Nanny Cams

The rangy young driver pulled his truck around a corner in a well-to-do suburban town and stopped in front of an unpretentious house. A window on his laptop's screen that had been flickering suddenly showed a crisp black-and-white video image: a living room, seen from somewhere near the floor. Baby toys were strewn across the floor, and a woman sat on a couch.

After showing the nanny-cam wireless video surveillance images, the man drove on, scanning other houses and finding a view from above a back door and of an empty crib.

Wireless video cameras, from Nanny Cams to highway monitors, operate within a set of frequencies that can be accessed with simple receivers. A 2002 New York Times article was the first public acknowledgement of this new security problem. This initial article brought to light how easily outsiders could intercept the video signal from the wireless cameras using nothing more than the receivers sold with the cameras. Many individuals and companies (including preschools) deploy these cameras to increase their facility security. They are inexpensive, somewhat robust, and easy to configure and install. Their applications are endless. These cameras video signals can be detected in many locations: homes, small business, stores of all types and sizes, industrial faculties, expressway cameras, even the simple wireless nanny cam's watching over your children. This is where the problem comes down to - who else is using your camera?

The basic wireless signal is within the 2.4GHz band, which is allocated by the FCC for public use. These camera signals can be monitored on four sub frequencies within this bandwidth that the more common cameras transmit on. Other frequencies besides these can be found to have cameras transmitting in the clear. These are usually found in professional grade camera units.

Unauthorized monitoring of these wireless cameras violate the federal wiretap act for unauthorized persons to intercept an electronic communication, in form of digital images, that was being transmitted as part of wireless video surveillance system.

The basic fault of these units is that while the signal can be directional, limiting the

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The Adventist ECE Teacher

During morning worship, I began reading the 38th chapter of Adventist Home. It is titled: “Mother’s Position and Responsibilities”. I was struck by the similarities and comparisons I began to make within my mind. Since we know that early childhood professionals are often placed in the position of being the child’s teacher and caretaker during the day, I thought the following passages were relevant and uplifting. I have copied some paragraphs here for the edification of my fellow early childhood professionals, but I have taken the liberty of editing a few words. The edits will be italicized. A few paragraphs have been deleted, so feel free to look them up and read them through.

The Co-Laborer’s Equal.—Early childhood professionals should fill the position which God originally designed for her, as her co-laborer’s equal. The world needs early childhood teachers who are teachers not merely in name but in every sense of the word. We may safely say that the distinctive duties of Adventist early childhood teachers are more sacred, more holy, than those of other early childhood teachers. Let Adventist early childhood teachers realize the sacredness of her work and in the strength and fear of God take up her life mission. Let her educate her children for usefulness in this world and for a home in the better world. {AH 231.1}

The Adventist early childhood professional should not sacrifice her strength and allow her powers to lie dormant, leaning wholly upon her co-laborers. Her individuality cannot be merged in theirs. She should feel that she is her co-laborer’s equal— to stand by his side, she is faithful at her post of duty and he at his. Her work in the education of her children is in every respect as elevating and ennobling as any post of duty her co-laborers may be called to fill, even if it is to be the chief magistrate of the nation. {AH 231.2}

The Queen of the Classroom.—The king upon his throne has no higher work than has the Adventist early childhood professional. The early childhood professional is queen of her classroom. She has in her power the molding of her children’s characters, that they may be fitted for the higher, immortal life. An angel could not ask for a higher mission; for in doing this work she is doing service for God. Let her only realize the high character of her task, and it will inspire her with courage. Let her realize the worth of her work and put on the whole armor of God, that she may resist the temptation to conform to the world’s standard. Her work is for time and for eternity. {AH 231.3}

The early childhood professional is the queen of the classroom, and the children are her subjects. She is to rule her classroom wisely, in the dignity of a teacher. Her influence in the classroom is to be paramount; her word, law. If she is a Christian, under God’s control, she will command the respect of her children. {AH 232.1}

The children are to be taught to regard their teacher, not as a slave whose work it is to wait on them, but as a queen who is to guide and direct them, teaching them line upon line, precept upon precept. {AH 232.2}

A Graphic Comparison of Values.—The Adventist early childhood professional seldom appreciates her own work and frequently sets so low an estimate upon her labor that she regards it as drudgery. She goes through the same round day after day, week after week, with no special marked results. She cannot tell at the close of the day the many little things she has accomplished. Placed beside her co-laborer’s achievement, she feels that she has done nothing worth mentioning. {AH 232.3}

Could the veil be withdrawn and others see as God sees the work of the day, and see how His infinite eye compares the work of the one with that of the other, they would be astonished at the heavenly revelation. Many would view their labors in a more modest light, while the Adventist early childhood professional would have new courage and energy to pursue her labor with wisdom, perseverance, and patience. Now she knows its value. While others have been dealing with the things which must perish and pass away, the Adventist early childhood teacher has been dealing with developing minds and character, working not only for time but for eternity. {AH 233.1}

What wonderful words of encouragement! In these last days, when so many children are living traumatic lives, how encouraging it is to know that our work with these young children is not in vain.

My weekly Sabbath School class has the same demographic make-up as most of our Adventist early childhood programs. For these young children, my job is not to make them Seventh-day Adventists so much as it is to ensure that they understand that they are children of God - the one true God of Heaven.

Take advantage of the powerful influence you have with these young Continued on page 4
The Purposes of ACCN:

1. To affirm, encourage and empower all engaged in the weekday ministry to children.
2. To provide opportunities for professional and spiritual growth.
3. To provide networking opportunities for Seventh-day Adventist Child Care Homes and Child Care Centers from Save the Children and NACCRRA. To protect children in child care during emergencies including tornadoes, earthquakes, industrial accidents and other disasters that may require evacuation, lockdowns, sheltering in place or reunification of children with their parents following a disaster. See website for more details.
4. To set certification standards for child care providers.
5. To foster unity between all areas of child development within the Seventh-day Adventist Church.
6. To encourage the incorporation of Early Childhood Education in the nurture and outreach programs of the Seventh-day Adventist Church.
7. To foster working relationships with the world church, unions, conferences, local churches, and schools.
8. To encourage surveys and research in the area of Child Development and Early Childhood Education in cooperation with the North American Division.
9. To counsel with the North American Division and General Conference in the development and review of programs and strategies for Child Development.
10. To provide guidance and resources to training organizations, colleges, and universities.
11. To advocate the hiring of Early Childhood specialists at all organizational levels of the Seventh-day Adventist Church.
12. To develop working relationships with other Early Childhood Education organizations.
13. To encourage child care centers to obtain national accreditation.

Join ACCN

ACCN website
Nanny Cams

area of reception, most people do not take advantage of this, and the analog video signal is NOT encrypted. Anyone with a simple 2.4 GHz video receiver can receive and view these cameras signals.

Dinner with the neighbors was a weekly activity – but only after the newborn baby was asleep for the night. With the video baby monitor in place, receiver in hand, mom and dad left to go next door for dinner. They could see and hear if the little one awakened and they could be back in their house in just a moment or two.

Many people will say, "So what, I am not monitoring anything that anyone else would be." But that misses the point. Any camera in your home or office allows anyone to remotely "case" your facility, watch your business. If the camera is in your home to help you watch over your children, you have to ask yourself - who else is really watching my children?

Your security, privacy, and in many ways your safety are at stake. The impact is directly related to the location of the camera.

Security safeguards
How can you still use this technology and protect yourself? There are options as a homeowner or a business owner that you can take:

1. Purchase cameras with encryption.
2. Directional antennas.
3. Purchase cable or Internet (encrypted) cameras.
4. Turn off the cameras when not in use.

These simple options will protect your video feed from casual interception. If you transmit in the clear you risk interception and privacy violation – a sincere risk in a litigious society.


Adventist Teacher

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