- I am sensitive to Paul's point that they
11 are so vaguely written that they can be used as a
12 justification for a very large host of things. They ought
13 to be at least subdivided in some fashion or another.

14 I think research is moving in the right direction
15 and I think that building confidence in the ability to
16 direct their programs toward an improved PA output, I am
17 frankly pleased that the past noises that this Committee and
18 its predecessor has made about pushing folks to become
19 sensitive to the customer needs are being -- in the past
20 years are being followed and I think we need to be suitably
21 appreciative of that.

22 I don't think I have anything else of any
23 consequence. But my view is that the direction in which the
24 folks are moving, that is research and NMSS, together I
25 might add rather than individually, is I think in the

1 direction that will allow easy justification for tackling
2 natural analogue programs and justifying them as a necessary
3 part of the program.

4 MR. HINZE: Thank you, Marty.

5 I want to again thank the NRC Staff for their
6 excellent briefings. They have been extremely helpful and
7 they have accomplished everything that I think we set out to
8 do. I think I should also add the Committee's thanks to the
9 ACNW Staff and particularly to Lynn Deering for the massive
10 effort that she, too, has put in on focusing us in on this.

11 There has been a lot said and I can't add much to
12 it. I would say, in my own evaluation, though, that it
13 seems to me that we are seeing the very early stages of the
14 interaction of natural analogues with the regulatory
15 process. I think part of that problem is because of the
16 fact that we are moving from the user needs which were less
17 distinct to the KTUs, which we still have problems with but
18 are still vague to us and the CDS and the CDM.

19 I, too, think that we are only starting to develop
20 the communication lines between the scientists working on
21 natural analogues and those working on performance
22 assessment. Those communication lines are not very easy and
23 I think that Norm in his chart of the challenges in applying
24 natural analogue studies to performance assessment hit on a
25 number of these different viewpoints really which are not

1 easy to overcome in the communication process.

2 One has to say that, at least in my view, that
3 there are some real encouraging things on the horizon. I
4 think that this meeting has shown a sensitivity on the part
5 of the analogue scientists as well as the PA to listen to
6 each other and to be interested in each other's work.

7 With that, I come back to the future plans and I,
8 for one, want to strongly support what the research staff is
9 doing in setting up this June meeting between PA and natural
10 analogues. I like it for a number of reasons. I think it
11 is timely, I like the fact that you're getting into the
12 trench, you are actually doing some operating, you're not
13 just talking to each other because we don't listen to each
14 other. We really need to get in there and work together.

15 I also like the idea that you are keeping this to
16 the workers without a lot of people sitting on the sidelines
17 that may be kibitzing. I think that's excellent.

18 I would hope that we would hear a report on this
19 effort shortly after it is completed. I think you will know
20 the results -- I think you will know the results within the
21 first half day, despite the fact that it's a five-day
22 meeting.

23 I guess my -- is it a five-day meeting?

24 MS. KOVACH: Two days.

25 MR. HINZE: You may need more than two days. I

1 would keep an open end on the airplane tickets.

2 The only suggestion that I would have to you is if
3 you could broaden it beyond Pena Blanca where you could look
4 at some additional PA problems other than the geochemical
5 modeling, which I think will probably be the particular
6 emphasis. I would encourage you to, within the time and the
7 financial constraints, to open that up somewhat.

8 I guess I have to say I am looking forward to
9 receiving some of the things we have requested because I
10 think it will help us to understand what you're doing and to
11 put it into the broad term perspective of regulatory
12 analysis.

13 With that, Mr. Chairman, I have had my say and I
14 will pass it back to you.

15 MR. STEINDLER: It's only a quarter after 6:00.
16 We have at least two more hours.

17 [Laughter.]

18 MR. STEINDLER: Are there any other comments that
19 we need to make? If not -- Bill, you are certainly entitled
20 to a comment.

21 MR. OTT: I just wanted to second my thanks to
22 Lynn. She was helpful in trying to convey to us what you
23 guys were expecting to see and to a few of the people in the
24 audience, Paul Cloke and Ken Foland as well as four or five
25 of the Staff here, a belated two-year-old thank you for

1 participating in that workshop which we finally got the
2 proceedings out on. We think it's a significant document.

3 That's all.

4 MR. STEINDLER: With that, I will thank the
5 reporter for her patience.

6 We will close the meeting for the day.

7 [Whereupon, at 6:16 p.m., the meeting was
8 adjourned.]

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REPORTER'S CERTIFICATE

This is to certify that the attached proceedings
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Carbara Whitlock

Official Reporter
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Geochemical Natural Analogs Research Project

FIN B-6673
NRC Project Manager: Linda Kovach

Presented by:
English C. Percy

Center for Nuclear Waste Regulatory Analyses
Southwest Research Institute
6220 Culebra Road
San Antonio, Texas 78238-5166
(210)522-5540

Principal Investigators:
English C. Percy, William M. Murphy,
James D. Prikryl, and Ronald T. Green

CNWRA Project Manager:
H. Lawrence McKague

Geochemical Natural Analogs Research Project

Presentation Outline:

- I Regulatory Bases
- II Project Objectives and Results
- III Project Structure
- IV Task Objectives and Results
- V Project Prospective
- VI Integration of Project with Performance Assessment and Site Characterization
- VII Use of Results to Develop Methodologies to Determine Compliance with Performance Objectives for Which There Are Key Technical Uncertainties
- VIII Conclusions

Geochemical Natural Analogs Research Project

Regulatory Bases:

10 CFR 60.21(c)(1)(ii)(F)

°Specifies that Analyses and Predictive Models Given in the License Applicant's Safety Analysis Report Shall Be Supported by Appropriate Use Of Such Methods as Field Tests, in Situ Tests, and Natural Analog Studies.

10 CFR 60.101(a)(2)

°Stipulates that Demonstration of Compliance with Objectives and Criteria For Repository Performance Over Long Times in the Future Will Involve the Use of Performance Models that are Supported by Such Measures as Natural Analog Studies.

Geochemical Natural Analogs Research Project

Selected Key Technical Uncertainties:

- °Uncertainty in Extrapolation of Short-Term Laboratory and Prototype Test Results to Predict Long-Term Performance of Waste packages and Engineered Barrier Systems
- °Uncertainty Regarding Equal or Increased Capacity of Alteration Mineral Assemblages to Inhibit Radionuclide Migration
- °Uncertainty in Identifying Geochemical Processes that Reduce Radionuclide "Retardation"
- °Uncertainty in Conceptual Model Representations of the Natural System
- °Uncertainty in Modeling Groundwater Flow through Unsaturated Fractured Rock Caused by the Lack of Codes Tested Against Field Data
- °Uncertainty Regarding Experimental Confirmation of the Basic Physical Concepts of Groundwater Flow through Unsaturated Fractured Rock

Geochemical Natural Analogs Research Project

Project Objectives:

- ° Obtain knowledge of the state of the art in natural analog studies applied to contaminant transport.
- ° Design and undertake natural analog study of contaminant transport relevant to the proposed HLW repository at Yucca Mountain, Nevada.
- ° Obtain fundamental new data to improve the understanding of processes affecting contaminant transport in unsaturated media.
- ° Demonstrate a methodology in which data from nature are used to inform site characterization activities and to evaluate performance assessment transport models at time and space scales generally inaccessible in laboratory studies.

Geochemical Natural Analogs Research Project

Project Results:

- °State of the art knowledge of natural analog studies applied to contaminant transport and practical experience has been obtained and maintained.
- °Numerous interactions with international and DOE scientists have been conducted.
- °Two strong Yucca Mountain analog sites have been identified.
- °A variety of fundamental data have been obtained to improve the understanding of processes affecting contaminant transport in unsaturated media.
- °Transport and retardation processes have been evaluated for relative importance to performance assessment models.
- °Conceptual models of contaminant transport have been developed.

Geochemical Natural Analogs Research Project

Project Structure:

- Task 1 - Literature Review and Workshop (complete, 2/90 to 6/90)
- Task 2 - Site Selection (complete, 6/90 to 6/91)
- Task 3 - Data Acquisition (continuing, 6/90 to present)
- Task 4 - Data Interpretation and Modeling (continuing, 6/90 to present)
- Task 5 - Reporting (continuing, 2/90 to present)

Project anticipated to be complete in FY97.

Geochemical Natural Analogs Research Project

Task 1 - Literature Review and Workshop

Objectives:

- ° Compile and Evaluate Research Conducted on Natural Analogs Relevant to HLW Contaminant Transport at Yucca Mountain
- ° Identify Potential Sites at which to Undertake a Natural Analog Study
- ° Organize and Host a Technical Workshop on the Use of Natural Analogs

Results:

- ° Conducted a Comprehensive Review of the Natural Analog Literature (CNWRA 90-008).
- ° Identified Contaminant Transport Processes Likely to be Important at Yucca Mountain.
- ° Developed Criteria for the Successful Use of Natural Analogs.
- ° Peña Blanca, Mexico; Akrotiri, Greece; Virgin Valley, Nevada; and McDermitt Caldera, Nevada-Oregon; Identified as Potential Analog Sites.
- ° Conducted a Technical Workshop on the Use of Natural Analogs.
- ° Workshop Results Published (CNWRA 93-020).

Task Complete

Geochemical Natural Analogs Research Project

Task 2 - Site Selection

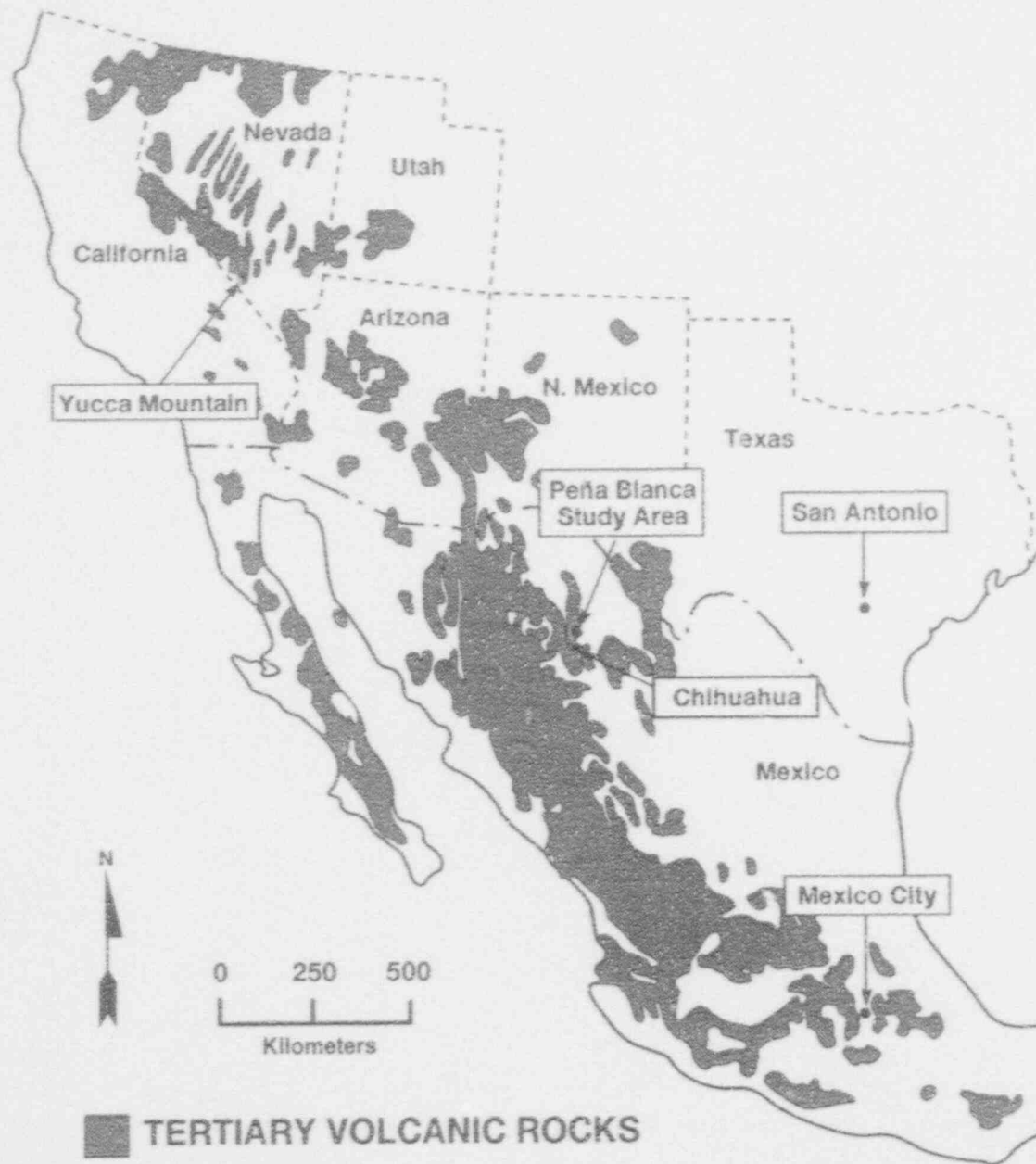
Objective:

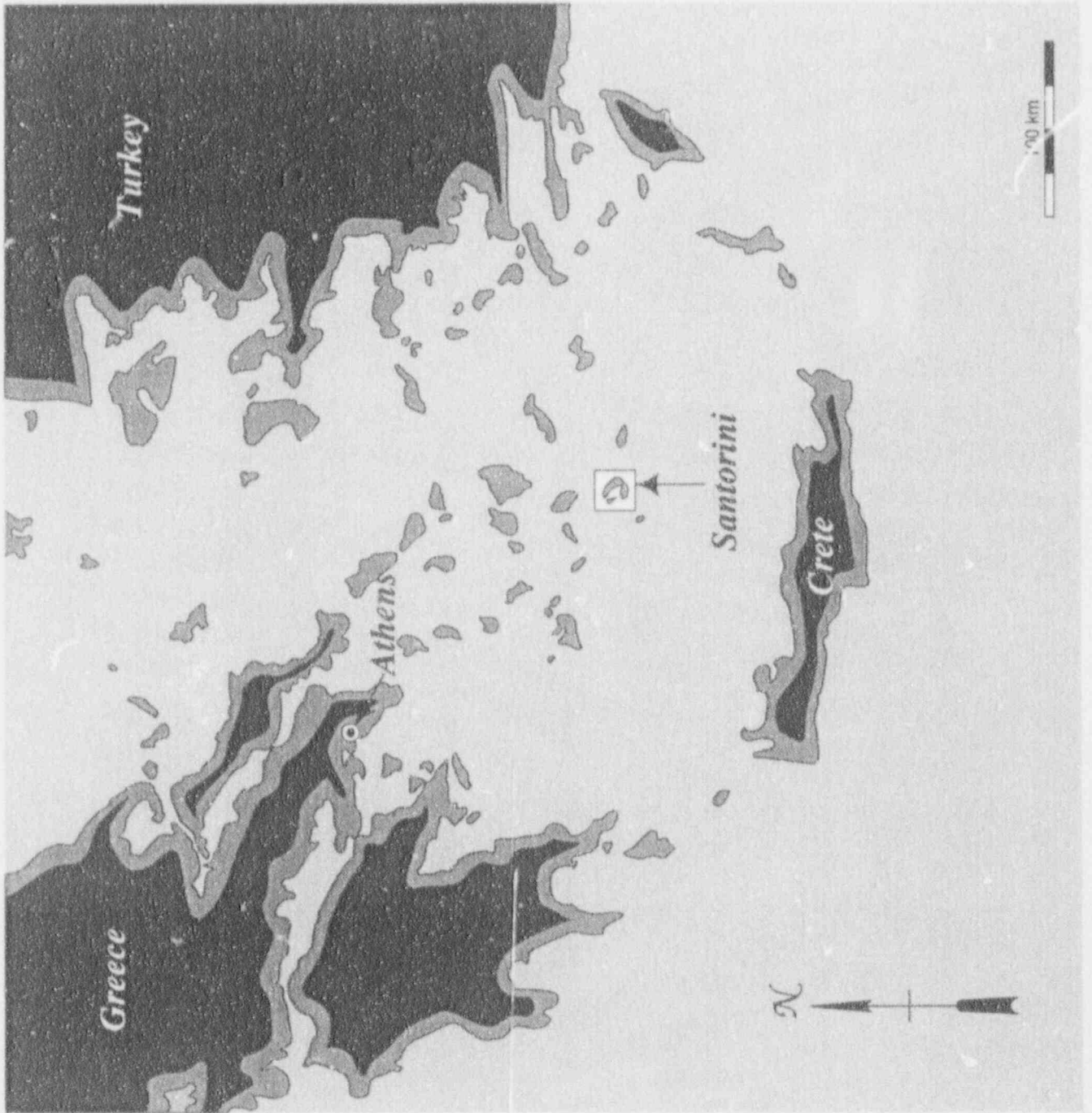
- °Select a Site or Sites with a High Likelihood of Yielding Information on Processes and Events Controlling Contaminant Transport in a Yucca Mountain Repository

Results:

- °Peña Blanca, Mexico; Akrotiri, Greece; Virgin Valley, Nevada; and McDermitt Caldera, Nevada-Oregon; Evaluated for Potential Analog Study through Field and Laboratory Research.
- °Using Criteria Developed in Task 1, Accompanied by Field and Laboratory Research, the Nopal I Uranium Deposit at Peña Blanca, Mexico, and Archaeologic Site at Akrotiri, Greece Were Selected for Analog Study.

Task Complete





Geochemical Natural Analogs Research Project

Task 3 - Data Acquisition

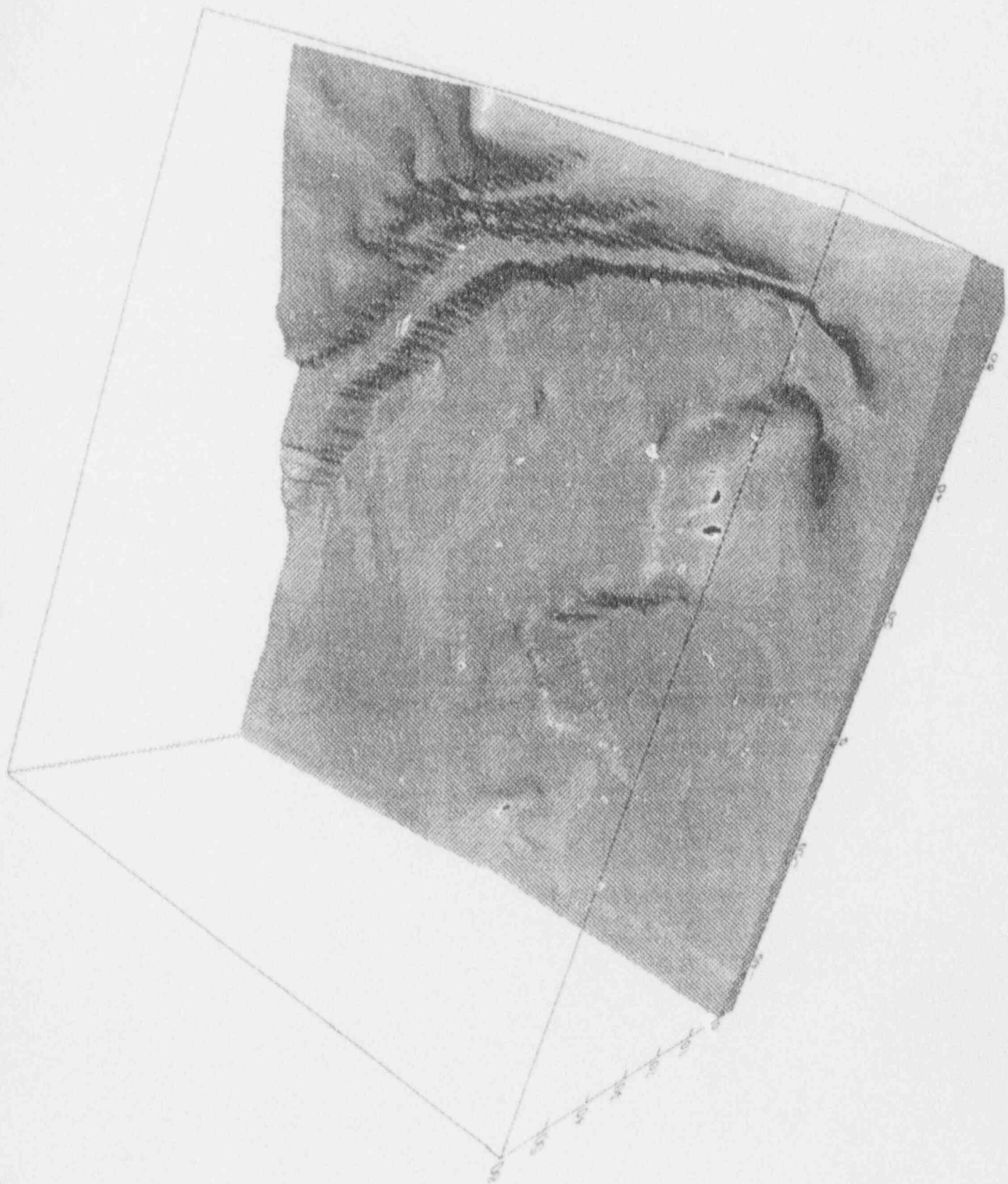
Objectives:

- °Develop Methodologies for Data Acquisition and Implement Those Methodologies for the Analog Sites

Results:

Peña Blanca

- °Geologic and Topographic Mapping of the Nopal I Site
- °Major and Minor Secondary Uranium Phases Identified
- °Compositions of Uranium Minerals Determined
- °Mineralogy and U Concentrations Measured in Transects Across the Margin of the Deposit and in Vein Filling Materials
- °Uranium Distributions Mapped
- °Composition of Water at Nopal I Measured
- °Hydrologic Setting of Nopal I Defined
- °Collection, Description, and Study of 1,649 Samples
- °TEM Measurements of Uraninite Structures
- °U Series Dating of a Post Ore-Formation Caliche
- °U Series Disequilibria Documented in Bulk Rock
- °Matrix Hydraulic Properties of Nopal Tuff Measured





20.00 25.00 30.00 35.00 40.00 45.00 50.00 55.00

NOPAL I FRACTURE MAP

- Fractures
- Visible Uranophane Line
- Unexposed Ground
- Exposed Ground

Level +10

50.00
45.00
40.00
35.00
30.00
25.00
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15.00
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5.00
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Level +00

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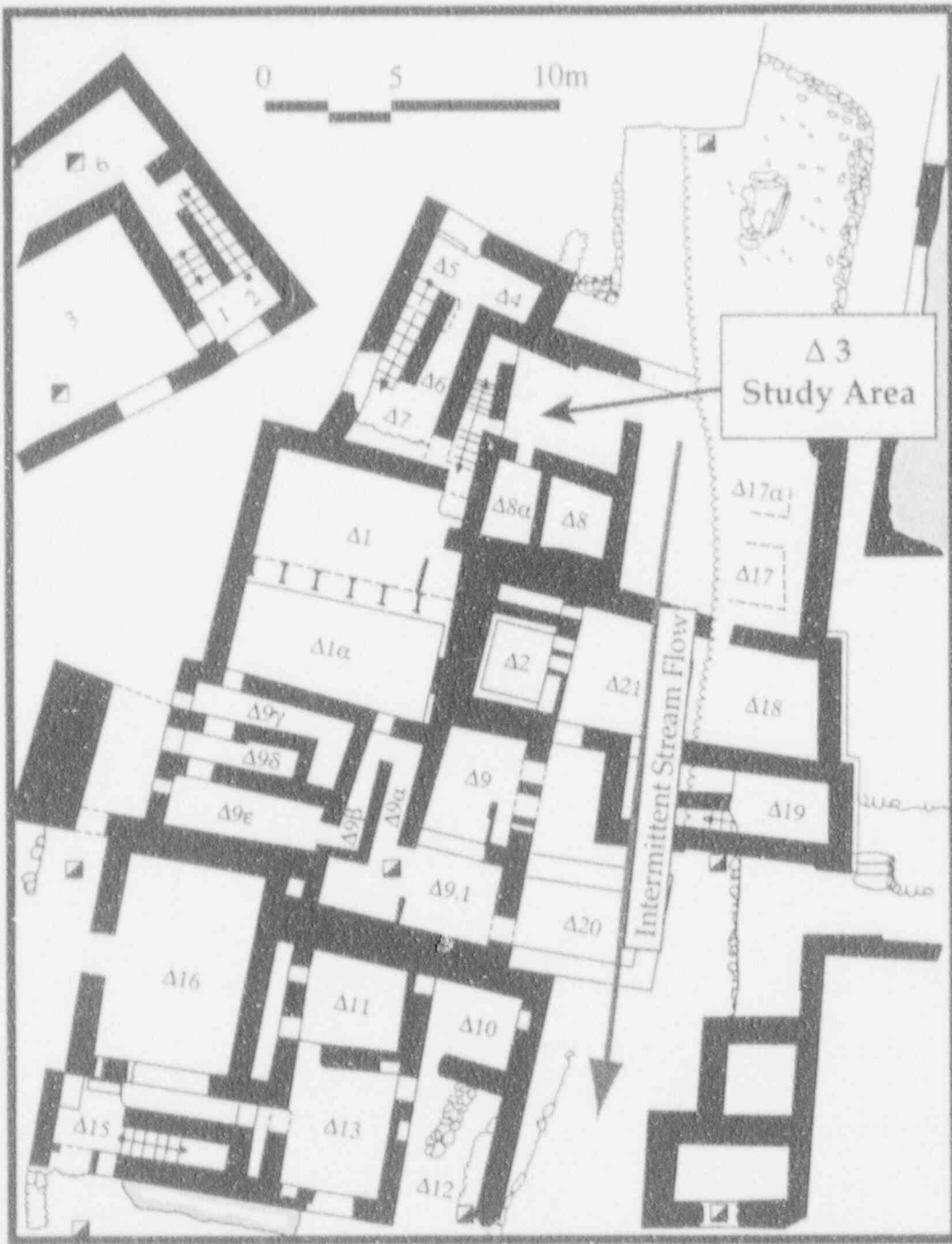
Geochemical Natural Analogs Research Project

Task 3 - Data Acquisition

Results:

Akrotiri

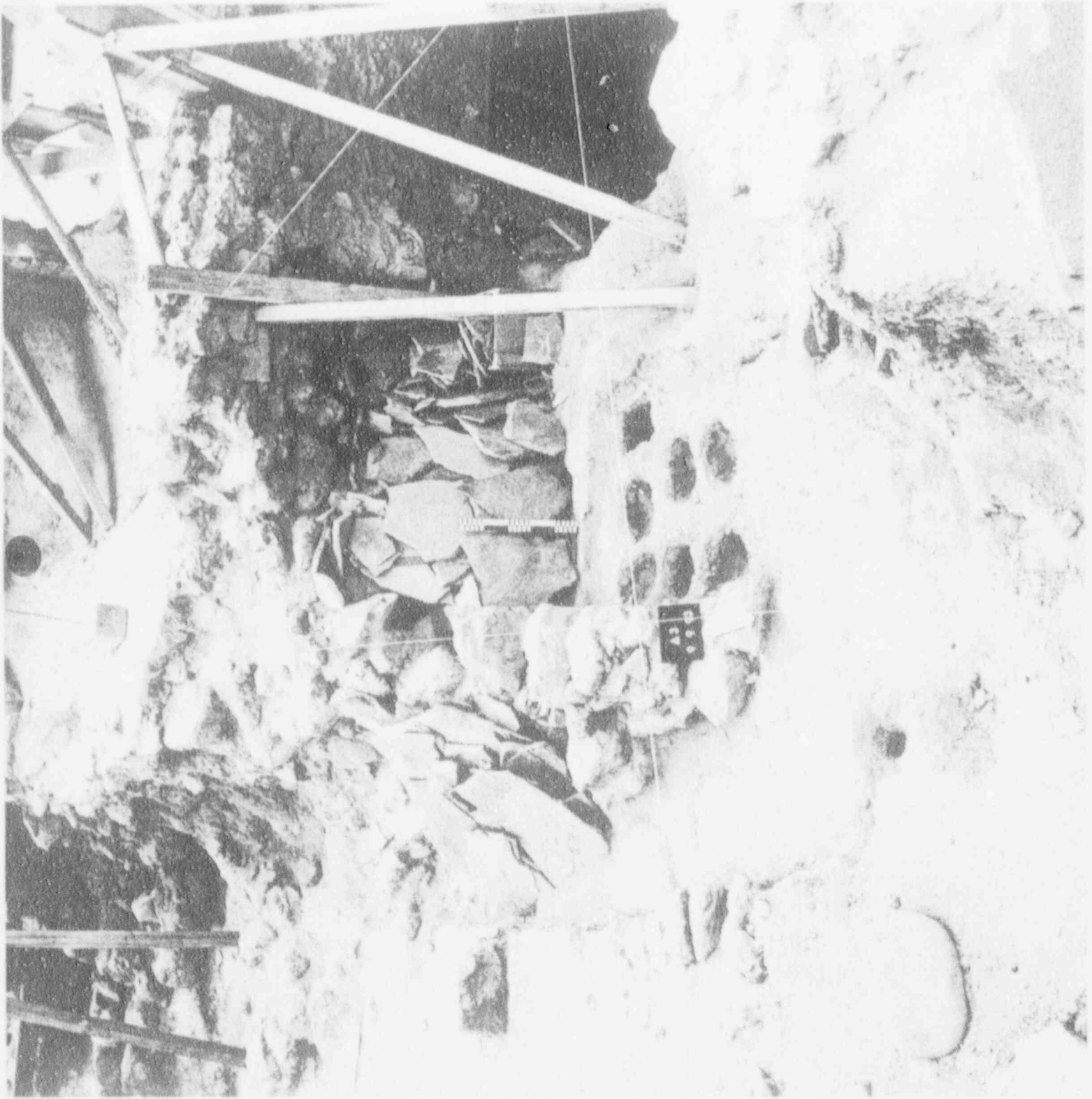
- °Locations Within the Site Identified for Transport Study
- °Collection, Description, and Study of Rock Samples
- °Characterization of "Packed Earth" Materials
- °Major and Trace Element Compositions of Rock Samples Determined
- °Chemical Analyses of Leachates from Rock and Earth Samples
- °Tuff Collected at Site of Unexcavated Bronze Artifact
- °Field Hydrologic Data Collected
- °Field Hydrologic Measurements
- °Delta 3 Site Mapped and Bronze Locations Constrained
- °Tuff Profiles Collected from Bronze Sites
- °Minoan Tuff Samples Collected for Hydraulic Characterization
- °Bronze Corrosion Products Collected and Characterized



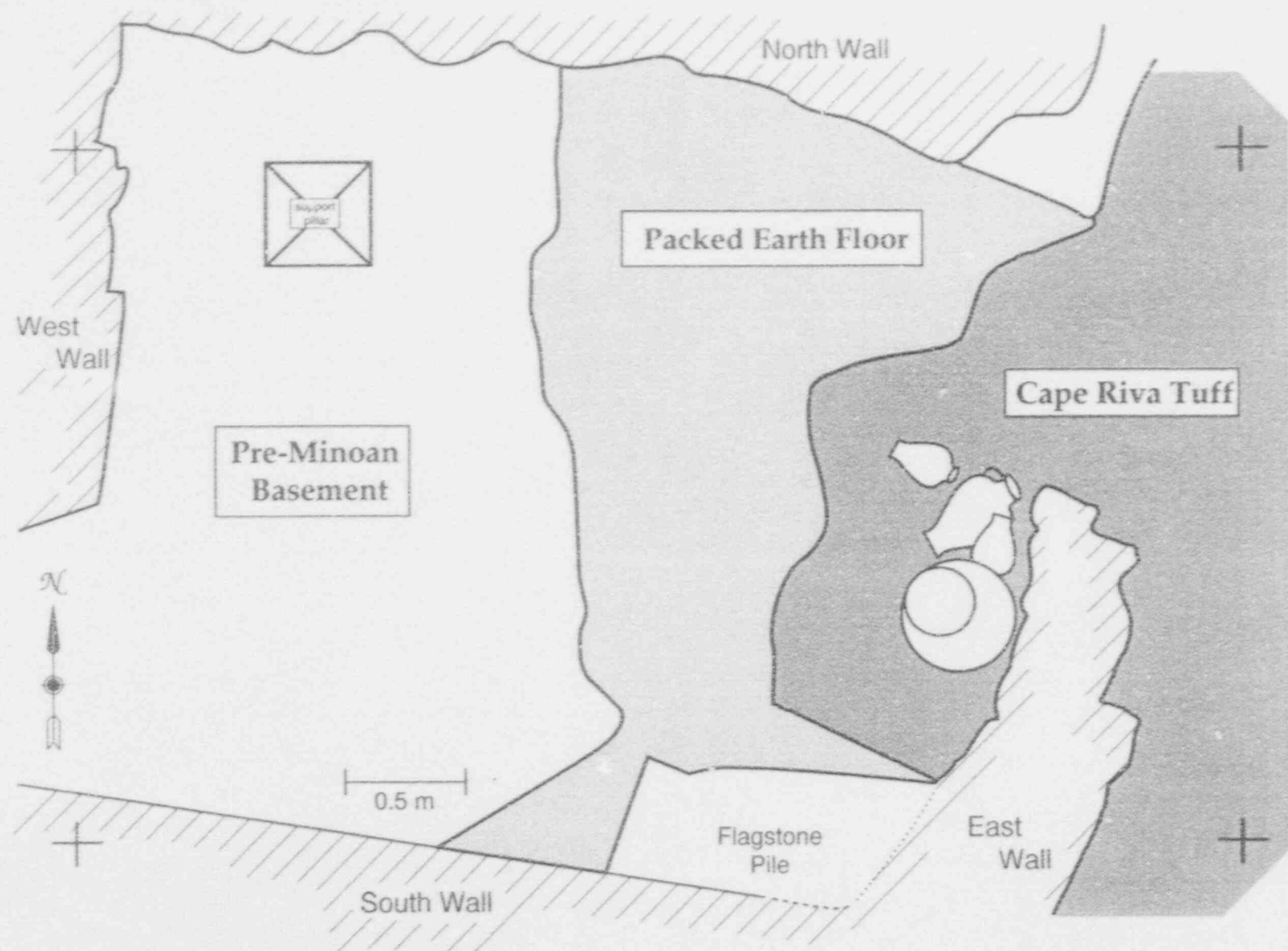
Location Enlarged Above



Site Map Akrotiri Analog







Geochemical Natural Analogs Research Project

Task 4 - Interpretation of Data and Modeling

Objectives:

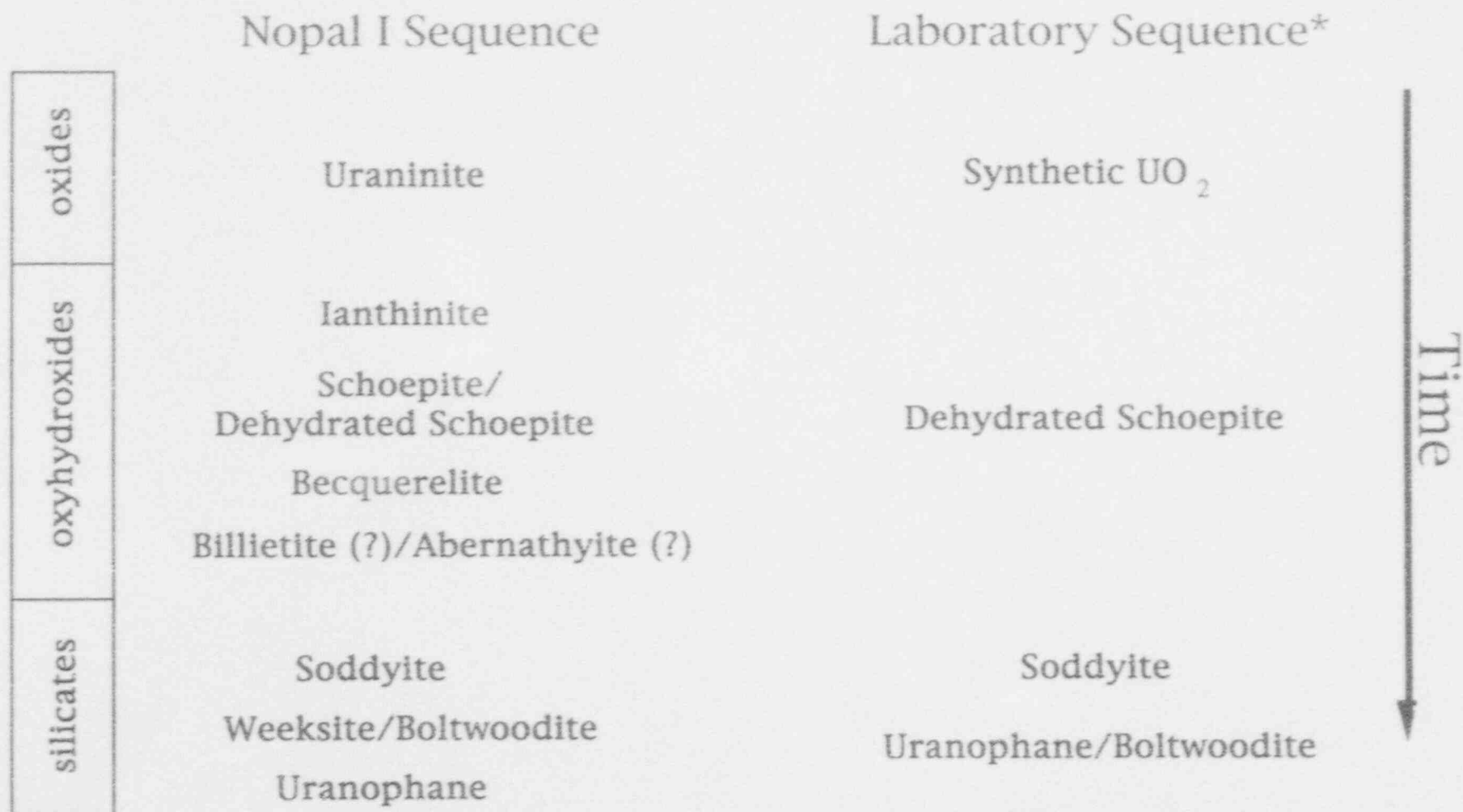
- ° Interpretation of Data Collected for the Analog Sites
- ° Development of Transport Models for the Sites to Identify and Interpret Important Processes
- ° Evaluation of the use of Data from Natural Analogs for Support of Performance Assessment Modeling of a Yucca Mountain Repository

Results:

Peña Blanca

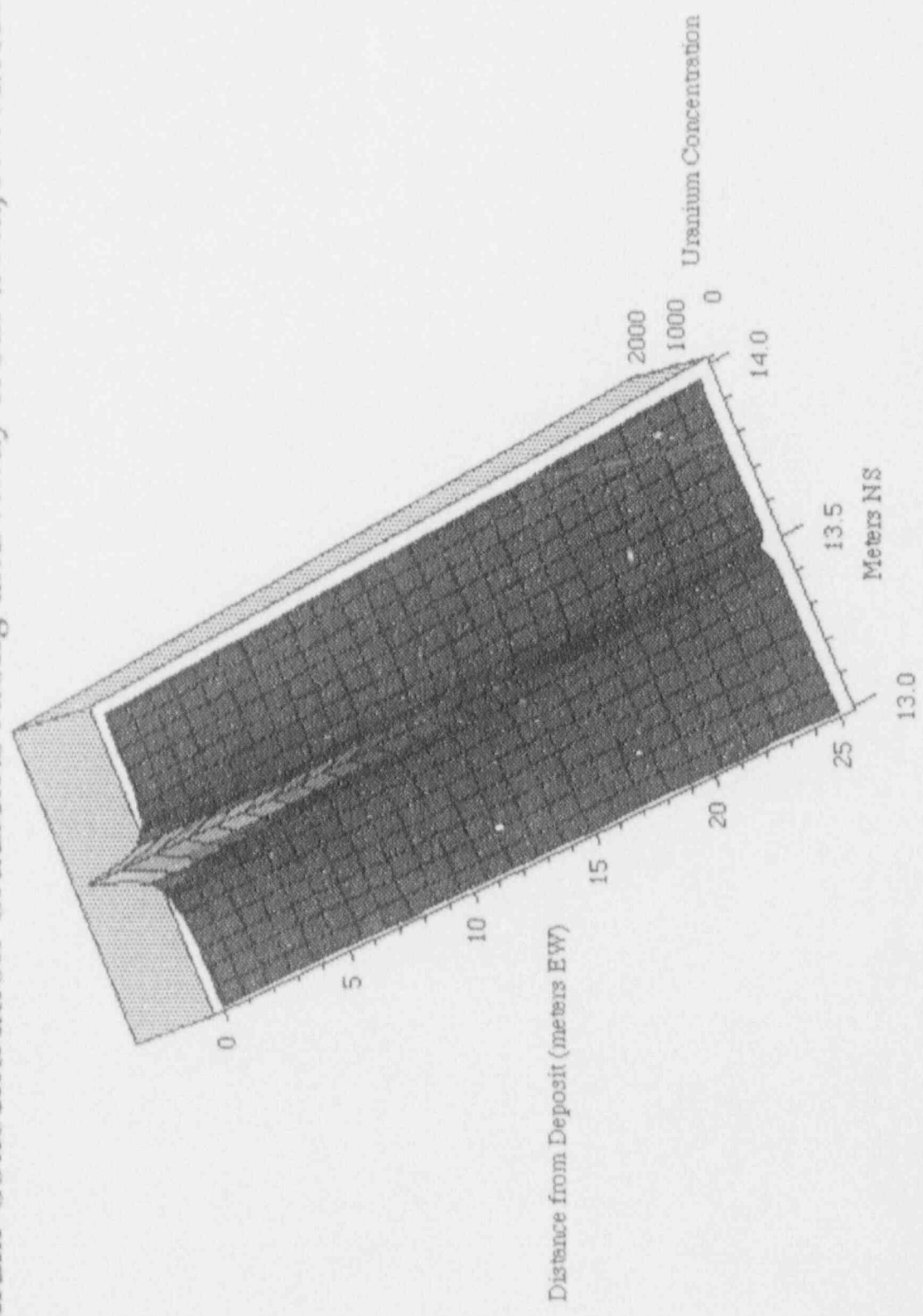
- ° Paragenetic Sequence of Uranium Phases at Nopal I Established
- ° Maximum Limit on Uraninite Alteration Rate Established
- ° Conceptual Models of Fracture vs. Matrix Transport of Uranium Developed
- ° Fracture Characteristics of Level +10 and Level +00 Modeled
- ° Uranium Distributions of Level +10 and Level +00 Modeled
- ° Uranium Series Measurements Along a 2 m Transect Interpreted in Terms of Transport
- ° Uranium Series Measurements of Opal and Calcite Interpreted as Dates of Formation
- ° Laboratory Hydraulic Measurements on Nopal Tuff Interpreted

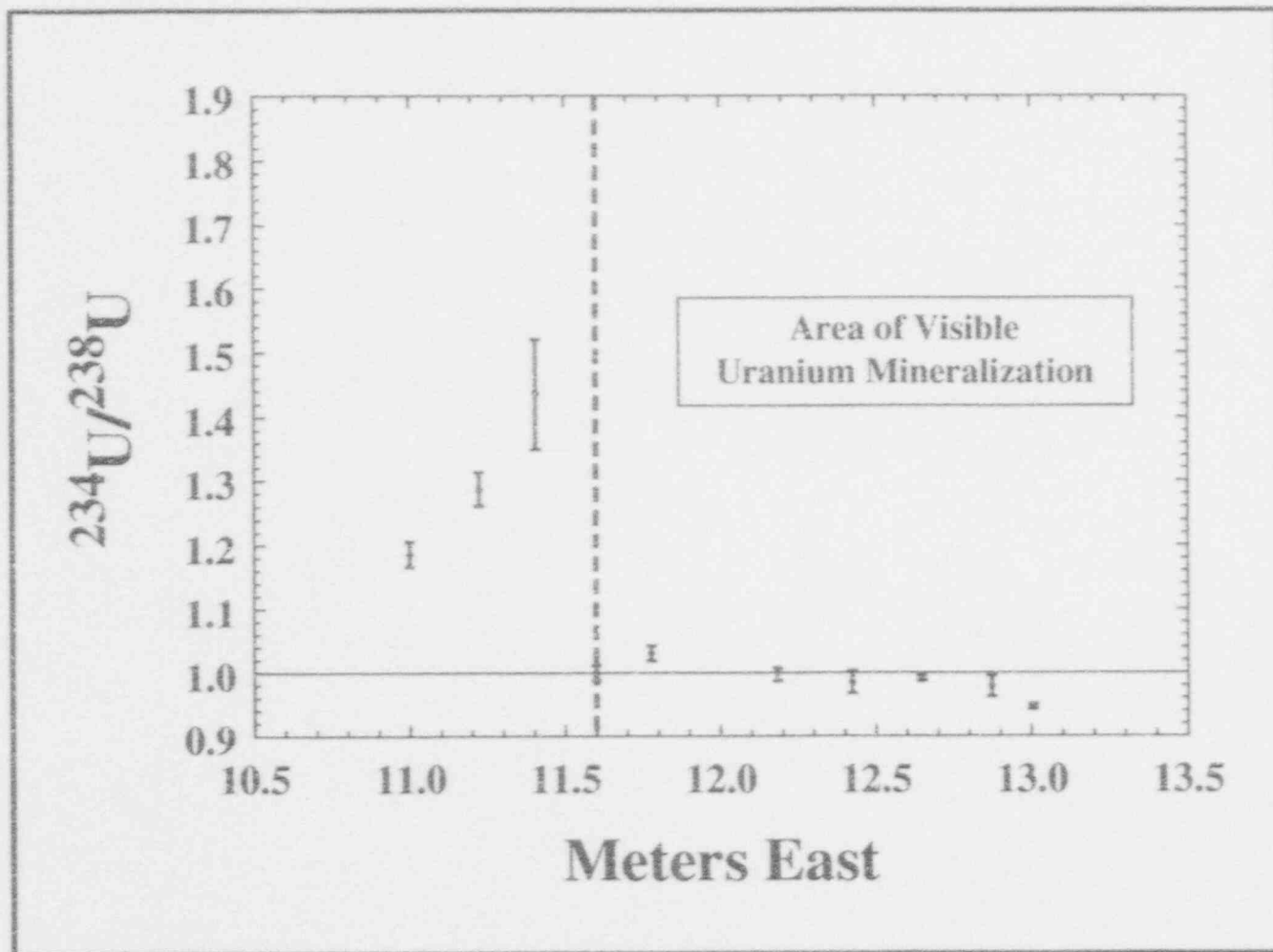
Comparison of Nopal I Uraninite Alteration Sequence to Laboratory Experiments of UO_2 Alteration

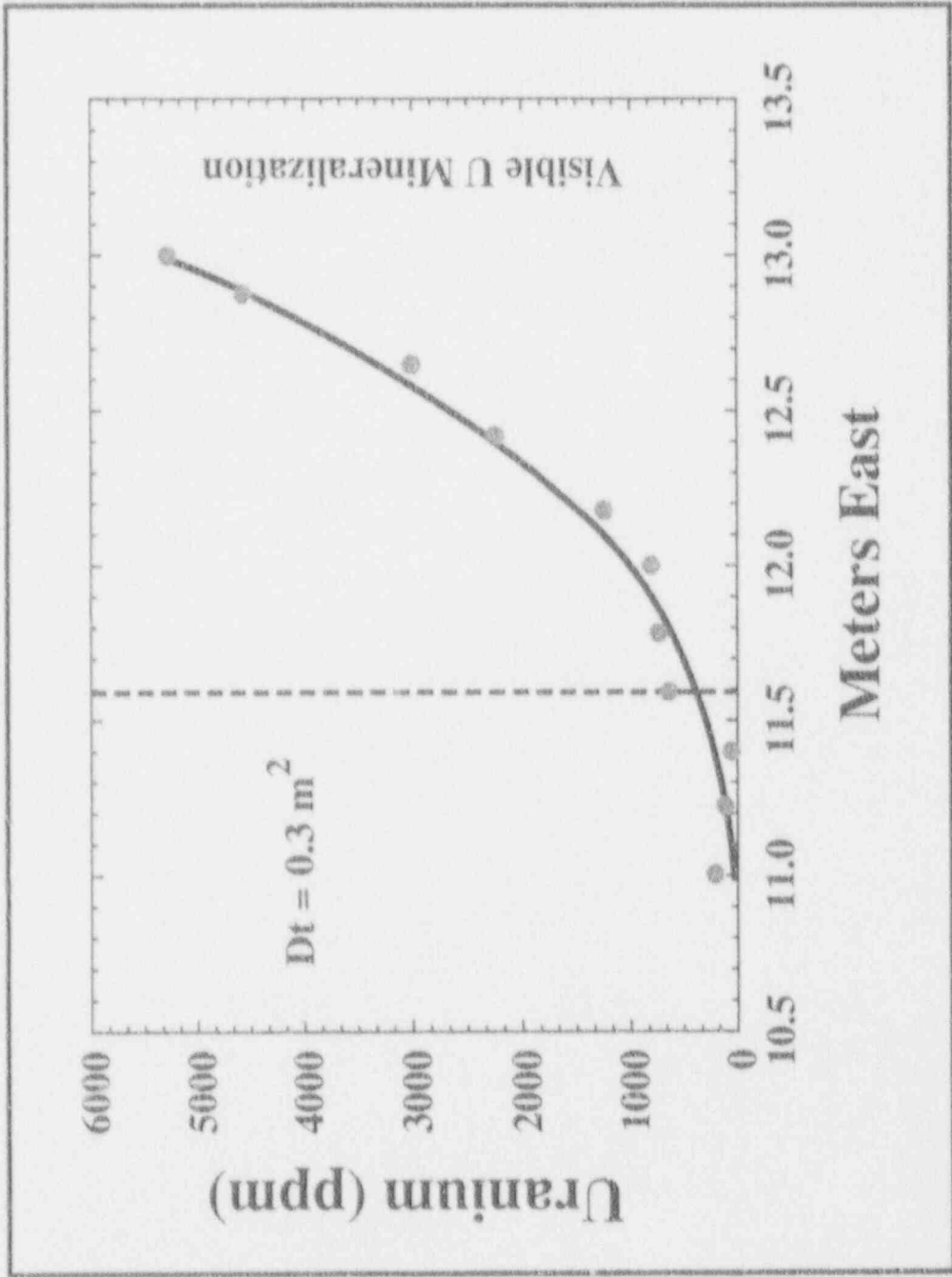




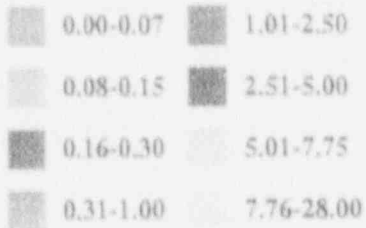
Uranium Concentration Gradients Along and Away from a Major Fracture







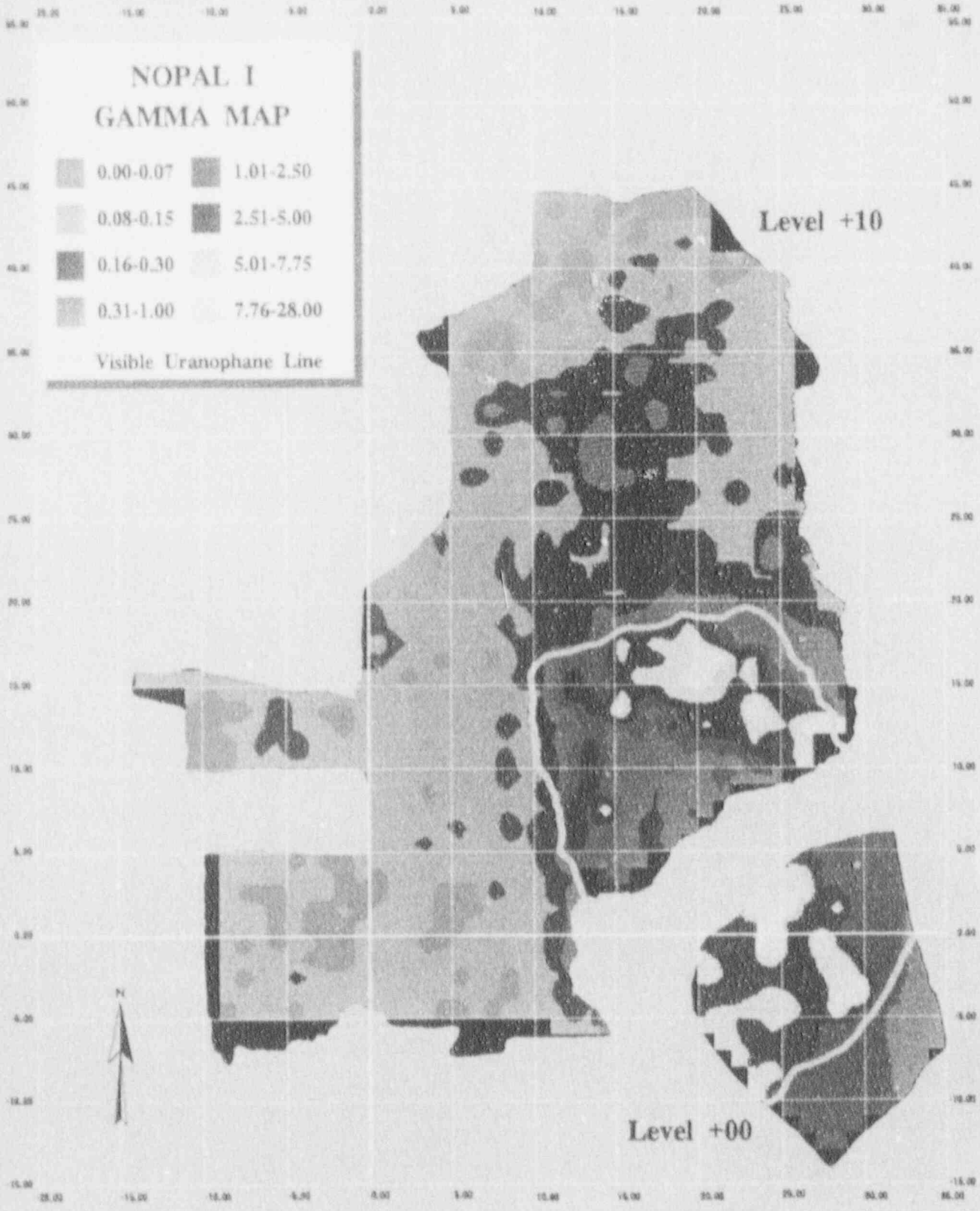
NOPAL I GAMMA MAP



Visible Uranophane Line

Level +10

Level +00



Geochemical Natural Analogs Research Project

Task 4 - Interpretation of Data and Modeling

Results:

Akrotiri

- °Developed Conceptual Models of Elemental Transport
- °Magnetometry Data from Unexcavated Area Interpreted
- °Chemical Compositions of Initial Metal Leachates Interpreted
- °Formation of Alluvium at the Akrotiri Site Interpreted
- °Field Hydrologic Data Interpreted

Geochemical Natural Analogs Research Project

Project Prospective:

Task 3 – Data Acquisition

Peña Blanca

- °Continue U-Series Measurements
- °Conduct Measurements of REE Concentrations
- °Continue Structural Analysis of Uraninite Oxidation
- °Continue Mineralogic Analyses of Fracture Minerals
- °Continue Laboratory Hydraulic Characterization of Nopal Tuff
- °Conduct Field Hydrologic Tests of Fracture and Matrix Flow through the Nopal Tuff

Akrotiri

- °Conduct Chemical Analyses of Delta 3 Bronzes
- °Continue Leachate Analyses of Delta 3 Tuff Profiles
- °Collect Materials From and Adjacent to Newly Discovered Artifacts

Geochemical Natural Analogs Research Project

Project Prospective:

Task 4 – Interpretation of Data and Modeling

- °Continued Development of Conceptual Models of Peña Blanca
- °Continued Assessment of Relative Importance of Matrix vs. Fracture Flow in Controlling Secondary Uranium Transport
- °Continued Development of Conceptual Models of Akrotiri
- °Development of Numerical Models for Transport at Peña Blanca
- °Development of Numerical Models for Transport at Akrotiri

Final Results:

Evaluation of Models and Development of Guidance for the use of Analog Data for Support of Performance Assessment and Site Characterization, and Use in License Application Review.

- °Expected Peña Blanca Project Completion: FY97
- °Expected Akrotiri Project Completion. FY97

Geochemical Natural Analogs Research Project

Results To Date Useful for Performance Assessment and Site Characterization:

Result:	Use:
Long-Term Degradation Rate of UO_2 in a Yucca Mountain-like Environment Conservatively Bounded.	Provides Constraint for Source-Term Release Rates.
Identities, Compositions, Morphologies, and Sequence of Long-Term UO_2 Alteration Products in a Yucca Mountain-like Environment Determined.	Provides Mechanisms for Waste Form Alteration Models.
Secondary Uranyl Silicates Determined to Be a Major Factor Controlling Long-Term Release of Uranium for Transport.	Identifies Controlling Phases for Long-Term Release Models.
Relative Importance of Meso-Fracture (i.e., apertures 1-10 mm), Micro-Fracture (i.e., apertures <1mm), and Matrix Transport Evaluated.	Provides a Ranking of Long-Term Effectiveness of Different Transport Paths.

Geochemical Natural Analogs Research Project

Anticipated Results Useful for Performance Assessment and Site Characterization:

- ° Rates of U and REE Transport Over Long Time Scales.
- ° Evaluation of the Relative Importance of Retardation Mechanisms (e.g., sorption onto iron oxides, clays, and zeolites; precipitation; matrix imbibition).
- ° Effective Fracture and Fracture+Matrix Flow Measurements (e.g., breakthrough curves and flow paths).
- ° Rates of Cu, Sn, Co, Ag, Pb, Fe, Mn, and Zn Transport over 3,600 years in a Yucca Mountain-like Environment.
- ° Evaluation of the Relative Importance of Retardation Mechanisms for Cu, Sn, Co, Ag, Pb, Fe, Mn, and Zn in a Yucca Mountain-like Environment.
- ° Conceptual and Numerical Models of Contaminant Transport in Two Yucca Mountain-like Environments.
- ° Evaluation of the Limitations and Utility of Natural Analog Data and Models in Support of a License Application.

Geochemical Natural Analogs Research Project

Use of Results to Improve Understanding of Key Technical Uncertainties and to Develop Methodologies to Determine Compliance with Performance Objectives for Which there are Key Technical Uncertainties:

°Uncertainty in Extrapolation of Short-Term Laboratory and Prototype Test Results to Predict Long-Term Performance of Waste packages and Engineered Barrier Systems

- Long-term Rates of UO_2 Alteration and Formation of Secondary U Phases Have Been Studied and Compared to Laboratory Experiments.

°Uncertainty Regarding Equal or Increased Capacity of Alteration Mineral Assemblages to Inhibit Radionuclide Migration

- The Relative Importance of Alteration Mineral Assemblages to Inhibit Radionuclide Migration is Being Assessed.

°Uncertainty in Identifying Geochemical Processes that Reduce Radionuclide "Retardation"

- The Relative Importance of Geochemical Processes for Radionuclide Retardation is Being Evaluated.

Geochemical Natural Analogs Research Project

Use of Results to Improve Understanding of Key Technical Uncertainties and to Develop Methodologies to Determine Compliance with Performance Objectives for Which there are Key Technical Uncertainties (continued):

°Uncertainty in Conceptual Model Representations of the Natural System

- Difficulties Encountered in Developing Conceptual Models of The Peña Blanca and Akrotiri Systems Allow Informed Evaluation of Likely Sources of Uncertainty in Developing Conceptual Models of the Yucca Mountain System.

°Uncertainty in Modeling Groundwater Flow through Unsaturated Fractured Rock Caused by the Lack of Codes Tested Against Field Data

- Results Are Providing Well-Constrained Field Data for Code Testing (including evaluation of the basic conceptualization of the codes).

°Uncertainty Regarding Experimental Confirmation of the Basic Physical Concepts of Groundwater Flow through Unsaturated Fractured Rock

- Results of Field Infiltration Tests Are Anticipated to Provide Well-Constrained Experimental Data on Basic Physical Concepts of Groundwater Flow through Unsaturated Fractured Rock.

Geochemical Natural Analogs Research Project

Conclusions

- ° A State of the Art Knowledge of the Applications of Natural Analogs Has been Obtained and Maintained.
- ° Systematic Literature, Field, and Laboratory Investigations Have Resulted in Identification of Two Strong Yucca Mountain Analog Sites.
- ° Complementary Studies of the Peña Blanca and Akrotiri Sites Are Producing Understanding, Data, and Models Which Provide Support for Performance Assessment and Site Characterization.
- ° Results Are Helping to Improve Understanding of Key Technical Uncertainties and to Develop Methodologies to Determine Compliance with Performance Objectives for Which there are Key Technical Uncertainties.



Application of Natural Analog Studies

Presentation to the Advisory Committee on Nuclear Waste

March 23, 1994

**John W. Bradbury (301-504-2535)
Division of High-Level Waste Management
Office of Nuclear Material Safety and Safeguards**

Outline of Presentation

- I. Background information
 - A. CNWRA/NRC Workshop on Natural Analogs
 - B. Natural Analogue Review Group (NARG) Report
- II. Use of "natural analog studies" in 10 CFR Part 60
 - A. Supporting performance assessment
 - B. Supporting site characterization
- III. Definition – broad range of applications
 - A. Conditions
 - B. Processes and events
- IV. Examples of natural analog studies
- V. Why natural analog studies are important
 - A. Unique approach to unique problem
 - B. Testing ground for geoscientific techniques and analyses
 - C. Another source of information

Background Information

- o CNWRA/NRC Workshop on the Role of Natural Analogs in Geologic Disposal of High-Level Nuclear Waste – July 23–25, 1991

(At this workshop, DOE representatives expressed view that natural analog studies should not be applied to volcanic and tectonic systems. Studies addressing concerns in those areas are considered "geoscience as usual.")

- o Natural Analogue Review Group (NARG) report – June 1, 1992

(This report recommends that natural analogues be process-oriented and address issues resulting from the perturbation of a natural system (the geologic site) by the introduction of a technological system (the repository). All investigations normally part of site characterization, even when considering comparisons with similar remote sites, such as (paleo)hydrology, etc., should not be considered as natural analog studies.)

- o NRC Response to NARG Report – October 6, 1992

(This letter to J. Roberts states that the NARG report's recommendation concerning the range of topics to which natural analog studies can apply is too restrictive as compared to those in 10 CFR Part 60.)

Background (continued)

- o DOE Response to NRC Letter on NARG Report – January 26, 1993

(The DOE sees no inconsistency between the NARG report and 10 CFR Part 60.)

- o DOE Progress Report #8 – September 22, 1993

(The DOE adopts the recommendations of the NARG report.)

- o NRC Staff Comments on DOE Progress Report #8 – February 6, 1994

(The NRC recommends that the DOE adopt a broader definition of natural analog studies to ensure the full benefit of this information, in guiding site characterization, validating conceptual models, and estimating repository performance. The NRC is concerned that a restricted definition of natural analog studies might be used as a reason for not doing important work.)

Use of "Natural Analog Studies" in 10 CFR Part 60

§60.21(c)(1)(ii)(F) An explanation of measures used to support the models used to perform the assessments required in paragraphs (A) through (D). Analyses and models that will be used to predict future conditions and changes in the geologic setting shall be supported by using an appropriate combination of such methods as field tests, in situ tests, laboratory tests which are representative of field conditions, monitoring data, and natural analog studies.

(A) An analysis of the geology, geophysics, hydrogeology, geochemistry, climatology, and meteorology of the site,

(B) Analyses to determine the degree to which each of the favorable and potentially adverse conditions, if present, has been characterized....

(C) An evaluation of the performance of the proposed geologic repository for the period of permanent closure....

(D) The effectiveness of engineered and natural barriers...against the release of radioactive material to the environment.

Paragraphs (A) and (B) involve site characterization; paragraphs (C) and (D) involve performance assessment.

Use of "Natural Analog Studies" in 10 CFR Part 60
(continued)

§60.101(a)(2) While these performance objectives and criteria are generally stated in unqualified terms, it is not expected that complete assurance that they will be met can be presented. A reasonable assurance, on the basis of the record before the Commission, that the objectives and criteria will be met is the general standard that is required. For §60.112, and other portions of this subpart that impose objectives and criteria for repository performance over long times into the future, there will inevitably be greater uncertainties. Proof of the future performance of engineered barrier systems and the geologic setting over time periods of many hundreds or many thousands of years is not to had in the ordinary sense of the word. For such long-term objectives and criteria, what is required is reasonable assurance, making allowance for the time period, hazards, and uncertainties involved, that the outcome will be in conformance with such objectives and criteria. Demonstration of compliance will involve the use of data from accelerated tests and predictive models that are supported by such measures as field and laboratory test, monitoring data and natural analog studies.

This paragraph involves performance assessment and possibly site characterization. The paragraph preceding §60.101(a)(2) discusses "performance objectives and site and design criteria..."

Definition of Natural Analog

A natural analog is a condition, process, or event, or a combination of these in nature, that is similar to the same in another environment and/or time.

The term "condition" is meant to be nonspecific. It can refer to a physical condition, like temperature or pressure, or a chemical condition, like the presence of a phase assemblage or phase composition, or a structural, temporal, or spatial condition, or conditions not yet considered or known.

The term "process or event" likewise is meant to encompass a wide range of possibilities. It can refer to reactions like dissolution, precipitation, or processes such as erosion, groundwater flow, diffusion, faulting, volcanism, flocculation, or respiration.

Examples of Natural Analog Studies

Natural analog studies need not be:

- 1) geochemical in nature
- 2) associated with a specific site
- 3) a uranium ore deposit

The scope of natural analog studies can range from:

- 1) full-blown international projects, to
- 2) literature searches

Examples of natural analog studies as literature searches

Laboratory experiments involving smectite (an expandable clay) in a steam environment produced a phase which irreversibly collapsed. Has this phase been identified in fumaroles?

In developing Key Technical Uncertainties and User Needs, the NRC technical staff search the general scientific and engineering literature for analogs to the high-level waste repository project.

Why Natural Analogs are Important

- o Unique approach to a unique problem
 - Man-made structures are not built to last 10,000 years.
 - Multiple alternative approaches are needed to minimize uncertainties.
- o Comparison to laboratory and field tests
 - Uncertainties associated with interpolation may be less than those associated with extrapolation.
- o Testing ground for geoscientific techniques and analyses
- o Recognize biases
- o Provide another source of information
 - Parameter distribution curves from sparse site-specific data can be made more robust.

7-45.6



SYSTEMATIC REGULATORY ANALYSIS (SRA) AND
PRIORITIZATION OF KEY TECHNICAL UNCERTAINTIES AND USER NEEDS

PRESENTATION TO THE ADVISORY COMMITTEE ON NUCLEAR WASTE

MARCH 23, 1994

ROBERT LANE JOHNSON (301-504-2409)
DIVISION OF HIGH-LEVEL WASTE MANAGEMENT
OFFICE OF NUCLEAR MATERIAL SAFETY AND SAFEGUARDS

SYSTEMATIC REGULATORY ANALYSIS (SRA) OVERVIEW

- o Systematic and Controlled Process to Develop the Staff's Regulatory Documents
 - Identification of 10 CRF Part 60 Regulatory/Institutional Uncertainties and Reduction Methods
 - Development of License Application Review Plan
 - Revision of License Application Format and Content Regulatory Guide

DEVELOPMENT OF LICENSE APPLICATION REVIEW PLAN (LARP)

- o Compliance Determination Strategy (CDS)
 - Review Strategy Includes Review Scope, Type, and Approach
 - Rationale Includes Key Technical Uncertainties and Rationale for Research Needed

- o Compliance Determination Method (CDM)
 - Review Procedures and Acceptance Criteria
 - Interfaces
 - Example Evaluation Findings
 - Rationales for Procedures and Acceptance Criteria

KEY TECHNICAL UNCERTAINTIES

- o Technical Issues Most Important to Repository Performance (i.e., Pose a Risk of Non-Compliance with 10 CFR Part 60 Performance Objectives)

- o Prioritized into:
 - Difficult to Resolve
 - Most Difficult to Resolve, High Residual Uncertainty

- o DOE's Job to Provide Adequate Information to Address Key Technical Uncertainties

- o NRC Will Conduct Detailed Reviews for All Key Technical Uncertainties

- o Not All Key Technical Uncertainties Require NRC Research to Support Detailed Reviews

RES/NMSS RESEARCH AND TECHNICAL ASSISTANCE COORDINATION

- o Formal Process Initiated to Coordinate NRC-Sponsored Research and Technical Assistance Program
 - User Needs Updated Annually Through Coordination Between NMSS and RES
 - NMSS, RES and CNWRA Review Key Technical Uncertainties, IPA, Research, and DOE Program Results
 - NMSS Revises Existing User Needs Based on Coordinated Review
 - RES Prepares Statements of Work Consistent with the NMSS User Needs

- o Joint Program Reviews Also Used for Research and Technical Assistance Coordination

- o Informal Coordination Occurs Regularly by NMSS, RES, and CNWRA Staff Working Together on IPA and LARP/Key Technical Uncertainty Development

STATUS AND SCHEDULE OF KEY TECHNICAL UNCERTAINTY AND NEEDS DEVELOPMENT

o Key Technical Uncertainties

- FY93: Identified 58 Key Technical Uncertainties to be Documented in LARP Revision 0
- Sept 94: Revise 58 Key Technical Uncertainties Resulting from Integration/Consistency Review

Identify Additional Key Technical Uncertainties Related to Performance Objectives

o Needs

- Dec 94: Revise Existing 1990 Research User Needs Based on Key Technical Uncertainties, IPA, Research, and DOE Work
- Currently, New Research Statements of Work Are Being Prepared with Justifications Based on CDS Key Technical Uncertainties and Rationales
- Preliminary Conclusion: Good General Comparison between Key Technical Uncertainties and Research User Needs

PERFORMANCE ASSESSMENT AND NATURAL ANALOGS



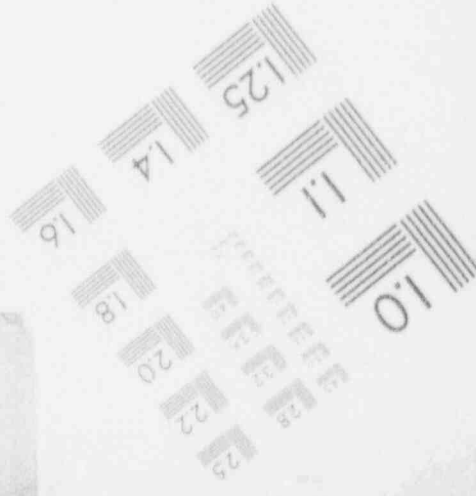
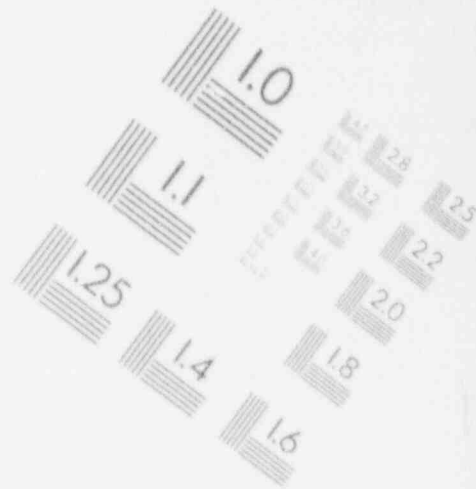
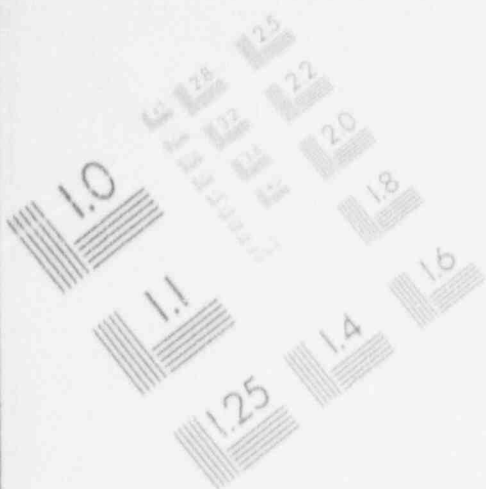
**PRESENTED TO THE ACNW ON MARCH 23, 1994
BY NORMAN A. EISENBERG (301-504-2324)
HYDROLOGY AND SYSTEMS PERFORMANCE BRANCH
OFFICE OF NUCLEAR MATERIAL SAFETY AND SAFEGUARDS
US NUCLEAR REGULATORY COMMISSION**

PERFORMANCE ASSESSMENT

PA IS A PROCESS TO QUANTITATIVELY EVALUATE
COMPONENT AND SYSTEM BEHAVIOR RELATIVE TO THE
CONTAINMENT AND ISOLATION OF RADIOACTIVE WASTE

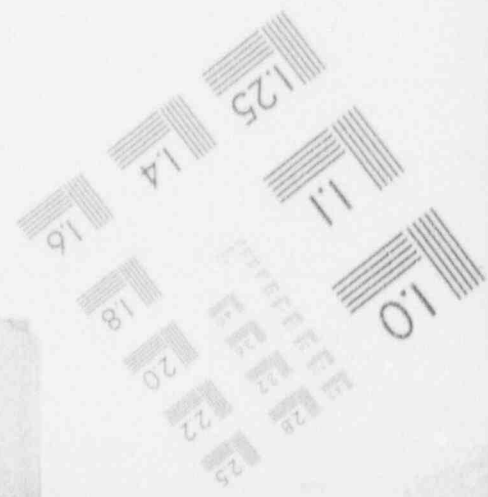
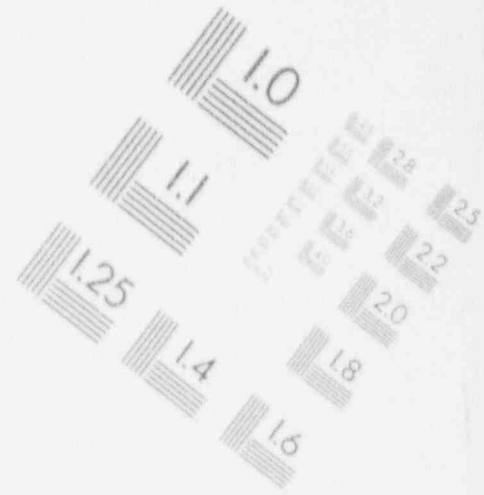
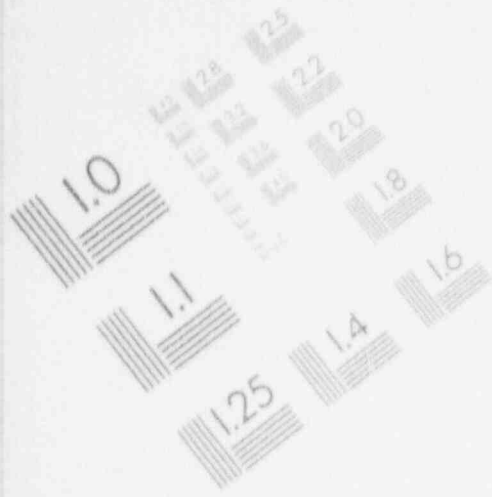
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IMAGE EVALUATION TEST TARGET (MT-3)



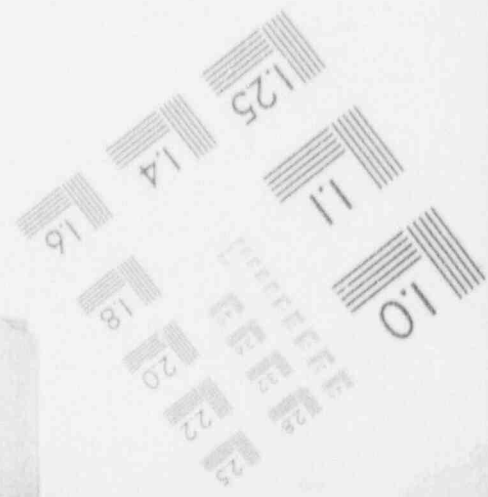
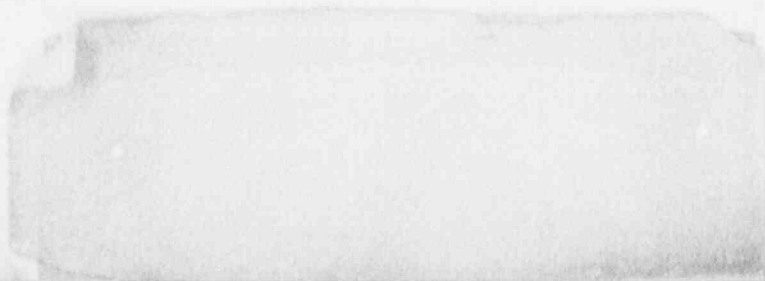
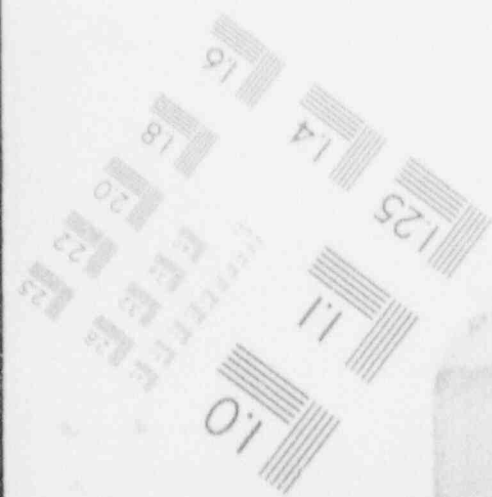
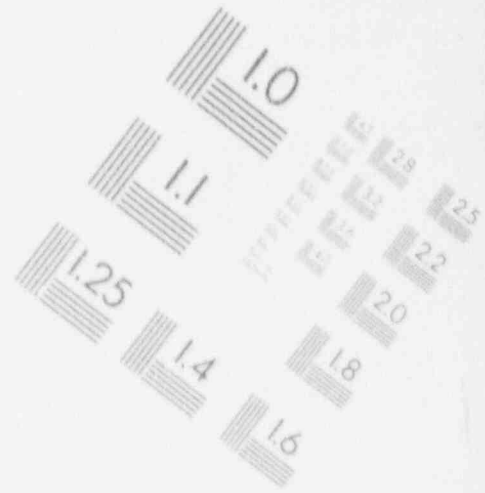
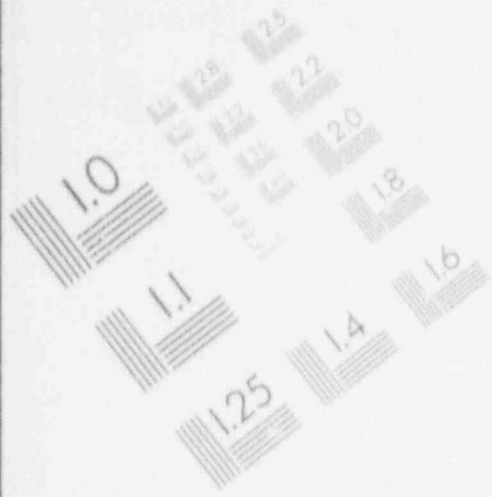
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IMAGE EVALUATION TEST TARGET (MT-3)



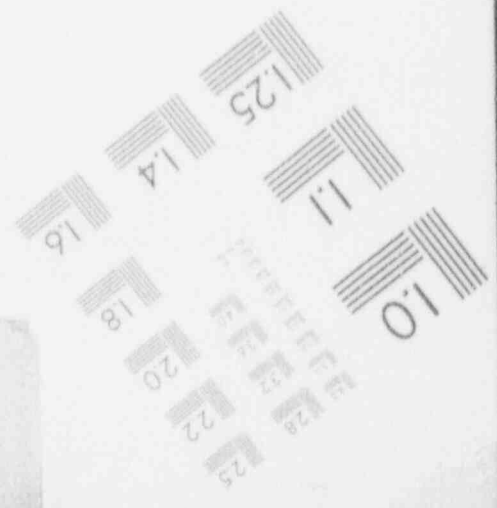
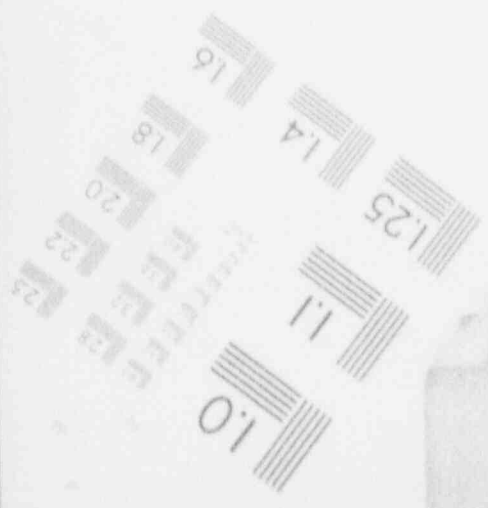
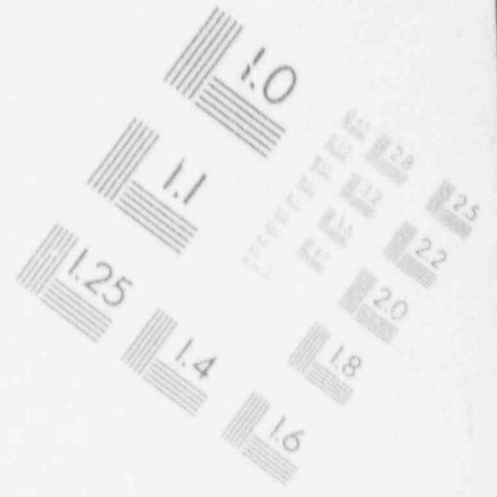
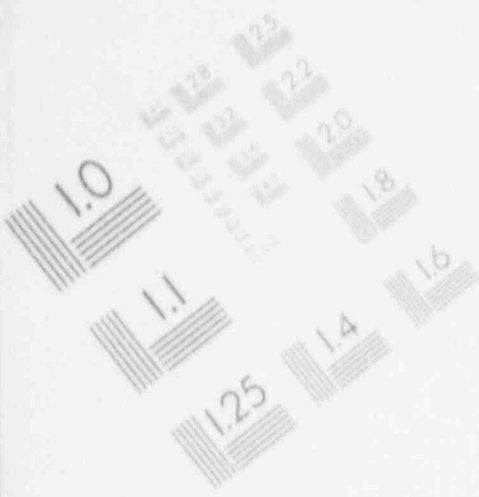
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IMAGE EVALUATION TEST TARGET (MT-3)



1

IMAGE EVALUATION TEST TARGET (MT-3)



PA IS:

- (1) QUANTITATIVE
- (2) USUALLY EVALUATES PERFORMANCE IN TERMS OF MAGNITUDES AND LIKELIHOODS, I.E., PROBABILISTIC
- (3) REQUIRES COMPARISON TO A QUANTITATIVE SAFETY STANDARD
- (4) GENERALLY USES PREDICTIVE MODELS
- (5) UTILIZES THE POINT OF VIEW OF THE SYSTEMS APPROACH, DERIVED LARGELY FROM ENGINEERING

PA IS COMPRISED OF:

- (1) MODELS, COMPUTER CODES, AND DATA USED TO PRODUCE THE QUANTITATIVE ESTIMATES OF PERFORMANCE
- (2) SUPPORTING MODELS, COMPUTER CODES, ANALYSES, STUDIES, EXPERIMENTS, FIELD STUDIES, NATURAL ANALOGUES, LABORATORY STUDIES, ETC., TO HELP EVALUATE THE QUANTITATIVE PERFORMANCE STUDIES AND THE ESTIMATES THEY PRODUCE

NATURAL ANALOGUES (NA)

ANY NATURAL OCCURRENCE WHICH, BY ANALOGY OR BY SOME DEGREE OF SIMILITUDE, CAN SUPPORT THE ASSESSMENT OF REPOSITORY SAFETY

BUT

HUMAN INDUCED ANALOGUES, BOTH ARCHAEOLOGICAL AND MORE RECENT, ARE ALSO IMPORTANT

FURTHER

THERE APPEARS TO BE NO REASON TO LIMIT, NOR DOES THE NRC LIMIT, THE DEFINITION OF NATURAL ANALOGUES BY TIME SCALE, PHENOMENA, DISCIPLINE, ETC.

WHAT MIGHT NA'S PROVIDE TO PA'S

1. DATA AND DATA UNCERTAINTIES

- PARAMETERS USED IN PA
- RANGES OR PROBABILISTIC DISTRIBUTIONS OF PARAMETERS

- MEAN VALUES
- BOUNDING VALUES

2. QUALITATIVE CONCEPTUALIZATION OF NATURAL SYSTEMS

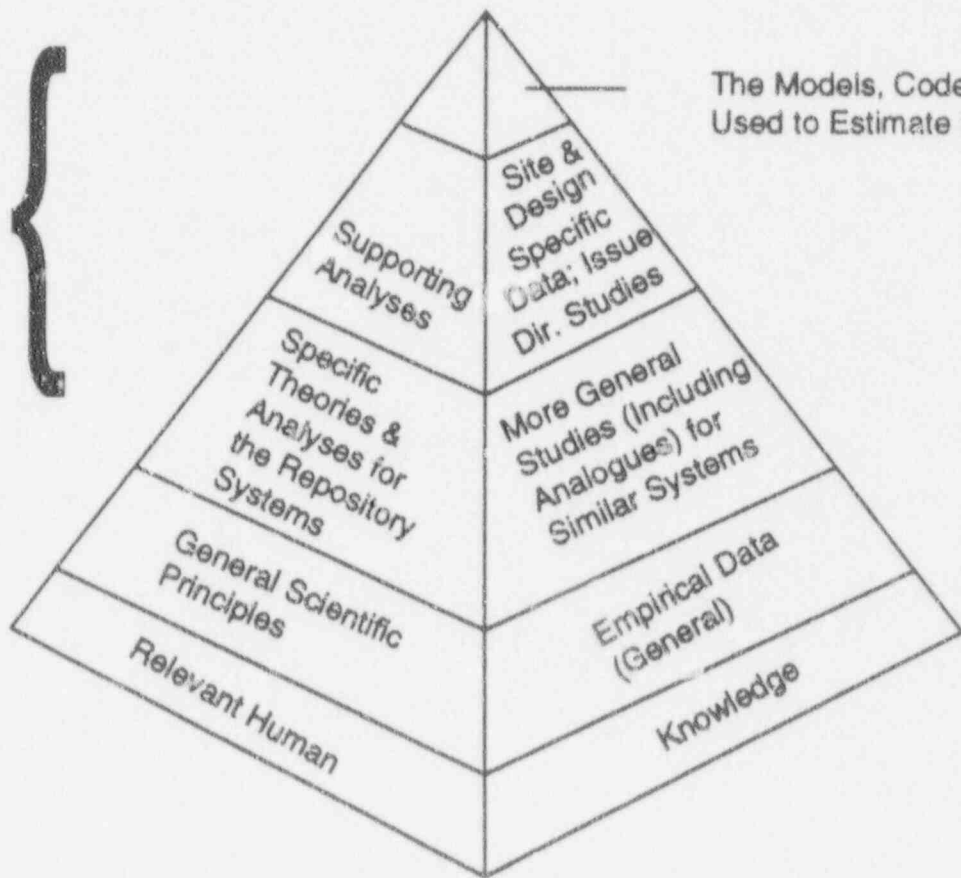
3. QUANTITATIVE AND QUALITATIVE DETERMINATION OF PHYSICOCHEMICAL PROCESSES, THEIR INTERACTIONS, AND IMPORTANCE

4. DETERMINATIONS OF PREVIOUS ENVIRONMENTS AS A GUIDE TO FUTURE STATES

5. SUPPORT FOR PARTIAL VALIDATION OF MODELS, E.G., ARENA FOR TESTING MODELS

6. INSIGHT INTO LIMITATIONS OF SITE CHARACTERIZATION

Performance
Assessment



SOME CHALLENGES IN APPLYING NATURAL ANALOGUE STUDIES TO PERFORMANCE ASSESSMENT

<u>CHALLENGES</u>	<u>APPROACH</u>
1. DIFFERENT FOCUS FOR NA & PA	
- Different Concept of "Model"	- Dialogue on Model Validation
- Deterministic vs. Probabilistic	- Use NA to Support Deterministic Models
- Precise vs. Abstracted	- Use NA to Support Detailed, Not Abstracted Models
2. ORGANIZATIONAL CONSTRAINTS	
- Different Departments, Responsibilities, Budgets	- Matrix Staff for NA & PA Projects
- Complete Activities Require Extensive Resources for Exchanges Across Disciplines and Coordination	- Workshops to Coordinate NA & PA
3. RESULTS OF NA STUDIES NOT ALWAYS DIRECTLY APPLICABLE TO PA	
- NA'S Anecdotal, PA Needs General Principles	- Use Several NA's to Support Models - Do Not Base Licensing Case Solely on Results of Natural Analogues
- Difficult to Determine Boundary Conditions	- Broadly Scoped Studies Focused on Support of Quantitative Models

T-10, 11, 12, 13

NRC HLW RESEARCH ON NATURAL ANALOGS



**PRESENTED TO THE ACNW ON MARCH 23, 1994
BY LINDA A. KOVACH (301-492-3869)
WASTE MANAGEMENT BRANCH
OFFICE OF NUCLEAR REGULATORY RESEARCH
US NUCLEAR REGULATORY COMMISSION**

Natural Analogue Research Program

Presentation Outline

- I. Rationale for NRC Natural Analogue Research Studies
- II. NRC Natural Analogue Workshop 1991: Objectives and Results
- III. NAWG: Results of Workshop 1992, Objectives for 1994 Workshop
- IV. NRC Natural Analogue and Performance Assessment Workshop, June 1994: Objectives
- V. NRC Research Natural Analogue Program: Lessons Learned in ARAP, Oklo and Valles Caldera Studies
- VI. Future Plans

WHY NRC RESEARCH ON NATURAL ANALOGUES?

Fundamental Difference in Needs Between NRC & DOE

- 1. DOE - Technical Support of Demonstrations**
- 2. NRC - understanding RANGE OF POSSIBILITIES**

Evaluation of DOE License Application

A. SITE CHARACTERIZATION

- 1. Evaluate range of models, and data for systems or processes where data do not exist: i.e. unsaturated fractured rock, high temperature thermodynamic data**

B. PERFORMANCE ASSESSMENTS

- 1. Identify range of possible scenarios**
- 2. Identify parameters for PA**
- 3. Bound uncertainty of conceptual models, parameters, and codes**

Workshop on the Role of Natural Analogues in Geologic Disposal of High-Level Nuclear Waste

Objectives:

Examine the Role of Natural Analogue studies in Performance Assessment, Site Characterization, and Prioritization of Research related to Geologic Disposal of HLW

Implementation:

Plenary Session:

Expert Opinion solicited from HLW community, Academia and Industry regarding use of Reasoning by Analogy in Earth Science Applications

Working Groups:

Four separate working groups addressed the use of Natural Analogues in four technical areas of HLW: Waste Package, Near-Field Processes and Environment, Far-Field Processes and

Workshop on the Role of Natural Analogues in Geologic Disposal of High-Level Nuclear Waste

Environment, and Volcanism and Tectonics

**Final Plenary Session:
Working group Conclusions Reviewed**

Results:

- **Generated lively debate regarding:
 1. definition of natural analogues
 2. applications**
- **Generated useful input for future natural analogue investigations**
- **Provided forum for the exchange of ideas between the NRC and DOE regarding the use of natural analogues**
- **Proceedings CNWRA 93-020 and NUREG XXX**

NRC-CNWRA Workshop on Implementation of Natural Analogue Data in Performance Assessment

Objectives:

- Incorporate data from the Pena Blanca NA into Performance Assessment calculations**
- Develop strategy for bounding the range of conceptual models, and quantifying the range of parameters**

Proposed Format:

- Test problem: e.g. Blind model predictions of Uranium distribution within Nopal I tuff, given hydrologic data and initial concentrations of uranium. Provide actual U distribution data as check against model predictions.**
- Discussions among modelers and earth scientists regarding problems encountered, data needs for modeling efforts, quantification of data for IPA Monte Carlo or Latin Hypercube simulations**

NRC-CNWRA Workshop on Implementation of Natural Analogue Data in Performance Assessment

Rationale:

Data from NRC Natural Analogue Studies has not yet been incorporated into our IPA exercises. Modelers and data gatherers must work closely to assure that data useful to PA modeler can be obtained. Conversely, earth scientists must interact with PA modelers at an early stage to assure choice of appropriate conceptual models and data.

Attendees:

NRC and CNWRA Staff

CEC Natural Analogue Working Group

Fifth NAWG Meeting and ARAP Final Workshop, Toledo, 1992

Objectives:

- **Present Final Results of ARAP Project concerning Site Characterization Studies and Experimental Measurements for Testing of Geochemical and Radionuclide Transport Models**
- **Present State-of-the-Art of Major National and International Natural Analogue Studies and Relevance to Repository Performance Assessments**
- **Expand concept of Natural Analogues in reflecting Geochemical Processes to include further Natural Processes of relevance to Repository Performance Assessment (e.g. Paleohydrology, gaseous release, thermal alteration, neotectonics, etc.)**
- **Debate Respective Role of Performance Assessor and the Analogue Worker in Performance Assessment.**

CEC Natural Analogue Working Group

Fifth NAWG Meeting and ARAP Final Workshop, Toledo, 1992

Results:

- **Consensus that Natural Analogues are Essential Component of Performance Assessment**
- **Importance of Natural Analogue Studies to Performance Assessments will Increase as more Focused Analogue Studies are Documented**
- **"Natural Analogue workers and Performance Assessment Modellers should keep working closer together to avoid communications difficulties"**
- **Discussions regarding the Evaluation and Application of Geochemical Models (e.g. "Validation and Verification", see Nordstrom, 1994, EUR 15176)**

CEC Natural Analogue Working Group

Sixth NAWG Workshop, Sante Fe, NM, September 1994:

Objectives:

- **Provide Forum for Exchange of Information on Natural Analogue Studies**
- **Investigate the Role of Natural Analogues in Performance Assessments**

Format:

- **Initial Plenary Session Presenting 13 National Programs and Relevance to Performance Assessment**
- **Four "Working Group" Sessions on Selected Topics (Waste Package Performance, Near-Field Processes, etc.). These sessions include Three Presentations by "Experts", and moderated discussions focused specifically on questions relevant to Performance Assessment.**

Valles Caldera Natural Analogue Study

Key Technical Uncertainties Addressed

- Identifying conceptual models to adequately represent isothermal and nonisothermal liquid and vapor phase movement of water through unsaturated fractured rock at Yucca Mountain
- Equal or increased capacity of alteration mineral assemblages to inhibit radionuclide migration
- Geochemical processes that reduce radionuclide "retardation"
- Geochemical processes that adversely affect the EBS
- Magnitude of the effect of the geochemical processes that reduce radionuclide "retardation"
- Uncertainty in determining the magnitude of the effect of the geochemical processes that adversely affect the EBS
- Volatility and stability of chemical species of radionuclides
- Gas flow and gaseous radionuclide transport

Valles Caldera Natural Analogue Study

Additional Key Technical Uncertainties Addressed

- **Determination of characterization parameters**
- **Nature and rates of Quaternary geochemical processes**
- **Effect of Groundwater Conditions on Mode and Rate of Waste Package Corrosion**
- **Understanding / predicting the effect of Groundwater Conditions on Dissolution of Waste Form**
- **Evolution of Groundwater Conditions near and within the Engineered Barrier System**

Valles Caldera Natural Analogue Study

Goals:

- I. Search for Evidence of Chemical and Mineralogic Changes in Tuff which occurred in response to Heating Event
- II. Provide well-characterized example to Test Chemical Migration Models
- III. Provide Guidance for Code Development and Future NA Studies

Valles Caldera Natural Analogue Study

Objectives:

To evaluate modeling capabilities to predict chemical and physical response of host rock to local and site-wide heating for 10,000 years.

Rationale:

Two significant heat sources at HLW repository
Waste generated heat through radioactive decay
Volcanic activity

"Dry Repository" - Anticipated temperature of 250 C in host rock

Uncertainty arises due to extrapolation from equilibrium conditions, small-scale experiments to kilometer-scale processes, e.g.:

Zeolite Stability

Tuff Stability

Valles Caldera Natural Analogue Study

Approach:

- **Identification of Appropriate Analogue Site: Valles Caldera, NM**
- **Data Collection : Multiple Tests of Hypotheses**
- **Laboratory Experiments : Bound Uncertainty in Field Data**
- **Modelling Exercises : Iterative Process**

Valles Caldera Natural Analogue Study

Results:

- **Evidence of Mechanical Effects of Heating : Plastic Deformation of Tuff within 0.5 meter of Heat Source**
- **Migration of Halogen-Rich Fluids (most likely in form of HF and HCl)**
- **No evidence of formation of Zeolites Clinoptilolite or Mordenite, rather widespread alteration to Albite and Silica Polymorphs :**

The Valles Natural Analogue Project

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Prepared by
Harlan W. Stockman, James L. Krumhansl, Clifford Ho, Sandia National Laboratories
Vicki S. McConnell, University of Alaska, Fairbanks

Sandia National Laboratories
Albuquerque, NM 87185

Prepared for
Division of Engineering
Office of Nuclear Regulatory Research
U.S. Nuclear Regulatory Commission
Washington, DC 20555

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Valles Caldera Natural Analogue Study

Implications:

Mechanical Stability of Tuff in vicinity of Waste Package

Composition and phase of water interacting with waste package and cannister

Concern regarding the validity of Reaction-Path Calculations for Yucca Mountain

Basic assumptions regarding suppression of mineral phases needs to be carefully investigated. Small variation in thermodynamic data may yield large differences in predictions of radionuclide retardation.

Valles Caldera Natural Analogue Study

Application to Performance Assessment:

- **Example of the Iterative Process involved in IPA**
 - **Fine-tuning of Thermal Models to include more 'Realistic' interactions between tuff and aqueous solutions**

- **Identification of Alternative Scenarios**
 - **Migration of Halogens**
 - **Migration of Radionuclides in Vapor Phase**
 - **Alteration of Host Rock to Less Sorptive Minerals**

- **Testing of reaction-path models and thermodynamic data base for critical minerals**
 - **Maintenance of QA'd Thermodynamic Database**
 - **Example: Different generations of Database = 10^7 variation in predicted solubility of U**

Valles Caldera Natural Analogue Study

- **Provides means to Bound Uncertainties in Natural Analogue which will aid in Bounding Uncertainties in Future Repository System**

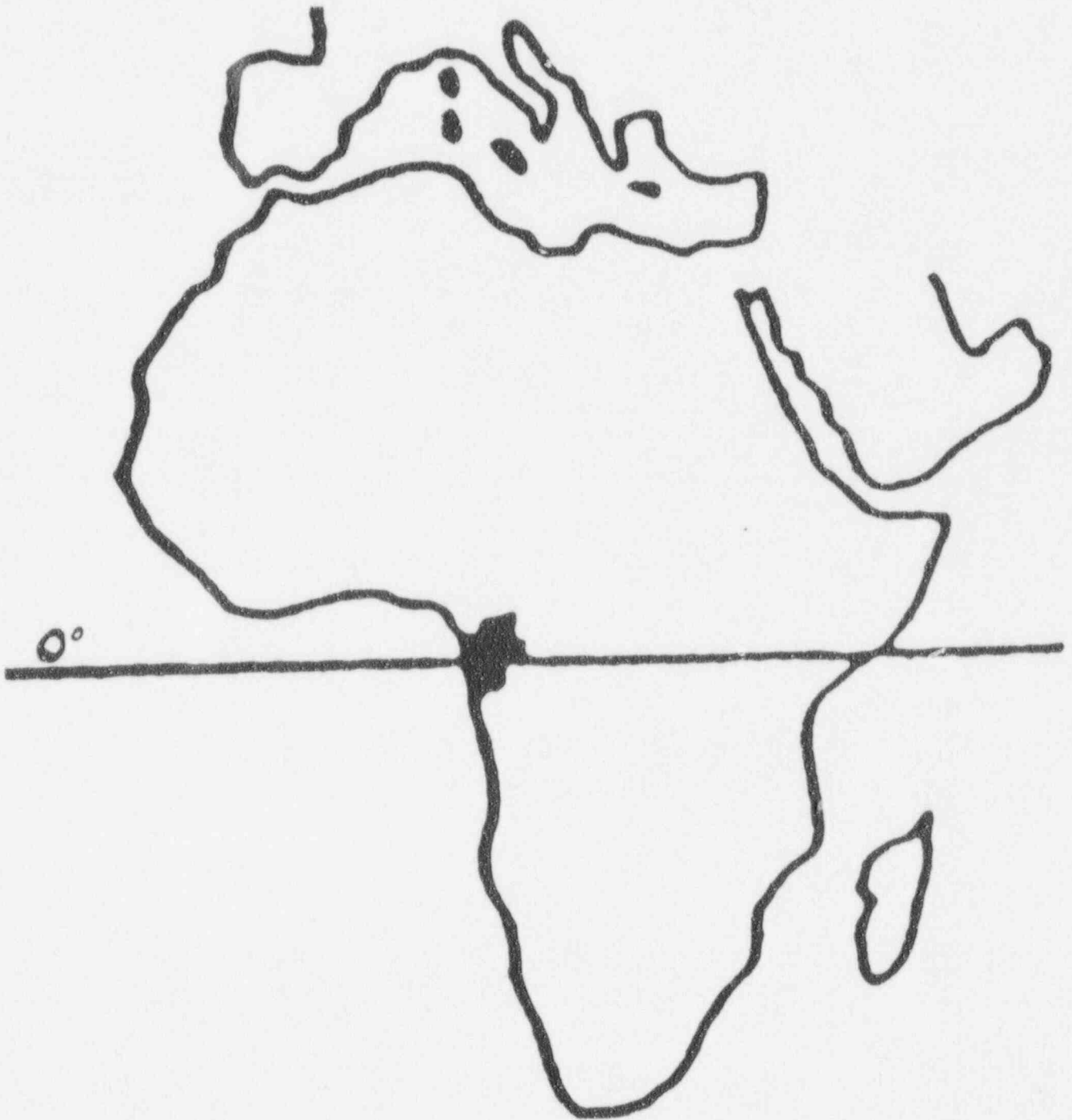
A BRIEF HISTORY OF OKLO

- In the 50's and 60's considerable speculation over the possibility of natural sustained criticality.
- Calculations were carried out to estimate concentrations of fissionable uranium and plutonium at various times in the geologic past.
- First calculations found that concentrations might have approached 30% of those necessary.
- Later calculations introduced larger amounts of water to act as a moderator and demonstrated that under the right conditions a sustained fission reaction could have occurred.

SCIENTIFIC INVESTIGATIONS AT THE OKLO NATURAL REACTORS

- **Oklo, in Gabon, Africa, is the only known location where natural uranium ores have been concentrated to the point where a sustained fission reaction took place.**
- **Since 1972 16 reactor zones have been identified.**
- **An open pit mining operation has consumed reactors 1 to 9 and 15 - reactors 11, 12 and 14 may have been identified in error.**
- **Extensive sampling of the mined reactor zones was undertaken before and during excavation so that extensive mineral samples and basic hydrogeologic data are available.**

AFRICA SHOWING GABON



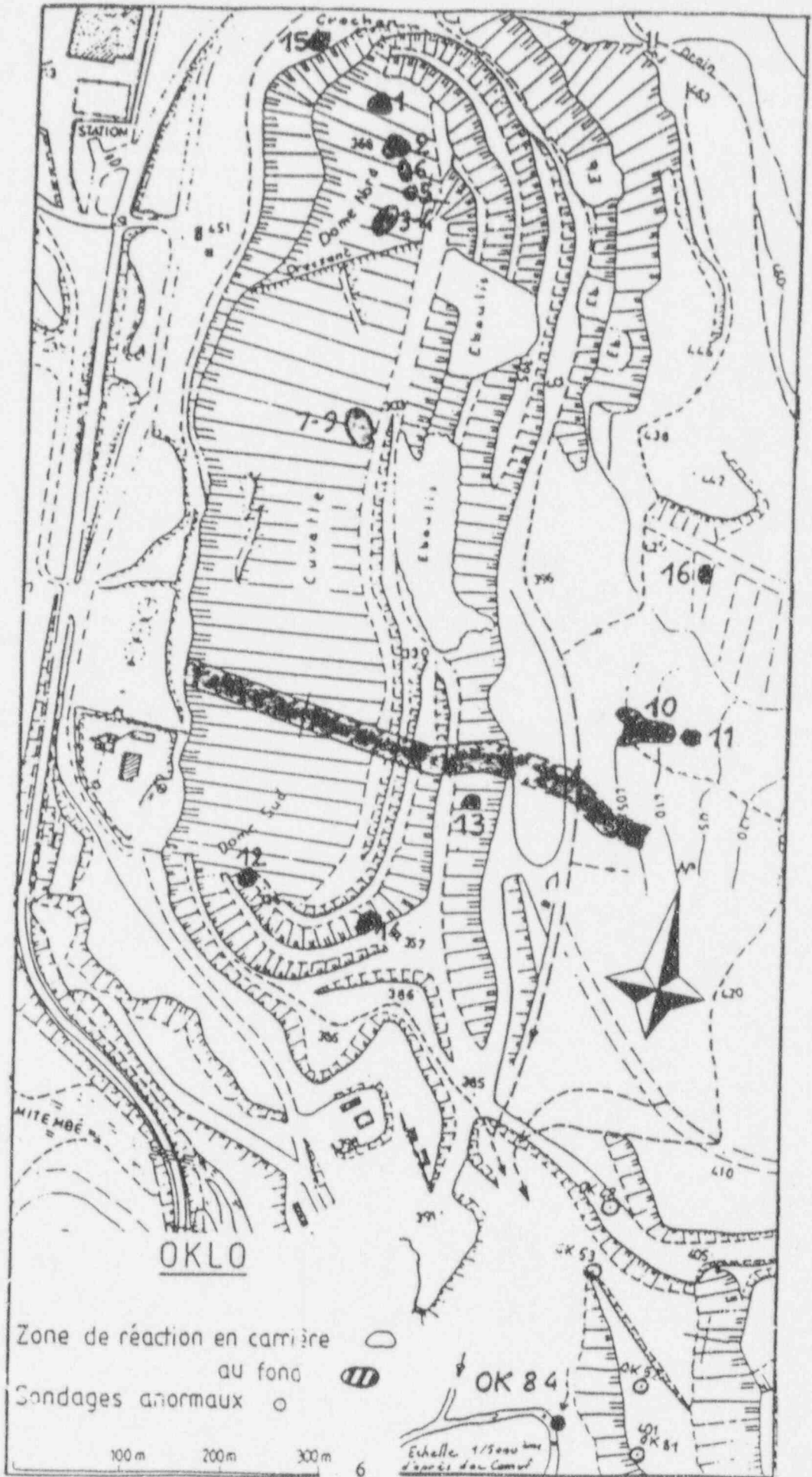
OKLO AS A NATURAL ANALOG: THE CLASSIC EXAMPLE

- **Access to system and availability of data.**
 - **Information from investigation of ore body.**
 - **Data and samples collected during mining operation.**
 - **Current agreement for continued access.**
 - **Availability of reactor zones which have been minimally disturbed.**

- **Presence of fission products and depleted uranium ore so that degradation, mobilization and transport processes can be studied.**

- **Opportunity for systematic site characterization in vicinity of remaining reactor zones.**

OKLO URANIUM ORE BODY AND REACTOR ZONES



CURRENT INVESTIGATIONS (CEC/CEA)

- **CEC/CEA Project centers around reactor zones 10, 13, 16, OK-84 and Bangombe.**
- **Extensive work has been undertaken to assess migration around 10 and 13. Focus is analogue for source term and transport processes.**
- **Dolerite dike offers opportunity to study effects of igneous intrusion.**
- **OK-84 is the center of efforts to characterize hydrogeology - Parallel effort being undertaken at Bangombe.**
- **Opportunity exists for adequate hydrologic characterization until mining consumes remaining reactor zones.**

NRC FUNDED RESEARCH (LLW)

- **Uraninite from Oklo, Gabon: A Natural Analog for the Corrosion and Alteration of Spent Fuel - Dr. Rodney Ewing, University of New Mexico**
 - **Objective: Characterization of chemistry and structure of uraninite from reactor zones 10 and 13 to assess causes of degradation. Most past work assumed compositional stability of uraninite.**

- **The Oklo Analog: A Guide for Radionuclide Containment - Dr. Bartholomew Nagy, University of Arizona**
 - **Objective: Understand the long-term radionuclide containment mechanisms at Oklo with specific attention to the role of organic materials in this process.**

URANINITE FROM OKLO, GABON: A NATURAL ANALOG FOR THE CORROSION AND ALTERATION OF SPENT FUEL

- **Determination of mechanisms of alteration by which certain elements such as U, Pb, REE, are released from uraninite.**
- **Determination of mass balance reactions of major and minor elements during alteration.**
- **Determination of relative timing and temperature of the alteration.**
- **Development of a model to explain the behavior of uraninite in a geologic disposal system under reducing conditions but in the presence of hydrothermal fluids or silica rich solutions.**

STATUS (U OF NM)

- **Project initiated January 30, 1992.**
- **Electron microprobe analyses completed on eight samples from reactor zone 9 obtained from LANL. Petrographic analysis by transmitted light microscopy completed on 26 samples from reactor zones 9, 10, 13 and 16.**
- **Preliminary results:**
 - **No significant difference in chemical composition between uraninites enclosed in clays and organic matter.**
 - **All uraninites are homogeneously depleted in Pb which subsequently precipitated in situ to form galena, present in abundance in all samples.**

THE OKLO ANALOG: A GUIDE FOR RADIONUCLIDE CONTAINMENT

- **Characterization of organic components.**
- **Characterization of the time-dependent interrelationships of the organic and inorganic phases.**
- **Characterization of radionuclide mobilization and retardation.**
- **Assessment of role played by organics in radionuclide mobilization or retardation.**

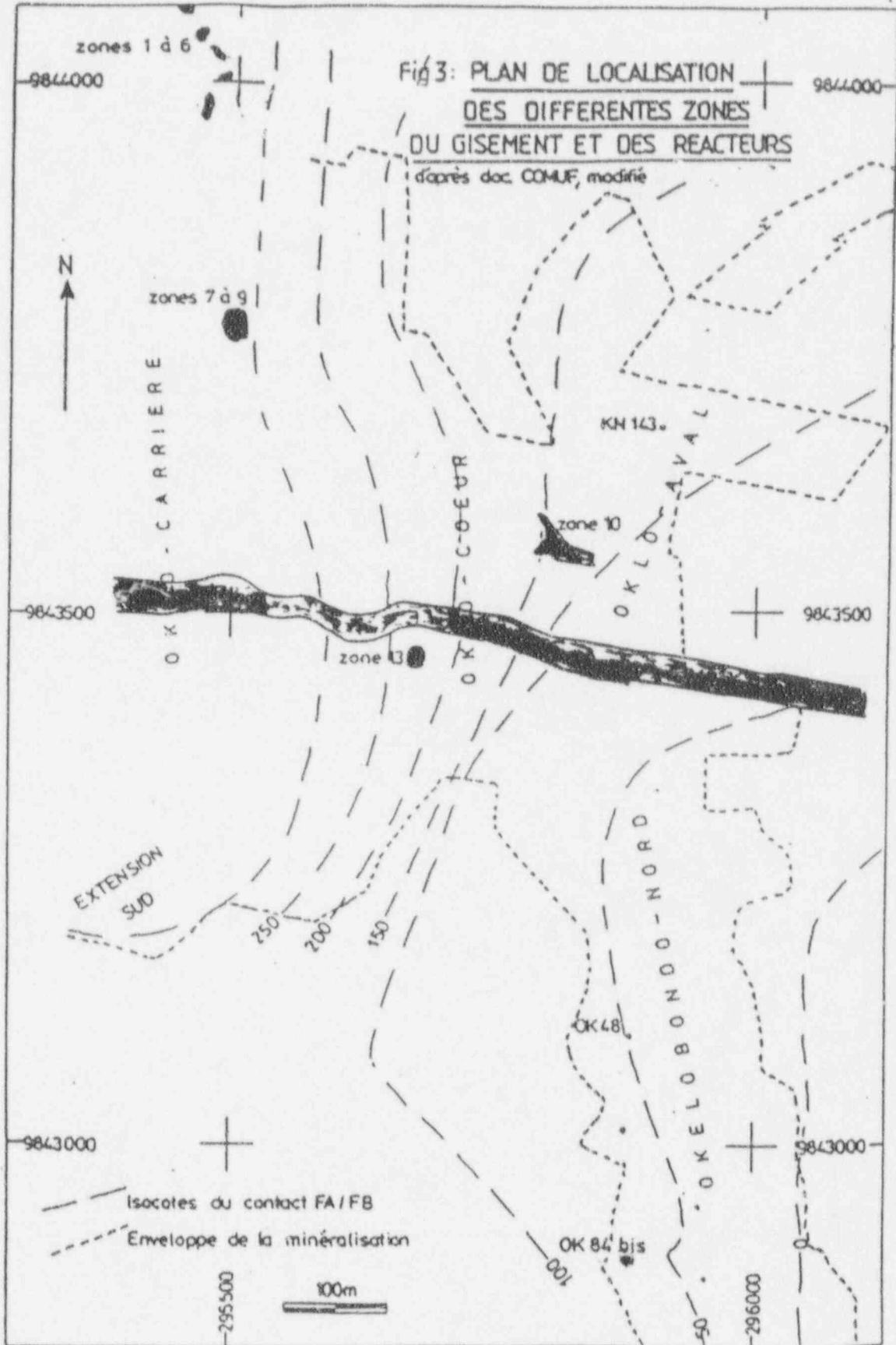
STATUS (U of Az)

- Project initiated March 31, 1992.
- Reflectance studies of samples of organic matter in reactor zones 7 and 9 and environmental samples at various distances from the reactor zones completed.
- Preliminary results:
 - Variability of bitumens greatest in area of natural reactors.
 - At least three generations of bituminous material occur with one associated with the period of heating due to criticality and one with the dolerite dike swarm.

SUMMARY

- Recently encountered reactor zones at Oklo and Bangombe have rekindled interest in Oklo as a source of analogue data relevant to the disposal of both high-level and low-level waste.
- The CEC and CEA have established a multi-laboratory team to systematically investigate the remaining reactor zones. A steering group of the participants meets annually to review and guide the project.
- Other participants include SKB, US NRC, US DOE, and AECL. Each participant funds work within its country and sits on the steering group.
- NRC is funding two LLW research projects studying Oklo samples.
- Significant potential value also exists for use of data from the Oklo project in building confidence in HLW performance assessment models and analyses for source term and transport processes.

EXPANDED VIEW OF REACTOR ZONES 10 AND 13 AND DOLERITE DIKE



The Oklo Natural Analogue

Status of Project:

- **Completion of Three Year Project**
Product: Final Report ISPN and EUR Documentation of Research, in print
- **Two year Continuation Planned**

Summary of Results to Date:

- **Corrosion of Uraninite: Analogue to Spent Fuel Degradation**
- **Role of Clays and Organics in Retarding Migration of Radionuclides**
- **Identification of Migration of Fission Products**
- **Presence of Dolerite Dikes Provides Opportunity to Model Migration of Fission Products in response to Thermal Perturbation, Analogue to Igneous Intrusion**

PREFACE

The Koongarra uranium ore deposit is located in the Alligator Rivers Region of the Northern Territory of Australia. Many of the processes that have controlled the development of this natural system are relevant to the performance assessment of radioactive waste repositories. An Agreement was reached in 1987 by a number of agencies concerned with radioactive waste disposal, to set up the International Alligator Rivers Analogue Project (ARAP) to study relevant aspects of the hydrological and geochemical evolution of the site. The Project ran for five years.

The work was undertaken by ARAP through an Agreement sponsored by the OECD Nuclear Energy Agency (NEA). The Agreement was signed by the following organisations: the Australian Nuclear Science and Technology Organisation (ANSTO); the Japan Atomic Energy Research Institute (JAERI); the Power Reactor and Nuclear Fuel Development Corporation of Japan (PNC); the Swedish Nuclear Power Inspectorate (SKI); the UK Department of the Environment (UKDoE); and the US Nuclear Regulatory Commission (USNRC). ANSTO was the managing participant.

This report is one of a series of 16 describing the work of the Project; these are listed below:

No.	Title	Lead Author(s)
1	Summary of Findings	P Duerden, D A Lever, D A Sverjensky and L R Townley
2	Geologic Setting	A A Snelling
3	Geomorphology and Paleoclimatic History	K-H Wyrwoll
4	Geophysics, Petrophysics and Structure	D W Emerson
5	Hydrogeological Field Studies	S N Davis
6	Hydrogeological Modelling	L R Townley
7	Groundwater Chemistry	T E Payne
8	Chemistry and Mineralogy of Rocks and Soils	R Edis
9	Weathering and its Effects on Uranium Redistribution	T Murakami
10	Geochemical Data Bases	D G Bennett and D Read
11	Geochemical Modelling of Secondary Uranium Ore Formation	D A Sverjensky
12	Geochemical Modelling of Present-day Groundwaters	D A Sverjensky
13	Uranium Sorption	T D Waite
14	Radionuclide Transport	C Golian and D A Lever,
15	Geochemistry of ^{239}Pu , ^{129}I , ^{99}Tc and ^{36}Cl	J T Fabryka-Martin
16	Scenarios	K Skagius and S Wingefors

Alligator Rivers Analogue Project

Lessions Learned:

- **Site Characterization:**
 - **Example of mutliple data sets necessary to characterize site**
 - **Difficulty in determining site hydrology**
 - **Applicability of Down-hole Camera**

- **Performance Assessment:**
 - **Importance of Fe-oxyhydroxides in radionuclide retardation**
 - **Testing of Geochemical Reaction-path models**
 - **Testing of uranium thermodynamic database, i.e. identification of inconsistencies in data**
 - **Difficulty in modelling site hydrology**
 - **Testing of uranium minerals as analogues to Nuclear Reaction Products, in-situ measurements of NRP**

NRC Natural Analogue Research Future Plans

- **Participation in IPA by RES and CNWRA staff**
- **Continue with Pena Blanca, Santorini Studies Fy 1994-1997**
- **Continue with Volcanism Field Study Analogues FY 1993-1997**
- **Identification of additional Natural Analogue Projects : KTU's**
- **Bi-annual NRC-CNWRA Natural Analogue Workshop to report progress and ensure applicability to PA**
- **ASARR FY 1994-1996**
- **Continued Participation in NAWG**

Natural Analogue Research Program

Summary

- I. Rationale for NRC Natural Analogue Research Studies
- II. NRC Natural Analogue Workshop 1991: Objectives and Results
- III. NAWG: Results of Workshop 1992, Objectives for 1994 Workshop
- IV. NRC Natural Analogue and Performance Assessment Workshop, June 1994: Objectives
- V. NRC Research Natural Analogue Program: Lessons Learned in ARAP, Oklo and Valles Caldera Studies
- VI. Future Plans

CONCLUSIONS - FUTURE PLANS

- **Licensing Perspective**
 - **Can be an important tool for gaining insight for the development of conceptual models and for probing the margins of possible system performance.**
 - **Should be an integral part of DOE program.**
 - **Need to be more integrally linked to performance assessment programs.**

- **Limited definitions should not be used as reasons to avoid studying systems that may yield important information about processes important to repository performance (e.g. don't study analogous volcanic systems because they don't fit a specific definition of natural analogs).**

- **Research Perspective**

- **Natural analogs must be a part of any effort to provide credible support for evaluation of DOE estimates of long-term performance.**
- **Care has been and must continue to be exercised in the selection of analog sites and the specification of objectives and work plans. More involvement is needed from PA staff.**
- **PA and phenomenological researchers need to focus on integrated efforts to expand the boundaries in time and space of the domain where there is confidence in the applicability of PA models. (NRC is currently working with SKI to develop an approach for this confidence building process.)**

- Continued interaction with the NAWG is desirable if this focus can become a central thread of its efforts. The fall meeting may be an important milestone.
- The planned internal workshop should be a high priority effort.