

FAMILY

HOUSEHOLD

Parents Married
Home Both Parents

PARENT 1

Mother

Name Mrs. Martha Diman
Birthplace United States of America
Email, Phone Mrs_Diman@sgs.edu, +1.444-555-4545, Mobile
Address the same as my home address
Occupation Teacher or administrator (elementary), Elementary school teacher, Mountainview Grade School, Employed
Education Graduated from college/university
Rutgers University, New Brunswick: School of Arts and Sciences, 604 Bartholomew Road, Piscataway, NJ, 08854, USA, CEEB: 2777 1.) Bachelors (four-year degree), 1982

PARENT 2

Father

Name Mr. George Diman
Birthplace United States of America
Email, Phone Mr_Diman@sgs.edu, +1.555-444-3333, Mobile
Address the same as my home address
Occupation School principal or superintendent, School Principal, Summit Middle School, Employed
Education Graduate school
Rutgers, The State University of New Jersey: New Brunswick/Piscataway Campus, 65 Davidson Road, Piscataway, NJ, 08854, USA, 4-year college or university, CEEB: 2765 1.) Bachelors (four-year degree), 1980
Drew University, 36 Madison Ave, Madison, NJ, 07940-1493, USA, 4-year college or university, CEEB: 2193 1.) Masters (excluding MBA), 1983

SIBLINGS

1. Eric Diman, Age 15, Brother, Some high/secondary school
2. Stuart Diman, Age 13, Brother, Completed grade/primary school

EDUCATION

CURRENT OR MOST RECENT SCHOOL

Saint George's School, 372 Purgatory Rd, Middletown, RI, 02842-5963, USA, Religious, CEEB: 400085 (09/2011 - 06/06/2015)

Counselor Dr. Burke Rogers, Director of College Counseling
Email, Phone Rogersb@sgs.org, +1.555-444-2234
Boarding School Yes: Living at School
Interruption I have no interruption to report

OTHER COLLEGES & UNIVERSITIES

GRADES

CURRENT YEAR COURSES

First Semester

English 4 - (AP)
Economics - (AP)
AB Calculus - (AP)
French 4 - (H)
Physics

Second Semester

English 4 - (AP)
Economics - (AP)
AB Calculus - (AP)
French 4 - (H)
Physics

HONORS

Honor Roll

School

9, 10, 11

FUTURE PLANS

Undecided, Masters (excluding MBA)

TESTING

SAT

Critical Reading 720
05/06/2014
Taken 1

Math 650
05/06/2014
Planned 0

Writing 700
05/06/2014

SAT SUBJECT TESTS

Math Level 1
US History

610 06/2014
680 06/2014

UNIVERSITY OF
OXFORD

ACTIVITIES

Music: Vocal

10, 11, 12
School
4 hr/wk, 32 wk/yr
Continue

SG Choir - Vice President - 12

I sing soprano.

Music: Vocal

10, 11, 12
School
4 hr/wk, 32 wk/yr
Continue

A Cappella - Snapdragons - Head - 12

This group is about twelve students.

Other Club/Activity

11, 12
School
8 hr/wk, 32 wk/yr
Continue

Dorm Prefect

I served in the freshmen dorm my junior year and an upperform dorm my senior year.

Athletics: JV/Varsity

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

Tennis, Varsity - 11, 12; Captain - 12

I play at the number three spot, and usually play doubles as well.

Athletics: JV/Varsity

9, 10, 11, 12
School
12 hr/wk, 13 wk/yr

Field Hockey, Varsity - 11, 12; Captain - 12

I play defense.

Theater/Drama

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

Winter Musical

In my junior year, I held a major role.

Other Club/Activity

10, 11, 12
School
3 hr/wk, 25 wk/yr
Continue

Admissions Tour Guide - Head

I set up tours for my classmates during their free periods.

PERSONAL ESSAY

Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?

"Duck and Cover"

Recently, due to unforeseen circumstances, it became my duty to mow our four acre lawn. Naturally, I was ecstatic. I love mowing the lawn.

For around four hours a week, I become one with our twenty-three year old John Deere Tractor (model number 285, to be precise). The tractor has aged incredibly gracefully; in fact, one could say it hasn't aged at all. The bumblebee yellow chair still has the perfect amount of bounce, and the quality and precision of the cut has not faltered in the slightest. Starting up the lawn mower is a daunting task for some, but not for me. Forget the aggressive pulling; I just turn a key. If, for some reason, the lawn mower is having a problem starting up, (though it rarely does), I just push a small lever from the turtle symbol, to the rabbit symbol, which adjusts the amount of gas being put into the engine. There is no "HI" or "LOW", for a John Deere tractor- it oozes simplicity. The company took this to the next level by putting a brilliant picture of a baby crawling under the tractor about to get mowed. Apparently words are just not enough to illustrate the point.

As someone who regularly mows the lawn, though, I take this picture and the guiding words along with it: "Danger! Rotating blades cut off arms and legs," seriously. Mowing the lawn can actually get quite intense at times. I strive for perfection, so if the grass under the aggressively armored pine tree needs cutting, it will get cut, no matter how difficult it may be. I have perfected going under trees with the "Duck-and-Cover" method. In order to do this, you must completely let go of the wheel, cover your face, tuck your head into your chest, and pray to God that you do not hit the tree. It's proved quite effective.

Luckily, my lawn is not completely covered in trees and therefore I have to apply the "Duck-and-Cover" method only occasionally. Thus, the remainder of my time is spent happily cruising unencumbered, on open lawn.

When I mow the lawn, I can attain perfection, a feat that is almost impossible in the daily world, but attainable in my John Deere bubble. It gives me great satisfaction to see the grass spewing out of the mower, proof of undeniable progress. Most things in life take time, and you can't always see that you're moving forward, but when I mow the grass, progress, as well as perfection, is evident. The contrast between freshly cut grass and grass as yet uncut is a beautiful sight. Cutting the lawn also allows me to be meticulous, a trait I admittedly don't always exhibit. When I've finished mowing the lawn, I always survey my work, checking for even the slightest error-difference in height. And I always overlap when I cut. That way I never miss anything.

There is something methodical and calming about mowing the lawn. Even in summer, my days can be hectic, and mowing the lawn gives me time to contemplate and collect my thoughts while actually doing something productive and giving back to the family. The hum of the motor blocks out all surrounding noise, leaving me alone with my thoughts; sometimes I daydream, sometimes I plan, sometimes I simply remember. The world is swift and exciting, which is great, but everyone needs respite. Mowing is mine.

DISCIPLINE & SCHOOL INTERRUPTION

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? No

Did you receive an Other Than Honorable Discharge, Bad Conduct Discharge, or Dishonorable Discharge? (if applicable)

Education Interruption

I have no interruption to report

Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? No

UNIVERSITY OF CALIFORNIA

Member Page

GENERAL

Preferred start term	Preferred: Fall 2015
Admission plan	Regular Decision
Testing plan	Test Scores Considered – I will submit SAT and/or ACT scores
School Specific Fee Waivers	No, I do not qualify for any fee waivers
Financial aid	No
Merit scholarship options	Merit based scholarships

ACADEMICS

Major	Environmental Studies
3/2AMP	No

ACTIVITIES

Activity 1	Vocal Music
Activity 2	Tour Guide

CONTACTS

Previously applied	No
Contact 1	College Fair

FAMILY

Sibling applied	No
Relatives attended member	No
Relative employed at member	No

Additional Information

Emily Diman

For the past five summers, I have lived much of those months outdoors backpacking in American and Europe. It began with backpacking in Colorado, and continued when I decided to trek through much of the American Southwest with a group called Adventures Cross Country (ARCC). The next two summers, I went backpacking with ARCC again, including an extended hike throughout France, Italy and Switzerland, last summer. There is something so gratifying and peaceful about hiking or backpacking through areas that few others get the chance to encounter. While the outdoors truly energizes and revives me, what has made it most memorable are the interesting people I have met and the strong friendships I have made along the way. Backpacking in a group situation has made me aware of the importance of collaboration between people with completely different perspectives, backgrounds, and personalities. It is an activity that I plan to do for as long as I am able to walk.

Lintner College – Supplement to the Common Application

Name: Emily Byron Diman
Home Address: 123 Main Street, Summit, NJ 07901
Date of Birth: 04/23/0000
Current High School: St. George's School

Have you ever visited Lintner? YES

Have you had an interview? YES

Briefly describe your reason for applying:

I fell in love with Lintner when I visited last March and had the chance to meet with Mr. Thomas – boy, what a salesman for Lintner! It looked like he had just gotten back from the golf course, but he spent lots of time talking with me about campus 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 Lintner 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 Lintner, many of whom share my passion for Environmental Studies; in fact, my old dorm prefect is now majoring in ES at Lintner 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 your course catalog.

I probably don't even need to mention the benefits of a small, close-knit community – you know you have that at Lintner, but honestly 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. Lintner certainly fits the bill!

Lintner College – Interview Notes

Candidate Name: Emily Diman

Date of Interview: August 30

Interviewer: Lauren Pope

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 the leader of her *a cappella* group, an activity she hopes to continue here at Lintner; she is also passionate about the outdoors, and hopes to become an Environmental major – 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 field of study. Emily spends a lot of her free time doing outdoors activities; she seemed enthusiastic about the outdoor program we have here, too.

This was a great interview because Emily was enthusiastic without being overwhelming. She laughed at all my jokes (!!), which was impressive, but she also was able to talk thoughtfully about her coursework at St. George's. 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 – knows how to take initiative without being too pushy. Good interview.



ST. GEORGE'S SCHOOL

P.O. BOX 1910, NEWPORT, RHODE ISLAND 02840
CHRR#400085 • 401-842-6706 • www.stgeorges.edu

TRANSCRIPT

Student Name: Emily Byron Diman Home Address: 123 Main Street Summit, NJ	Date of Birth: April 23 Sex: F Previous School: Ridgewood High School Grade Entered: IV
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(AP) = AP course (H) = Honors course f = fall semester s = spring semester

Grade 9 : Ridgewood High School

Year Credit	Subject	GRADE
1	English 9	A-
1	Geometry 9	A-
1	French 9	A-
1	Biology 9 H	A-
1	History 9	A-

Form V St. George's School

Year Credit	Subject	GRADE
1	ENGLISH 3	A
1	PRECALCULUS	B+
1	FRENCH 3 (H)	B+
1	CHEMISTRY	A-
1	U.S. HISTORY (AP)	B

Form IV St. George's School

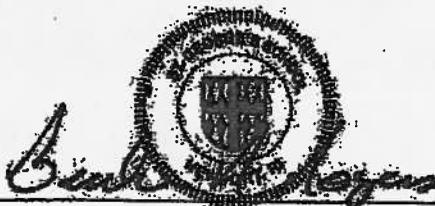
Year Credit	Subject	GRADE
1	ENGLISH 2	A-
1	ALGEBRA 2	B+
1	FRENCH 2	B
1	ASIAN CIVILIZATIONS	B
1/2	VISUAL FOUNDATION - s	B+
1/2	SPEECH/ACTING - f	A-

Form VI St. George's School

Year Credit	Subject	GRADE
1	ENGLISH 4 (AP)	A-
1	AB CALCULUS (AP)	A-
1	FRENCH 4 (H)	B+
1	PHYSICS	A-
1	ECONOMICS (AP)	B

Honor Roll, Sem 1 & 2, 9th grade
Honor Roll, Sem 1 & 2, 10th grade
Honor Roll, Sem 1 & 2, 11th grade

School Official: Burke R. Rogers, Director of College Counseling
This transcript is not official without the school seal.



ST. GEORGE'S SCHOOL *BECAUSE THE JOURNEY MATTERS*

Counselor Recommendation for EMILY BYRON DIMAN

Adventurous, motivated, and enthusiastic: Emily Diman throws herself joyfully into all that she does. Sure, there is plenty of impressive academic achievement evident on her transcript, but what really sets Emily apart is her spirit. This young woman adds a spark to every undertaking; she is conscientious and purposeful by nature, but she understands the importance of spontaneity. She keeps her eye on her long-term goals at the same time that she lives very much in the moment; this healthy balance brings her success as a student and a person. Emily is always ready to try something new and to learn from each experience. We think this makes her an especially exciting college candidate, and we are proud to recommend her as someone who is sure to have an impact on campus.

Emily truly has taken to heart our school's philosophy that "the journey matters." Indeed, when she was looking at prep schools, Emily consciously was seeking a place that would take her out of her comfort zone and give her a chance to try many new things. She was not at all displeased with her time at Ridgewood High School, but she had been there for a long time and was prepared to test some new surroundings. She had developed that approach at a young age, when she started heading off to camps in remote settings with people completely new to her. She loves testing her limits in outdoor settings, be it backpacking or rock-climbing, but even more, she enjoys meeting people from all over the world. True, she is fortunate that her family circumstances have given her plenty of wonderful opportunities, but the great thing about her is that she always makes the most of them. She has been trekking through the desert Southwest, around Hawaii, and up in the mountains of Italy and France. Last summer she and her dad spent a week in coastal Mississippi, doing Katrina reconstruction work with their church. One of her best experiences came on a school trip from Ridgewood High to India in her ninth grade year, for there her passion for outdoor adventure expanded into cultural adventure. Emily was something of a ringleader on the trip, inspiring many of her classmates to come along, and then immersing herself fully in the home stay. Indeed, this trip in turn broadened her academic horizons, for she chose to take our signature Asian Civilizations course in her first year at St. George's.

Emily is justly proud of her academic record, reflecting as it does her hard work and passion for learning. Teachers characterize her as an especially eager learner; she holds nothing back in the classroom setting. She enjoys her greatest success in English (she is an astute analyst of literature and a graceful writer), but she is solid across the board. Emily recognizes that multiple choice tests do not play to her strengths, but she makes up for this with active participation in discussion and effective essay writing. She points to her Asian Civ class as a transforming event, for she discovered that she could excel when the teacher encouraged students to develop their own arguments based on their study. She considered switching from French to Chinese for her language study, but she still loves European culture and was eager to get back to France in the summer between her junior and senior years. As for science, she made a great connection with her chemistry teacher in her sophomore year and came to share his interest in environmentalism as a result; environmental science is sure to be one of the subjects she pursues in college. As a student Emily is both versatile and inquisitive; she follows ideas wherever they might take her, appreciating the ways that fields of knowledge relate to one another. This is a student with drive and dedication, and a real thirst for knowledge; her motivation comes strongly from within. We see her as especially well-prepared, both in skills and in temperament, to flourish in a broad and challenging liberal arts curriculum in college.

One can certainly expect Emily to get fully involved in the life of the school, just as she has done here. Consider, for instance, her contributions to our music and drama programs. She thought it

ST. GEORGE'S SCHOOL *BECAUSE THE JOURNEY MATTERS*

would be fun to give a *cappella* singing a try, so she joined our talented "Snapdragons" group and has become a mainstay in the ensemble. She has taken up voice lessons and really loves group dynamics and musical training offered by the Snapdragons. (My wife, who happens to direct the group, gives her high marks for her commitment, musicianship, and attitude.) Similarly, she wanted to take a turn on stage, so last year she tried out for and won a key role in our winter musical, "Fiddler on the Roof." Athletically, Emily started out as a lacrosse player (she won the "most improved" award back at Ridgewood High), but she wanted to see how she would fare on the tennis courts. Last year she rose to the position of captain for a very good junior varsity squad, and this coming spring she will compete for a spot on our varsity. On top of this, Emily has had successful stints with our junior varsity field hockey and ice hockey teams. And did we recognize her passion for photography? Emily takes her camera everywhere she goes, and she is a major contributor to both our school newspaper and the yearbook.

Emily's outgoing, personable nature makes her quite effective as a tour guide for our admission office; you might want to keep her in mind as you look ahead to filling the ranks of your own tour guide operation! By now, Emily is herself quite a veteran of college tours; as the oldest child, she and her parents have thrown themselves fully into the search. But one of the many wonderful things about Emily is that she is thoughtful and genuine. Just as she worked hard to find the right fit for high school, she is doing the same for college. Every application of hers is carefully considered and well-researched; she has taken charge of the process. Emily Diman knows what she is all about, and is eager to continue her academic adventure at the next level. She will be curious and motivated inside the classroom, and she will be active and positive around campus. We are proud to give her our most enthusiastic recommendation.

Burke R. Rogers
Director of College Counseling
St. George's School
(401) 842-6719
burke_rogers@stgeorges.edu

ST. GEORGE'S SCHOOL *BECAUSE THE JOURNEY MATTERS*

TEACHER RECOMMENDATION - St. George's School - 400085

Applicant for class of 2012: EMILY BYRON DIMAN

Date of Birth: 02/12/1990

Teacher Name: Jane Austen

Phone: 401-555-0240

Position/Title: English Teacher

E-mail: jane_austen@stgeorges.edu

Courses taught: Junior English 05-06

I am delighted to write a college recommendation for Emily Diman, who was my student in English for both her sophomore and junior year. I have taught high school English for forty years at levels ranging from sophomore world lit to senior AP English. Emily stands out in my memory for her love of learning and her willingness to take risks in order to expand her horizons. She was a joy to teach.

Both years that I taught Emily, she was the leader of the class in both attitude and achievement. She applied herself to every reading assignment, participated enthusiastically in every class discussion, and started every paper early. She had had to talk her parents into letting her go away to school [she wanted a broader experience and more demanding curriculum], and she was determined to make the most of her adventure. During junior year, when so many students, understandably, become very grade-conscious, Emily's goal in English was to earn an "Exemplary" effort grade. She felt a personal commitment to the course and a personal connection to me, her teacher, which motivated her more strongly than grades.

In class, Emily was a star. Thoroughly prepared on a daily basis, she arrived having thought about what she had read and eager to discuss it. She didn't just wait for me to pose a question, but often raised one herself. I was particularly impressed by her ability to make connections between various works we studied, and between literature and life. For example, during our spring study of contemporary American poets, she chose to make an oral presentation on Maxine Kumin's "Photograph, Maryland Agricultural College Livestock Show, 1924," a poem with political ramifications rather than a confessional piece. She understood the poem well, and she emphasized the contrasts on which its meaning centers: clean v. filthy, white v. black. She capped her presentation by drawing a surprising but effective parallel between Kumin's poem and the prejudices that we had seen in Tobias Wolff's Old School. Emily is an original thinker.

She is an accomplished writer as well. With her depth of interest and power of concentration, she sometimes over-edited her essays, tangling her prose up in her laudable effort to be thorough. In all other ways - quality of ideas, organization, vocabulary, originality - her essays were always of top quality. As to her tangled verbiage, she saw her weakness, and worked successfully to correct it. I recall two of her essays in particular. Her paper on the conclusion of Morrison's Beloved stood out for her independently arrived at thesis that Beloved's disappearance mitigates against Sethe's fear that the past is inescapable. Her midyear essay, which counted one third of her semester grade, was similarly original. Assigned to discuss three works having to do with nature, rather than merely hashing over material we had interpreted in class, she came up with an unlikely trio including prose, a poem, and a photograph: Thoreau's "Brute Neighbors," a chapter of Walden; Whitman's "A Noiseless, Patient Spider"; and George Stone's photograph, "Scenes from a Kenya Safari." She used these three works as evidence that it what we humans bring to nature that governs our response to it. Thoreau's ants and Whitman's spider were just being bugs, and Stone's elephant was just old and wrinkled. It is what the writers and photographer found in the ants, the spider, and the elephant - their industry or patience or weary acceptance - that made them meaningful to the artists and that the work conveys to us. Not a new idea, perhaps, but Emily came up with it on her own and applied it persuasively in a "wow" of an essay.

In closing, I recommend Emily warmly for her gifts as a student of English, her leadership capacities in a seminar-style class, her maturity, and her contagious commitment to participating fully in the community of which she is a member. She is a fine student and a terrific young woman.