

Chapter 2: The History of Criminal Investigation

Test Bank

Multiple Choice

1. Critical evidence in the Lindbergh baby kidnapping that led to the crime being solved was _____.

- a. the statement of Violet Sharpe, the Lindbergh's maid
- b. evidence found on the baby's pajamas
- c. the serial number on a \$10 bill, identified as a ransom bill
- d. fingerprints located on a windowsill of the Lindbergh's house

Ans: C

Learning Objective: 2-1: Discuss the Lindbergh baby kidnapping investigation, identify the critical evidence in the case, and explain how the perpetrator was eventually identified.

Cognitive Domain: Knowledge

Answer Location: From the Case File: The Lindbergh Baby Kidnapping

Difficulty Level: Easy

2. Parliamentary reward operated in the _____.

- a. 1200s
- b. 1700s and early 1800s
- c. early 1900s
- d. present

Ans: B

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: Informers and Parliamentary Reward

Difficulty Level: Easy

3. One of the problems with the thieftaker system was that _____.
- a. thieftakers were never used by victims
 - b. thieftakers tricked people into committing crimes
 - c. thieftakers relied on other members of the group to identify criminals
 - d. thieftakers often worked in cooperation with thieves

Ans: D

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: Thief-Takers

Difficulty Level: Easy

4. The London Metropolitan Police Department was established in the _____.
- a. 1600s
 - b. 1700s
 - c. 1800s
 - d. 1900s

Ans: C

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: London Metropolitan Police Department

Difficulty Level: Easy

5. The necessity of detectives receiving salaries was highlighted because of problems associated with _____.

- a. informers
- b. the thieftaker system
- c. the thiefmaker system
- d. the Bureau of Investigation

Ans: B

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: London Metropolitan Police Department

Difficulty Level: Easy

6. With regard to the thieftaker system, which of the following is TRUE?

- a. Thieftaker was a private citizen.
- b. A thieftaker was usually a thief.
- c. Everyone benefited equally in this system, including the victim.
- d. All crimes were investigated equally within the thieftaker system.

Ans: A

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: Thief-Takers

Difficulty Level: Easy

7. The necessity of having detectives work cases was highlighted because of problems associated with _____.

- a. informers and parliamentary reward
- b. the thieftaker system
- c. the thief-maker system
- d. the workload in police departments

Ans: C

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: London Metropolitan Police Department

Difficulty Level: Easy

8. Making detectives reactive and assigning them to cases reduced the likelihood that detectives _____.

- a. could trick people into committing crimes
- b. could conduct illegal searches
- c. would solve too many crimes
- d. would have nothing to do

Ans: A

Learning Objective: 2-3: Explain how the designers of the detective position accounted for the problems associated with informers, thief-takers, and thief-makers.

Cognitive Domain: Comprehension

Answer Location: London Metropolitan Police Department

Difficulty Level: Medium

9. The mid-1800s to the early 1900s in American policing has been characterized as the _____.

- a. political era of policing
- b. reform era of policing
- c. community problem-solving era of policing
- d. the modern era of policing

Ans: A

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

10. Among the limitations of photography as a method of criminal identification was NOT that _____.

- a. people can look different over time
- b. in order to be useful, authorities needed to have a photograph of the wanted person
- c. it cost too much money to make photographs

d. people can change their appearance

Ans: C

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Comprehension

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Medium

11. The premise of _____ was that the bone structures of an adult did not change over the course of a lifetime.

- a. Brundage
- b. Watchcomzule
- c. Windage
- d. Bertillonage

Ans: D

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Application

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Medium

12. Which of the following does NOT relate to the reform era?

- a. It includes the time from the early 1800s to the early 1870s.
- b. It was about police professionalism.
- c. Crime control and apprehension were seen as primary functions of the police.

d. Detectives became more and more important.

Ans: A

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Comprehension

Answer Location: The Reform Era

Difficulty Level: Medium

13. What era of policing used investigative tactics like the dragnet roundup of suspects and the third degree?

- a. political era of policing
- b. reform era of policing
- c. community problem-solving era of policing
- d. the modern era

Ans: A

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

14. Which sentence is NOT accurate regarding history?

- a. Understanding history allows for an appreciation of how things have changed over time.
- b. The present is the product of the past.
- c. It is possible to predict the future by knowing the past.

d. History is not important.

Ans: D

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The Importance of History in Understanding the Present and the Future

Difficulty Level: Easy

15. What kind of behaviors were NOT associated with the third degree?

- a. beating with a rubber house
- b. placing a suspect in a sweatbox for hours and hours under constant questioning
- c. drilling teeth
- d. executing subjects

Ans: D

Learning Objective: 2-6: Define the tactics of the “third degree” and the dragnet.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

16. What did NOT lead to the creation of state police agencies?

- a. automobiles
- b. ineffective local police departments
- c. the need for law enforcement in less populated, rural areas

d. a decrease in crimes

Ans: D

Learning Objective: 2-7: Discuss the creation and development of the FBI and its role in advancing the methods of investigation.

Cognitive Domain: Knowledge

Answer Location: Sheriffs, State Police, U.S. Marshals, and the Bureau of Investigation

Difficulty Level: Easy

17. Which of the following is NOT true about the FBI?

- a. The FBI was created by J. Edgar Hoover in 1908.
- b. The FBI was initially plagued with scandals but later grew to be a prominent law enforcement agency.
- c. The FBI is responsible for counterintelligence and antiradical investigations.
- d. The FBI is responsible for kidnappings.

Ans: A

Learning Objective: 2-7: Discuss the creation and development of the FBI and its role in advancing the methods of investigation.

Cognitive Domain: Comprehension

Answer Location: Sheriffs, State Police, U.S. Marshals, and the Bureau of Investigation

Difficulty Level: Medium

18. Which of the following is NOT true about the reform era of policing?

- a. This era took place from the early 1900s to the 1960s.
- b. This era enforced police professionalism.

- c. The community was invaluable to the police's effectiveness.
- d. Detectives were efficient crime solvers.

Ans: C

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Comprehension

Answer Location: The Reform Era

Difficulty Level: Medium

19. What are NOT strategies mentioned in the textbook that provide opportunities for residents to share information with the police in solving crimes?

- a. tip lines
- b. school liaison officers
- c. police involvement in community watch groups
- d. police do not accept information shared by residents

Ans: D

Learning Objective: 2-8: Identify the investigative strategies that are consistent with community policing.

Cognitive Domain: Knowledge

Answer Location: The Community Problem-Solving Era

Difficulty Level: Easy

20. What is NOT a development in criminal investigation that has occurred during the community problem-solving era of policing?

- a. DNA analysis as a method of identification
- b. COMPSTAT

c. empirical research on the criminal investigation process

d. Bertillonage

Ans: D

Learning Objective: 2-8: Identify the investigative strategies that are consistent with community policing.

Cognitive Domain: Knowledge

Answer Location: The Community Problem-Solving Era

Difficulty Level: Easy

21. A _____ was a collection of photographs used for the purpose of criminal identification.

a. Rogues gallery

b. Bertillonage

c. dragnet

d. third degree

Ans: A

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Application

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Medium

22. *Rounding up the usual suspects* often took the form of, or was also known as, a _____.

a. Rogues gallery

b. Bertillonage

- c. dragnet
- d. third degree

Ans: C

Learning Objective: 2-6: Define the tactics of the “third degree” and the dragnet.

Cognitive Domain: Comprehension

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Medium

23. During the time of parliamentary reward, the work of detectives was mostly linked to which crime?

- a. rape
- b. kidnapping
- c. murder
- d. public drunkenness

Ans: C

Learning Objective: 2-3: Explain how the designers of the detective position accounted for the problems associated with informers, thief-takers, and thief-makers.

Cognitive Domain: Knowledge

Answer Location: London Metropolitan Police Department

Difficulty Level: Easy

24. Which of the following is NOT a method of identification mentioned in this chapter?

- a. voice recognition
- b. photography

c. fingerprints

d. Bertillonage

Ans: A

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives | The Reform Era

Difficulty Level: Easy

25. A(n) _____ was an individual who tricked another person into committing a crime and then would turn that person in for a parliamentary reward.

a. informer

b. thief-taker

c. thief-maker

d. detective

Ans: C

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Application

Answer Location: Thief-makers

Difficulty Level: Medium

True/False

1. With the system of the Parliamentary reward, a reward was offered by the government to anyone who provided information that led to the apprehension of criminals.

Ans: T

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Comprehension

Answer Location: Informers and Parliamentary Reward

Difficulty Level: Medium

2. Thief-takers most often worked on behalf of the rich, not the poor.

Ans: T

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Knowledge

Answer Location: Thief-Takers

Difficulty Level: Easy

3. In England, the role and position of the plain-clothes detective was immediately welcomed by the public.

Ans: F

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Comprehension

Answer Location: London Metropolitan Police Department

Difficulty Level: Medium

4. At the time of the ratification of the U.S. Constitution, the policing function was almost exclusively a responsibility of the federal government.

Ans: F

Learning Objective: 2-2: Evaluate the role informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Application

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Hard

5. In the political era of policing, detectives played a large and significant role in crime fighting.

Ans: F

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

6. The first identification system used in America for criminal investigation purposes was fingerprinting.

Ans: F

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Application

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Medium

7. One of the primary advantages of private detective firms of the mid- to late 1800s (such as Pinkerton's) was that they operated without concern for political jurisdictional lines.

Ans: T

Learning Objective: 2-3: Explain how the designers of the detective position accounted for the problems associated with informers, thief-takers, and thief-makers.

Cognitive Domain: Application

Answer Location: Private Detectives

Difficulty Level: Medium

8. The system of policing from the early 1900s to the 1960s was known as the reform era.

Ans: T

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The Reform Era

Difficulty Level: Easy

9. A cornerstone of community policing is that the police are the experts and the most effective without involvement of citizens in criminal investigations or other matters.

Ans: F

Learning Objective: 2-8: Identify the investigative strategies that are consistent with community policing.

Cognitive Domain: Comprehension

Answer Location: The Community Problem-Solving Era

Difficulty Level: Medium

10. Because of the Lindbergh baby kidnapping, kidnapping became a federal offense and under FBI jurisdiction.

Ans: T

Learning Objective: 2-7: Discuss the creation and development of the FBI and its role in advancing the methods of investigation.

Cognitive Domain: Knowledge

Answer Location: From the Case File: The Lindbergh Baby Kidnapping

Difficulty Level: Easy

Essay

1. Define the systems of parliamentary reward, thieftakers, and thief makers. What problems resulted from each of these systems?

Ans: Students should explain that a Parliamentary reward is a reward offered by the government to anyone who apprehends a criminal. They should also note that this system was problematic because people were unsupportive of both the legal system and the informers due to harsh sentencing at the time. Students should then describe a thieftaker as a citizen hired by a victim to apprehend a criminal or return stolen property. The inherent problem of thieftakers being corrupt and working only for the poor should be mentioned. Lastly, students should describe thief makers as individuals coercing or tricking another person into committing a crime as well as the obvious problems associated with that.

Learning Objective: 2-2: Evaluate the role of informers, thief-takers, and thief-makers in England in the 1700s and 1800s.

Cognitive Domain: Analysis

Answer Location: The Evolution of the Investigative Task: English Developments

Difficulty Level: Hard

2. In constructing the position of detective, how were the problems of parliamentary reward, thieftakers, and thief makers addressed?

Ans: In order for a detective to gain support from the public, the position of the detective had to be only for the most serious of crimes. The detective position was salaried, providing no incentive to work for one client over another. To overcome the problems inherent to the thief maker, detectives were made to be reactive to crime.

Learning Objective: 2-3: Explain how the designers of the detective position accounted for the problems associated with informers, thief-takers, and thief-makers.

Cognitive Domain: Application

Answer Location: London Metropolitan Police Department

Difficulty Level: Medium

3. Describe the role and function of detectives during the political era of policing.

Ans: Students should first mention that detectives did not provide a large role during the political era of policing. They should then explain that detectives received most of their information through their familiarity with criminals because many detectives were reformed criminals themselves or prison guards. They often wore disguises, even in court, because of the sensitive nature of their work.

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

4. Describe the identification system known as Bertillonage, and identify its strengths and weaknesses.

Ans: Bertillonage was an identification system that identified a person by 11 measurements of the body. It is based on the premise that the bone structure of a person is unique to that person and remains constant, even as that person ages. It was initially successful as an improvement over the use of photographs; however, it was too impractical and error prone.

Learning Objective: 2-5: Compare the limitations of photography and Bertillonage as methods of identification, and the strengths of fingerprints.

Cognitive Domain: Knowledge

Answer Location: The First American Police Departments and Detectives

Difficulty Level: Easy

5. What circumstances led to the transition from the reform era of policing to the community problem-solving era of policing?

Ans: Students should describe the culture of the 1960s in relation to law enforcement, such as the growing riots and protests due to the Vietnam War and the Civil Rights Movement, as well as the lack of support of the police and police legitimacy. Assassinations and Supreme Court decisions that “handcuffed” the police were also making the police officer's job harder. During this time, crime rates were doubling, and the police needed a different strategy.

Learning Objective: 2-4: Evaluate the role and function of detectives during the political, reform, and community problem-solving eras.

Cognitive Domain: Analysis

Answer Location: The Community Problem-Solving Era

Difficulty Level: Hard