

that, at some point. Maybe not. Anyway, he said he could make a call, if we want. And it's a great school, right?

JUDY. Well, sure. It's just — all boys. (*Short beat.*)

ALEX. I mean, we'd obviously prefer coed. I just figured with the connection ...

JUDY. ... Uh huh. And is City and Country...?

ALEX. Oh. Yes, it's — The list goes on, just flip it. (*Tape does.*)

JUDY. Okay. Good. (*Judy looks up.*) Should we talk about the essay?

ALEX. You read it?

JUDY. Of course I read it!

ALEX. You're the best.

JUDY. (*Looking.*) I have it printed / somewhere ...

ALEX. Like I said in the email, I'm happy to scrap all of it if / you think ...

JUDY. No, no, don't be silly.

ALEX. ... And you said the best to keep it personality-oriented, so I didn't include any, you know, brrrry stuff.

JUDY. (*Finds it.*) Ah. Here we go ...

ALEX. Like I didn't mention that he's started reading a little —

Not that I've been pushing him ...

JUDY. Yeah, thing is, you put that down there, and then they might ask him to do it in his interview and, you know, he's *four*, he might not feel like it that day, so really you're just setting him up for failure.

ALEX. (*Laughs.*) Right. But you think ...? (*Judy looks up.*)

JUDY. Oh no, it's good! It's very good.

ALEX. Okay.

JUDY. (*Laughs.*) God, your face!

ALEX. Well, I don't *know*!

JUDY. No, it's great. The only thing I wondered —

ALEX. Yeah, you must have suggestions, edits —

JUDY. More of a thought really.

ALEX. Please.

JUDY. Well. You talk about his imagination.

ALEX. Uh huh.

JUDY. Which is great, because that's really the best indicator at this age, if you ask me.

ALEX. Right.

JUDY. And it occurred to me that you might actually use that as a lead-in to talk a little about his gender-variant play. (*Beat.*)

ALEX. Oh.

ALEX. Oh.

Female Monologue

JUDY. I was in his classroom on Tuesday, and he and Emily and Michelle were sort of creating their own fairy tale, I guess, this enchanted forest — they'd made trees out of chairs and pillows, and Jake was a princess who didn't *know* she was a princess, and Emily was the witch who was keeping her locked up, and Michelle — well I can't remember what Michelle was, someone's helper or something — but it was really Jake who was the ringleader. (*Short pause.*)

JUDY. You know, these places are going to read this and then they're going to meet Jake. And I think it's always a good sign when parents seem to really *know* their kid. Which of course you do. But as it is now, there's sort of a big part of his personality that you don't really mention. (*Short beat.*) I remember the first time I met him you brought one of his drawings to show me. Rapunzel? Her hair rolling down the length of this giant tower ... He must have been two?

JUDY. You have to realize these schools are looking for diverse classes. I don't care whether or not they call themselves "progressive," these places are *all* progressive. I mean, what was progressive twenty years ago is now just run of the mill in New York. And let's be honest, Jake is very special. He's — unusual. And believe me, this is the part of my job I hate the most, this kind of strategizing, it's sickening, I know, but I think you might be able to capitalize on it. Because they're looking for kids — and families — that stand out. (*The phone on Judy's table rings.*) (*Short pause.*)

ALEX. No, please.

JUDY. (*Picks up the phone.*) This is Judy Mackintosh. Oh, hi. Yes. Yes. (*She makes a stabbing gesture at the phone with her pen.*) You know, we're actually gonna be talking about all of that on Monday, and I will be so happy to speak with you then. Yes. No, no, that's all right. Uh-huh. I'm looking forward to it, well. Right. Bye bye. (*She hangs up.*) Ugh, these parents ... Sometimes I just wanna bomb them all. Sorry. Where were we?