

ALEX. What about "enjoy"?

GRECC. What?

ALEX. "The opportunity to *enjoy* different approaches to learning ..."

Is that too cloying? (*Greg smiles.*)

GRECC. It's great. It'll be great.

Scene 2

Judy's office. Alex enters.

ALEX. Judy! I'm so / sorry.

JUDY. There you are. / I was starting to think you'd stood me up ...

ALEX. The 4-5-6 was all backed up. / No! I tried to call but I was underground.

JUDY. Well listen. I've got another meeting at one —

ALEX. I know. / I know.

JUDY. I was hoping we'd have more time. (*Alex hugs her over the desk.*)

ALEX. It's good to see you.

JUDY. Sit ...

ALEX. How are you?

JUDY. Oh, I'm just about *done*. That's how I am. Is that door —?

ALEX. I closed it.

JUDY. Thanks. I had a new parent, the class below Jake's, the *father* came in about an hour ago, no appointment, no phone call, nothing. Wanted to know why his son isn't learning more "pre-reading" skills. More math ...

ALEX. Oh, you're kidding.

JUDY. I swear to God. He waltzes in with his power suit, Rolex, sits down like he owns the place and tells me, "They're just playing all day! I'm paying twenty grand for a playground." And it's like: Hello?! Your son is three years old. Playing is how he *learns*, you pig-head.

ALEX. (*Shakes her head.*) What'd you say?

JUDY. I said, "Well, sir, *you* may not value imagination or creativity, but actually both are foundational for all types of higher learning. You see a kid pick up a block and use it like a cell phone? That's abstract thinking right there. That's the basis for abstract language."

ALEX. I don't know how you do it.

JUDY. Well believe it or not, his son's actually adorable, go figure. And normally it wouldn't have gotten under my skin, but this whole weeks been like that. We've got prospective parent night on Monday. It's just insanely tight this year —

ALEX. I'm sure.

JUDY. I did a panel last week over at Hunter, there were three of us talking about the moral imagination of children under five. It wasn't even about education per se, but of course, immediately after. I had a swarm of these parents asking — how many openings, how many slots. And, you know, I could deflect or be vague but instead I tell them the truth, and suddenly, boom, I'm the enemy. "That's *it?* That's *all* you have?"

ALEX. Take it as a compliment. When I first heard you speak, I came running up just like all / the others —

JUDY. Yes, but you didn't *bully* me. You at least had the common sense to take me to lunch, even if you *were* just kissing my ass.

ALEX. I wasn't! You'd said something about how preschool should be a place where children are encouraged to become their truest selves, you remember? I thought — agh! — if *only* ...

JUDY. (*Touched.*) And now you're leaving me ...

ALEX. Stop. It's hard for us too.

JUDY. Speaking of which, did you bring the updated list?

ALEX. Yes! I have it ...

JUDY. How is Jake?

ALEX. Oh, he's good. He loves Bethany.

JUDY. I knew he would. Did you know she's an artist herself?

ALEX. I didn't.

JUDY. (*Putting on her glasses.*) She does some kinda mixed-media installations ... She was telling me about a gallery in Flatbush she filled with sand or rice or something. It sounded very hip and wacky. Anyway, I'm rambling ... (*Looks at the list.*)

ALEX. I mean it's all places we've talked about. / I think.

JUDY. (*Scanning.*) Dalton ... Trinity ... Trevor Day — good — Saint Ann's ... / Ethical Culture ...

ALEX. I've filled out most of the basic forms. We're at twelve right now. But I can add a few more if —

JUDY. Browning?

ALEX. (*Remembers.*) Oh, that's right, we didn't talk about Browning. My brother's kids were there. I must have mentioned