

Executive Director to establish wasteload allocations for continuous point source discharges pursuant to Sections 4.30.7A.1. and 4.30.7B.2.c. of the Commission's Water Quality Regulations.

Seventy-six continuous point source discharges were considered in each of the wasteload allocation exercises, although the number included in any allocation varied from 10 to 55. The procedure used to develop the wasteload allocations is called Equal Marginal Percent Reduction or EMPR. EMPR is a two step process in which a discharge is first considered independently of all other discharges to the estuary. In this step called the Baseline Analysis, each discharge must meet stream quality objectives in and of itself. In the second step called Multiple Discharge Analysis, the cumulative impact of all discharges, discharging at the baseline loading established during step one, is evaluated against the stream quality objectives. If the analysis indicates that an objective is exceeded, then the baseline loads of all discharges significantly contributing to the violation are reduced by an equal percentage until the stream quality objective is met.

For 1,2-dichloroethane, 11 of 51 discharges were adjusted from their initial loading in order to meet the stream quality objectives. For tetrachloroethene, seven of 40 discharges were adjusted in order to meet the stream quality objectives. For chronic toxicity, ten of the 55 discharges were adjusted during the baseline analysis portion of the wasteload allocation. The multiple discharge analysis portion of the procedure will not be implemented for chronic toxicity so that additional data on the relationship between the concentration of specific chemicals and toxicity of both wastewater and ambient samples can be obtained. This portion will be deferred until Phase 2 of the Total Maximum Daily Load (TMDL) is completed.

For acute toxicity, eight of the ten discharges evaluated were reduced from their initial wasteload allocation concentration during the baseline analysis portion of the allocation. As with chronic toxicity, the multiple discharge analysis which will determine the total surface area of the estuary assigned to mixing areas will be deferred until Phase 2 of the TMDL is completed.

In accordance with Section 4.30.7B.2.c.5). of the Commission's Water Quality Regulations, a document entitled Wasteload Allocations for Volatile Organics and Toxicity: Phase 1

TMDLs for Toxic Pollutants in the Delaware River Estuary has been prepared which describes the process used to develop wasteload allocations for continuous point source discharges as part of Phase 1 of a Total Maximum Daily Load for selected toxic pollutants for the tidal Delaware River. This document is available on the Commission's web site at www.state.nj.us/drbc, or by contacting Christopher Roberts, Public Information Officer, at (609) 883-9500 ext. 205.

The following supporting documents describing the mathematical models used in the process are also available from the Commission:

Calibration and Validation of a Water Quality Model for Volatile Organics and Chronic Toxicity in the Delaware River Estuary.

Calibration and Validation of the DYNHYD5 Hydrodynamic Model for the Delaware River Estuary.

Development of a Tidal Version of the CORMIX Models for Application to Discharges in the Delaware Estuary.

Copies of these documents may be obtained by contacting Christopher Roberts, Public Information Officer at (609) 883-9500, extension 205.

Persons wishing to testify are requested to notify the Secretary in advance. Written comments on the proposed determination should also be submitted to the Secretary.

Delaware River Basin Compact, 75 Stat. 688.

Dated: February 9, 1999.

Susan M. Weisman,
Secretary.

[FR Doc. 99-4150 Filed 2-18-99; 8:45 am]

BILLING CODE 6369-01-P

DEPARTMENT OF EDUCATION

The International Research and Studies Program

AGENCY: Department of Education.

ACTION: Publication of the 1998 annual report.

SUMMARY: Section 605 of the Higher Education Act of 1965, as amended (HEA), authorizes the Secretary of Education to provide assistance to conduct research, studies, and surveys and develop specialized instructional materials that further the purposes of Part A of Title VI of the HEA.

The activities conducted under section 605 of the HEA correspond in large part to the foreign language and area studies research activities previously supported under section 602 of Title VI of the National Defense Education Act.

Purpose

Under the International Research and Studies Program, the Secretary of Education awards grants and contracts for—

(a) Studies and surveys to determine the needs for increased or improved instruction in foreign language, area studies, or other international fields, including the demand for foreign language, area, and other international specialists in government, education, and the private sector;

(b) Studies and surveys to assess the utilization of graduates of programs supported under this title by governmental, educational, and private sector organizations and other studies assessing the outcomes and effectiveness of programs so supported;

(c) Evaluation of the extent to which programs assisted under Title VI that address national needs would not otherwise be offered;

(d) Comparative studies of the effectiveness of strategies to provide international capabilities at institutions of higher education;

(e) Research on more effective methods of providing instruction and achieving competency in foreign languages, area studies, or other international fields;

(f) The development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists;

(g) Studies and surveys of the uses of technology in foreign language, area studies, and international studies programs;

(h) Studies and evaluations of effective practices in the dissemination of international information, materials, research, teaching strategies, and testing techniques throughout the education community, including elementary and secondary schools; and

(i) The application of performance tests and standards across all areas of foreign language instruction and classroom use.

1998 Program Activities

In fiscal year 1998, 9 new grants (\$958,266) and 22 continuation grants (\$1,931,090) were awarded under the International Research and Studies Program. These grants are active currently and will be monitored through progress reports submitted by grantees. Grantees have 90 days after the expiration of the grant to submit the products resulting from their research to the Department of Education for review and acceptance.

Completed Research

A number of completed research projects resulting from grants made

during prior fiscal years have been received during the past year. These are listed below.

Title	Author/location
Gulf Arabic-English Dictionary	University of Arizona, Department of Near Eastern Studies, Tucson, AZ 85721, Hamdi A. Qafisheh.
A Textbook of Spoken Albanian	University of California, Center for Research in Language Acquisition 9500 Gilman Drive—UCSD, La Jolla, CA 92093-0526, Leonard Newmark.
Subarashii: Automatic Speech Recognition for Computer-based Exercises in the Japanese Language for Beginning High School Students.	Entropic Research Laboratory, 1040 Noel Drive, Menlo Park, CA 94025, Jared Bernstein, Farzad Ehsani.
A Reference Grammar of Pashto	Center for Applied Linguistics, 4646 40th Street, NW, Washington, DC 20016-1859, Barbara Robson, Habibullah Tegey.
Improved Beginners' Instructional Materials for Akan	University of Florida, Center for African Studies, 427 Grinter Hall, Gainesville, FL 32611, Paul A. Kotey.
The ABC Alphabetically-based Computerized Chinese-English Dictionary Project.	University of Hawaii, Spalding Room, 2540 Maile Way, Honolulu, HI 96822, Cynthia Ning.
Teaching Materials for Russian Language Instruction at the Secondary School Level.	Friends School, Center for Russian, Language and Culture, 5114 North Charles Street, Baltimore, MD 21210, Zita D. Dabars.
An Electronic Network for Secondary-level Teachers of Japanese	Massachusetts Institute of Technology, Foreign Languages and Literatures, Room 14N-305, Cambridge, MA 02139, Shigeru Miyagawa.
A Comprehensive Tibetan-English Dictionary of Modern Tibetan	Case Western Reserve University, Department of Anthropology, 11220 Bellflower, Cleveland, OH 44106-7125, Melvyn C. Goldstein.
Malayalam Textbook: Hard Copy Braille Materials for Languages Using non-Roman Script.	University of Texas, Department of Oriental Languages, 2601 University Avenue, Austin, TX 78712, Rodney F. Moag.

To obtain a copy of a completed study, contact the author at the given address.

FURTHER INFORMATION: For a copy of the 1998 annual report and further information regarding the International Research and Studies Program, write to Jose L. Martinez, Program Officer, International Education and Graduate Programs Service, United States Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5247. Telephone number: (202) 401-9784.

Individuals who use a telecommunication device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Individuals with disabilities may obtain a copy of this notice or the 1998 annual report referred to in this notice in an alternative format (e.g. Braille, large print, audiotape, or computer diskette) by contacting the Department as listed above.

Electronic Access to This Document

Anyone may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text of portable document format (pdf) on the World Wide Web at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the pdf you must have the Adobe Acrobat Reader Program with Search,

which is available free at either of the previous sites. If you have questions about using the pdf, call the U.S. Government Printing Office at (202) 512-1530 or, toll free, at 1-888-293-6498.

Anyone may also view these documents in text copy only on an electronic bulletin board of the Department. Telephone: (202) 219-1511 or, toll free, 1-800-222-4922. The documents are located under Option G—Files/Announcements, Bulletins, and Press Releases.

Note: The official version of a document is the document published in the **Federal Register**.

Dated: February 12, 1999.

David A. Longanecker,

Assistant Secretary for Postsecondary Education.

[FR Doc. 99-4031 Filed 2-18-99; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION**National Assessment Governing Board; Meeting**

AGENCY: National Assessment Governing Board; Education.

ACTION: Notice of partially closed meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Assessment Governing Board. This notice also describes the functions of the Board. Notice of this meeting is

required under Section 10(a)(2) of the Federal Advisory Committee Act. This document is intended to notify the general public of their opportunity to attend.

DATE: March 4-6, 1999.

TIME: March 4—Achievement Levels Committee, 1:30-2:30 p.m., (closed), 2:30-4:00 p.m., (open); Subject Area Committee #1, 2:00-3:00 p.m., (closed); 3:00 p.m.-4:00, (open); and Executive Committee, 4:00-5:30 p.m., (open), 5:30-6:00 p.m., (closed).

March 5—Full Board, 8:30-10:00 a.m., (open); Subject Area Committee #1, 10:00 a.m.-12:00 p.m., (open); Reporting and Dissemination Committee, 10:00 a.m.-12:00 p.m., (open); Achievement Levels Committee, 10:00-12:00 (open); Full Board, 12:00-4:15 p.m., (open). March 6—Nominations Committee, 8:00-9:00 a.m., (open); Full Board, 9:00-11:30 a.m., (open); adjournment, 11:30 a.m.

LOCATION: Madison Hotel, 15th and M Streets, NW, Washington, DC.

FOR FURTHER INFORMATION CONTACT: Mary Ann Wilmer, Operations Officer, National Assessment Governing Board, Suite 825, 800 North Capitol Street, NW, Washington, DC 20002-4233, Telephone: (202) 357-6938.

SUPPLEMENTARY INFORMATION: The National Assessment Governing Board is established under section 412 of the National Education Statistics Act of 1994 (Title IV of the Improving America's Schools Act of 1994) (Pub. L. 103-382).