

Sociology, Social Work and Gerontology at Wichita State



Programs

The Department of Sociology at Wichita State offers extensive programs in academic sociology, social work, and social gerontology.

Academic Sociology

Wichita State offers both the Bachelor of Arts and Master of Arts in sociology and offers many electives courses in a variety of areas including social interaction,

social organization and social research with emphasis on topics related to urban and rural communities. For more information, write Dr. John J. Williams, Chairperson, Department of Sociology, Wichita State University, Wichita, KS 67260.

Social Work

Wichita State offers the Bachelor of Arts degree in social work. The primary objective of the social work program is to prepare students for professional practice through the use of research, social work theory, and social work methods and psychology. The program includes a supervised field placement in a social work setting. For more information, write Dr. John J. Williams, Chairperson, Department of Sociology, Wichita State University, Wichita, KS 67260.

Social Gerontology

Wichita State offers a concentration in social gerontology in the Department of Sociology. For more information, write Dr. William C. Shaw, Director of Gerontology, Department of Sociology, Wichita State University, Wichita, KS 67260.

Special Opportunities

Wichita State is located in a large city in Kansas. Wichita has a population of 262,000 people. Students interested in Wichita may wish to take advantage of the cultural and economic opportunities available in an urban setting. Wichita, Kansas, is a city of opportunity. For more information, write Dr. John J. Williams, Chairperson, Department of Sociology, Wichita State University, Wichita, KS 67260.



Mid-American Review of Sociology

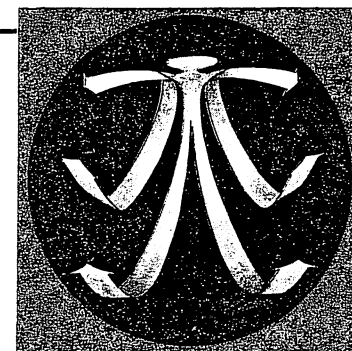
The Mid-American Review of Sociology is a quarterly journal of the Mid-American Sociological Association. It is a peer-reviewed journal that publishes original research articles, book reviews, and other scholarly work in the field of sociology. The journal is published by the Mid-American Sociological Association, which is a regional organization of sociologists in the Midwestern United States. For more information, write Dr. John J. Williams, Chairperson, Department of Sociology, Wichita State University, Wichita, KS 67260.

Wichita State University

Mid-American Review of Sociology

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SPRING 1976

Vol. I, No. 1

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We wish to acknowledge our special debt to the staff of the **INTERMOUNTAIN ECONOMIC REVIEW** who offered invaluable assistance in the creation, organization and production of this journal.

A Letter from the Editors

The Editorial Board of the Mid-American Review of Sociology (MARS) is pleased to publish this, its first issue. The graduate students at the University of Kansas are founding a new kind of publication and inviting other institutions to participate. MARS is a unique journal for sociology, published by and for graduate students.

The primary purpose of MARS is to provide an outlet for the work of graduate students at supporting institutions. Graduate students all over the country are producing quality work in their theses, dissertations, and seminar papers. However, much of this effort is either not published at all, or is published only after a considerable time lag. The written work required by most graduate schools does not train the student in the writing of journal articles. Thus, the student's innovative thinking does not often survive the review process of the major journals. Therefore, in addition to the customary notes from reviewers, the editors of MARS are providing extensive editorial help to those who submit articles. The journal expects to maintain its quality and prestige by producing excellent student work in a professional format.

The time and money required for such an effort is great. We have developed a strategy for dealing with these issues which uses a consortium approach. The combination of supporting institutions into a consortium will distribute the costs so the journal can be typeset and bound. At the same time, associate editors at the participating schools will be involved in the editorial process in a way hitherto unavailable to graduate students.

Another unique feature of MARS is that the lead article for each issue is solicited from a leading professional in the field. Thus, students will publish with well-known scholars in sociology. However, the remainder of the space in each issue is reserved for articles and reviews written by students, sometimes in collaboration with faculty.

Initial funding for the Review was provided by the University of Kansas Faculty Committee on Scholarly Publications, Department of Sociology, and Student Senate. However, the concept of MARS is not a local one. MARS will be supported by a

consortium of institutions which is not bounded by geography or ideology. Sociology graduate students at consortium institutions are jointly responsible for the selection and submission of all published material.

To further clarify various aspects of MARS, we have included brief descriptions of the roles of students, faculty, institutions, libraries, and advertisers in the journal.

Students: MARS is edited by students, and its pages are devoted to articles, book reviews, and comments written by graduate and undergraduate students, and students in collaboration with faculty. This allows students of member institutions an accessible outlet for fulfilling the professional requirement of publishing. Thoughtful term papers and dissertation chapters can often be turned into excellent articles. Style sheets and editorial assistance are available from MARS.

A student at each sponsoring institution serves as an associate editor, acting as a liaison between his department and MARS' editorial board. Associate editors' names and institutional affiliation appear on the first page of each issue. These associate editors are responsible for coordinating the submission of papers and their review, and soliciting subscriptions. They also channel complimentary copies of new books to fellow students for review. Associate editors will become acquainted with the intricacies of publishing, will learn what makes a publishable article, and will make contacts with other professionals in the consortium.

Faculty: Faculty from the sponsoring institutions also have the opportunity to publish in the Mid-American Review of Sociology. We strongly encourage joint student-faculty ventures. This sort of collaboration, underemphasized by other journals, is often a learning experience for both faculty and student. This opportunity should be particularly attractive to junior faculty interested in furthering their professional standing.

At each sponsoring institution either the department chairman or an appointed faculty member aids the student associate editor in soliciting articles, notes, comments, book reviews, and abstracts. Because of natural student turnover, this faculty member provides continuity in the liaison relationship with MARS. Faculty members of sponsoring institutions may

occasionally be asked to referee potential articles and notes pertaining to their areas of expertise. An additional benefit to faculty of sponsoring institutions is the complimentary publication of abstracts of their new books.

Sponsoring Institutions: In the Mid-American Review of Sociology, participating institutions gain a unique outlet for student and faculty publications, and the prestige of having faculty referee manuscripts. To accrue these benefits it is necessary to become a sponsoring institution. All sponsoring institutions are credited on the front inside cover of the journal.

For sponsoring institutions, MARS will provide promotional materials, as well as style sheets and manuscript editorial procedures. As service to our sponsors, MARS provides free advertising space for the institutions to describe their educational programs. Complimentary copies of each issue are sent to the sponsoring institutions.

The present fees for sponsoring institutions—\$200 per year for schools with Ph.D. programs and \$100 per year for schools with M.A. programs—partially offset publication expenses. We invite any school interested in sponsorship of MARS to correspond with the editor-in-chief.

Libraries: Publication in the Mid-American Review of Sociology by leading professionals, as well as those beginning their careers, results in highly diverse authorship—this is the unique feature of MARS. Publications are national in authorship and interest, and with subscribers such as the N.Y.C. Public Library, University of Essex Library, and Harvard College Library, the over 200 subscriptions are widely based. New library subscriptions are always welcome; we utilize several subscription agencies for your convenience.

Sustaining Institutions: This classification is for commercial establishments or research institutes who would like to support the advancement of sociological knowledge. As is common knowledge, many of the students now being trained in graduate schools will not pursue academic careers. Members of sustaining institutions can keep abreast of new sociological ideas through complimentary copies. They are also invited to publish in the Review, thus adding a fresh perspective to the journal.

Advertisers: The Mid-American Review of Sociology is of particular interest to publishing houses, sociological associations, and others. Numerous traditional subscribers—professors, libraries, and commercial institutions—will be receiving MARS, but in addition, many individual subscriptions are held by young sociologists who are developing reading lists and establishing careers. Thus, MARS is an especially attractive publication for advertisers.

Participation in the Mid-American Review of Sociology is an educational experience with many fringe benefits, but most importantly it provides an opportunity for students and faculty of member institutions to publish in a widely read and respected professional journal. Our ultimate goal is to publish the most innovative, creative, and highest quality work being produced by sociology graduate students. We hope you'll join in this effort. For more information about MARS please write to:

Editor-in-Chief
Mid-American Review of Sociology
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Sincerely yours,
The Editors

THE SOCIAL DRAMA OF WORK

EVERETT C. HUGHES

Boston College

Mid-American Review of Sociology, 1976, Vol. 1, No. 1: 1-7

INTRODUCTION

To illustrate what I mean by the social drama of work, I propose to use an example familiar to graduate students. When I returned to the University of Chicago, after having been away for quite a long time, it was as a junior member of the department. I had some ideas about courses and seminars that I wanted to introduce, and I was given freedom to introduce them. At McGill University I had taught a course on Social Movements, which had grown from Park's Collective Behavior. But Blumer owned that subject at Chicago. He and his course had become famous. I was content to absorb collective behavior into a dynamic view of work—a case of symbolic interaction.

Eventually, a student asked me to direct his dissertation in the area of professions. As you know, each student ordinarily writes only one Ph.D. thesis. He has one life to live, one dissertation to write. It does not happen to him a hundred times. But those who supervise dissertations, in time, may have supervised a hundred or more. They become pretty good at it. To the advisor, none of these dissertations is a matter of life and death, or his career. Of course, this first student was crucial for me. It was a little like a surgeon's first solo, radical procedure. But the surgeon always has the nurse there to help him, for part of the social drama of his work is that the actual arts of medicine are taught to doctors by nurses on the job, rather than by doctors in the classroom. It was rather crucial to me not only to have this first Ph.D. student, but to see that he would get along well in the exams. I observed that when a student comes up for the Ph.D. oral examination, it's the professor's work and ideas that are as much at stake as the student's. As a matter of fact, a student can act as a sort of catalyst to precipitate the conflict between the assembled