

Basketball Association championship for a second year in a row.

The Lakers overcame internal conflict and numerous injuries to go on to a remarkable season.

They put together a remarkable string of victories at the end of the season to bring home another World Championship to the City of Los Angeles, winning 23 out of 24 of their final games and going 15 and 1 in the playoffs—the best playoff record ever.

This Lakers team demonstrated what it truly means to be a champion and represents the best of what the city of Los Angeles has to offer.

Led by the inspired play of Shaquille O'Neal and the coaching of Phil Jackson, the Lakers swept through the opening three rounds of the playoffs—easily defeating the talented Portland Trailblazers, Sacramento Kings, and San Antonio Spurs.

In the final round, the Lakers faced a gritty Philadelphia 76ers team led by the incomparable Allen Iverson. Iverson and the Sixers showed tremendous determination and heart, handing an overtime defeat to the Lakers in the first game of the series.

But as the series moved on, the Lakers outmatched the Sixers and proved, once again, that they were the best team in professional basketball.

This was truly a team effort: Shaquille O'Neal, the series Most Valuable Player, dominated the Sixers on both ends of the floor, averaging 33 points per game, 15.8 rebounds, 4.8 assists, and 3.4 blocks in the final series.

With his unselfish play, Kobe Bryant provided the spark for the offense—in game four, for instance, he scored 19 points, had 10 assists, and had 9 rebounds.

Derek Fisher, Rick Fox, Robert Horry and Brian Shaw made significant contributions to the championship—each coolly made three point shots at critical points in the series.

Horace Grant and Ron Harper provided the veteran experience that helped the Lakers push back the 4th quarter surges of the Sixers.

And finally, Tyronn Lue, deserves honorable mention for his dogged defense against Allen Iverson, especially in Game 1. Without his play, the Lakers would have been unable to contain the speedy Sixer guard.

Once again let me congratulate the Los Angeles Lakers for their victory. It was a great effort by a tremendous team.

I look forward to another winning season next year.

SENATE CONCURRENT RESOLUTION 51—RECOGNIZING THE HISTORICAL SIGNIFICANCE OF JUNETEENTH INDEPENDENCE DAY AND EXPRESSING THE SENSE OF CONGRESS THAT HISTORY BE REGARDED AS A MEANS OF UNDERSTANDING THE PAST AND SOLVING THE CHALLENGES OF THE FUTURE

Mr. BROWNBACK (for himself and Mr. LOTT) submitted the following con-

current resolution; which was referred to the Committee on the Judiciary:

S. CON. RES. 51

Whereas news of the end of slavery did not reach frontier areas of the Nation, especially in the southwestern United States, until long after the conclusion of the Civil War;

Whereas the African Americans who had been slaves in the Southwest thereafter celebrated June 19, known as Juneteenth Independence Day, as the anniversary of their emancipation;

Whereas those African Americans handed down that tradition from generation to generation as an inspiration and encouragement for future generations;

Whereas Juneteenth Independence Day celebrations have thus been held for 136 years to honor the memory of all those who endured slavery and especially those who moved from slavery to freedom; and

Whereas the faith and strength of character shown by those former slaves remains an example for all people of the United States, regardless of background, region, or race: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That—

(1) Congress recognizes the historical significance of Juneteenth Independence Day, an important date in the Nation's history, and encourages the continued celebration of that day to provide an opportunity for all people of the United States to learn more about the past and to better understand the experiences that have shaped the Nation; and

(2) it is the sense of Congress that—

(A) history should be regarded as a means for understanding the past and solving the challenges of the future;

(B) the celebration of the end of slavery is an important and enriching part of the history and heritage of the United States; and

(C) the Secretary of the Senate should transmit a copy of this concurrent resolution to the National Association of Juneteenth Lineage as an expression of appreciation for the association's role in promoting the observance of the end of slavery.

#### AMENDMENTS SUBMITTED AND PROPOSED

SA 805. Mr. DURBIN (for Mr. TORRICELLI) proposed an amendment to the bill H.R. 1, to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

SA 806. Mr. REID (for Mr. HARKIN (for himself and Mr. LUGAR)) proposed an amendment to the bill S. 657, to authorize funding for the National 4-H Program Centennial initiative.

#### TEXT OF AMENDMENTS

SA 805. Mr. DURBIN (for Mr. TORRICELLI) proposed an amendment to the bill H.R. 1, to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind; as follows:

At the appropriate place insert the following:

##### SEC. 9. PEST MANAGEMENT IN SCHOOLS.

(a) SHORT TITLE.—This section may be cited as the "School Environment Protection Act of 2001".

(b) PEST MANAGEMENT.—The Federal Insecticide, Fungicide, and Rodenticide Act is amended—

(1) by redesignating sections 33 and 34 (7 U.S.C. 136x, 136y) as sections 34 and 35, respectively; and

(2) by inserting after section 32 (7 U.S.C. 136w-7) the following:

##### "SEC. 33. PEST MANAGEMENT IN SCHOOLS.

"(a) DEFINITIONS.—In this section:

"(1) BAIT.—The term 'bait' means a pesticide that contains an ingredient that serves as a feeding stimulant, odor, pheromone, or other attractant for a target pest.

"(2) CONTACT PERSON.—The term 'contact person' means an individual who is—

"(A) knowledgeable about school pest management plans; and

"(B) designated by a local educational agency to carry out implementation of the school pest management plan of a school.

"(3) EMERGENCY.—The term 'emergency' means an urgent need to mitigate or eliminate a pest that threatens the health or safety of a student or staff member.

"(4) LOCAL EDUCATIONAL AGENCY.—The term 'local educational agency' has the meaning given the term in section 3 of the Elementary and Secondary Education Act of 1965.

"(5) SCHOOL.—

"(A) IN GENERAL.—The term 'school' means a public—

"(i) elementary school (as defined in section 3 of the Elementary and Secondary Education Act of 1965);

"(ii) secondary school (as defined in section 3 of the Act);

"(iii) kindergarten or nursery school that is part of an elementary school or secondary school; or

"(iv) tribally-funded school.

"(B) INCLUSIONS.—The term 'school' includes any school building, and any area outside of a school building (including a lawn, playground, sports field, and any other property or facility), that is controlled, managed, or owned by the school or school district.

"(6) SCHOOL PEST MANAGEMENT PLAN.—The term 'school pest management plan' means a pest management plan developed under subsection (b).

"(7) STAFF MEMBER.—

"(A) IN GENERAL.—The term 'staff member' means a person employed at a school or local educational agency.

"(B) EXCLUSIONS.—The term 'staff member' does not include—

"(i) a person hired by a school, local educational agency, or State to apply a pesticide; or

"(ii) a person assisting in the application of a pesticide.

"(8) STATE AGENCY.—The term 'State agency' means the an agency of a State, or an agency of an Indian tribe or tribal organization (as those terms are defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)), that exercises primary jurisdiction over matters relating to pesticide regulation.

"(9) UNIVERSAL NOTIFICATION.—The term 'universal notification' means notice provided by a local educational agency or school to—

"(A) parents, legal guardians, or other persons with legal standing as parents of each child attending the school; and

"(B) staff members of the school.

"(b) SCHOOL PEST MANAGEMENT PLANS.—

"(1) STATE PLANS.—

"(A) GUIDANCE.—As soon as practicable (but not later than 180 days) after the date of enactment of the School Environment Protection Act of 2001, the Administrator shall develop, in accordance with this section—

"(i) guidance for a school pest management plan; and

"(ii) a sample school pest management plan.

"(B) PLAN.—As soon as practicable (but not later than 1 year) after the date of enactment of the School Environment Protection Act of 2001, each State agency shall develop