

## Profile

### Personal Information

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**Name** Diman, Emily *Byron*  
**Preferred Name** Emily  
**Sex, Birthdate** Female, 02/12/2002

### Contact Details

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**Email, Phone** emily\_diman@stgeorges.edu, +1.401-846-0000, Mobile, No other telephone  
**Permanent Address** 611 Old Post Rd Fairfield, CT, 06824-6646, USA  
**Alternate Address** 372 Purgatory Rd Middletown, RI, 02842-5963, USA

### Demographics

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**Religion** Anglican (Episcopal)  
**Military Status** None  
**Hispanic or Latino** No  
**Race** White (Europe)

### Language

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**English** First Language

### Geography & Citizenship

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**Citizenship Status** U.S. Citizen or U.S. National  
**Birthplace** Fairfield, Connecticut, United States of America (17 Years US, 0 Years Non-US)

### CA Fee Waiver

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**Fee Waiver Requested** No

# Family

## Household

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**Parents** Married  
**Home** Both Parents

## Parent 1

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### Father

**Name** Mr. George Diman  
**Birthplace** United States of America  
**Address** the same as my home address  
**Occupation** Business executive (management, administrator), Employed, Managing Partner, Diman Capital  
**Education** Graduate school  
Bachelors (1992), **Trinity College, Hartford, CT, USA**  
Business (1998), **Columbia University, New York, NY, USA**

## Parent 2

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### Mother

**Name** Penelope Diman  
**Birthplace** United States of America  
**Address** the same as my home address  
**Occupation** Teacher or administrator (elementary), Employed, Elementary Teacher, Fairfield Public Schools  
**Education** Graduate school  
Bachelors (1993), **Trinity College, Hartford, CT, USA**  
Masters (1998), **Rutgers University, New Brunswick: School of Arts and Sciences, Piscataway, NJ, USA**

## Siblings

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1. David Diman, Age 13, Brother, Some grade/primary school

# Education

## Current or Most Recent Secondary School

Saint George's School, Middletown, RI, USA, Religious, CEEB: 400085 (09/2016 - 05/2019)

**Counselor** Ms. Kelly Richards, Director of College Counseling

**Boarding School** Yes: Living at School

Other  
06/2016) Fairfield Warde High School, Fairfield, CT, USA, Public, CEEB: 070186 (09/2015 -

**Progression** No change in progression

**Graduation Date** 05/2019

## Colleges & Universities

### Grades

**Rank** na / 87

## Current or Most Recent Year Courses

First Trimester	Second Trimester	Third Trimester
English 610 (A)- (ADV)	English 610 (A)- (ADV)	English 610 (A) - (ADV)
Math 610: AB Calculus - (ADV)	Math 610: AB Calculus - (ADV)	Math 610: AB Calculus - (ADV)
French 400 (H)- (HON)	French 400 (H)- (HON)	French 400 (H) - (HON)
Physics 460 (A)- (ADV)	Physics 460 (A)- (ADV)	Physics 460 (A)- (ADV)
Theology 320: Good and Evil	Theology 322: Women in the Bible	Art 332: 3D Design

## Honors

Highest Honors - Fairfield High School	School	9
<b>Honor Roll</b>	School	10, 11
<b>French Honor Society</b>	School, State/Regional	11, 12

## Future Plans

Undecided, Masters

# Testing

SAT (March 2016 or after)

<b>Evidence-based Reading and Writing</b>	650	02/08/2018
<b>Math</b>	650	06/08/2018
<b>Taken</b>	2	
<b>Planned</b>	0	
<b>SAT Essay</b>	No	

# Activities

## Other Club/Activity

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12  
School  
8 hr/wk, 30 wk/yr  
Continue

**Dormitory Prefect**  
Organize and run study hall, plan dormitory events, and communicate issues to dorm parents on a weekly basis.

## Athletics: JV/Varsity

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10, 11, 12  
School  
15 hr/wk, 10 wk/yr  
Continue

**Soccer, Varsity last two years; Captain**  
Worked my way from JV to Varsity after playing only two years of town soccer. One of two captains this fall.

## Theater/Drama

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10, 11, 12  
School  
12 hr/wk, 10 wk/yr  
Continue

**Dance Captain**  
Lead dance member in CHICAGO, NEWSIES, and WEST SIDE STORY; was able to put many years of dance to work in these highly choreographed shows

## Athletics: JV/Varsity

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9, 10, 11, 12  
School  
15 hr/wk, 10 wk/yr

**Sailing, Skipper**  
Worked my way up into a starting Varsity skipper; led one of four boats to runner-up in Nationals.

## Other Club/Activity

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10  
School  
168 hr/wk, 6 wk/yr  
Continue

**Semester-at-Sea, Geronimo program**  
Member of a crew of eight; sailed school vessel to Bermuda, sat night watch, navigated without technology, maintained ship as well as coursework

## Work (Paid)

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9, 10, 11, 12  
Break  
30 hr/wk, 10 wk/yr

**Sailing Instructor**  
Teach sailing at a local camp on the lake where we live in the summertime; manage students who are ages seven to ten

## Music: Vocal

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11, 12  
School  
2 hr/wk, 30 wk/yr  
Continue

**Snapdragons**  
Sing alto in the school's all-female a cappella group; we practice twice weekly and perform at several school functions

## Music: Instrumental

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10, 11, 12  
School  
3 hr/wk, 30 wk/yr  
Continue

**Orchestra**  
Play the saxophone in the school orchestra; perform in chapel weekly, during Family Weekend, and graduation; earned art credits

## Journalism/Publication

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10, 11, 12  
School  
2 hr/wk, 30 wk/yr  
Continue

**The Red and White**  
Lifestyle editor for the school newspaper; submit and supervise articles about books, movies, and fashion

## Foreign\_Exchange

11

Global Cultural Initiatives Program

Break

Through this school program, participated in a homestay in Paris and an internship at a local French hotel

16.8 hr/wk, 3 wks

Continue

## Writing Personal Essay

Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Right now I could not be happier. It is the end of August and I am sitting in the main cabin at my family's camp in Maine. I am being warmed by a pot-belly stove that I can guess by the rust on it, has been here close to a hundred years. My only company right now is the moose, elk and deer heads mounted on the walls, and the large mounted fish that once made this area of Maine highly-visited. Nevertheless, I feel inspired by the thought of the hundreds of people who have come here before me, sat in this room, and shared my love for this place.

Maine is my second home. Although I may only spend a few weeks here during the summer, it feels like home. In Maine, I have the opportunity to do everything I love best. Every summer morning, since I was little, my dad has come into my bedroom to wake me up with his report: "Looks pretty good out there! Let's go before we lose it!" He is referring to the lake's glassy water that my whole family thrives upon. Around ten o'clock, when we have all returned from our sailing adventures, there are lots of options for the day. Whether it be a hike up "Tumbledown Mountain," with its notorious "Fat Man's Misery" rock scamp, a bike ride to one of the local dams, or a picnic out on the lake, I am always satisfied. Night time is my favorite, though. Most families would not brave the cold temperatures to eat dinner outside, but mine bundles up in our fleece jackets, sweatshirts, and jeans and enjoys our meal as we look out at the mountains surrounding us. My family stays at the table until we each declare we are frozen. Then, we move inside to claim our warm, delicious, locally-made pie. With no TV, no internet, and no telephone, my family spends time playing games and relaxing. For me, it is a slower world in Maine. My brother, my cousins and I have time to unwind and be ourselves: we perform our ritual skits for our parents, play charades, get cozy on the couch to read books or play ping pong. The best nights culminate with my whole family lying on our porch wrapped up in fleece comforters as we count the number of shooting stars that pierce the sky.

In order to love it here, you have to know how to make the best out of every situation. In July when it is scorching hot, I love spending my entire day on the lake, and in late August when it drops into the 30s at night, I equally love having my back roasted by a fire. Maine is a place for people who thrive in the outdoors, who do not need to be constantly connected to the fast-paced, technology-crazed world, who adore being around family and friends, and who love exploring. I have brought a few friends here before because I want to share with them my special and secret place, but it is definitely not for everyone. For me, though, it's perfect.

## Education Progression

Education progression details

No change in progression

## Required Explanation

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Secondary school change

I left my local high school to attend St. George's School, a boarding school which offered a more challenging curriculum and stronger program than that at my public high school. At St. George's, I have been appropriately challenged and prepared for college.

## Disciplinary Information

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

Yes

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

## Required Explanation

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Disciplinary Violation

My sophomore year was my first year at boarding school and I was not confident in myself. I was figuring out how to balance my schoolwork, my laundry, and my social life. I was unsure of my social status and fell into the wrong crowd.

One night, a few people were going to a party at an off-campus house. Someone brought out some beer, and even though I knew I shouldn't have any and that it was against the rules, I didn't want to seem uncool in front of my newfound friends. I drank some along with them. The next day, the news had gotten back to the deans' office and we were all called in. I later went before the honor board, and even though it was terrible and embarrassing, I took responsibility for my actions and suffered my three-day suspension.

Sometimes, we don't know what we have until it is gone. Over the course of those three days, I recommitted myself to my high school experience. I leapt into the life of the school in ways I hadn't before: I worked hard to make Varsity teams, I applied for the many programs the school offers, and I applied for a leadership position in the dorm so that I could let younger students know that they don't

have to drink to have friends.

The fact that I went on to earn a team captainship as well as a dorm prefectship shows that I was able to earn back the trust of the people in my community, from both faculty and students. I feel honored and humbled by their belief in me and will continue to work hard every day to be worthy of the second chance I received from St. George's.



## **Fitch College – Supplement to the Common Application**

**Applicant Name:** Emily Diman

**Address:** 611 Old Post Rd.  
Fairfield, CT 06824

**Current High School:** St. George's School

**Have you ever visited the campus?:** Yes

**Have you had an interview?:** Yes

**Preferred admission plan?:** Early Action

**Briefly describe your reason for applying:**

I fell in love with Fitch when I visited last March and had the chance to meet with Mr. Thomas—boy, what a salesman for Fitch! It looked like he had just gotten back from the golf course, but he spent lots of time talking with me about camping experiences in Maine and my love for singing.

I also had a good conversation with one of the other admissions representatives, Mr. Beverage, when he came to campus for our school's college fair in May and then again early in the fall. Although Fitch shares a lot in common with many other good small colleges, I could tell that there is a special spirit to the place that comes through from everyone I talk to.

In addition, I have known lots of St. George's students who have gone to Fitch, many of whom share my interest in Environmental Studies as well as French; in fact, my old dorm prefect is now majoring in E.S. at Fitch and says she really loves it. I think this school would be a good match for me since I have actually done some of this kind of work at St. George's – I'm especially excited about the course in Environmental Activism I saw in the Fitch course catalog.

I probably don't even need to mention the benefits of a small, close-knit community – you know you have that at Fitch, but that's one of the things that I love about St. George's, and I would love to find more of the same at the next level. I would be honored to be a Fighting Squirrel!



ST. GEORGE'S  
SCHOOL

PO Box 1910, Newport, RI 02840 – 401.842.6706

**Transcript**

**Emily Diman**

611 Old Post Road, Fairfield, CT 06824

Citizenship: United States

Date of Birth: February 12

Date of Graduation: May 25

College Counselor: Ms. Kelly Richards

Median grade, B+; High Honors, A- or above; passing certifying grade D. School year: 30-six-day weeks. Most classes met 4 times weekly on a block schedule. Please note we have regular classes, honors, and advanced; any student has the option of taking the AP test. The normal course load is five courses. We do not rank students. KEY: A = Advanced; H = Honors

**Grade 9 Fairfield High School**

**Graduation Requirements / 20 Credits**

<b>English 9</b>	<b>A-</b>	<b>Four years of English. Up to Precalculus in Math.</b>
<b>Geometry 9</b>	<b>A-</b>	<b>Two years of a laboratory science. Two years of history,</b>
<b>French 9</b>	<b>A-</b>	<b>including one year of US History. Up to level 3 in a language.</b>
<b>Biology 9- H</b>	<b>A-</b>	<b>One year of religion; two trimesters for incoming IV/V formers.</b>
<b>History 9</b>	<b>A-</b>	<b>One year in the arts.</b>

**FORM IV**

**Credit**

<b>English 200</b>	<b>A-</b>	<b>2.00</b>	<b>Honor Roll – Trimesters 1, 2 and 3</b>
<b>English 251: Geronimo</b>	<b>A-</b>	<b>1.00</b>	
<b>Math 310: Algebra II</b>	<b>B+</b>	<b>3.00</b>	
<b>French 220 (H)</b>	<b>B</b>	<b>3.00</b>	
<b>History 220: Asian Civ</b>	<b>B</b>	<b>3.00</b>	
<b>Chemistry 320 (H)</b>	<b>B-</b>	<b>3.00</b>	

**FORM V**

**Credit**

<b>English 300: Am Lit</b>	<b>A-</b>	<b>3.00</b>	<b>Honor Roll – Trimesters 1,2, and 3</b>
<b>Math 410: Precal</b>	<b>A-</b>	<b>3.00</b>	
<b>French 320 (H)</b>	<b>A</b>	<b>3.00</b>	
<b>Biology 420 (A)</b>	<b>B</b>	<b>3.00</b>	
<b>History 400: US (A)</b>	<b>B+</b>	<b>3.00</b>	

**FORM VI**

**Tri 1**

**Credit**

<b>English 610 (A)</b>	<b>A-</b>	<b>3.00</b>	<b>Honor Roll – Trimester 1</b>
<b>Math 610: AB Calc (A)</b>	<b>A-</b>	<b>3.00</b>	
<b>French 400 (H)</b>	<b>A-</b>	<b>3.00</b>	
<b>Physics 460 (A)</b>	<b>A-</b>	<b>3.00</b>	
<b>Theology 320</b>	<b>B+</b>	<b>1.00</b>	
<b>Theology 322</b>		<b>1.00</b>	
<b>Art 332: 3D Design</b>		<b>1.00</b>	

Date: \_\_\_\_\_

Official Signature: \_\_\_\_\_



## Counselor letter for Emily Byron Diman (d.o.b. 2/12/2002)

Emily spent almost all of her grade school and middle schools years at her local public school in Connecticut. There was one interruption, however: Emily experienced her sixth-grade year in France, where she attended the American School in Paris. This year abroad was formative on many levels, as evidenced by Emily's accurate observation of herself: "I am very adventurous and love to try new things and new activities." Adventurous yet unflappable, globally-focused but inwardly even-keeled, Emily is a mature young woman who will thrive in your community. Going away to boarding school was a risk; since she stepped on this campus, Emily has taken many risks, and they have paid big dividends both for her and for our school.

### Academic Achievement and Growth:

- Emily's subtle but important upward trajectory reveals the growth she has experienced during her time on the hilltop. It took Emily a year to settle into life away from home, but since those early days of growth, Emily has taken on academic challenge and according to her teachers, succeeded. Her comments are laden with positive adjectives like "curious," "creative," "engaged," and "insightful" – all qualities your professors will welcome in their classrooms.
- Emily's transcript and a permanent place on the Honor Roll reveal that she does well in every subject, but English has always been among Emily's favorite classes. This trajectory began when she connected with her sophomore English teacher. Since then, her writing voice has only become stronger with each humanities class she has taken. Currently, Emily is a star in Advanced Literature.
- Since she came back from Paris many years ago, Emily has studied French intensively. She is in the top level of French she can be right now; an even more formative experience was her internship in Paris last summer. Through our Global Cultural Initiatives Program, Emily lived with a French family and served as an intern at a local hotel. For three weeks, she once again immersed herself in the French language and culture; she also learned a lot about hotel management and customer service. Practical-minded and culturally-competent, Emily would make for an excellent global businesswoman some day.

### Activities, Interests, and Areas of Impact:

- For her kindness, inclusivity, and self-deprecating sense of humor, Emily was chosen by our dorm faculty to be a leader in our residential program. Currently, she is serving the school as a dorm prefect, a role she plans to (and should) pursue in college. Responsible and open-minded, Emily is an ideal role model for the students with whom she lives and a communicative conduit between her residents and dorm parents.
- Emily is particularly effective in the dorm because she knows the perils of not living true to oneself. As she has written in her application, Emily misstepped early on in her St. George's career. Since then, Emily has applied the valuable lessons she has learned about the importance of listening to one's conscience, honesty, and integrity. Emily handled herself well in the face of the disciplinary incident, and even more so when she apologized to the community upon her return. Emily has since earned back the respect of this community.



- Emily is also a performer. She plays the saxophone in our orchestra. Even though she earns an art credit for doing so, she loves making music with others, whether it be the guys in her jazz ensemble or the girls in Snapdragons with whom she sings a cappella. Everywhere I turn, Emily is putting herself out there, contributing enthusiastically in our community – including in the theatre. Emily has a background in dance and has enjoyed putting it to work in the musical every winter. As the dance captain in each show, she chips in on choreography and sets a professional tone for the ensemble.
- In her sophomore year, Emily participated in *Geronimo*, our semester at sea program. With her crew of eight peers, she cooked the meals, cleaned and sailed the sixty-nine-foot sloop, and kept up with her studies the entire journey. Emily was independent enough to manage her work, and also be a collaborative and calm crewmate.
- Emily is also a positive teammate and a perseverant athlete. Having come to St. George's with little experience in soccer, Emily worked her way onto the Varsity team in her junior year. By the end of the season, she saw significant Varsity time. This fall, she not only started but was elected captain. Emily experienced a similar trajectory in sailing. Emily plans to continue sports in college at the recreational level; based on what her coaches observe about her, Emily will be a relatable and reliable team-player in her chosen field after college.
- Since the beginning of high school, Emily has always had a summer job. Since her freshman year, she has worked as a sailing instructor at a local camp. Responsible and fun-loving, Emily is a student favorite.

## Conclusion:

Emily's favorite quote is from the motivational speaker Zig Ziglar: "You don't have to be great to start, but you have to start to be great." Because she won't brag enough about herself, we have to in the form of this letter. Emily is an engaged, mature, and enthusiastic young person who takes pride in everything she does and at the same, is too humble: Emily *has* been great here at SG, in her highest and lowest moments, and if the past is any indication of the future, she will be great on your campus as well. Emily comes with our most genuine and highest recommendation.

Kelly B. Richards, Director of College Counseling, [kelly\\_richards@stgeorges.edu](mailto:kelly_richards@stgeorges.edu)



# ST. GEORGE'S SCHOOL

NEWPORT, RHODE ISLAND 02840 • CEEB #400085

## TEACHER RECOMMENDATION

**Student Name:** Emily Diman

**Teacher Name:** Mr. John Smith

Teacher phone: 401-842-1111

Teacher e-mail: john\_smith@stgeorges.edu

*List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; etc.) and the level of course difficulty (AP, honors, regular, elective, etc.):*

12<sup>th</sup> Grade – Advanced Literature

*How long have you known this student and in what context?* 1 year in the classroom.

*What are the first words that come to your mind when you describe this student?* Witty, independent, curious

### **Letter of Evaluation:**

Emily combines a strong foundation in English skills with curiosity and a willingness to take risks in her thinking. This combination makes her stand out from her peers as exceptional.

To a unique degree, Emily does not allow the fear of failure or of being wrong to stop herself from trying new ideas. During class discussions, she would toss pebbles of dissent into the still waters of consensus. I think she enjoyed filling this role, because sometimes she would have a wry smile on her face as she did so. In fact, she sometimes seemed to be enjoying the class not because of anything extrinsic but because of the connections she herself was making. That's where the class would see the clever and witty side of Emily, which is really a variety of creativity.

In her writing, this creativity manifests itself as a willingness to try out not only new ideas but new structurings of ideas. Some of her papers were not technically perfect, nor did she try to make them so. One essay in particular stood out and I used it as an example of how to break out of patterns of thought for the class throughout the year. It was an argument essay prompt from a practice AP that asked the students to respond to the relation between safety and freedom in how we go about our lives, including the laws we create. Her essay started, without any explanation, as though it were a science fiction story, a dystopian depiction of a world in which everything had been made perfectly safe. The second paragraph built her thesis around a response to that story, drawing on its details to make her points about the importance of freedom. This would have been an impressive assignment for an out-of-class paper, but, since it was a practice AP, Emily wrote it in forty minutes without knowing the prompt in advance. Not only was this approach clever, it was risky since she wouldn't know while writing it how it would be graded.

In many ways, Emily is an excellent student. She works hard, asks questions, and is interested and curious about many issues and subjects. It is easy to imagine her excelling not only in college but in later professional life. I highly recommend her to an academic community that welcomes well rounded academic skills mixed with flair, wit, and creativity.



# ST. GEORGE'S SCHOOL

NEWPORT, RHODE ISLAND 02840 • CEEB #400085

## TEACHER RECOMMENDATION

**Student Name:** Emily Diman

**Teacher Name:** Bill Jones

**Teacher e-mail:** william\_jones@stgeorges.edu

*How long have you known this student and in what context?* Three years as a coach and one as a teacher

*What are the first words that come to your mind when you describe this student?* Surprising, multi-talented, enthusiastic

### **Letter of Evaluation:**

Emily Diman has been a wonderful young woman to get to know. In our Advanced Physics course this year she has asked subtle questions, worked with her class mates on labs, remained humorous, embraced the challenge of studying an abstract subject and strongly presented her ideas and solutions. The curriculum initiated by the College Board over the past year stresses conceptual understanding and problem solving. It has been a change that works well for Emily. She clearly demonstrates a desire for understanding physics. A typical discussion with Emily during class starts with me noticing that she has stopped taking notes. Then I ask if she has a question. "Not yet." She says. Soon her face lights up, including a broad smile, after she has come to an understanding. Of course she does not always understand everything. But her thoughtful approach to her studies means that when she asks a question it is insightful, and very effective.

I coached Emily during her sophomore year as a member of the JV soccer. It was obvious that she had the grace of someone who studies dance, but no knowledge of soccer. She was a consummate teammate and student of the game. As the season progressed she never lost her enthusiasm, and always was willing to try new things. It was obvious, even as a freshman, that she had patience with herself and others. Her growth on the pitch in a single season was as much as any young player I have coached. In class it has been no different. Her lab partners always enjoy working with her, and I can see the mutual benefits. I am sure that her growth in Advanced Physics will be even greater.

Her lab reports thus far have been clearly written and very analytical. She has developed a respectable foundation in kinematics. I used to teach the same course in college, and I can easily see Emily being successful there as well.

Around campus, whether it's singing in our *a cappella* group, demonstrating her art, dancing on stage, being active in myriad student groups or discussing subtle academic concepts with classmates and teachers in the evening, Emily is fully engaged. The genuine nature of her passions is wonderful to behold. It is very rare for me to speak so highly of a student that I am just coming to know academically. However, I feel passionate about Emily's future as a person of the world. She is someone who will contribute substantially to the lives of those around her. For her academic potential, and more importantly from your perspective, her potential for any school she attends, I strongly recommend she be accepted.

## **FITCH COLLEGE – Interview Notes**

**Candidate Name:** Emily Diman

**Date of Interview:** August 30

**Interviewer:** Loren Pope, Admissions Counselor

### **Notes:**

Emily was a bit quiet at first, but in an open and friendly way. Before each question, she took a minute to think about her answer, and I realized that by the time she left, I had actually learned a lot about her. She is a multi-talented young woman with a wide range of interests. She enjoys her *a cappella* group, an activity she hopes to continue here at Fitch; she is also passionate about the outdoors, and hopes to take some classes in our Environmental Studies department – clearly, she had done her homework before our interview, since we were able to talk at length about our special ES program. She had good questions, and seemed genuinely excited about this potential field of study.

Between her time on the semester-at-sea program at her school, her summers in Maine, and her many hours on the water through sailing, Emily spends a lot of her free time doing outdoors activities. She seemed enthusiastic about the outdoor program we have here, too, or may even pursue club sailing or club soccer.

This was a great interview because Emily was enthusiastic without being overpowering. She laughed at all my jokes (!!), which was impressive, but she also was able to talk thoughtfully about her coursework at St. George's. She really loves English and writes for the school newspaper; she also loves French, where she lived for a year during grade school and then returned to last summer during a school-sponsored homestay and internship. She expressed a heartfelt interest in continuing with French and would no doubt take advantage of our many study abroad opportunities.

During her tour, she connected immediately with our campus, which is not surprising – she has the same kind of close-knit community at her boarding school in RI. Emily would be a great addition here. I was impressed, and I hope the numbers line up and make her a viable admit.

After the interview, she asked how to find Mr. Beverage's office – she wanted to touch base since she had met him at the spring fair. Nice touch – she knows how to take initiative and how to talk with adults. Good interview.