

1.) What are your short term and long term professional goals?

In the short term, I hope to join Alpha Kappa Psi and find a community where I can build new friendships in college and for the rest of my career. I am also looking for a business-related community that is focused on the greater good. Long-term, I hope that AKPsi can provide me with membership within an ongoing business network which will help me find employment, contact potential colleagues, and even find employees one day.

2.) Based on what you know so far, how do you think Alpha Kappa Psi can help you in your professional endeavors?

I believe Alpha Kappa Psi can aid my accomplishing these endeavors by providing me with experience as well as a business-focused community that will provide resources and assistance once I enter the work force. As to the experience of my brothers, their knowledge in obtaining internships, writing resumes, building networks, etc. will prove useful in forming a foundation for my future career before I leave Babson.

3.) If you were a brother of Alpha Kappa Psi, how would you contribute professionally to the brotherhood?

Professionally, I believe I bring a wide-ranging skillset to AKPsi. In my time taking summer courses and working in internships, I believe my background in market research, writing, web development, etc. will make me a valuable addition to AKPsi, both as a potential mentor and when I enter the workforce. As I gain the experience I hope to glean from other brothers (as mentioned above), my personal successes will allow me to train future brothers as I hope to be aided at this present time. As to society as a whole, I believe in the power of business to enable people to reach their potential and foster innovation in a way that benefits society. When used as an immeasurable force for good, businesses exemplified by AKPsi can sustain communities and bring good fortune wherever they are based.

Additional Materials

Some of my writing from my high school newspaper is included here, as is a link to the blog I published in the 2016-2017 school year. Regrettably, I signed NDAs at my internships and so could not share any work completed from those on this application.

Blog: goo.gl/Q12avB



Castro's death is nothing to mourn

Tony McKenna
Fast Checker

With the news of Cuban dictator Fidel Castro's death, world leaders and the general public alike had a smorg of reactions to his demise. The Cuban-American community in Florida paraded in the streets when the news reached them. However, leaders like the Canadian Prime Minister,

However, Castro's limited role in the Cuban Revolution has not prevented him from being "revered" and "admired" when he overthrew the Batista Batista's U.S. backed regime. Spontaneous shouts of "long live the people" and "long live the revolution" greeted Castro's arrival in the United States, especially when he almost went to receive the Nobel Peace Prize. Because of this, Castro's presence in Cuba gets a pass by the international public. Americans are not asked to consider whether they are right or wrong, but judging by Castro's status in Cuba, it is not hard to see how many people would agree.

Instead of celebrating the man who overthrew the Batista, Castro was the world's second largest sponsor of terrorism and

achieved health care system are not worth the price in bloodshed and political oppression. Castro had been dictator from 1961 to 2006, and at one time simultaneously held three powerful positions in Cuba's government. In Castro was a right-wing dictator like Pinochet or Franco, and still accomplished the few improvements made in Cuba, he would be widely despised, as any authoritarian military dictator should be.

Students enjoy the new dining service

Francine M. Karpman
Dean of Studies

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Class participation unfairly influences grades

THOMAS MCKENNA
Contributing Writer

Anyone and everyone who goes to Masters can tell you how important class participation is, both for classes and for grades. Every class has a Harkness table, and most of the discussion-heavy classes (history, English, etc.) start off the year by telling students how to communicate their ideas in a calm and efficient manner. However, class participation grades (which account for a significant portion of your class average) have their issues.

standing has no place in a Harkness discussion would be absurd. Class discussions are, in large part, dictated by how peers feel about each other. I am much less likely to challenge the claims of someone I routinely butt heads with outside of class, just as I am more likely to criticize the ideas of

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those who I know will not take it personally.

First, it should not take anyone by surprise that grading based off of class participation overwhelmingly favors more naturally extroverted students. Those who do not wish to speak, but are nonetheless paying attention and doing well in the class must push themselves to participate, while for more talkative, outgoing students, this comes naturally. Social interaction also has an unfair effect on class participation. To say that one's social

sions? Is it fair to grade people on a skill largely affected by one's personality?

The disparity of our grades at Masters are based on objective standards. Homework, test and quiz grades, and even attendance account for most of our averages. But perhaps we place undue emphasis on class participation—should it be a large percentage of our average? Can we revamp class participation standards to apply mainly to active listening and paying attention? Or can we somehow resolve the social and personal issues that are entangled in class participation?

Perhaps it would be best to weigh homework and tests more to make up for the reduction of class participation grades. It would be even better if class participation grades were drastically reduced or wholly removed from math and "hard science" classes—and retained in more discussion-based classes such as history or English. For now, we can only hope that those who are more introverted are not punished for their inaction in class.