

**Unit Description**

Although not all Missouri students live in cities, virtually all of them have visited a city to see relatives or to shop or to go to a museum or sporting event. In this lesson, students will learn how a city is defined, how it is run, and who are its officials. In addition, students will explore the amenities, public goods, and services cities offer and why these are important to city development.

**Lesson Description**

This lesson explores the formal governmental entity known as the municipality. It explains how a city is defined and where urban areas are present in Missouri. Students study how cities develop and conjecture as to why Missouri’s urban areas are located where they are.

**Concepts**

Civics – incorporation, home-rule charter, metropolitan area, general-purpose governments

**Related Subject Areas**

Social Studies – history, geography

**Instructional Objectives**

Students will be able to:

- explain why and where cities developed.
- define incorporation.
- define home-rule charter.
- define and give examples of different kinds of municipal corporations.
- state some of the functions of a general purpose government.

**Time Required**

1 class period

**Materials Required**

- Reading 1, *The History of Cities – American Style* (one per student)
- Activity 1, *The History of Cities – Missouri Style* (one per student)
- Visual 1, *City Classes*
- Missouri maps (one per student or group of students)

**Procedure**

1. Ask students if they live in a city? (*Students may be unaware as to whether they actually reside within the limits of a city.*)
2. Explain that this question can be confusing. Not everyone lives inside a city's limits. Of course, this is obvious when people live in a rural area, such as on a farm or in the countryside. But many people live near enough to a city that they associate with it.
3. Explain that city governments, also known as municipal governments, have gone through a process of incorporation. Incorporation is a procedure by which a group of citizens can win legal recognition for their municipality, establish a system of government, and acquire the authority to tax and spend for the welfare of the community.
4. Display Visual 1, *City Classes*. Explain that cities, like counties, are classified according to population. Also, like counties, cities must operate under state rules according to their classification. However, unlike counties, there are many exceptions to the classification system. For instance, the largest cities used to be designated as Class I and Class II; however, these classes no longer exist. The largest cities have written, and their voters have approved, home-rule charters. As with a county home-rule charter, a city home-rule charter provides a form of government for the city, describes the powers of the city, and sets out a schedule for elections. A home-rule city generally has more power than a non-home-rule or “statutory” city. State law specifies the form of government and powers of statutory cities, which fall into two classes. Class III cities are those with a population of 3,000 to 29,999, and class IV cities have a population of 500 to 2,999. Areas with fewer than 500 people can also incorporate; they are referred to as villages. Note: Class change for municipalities is not mandatory. Thus many operate under rules for smaller entities.
5. Explain that more than seven in ten Missourians live in a metropolitan area, which consists of a big city and its surrounding suburbs. In more precise terms, a **metropolitan area** encompasses a central city of 50,000 or more people in addition to the counties containing the suburbs around the city. A metropolitan area is not a unit of government. It is a term used by social scientists and journalists to describe an economic region.
6. Provide the following as an example of a metropolitan area:

The largest metropolitan area in the state is located in and around St. Louis. The St. Louis metropolitan area actually takes in portions of both Missouri and Illinois

and has more than 2.5 million people. On the Missouri side, the St. Louis metropolitan area includes St. Louis city and the counties of Franklin, Jefferson, Lincoln, St. Louis, St. Charles and Warren, which together have a population of about 2.2 million people. The Kansas City metropolitan area also spills over into an adjacent state and has about 1.7 million people (about one million on the Missouri side). Missouri's other metropolitan areas are in and around the cities of Springfield, Joplin, and Columbia.

7. Distribute Missouri maps. Prompt a discussion about the settlement of Missouri cities by asking the following questions. Tell students to use the clues provided by the map, such as the city's location within the state or the city's location relative to a waterway, to answer the questions. You may use the first question as a model.
  - a. Why was St. Louis established? (St. Louis was a trading post. The waterways around St. Louis provided transportation for traders and trappers.)
  - b. Why was Cape Girardeau established? (It also was a trading post established on a waterway.)
  - c. Why was Kansas City established? (It also was established because of the transportation provided by waterways.)
  - d. Why was Jefferson City established? (Jefferson City was founded along the Missouri River in 1821 and was established as our capital city in 1826 because it was on a waterway in a central location.)
  - e. Why was St. Charles established? (It was established as a trading city on a waterway. St. Charles was Missouri's first capital.)
8. Point out that while waterways often dictated the location of cities that developed in the 1700's and 1800's, railroads and later highways profoundly affected the emergence of 20th century cities. Not surprisingly, suburban cities tend to grow up along the paths of interstate or other major highways.
9. Assign Reading 1, The History of Cities – American Style. Ask the following questions.
  - a. Why were the first cities in the United States established along waterways? (*Waterways were the most efficient form of transportation.*)
  - b. How did establishing a factory help a city to develop? (*Workers moved close to the factory.*)
  - c. Why did other businesses move close to the factory? (*Some businesses were established to supply the factory; some were established to offer goods and services to the people living around the factory.*)

- d. Why did cities develop near farming communities? *(These cities began as gathering places for agricultural workers. Farmers needed services. As they specialized in their production, they needed more access to a wider variety of goods and services. Businesses developed in these places to offer goods and services to farmers.)*
- e. Why would people living in a suburb of a city want to develop their suburb into a city? *(They would want to establish their own services. They would want more self-governance.)*

### **Closure**

Distribute a copy of Activity 1, *The History of Cities – Missouri Style* to each student. Place students in groups of three to four students. As an alternative to having students research Missouri cities, they may establish a fictitious city and describe it as presented in the activity.

### **Lesson Description**

This lesson describes the forms of city government and the key officials in city government.

### **Concepts**

Civics – mayor/council structure, strong-mayor model, weak-mayor model, council/manager structure

### **Instructional Objectives**

Students will be able to:

- compare and contrast the mayor/council and the council/manager structures of municipal government.
- compare and contrast the strong-mayor and weak-mayor models.
- determine their city's form of government.
- name their mayor, city manager or administrator and council representative.
- report the job requirements for positions in municipal government.

### **Time Required**

1 class period

### **Materials Required**

Reading 2, Jobs in Municipal Government (one page per group)  
Activity 2, Directions for City Employee Questionnaire (one per group)  
Visual 2, Organizational Chart: Mayor/Council Form  
Visual 3, Organizational Chart: Council/Manager Form  
Visual 4, Organizational Chart: City Administrator Form

### **Procedure**

1. Display Visual 2, Organizational Chart: Mayor/Council Form. Explain that if the students live in a city, chances are they have a **mayor/council (or mayor/aldermen)** structure of government. It is the most commonly used structure in Missouri. The mayor represents the executive branch, and the council represents the legislative branch. The council members may be called aldermen or alderwomen. The council members or alder persons are elected from the different neighborhoods they represent. The mayor is elected by all voting city residents.

2. Explain that the organizational chart is just a general guide. Cities can choose to elect certain officials or have the mayor and board of aldermen appoint them. Some officials that can be either elected or appointed are collector, marshal, city assessor, city attorney, city clerk, and street commissioner.
3. Explain that a city can use either a strong-mayor or weak-mayor model. In the **strong-mayor model**, the mayor has broad authority to appoint and remove most department heads and to prepare the city's budget. In the **weak-mayor model**, the mayor shares administrative and budgetary authority with the council and with independently elected executive officials. The distinction between strong-mayor and weak-mayor is not really clear-cut, but most experts agree that there are no true examples of the strong-mayor model in Missouri.
4. Ask the following questions:
  - a. What would be an advantage of the strong-mayor model? (*The mayor could appoint department heads with whom s/he works well.*)
  - b. What would be an advantage of the weak-mayor model? (*The people can decide whom they think is most qualified for the jobs.*)
5. Display Visual 3, Organizational Chart: Council/Manager Form. Explain that a council/manager structure is another method of municipal government organization. Council members are elected for a term that ranges from two to four years, depending on the city. The mayor is chosen from among the council members and serves a term of one year. The mayor runs the council meetings but has no special administrative or veto powers. Cities using this structure elect council members who make policy and then appoint a professional city manager to carry out the policy. The city manager works for the city council and has a great deal of control over local government decisions. The manager can appoint and remove all city department heads. The manager prepares the city budget for the council and then carries out the budget plan after the council has approved it.
6. Display Visual 4, Organizational Chart: City Administrator Form. Explain that this form is similar to the council/manager form of municipal government; however, there are some differences. Depending on the city, the **city administrator** may have powers as extensive as those of a city manager, or the administrator may have more limited authority and serve more as the mayor's assistant. It all depends on the city's ordinances.

7. Ask students the following questions:
  - a. Who appoints department heads in the mayor/council form of city government? (*the mayor and the council*)
  - b. Who appoints department heads in the council/manager form? (*the city manager*)
  - c. Who appoints department heads in city administrator form? (*It depends on the city's ordinances. Sometimes the city administrator appoints department heads, and sometimes the mayor has that right.*)
  - d. How are council members elected in the mayor/council form? (*Each is elected by the voters in his neighborhood.*)
  - e. How are council members elected in the council/manager form? (*Each is elected by all of the voting citizens of the city.*)

**Closure**

Instruct students to identify which structure exists in their city or the city nearest them. Have them find the name of their mayor, city manager or city administrator, and their council representative.

**Extension**

1. Explain that although some positions in municipal government are elected or appointed, many municipal jobs are available through application. Qualifications and experience is determined by each individual city.
2. Place students in six groups. Divide Reading 2, Jobs in Municipal Government into six pages and give each group one page. Explain that this is a general list of municipal jobs and not all cities may have each of these positions. As an after-school assignment, instruct students to contact city hall, the police department or other appropriate department to determine which of the positions on their sheet are held by someone. Instruct student to get the name of the employee (in the case of firefighters or police officers, students should get only one name) and the mailing address of the employee. Have students report their findings back to the group.
3. Instruct students to choose two city employees from their list and prepare a list of questions pertinent to the employees' positions and the employees' educational backgrounds. Use the job description in Reading 2 to formulate the questions. Instruct students to compose a brief letter asking the city employee to complete the questionnaire and return it to school. Alternatively, students might invite the city employee to speak with the class. Provide each group with a copy of Activity 2, *Directions for City Employee Questionnaire* as an example.

### **Lesson Description**

While counties typically provide a limited array of services, including law enforcement and road maintenance, city governments generally provide for a broad range of services that may include police and fire protection, street lighting and sidewalks, water and sewage service, and other amenities. But there are exceptions to these general rules: heavily populated counties, such as St. Louis County, offer many city-type services, and lightly populated cities and villages may provide few public services.

### **Concepts**

Civics – general-purpose governments  
Economics – amenities, infrastructure, taxes

### **Instructional Objectives**

Students will be able to:

- describe the functions of a general-purpose government.
- provide examples of amenities.
- provide examples of infrastructure.
- define taxes.

### **Time Required**

1 class period

### **Procedure**

1. Explain that cities, like counties, are **general-purpose governments**, meaning that they provide a wide range of public services for their residents.
2. Explain that large cities provide more services than smaller cities because their populations demand it and there are more resources available for funding. Cities seek to provide amenities, which are special public goods and services that increase the attractiveness of an area and the quality of life of the area's residents. Some examples of **amenities** are museums and parks. These amenities also provide jobs for the large populations in cities and more money for the cities' economies.
3. Discuss the following:
  - a. Imagine the city wishes to attract a large business that uses sophisticated



- technology in its production process. Can you describe the workers that company may want to hire? (*well-educated, highly skilled, smart*)
- b. What types of amenities would attract people such as these? (*Amenities such as a modern transportation system, a number of specialized museums, and city-sponsored forms of entertainment might attract the workers the company would want.*)
4. Explain that a modern, efficient **infrastructure** is another incentive for businesses to move to a city. Infrastructure refers to the basic facilities and equipment needed for the community to function. Stable bridges; modern water, sewage, and highway systems; and efficient mass transit are examples. Businesses rely on these things for production and transportation.
5. Explain that amenities and infrastructure must be paid for. Cities establish taxes to pay for these special public goods and services. **Taxes** are mandatory payments people make to government in return for goods and services offered by government.

### Closure

Instruct students to focus on their own city, or the city nearest them. Discuss the following:

- a. What types of amenities are offered? (*Answers will vary. Smaller cities will offer fewer amenities than larger ones.*)
- b. In recent years, what changes have occurred in the city's infrastructure? (*Answers will vary, but students should recall new bridges, roads, sewers, or expansions of these and other infrastructure systems.*)
- c. How are amenities and infrastructure often financed? (*Through the collection of taxes.*)
- d. What are taxes? (*Taxes are mandatory payments people make to government in return for goods and services offered by government.*)

**READING 1**  
**THE HISTORY OF CITIES – AMERICAN STYLE**

Villages become towns, and towns become cities over time. There are actually several reasons cities develop and grow. Many of our early cities began in areas that were relatively easy to get to. Before there were airplanes, cars, or trains, cities were established on waterways, or along well-traveled paths and roads. The rivers and oceans made it easy to travel and trade goods. Cities developed as trading centers. Later, railroads developed. Most businesspeople and landowners tried to get a railroad to build a route through their towns. Railroads would connect towns to other towns, and townspeople realized that railroads would bring growth.

Regardless of how people came to settle in various places, certain things had to happen to make those places grow. In the U.S., cities were often established around businesses — specifically factories which, in turn, were usually located close to the source of raw materials and to cheap transportation, such as a waterway. Factories were transit-dependent, so they relied on the waterways. There were no highways, there was no mass transportation, and there were no cars, so people who wished to work at the factory had to move close by. As the population around the factory grew, more businesses moved into the area, providing residents with goods and services. The people who owned or worked at the grocery store, corner tavern, shoe repair shop, or hardware store also took up residence in the city. Other factories were built, taking advantage of the supply of labor among the dense population. And more people followed. Eventually, these places grew into the large cities we have today.

Of course, cities have developed for other reasons. In rural areas, the city began as a central place where agricultural workers could come to purchase the goods and services they needed to run their farms and households. Stores in these towns offered farm equipment, dry goods, groceries, implement repair shops, churches, and probably a few restaurants or taverns where distant neighbors could gather and talk.

In more recent years, many cities followed yet another path to development. Governments built highways, making it easier for people to commute to work. People began to move away from the city and into the suburbs. Eventually, suburban cities developed along major highways connecting them to a major city.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The MANAGER/ADMINISTRATOR:**

- typically must have a bachelor's degree; a master's degree in public administration or a related field is preferred.
- usually begins her management career as an assistant city manager/administrator.
- begins working in a small town or city after college and gains experience before moving to a large city or suburban community as manager.
- sometimes works as a department director prior to becoming manager.
- as city manager, is the chief administrative officer of the city and is responsible for the day-to-day general operations of all city departments.
- is appointed to the position by the city council and reports directly to the mayor and city council.

**The ASSISTANT MANAGER/ADMINISTRATOR:**

- typically must have a bachelor's degree; a master's degree in public administration or related field is preferred.
- begins working in a small town or city after college and gains experience before moving to a large city or suburban community as assistant or city manager.
- sometimes serves as a department director or personnel manager in addition to general administrative duties.

**The CITY ATTORNEY:**

- must have a law degree and must be a member of the Bar in the state.
- must be experienced in the field of municipal law.
- in small towns and cities, is usually a part-time position. Persons in this position have their own law practice outside of city government.
- may practice other types of law in addition to municipal law or be part of a larger firm that employs attorneys who practice other fields of law.

**The PERSONNEL SPECIALIST:**

- can have varied qualifications depending on the type of specialization.
- must have completed standard high school courses and specialized training and experience obtained in college or through on-the-job training in personnel management.

**The ACCOUNTING CLERK:**

- can have varied qualifications depending on the type of specialization.
- must have completed standard high school courses and specialized training and experience obtained in college or through on-the-job training in personnel management.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The CITY CLERK:**

- typically must have completed standard high school courses.
- in some cities, is required to have business school training beyond high school.
- can receive accreditation from municipal clerks' professional associations by attending their training courses.
- typically possesses standard clerical skills required of a general clerical employee.
- is responsible for maintaining and safeguarding the official records of the city, including minutes of meetings (which are the records of the official actions of the city council), the ordinances and resolutions adopted by the city council, contracts and agreements the city has entered into with others, and legal documents, such as vehicle titles and property deeds.
- as the chief official for the city, handles the filing for elected office by citizens.

**The PERSONNEL DIRECTOR/HUMAN RESOURCES MANAGER:**

- typically must have a bachelor's degree; some cities prefer a master's degree in public administration or human resources management.
- must have formal education through college classes and on-the-job experience in working in a personnel department or city manager's office providing working knowledge of compensation systems, employee classification plans, hiring procedures, discipline, benefits, and public personnel law in required.

**The PUBLIC WORKS DIRECTOR:**

- must have a bachelor's degree in civil engineering and, in some cities, certification as a professional engineer.
- must have knowledge of construction techniques utilized by public entities, including road and bridge construction and storm water construction, fleet maintenance, drafting skills and laws relating to public works administration.
- serves as a supervisor to Public Works Department employees for daily operations, which usually includes street, health, vehicle maintenance, and inspections divisions.

**The FINANCE DIRECTOR:**

- must have a master's degree in finance or business administration with a specialization in finance.
- must have knowledge of accounting systems utilized by public entities, including fund accounting, laws relating to public finance, and investment options for local governments.
- performs general accounting work in keeping and paying the city's bills, receiving all revenue due the city, preparing payroll for the employees, and deciding how to invest the funds the city does not currently require for operations in a manner so as to increase the value of the dollars not being spent.
- serves as supervisor to finance department employees for daily operations.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The CITY ENGINEER/CIVIL ENGINEER:**

- must have a bachelor's degree in civil engineering and, in some cities, certification as a professional engineer.
- must have knowledge of construction techniques utilized by public entities, including road and bridge construction and storm water construction, and surveying and drafting.
- usually works for the director of public works and develops project drawings and specifications to ensure construction is completed according to the approved methods.

**The CITY PLANNER:**

- must have a bachelor's degree in urban planning; a master's degree and professional certification is preferred.
- must have knowledge of local zoning laws and codes utilized by public entities in order to recommend policies to the city council or board of aldermen for the orderly development of property within the city.
- works to ensure compatible use of property by enforcing the established zoning regulations for each area of the city.

**The CONSTRUCTION INSPECTOR:**

- must have completed standard high school courses supplemented by technical school training or an Associate's Degree in Construction Management.
- must have knowledge of construction techniques utilized by public entities, including road and bridge construction and storm water construction, and surveying and drafting.
- usually works for the director of public works and inspects projects in the field to ensure construction is completed according to the approved plans and within the established budget.

**The STREET/PARK FOREMAN:**

- usually must have completed standard high school courses and on-the-job training in street and parks maintenance operations in order to provide the experience to supervise crew activities under the general supervision of the operations/street superintendent.
- works providing daily services to the citizens of the city through street and parks maintenance activities.
- may also be responsible for providing such services as limb collection and leaf vacuuming to assist residents in the removal of these items from their property.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The PARKS AND RECREATION DIRECTOR:**

- must have a bachelor's degree in recreation; a master's degree and professional certification is preferred.
- must have knowledge of local zoning laws and codes utilized by public entities in order to recommend policies to the City Council or Board of Aldermen for the orderly development of property within the city.
- works to ensure compatible use of property by enforcing the established zoning regulations for each area of the city.

**The PLANS REVIEWER:**

- must have completed standard high school courses supplemented by technical school training or an Associate's Degree in Code Enforcement.
- must have knowledge of the building codes and building construction techniques utilized for residential and commercial construction.
- usually works for the director of public works.
- is responsible for all plans for new construction drawn by architects and determining if the plan meets the local building code. This is done to ensure the safety of the general public.
- works with the architect and the property owner to correct any deficiencies in the plan so the project can be approved and building permits issued.

**The OPERATIONS/STREET SUPERINTENDENT:**

- must have completed standard high school courses and on-the-job training in the operations of the Street Maintenance Division/Department to ensure the city's streets and storm water systems are properly maintained.
- must have knowledge in the use of asphalt and concrete for building streets and retaining walls and performing repairs.
- must have knowledge of and the ability to utilize heavy equipment, such as back hoes, tractors, graders, dump trucks, snow plows, salt spreaders, and leaf vacuums.
- must have knowledge and the ability to utilize light equipment such as saws, hand tools, and welding equipment to perform equipment repair and maintenance.
- in some cities, is responsible for maintaining city parks and other public facilities requiring the use of commercial landscaping equipment.
- supervises the daily operations of the maintenance employees under the direction of the director of public works.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The FIRE CHIEF:**

- has extensive experience and training in firefighting, emergency rescue, fire prevention, and public administration.
- in larger cities, must have a bachelor's degree.
- works through the ranks of the department, gaining experience and training.
- is responsible for the overall daily operations of the fire department.

**The ASSISTANT FIRE CHIEF:**

- has extensive experience in firefighting and emergency rescue obtained by on-the-job performance and training.
- is often the highest ranking firefighter on duty for a shift and is responsible for the city's entire firefighting operation during that duty time, which may include fire crews at several different fire houses located throughout the city.

**The FIRE MARSHALL:**

- must have firefighter training and experience, as well as extensive knowledge in building construction and building and fire codes.
- is responsible for investigating all suspicious fires to determine the cause of the fire as well as conducting fire safety inspections on existing commercial buildings and reviewing the plans for new construction to ensure the plans meet the fire code.

**The FIRE CAPTAIN:**

- must have extensive experience in firefighting to lead a fire crew.
- is typically one of the first managerial ranks for a firefighter in which the individual develops skills as a supervisor.

**The CHIEF OF POLICE:**

- must have completed standard high school courses; frequently must have a bachelor's degree or master's degree in criminal justice or the administration of justice.
- must have certification as a police officer by an accredited training academy.
- requires the ability to carry a firearm.
- typically requires considerable experience as a police officer with some years as a command-level officer prior to being appointed chief of police.
- is responsible for the daily operations of the police department in its efforts to provide for the safety of citizens and motorists within the city.
- through the police officers in the department, is responsible for the identification of criminal offenders and criminal activity and the apprehension of offenders and participation in court proceedings; reducing the opportunity for criminal activity and creating a sense of security in the community; aiding individuals who are in danger of physical harm or cannot care for themselves; and protecting the constitutional guarantees of citizens and the promotion and preservation of civil order.

**READING 2**  
**JOBS IN MUNICIPAL GOVERNMENT**

**The POLICE MAJOR, the CAPTAIN, the LIEUTENANT, the SERGEANT, and the CORPORAL:**

- are often required to have a bachelor's degree in criminal justice or administration of justice.
- work to assist the chief of police in the responsibilities of the police department.
- are required to have the basic training of a police officer and specialized on-the-job training to carry out specific duties.

**The POLICE OFFICER:**

- must have completed standard high school courses and may be required to hold an associate's or bachelor's degree in criminal justice.
- must have certification as a police officer training academy.
- must have the ability to carry a firearm, perform self defense, and physically restrain individuals.
- is responsible for the daily patrol and traffic enforcement functions of the police department and special assignments in the investigation of criminal offenders.

**The COMMUNICATIONS OFFICER/DISPATCHER:**

- must have completed standard high school courses and be certified as a police communications officer.
- handles all emergency telephone calls received through the 911 system.
- determines from the information provided the appropriate response required by the caller.
- dispatches by radio police, fire, and emergency personnel to the location where needed to respond to a situation.
- maintains regular radio contact with all officers to ensure personal safety.
- maintains logs of all calls received.

**The FIREFIGHTER/EMERGENCY MEDICAL TECHNICIAN OR PARAMEDIC:**

- must have completed standard high school courses and be certified by an accredited fire academy. Many firefighters are obtaining associate's or bachelor's degrees in fire sciences or emergency medical training.
- is often required to have training and certification as an emergency medical technician (EMT). Such certification provides the firefighter with the ability to perform basic medical procedures, such as CPR, on a rescue victim until an ambulance arrives on the scene. A certified paramedic can perform more advanced life saving measures on rescue victims until the victim reaches the hospital.





**ACTIVITY 2**

**DIRECTIONS FOR CITY EMPLOYEE QUESTIONNAIRE**

Do you aspire to be the mayor of your city? Would you like to be a police officer or a firefighter? It might be fun to be a city engineer and have the responsibility of checking that roads and bridges are built correctly.

Your goal in preparing the questionnaire is to gain more information about jobs in municipal government. You can gain specific knowledge of your city's employment positions by asking persons holding those positions to provide information about their educational backgrounds, job experience, training, and duties.

In preparing the questionnaire, choose questions that specifically address the training and functions of the job. For instance, if you were inquiring about the city planner position, your questionnaire might include the following questions.

Did you complete a bachelor's degree?                      If so, where?

What was your major area of study?

Did you complete a master's degree or other professional certification?

What have you had to learn on the job?

Do zoning laws and building codes change regularly?

Who recommends changes in zoning laws and building codes?

Do you have input into changes in zoning laws and building codes?

Do you visit construction sites and perform other duties out of doors?

Do you enjoy your work?

VISUAL 1

CITY CLASSES

Of the more than 900 municipalities in Missouri;

approximately 250 are classified as villages  
(fewer than 500 inhabitants).

approximately 500 are classified as Class 4  
(500–2,999 inhabitants).\*

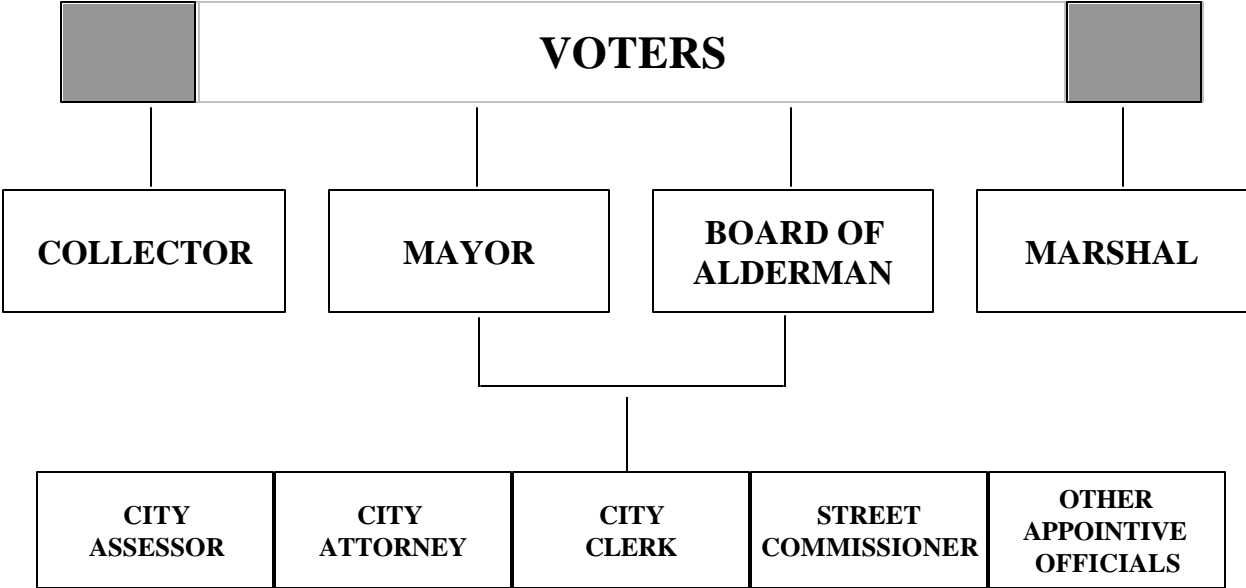
about 60 are classified as Class 3  
(3,000–29,999 inhabitants).

about three dozen are Constitutional Charter Cities also  
known as Home Rule  
(more than 5,000 inhabitants).

\*The classification system is not rigid. (e.g., St. Peters, with about 50,000 people, is still a Class 4 city.)

Source: *Manual for Newly Elected Officials*. Missouri Municipal League. August, 1997.

**VISUAL 2  
ORGANIZATIONAL CHART  
Mayor/Council Form**

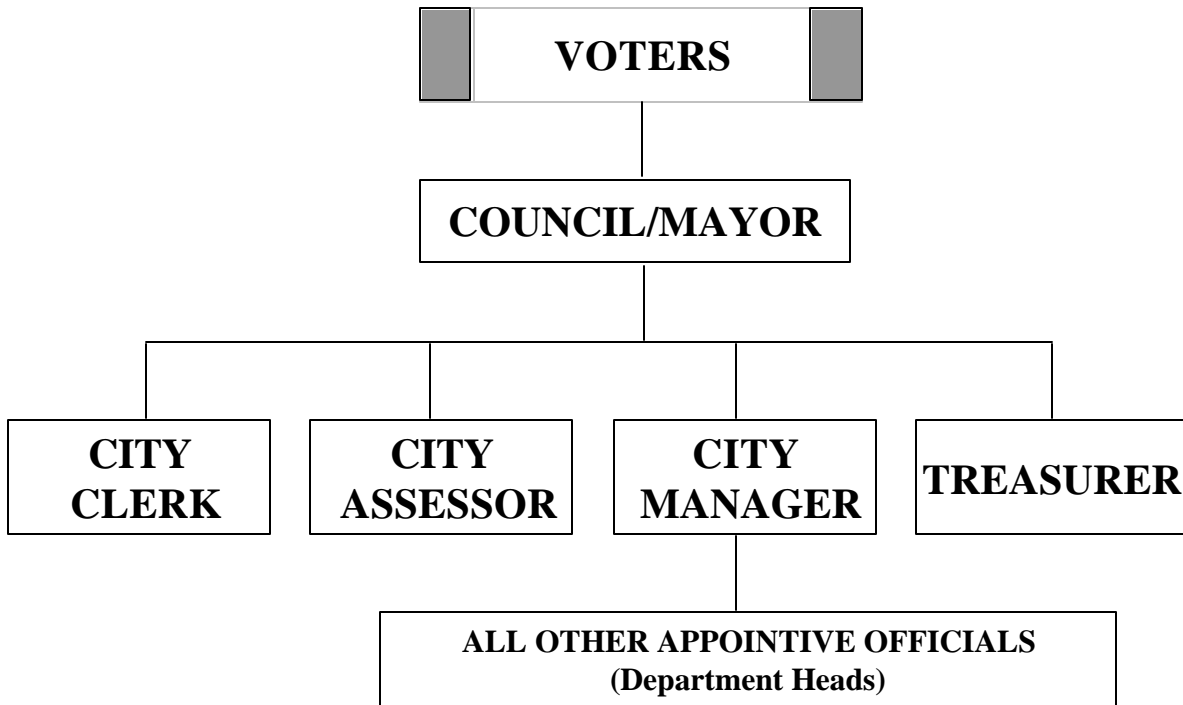


Source: *Manual for Newly Elected Officials*. Missouri Municipal League. August, 1997.  
Reprinted with permission

**VISUAL 3**

**ORGANIZATION CHART**

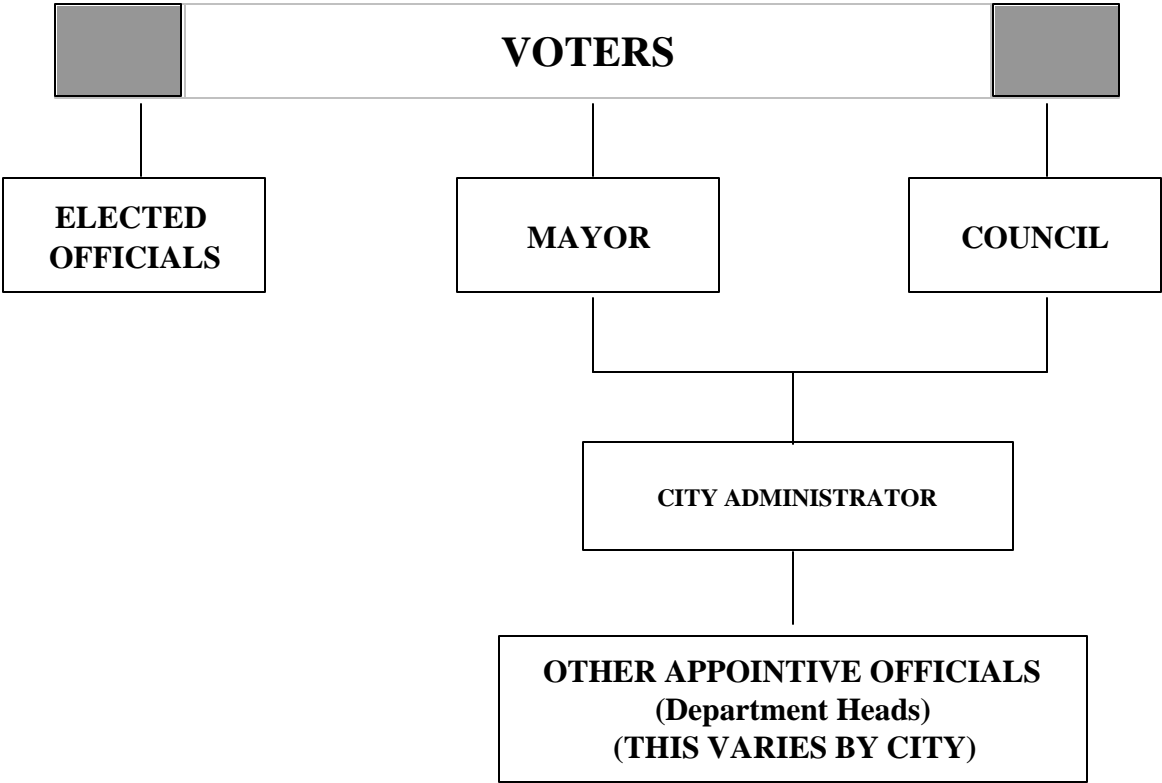
**Council/Manager Form**



Source: *Manual for Newly Elected Officials*. Missouri Municipal League. August 1997.  
Reprinted with permission

**VISUAL 4  
ORGANIZATIONAL CHART**

**City Administrator Form**



Source: *Manual for Newly Elected Officials*. Missouri Municipal League. August, 1997. Reprinted with permission